

2018

KARRINYUP PRIMARY SCHOOL  
ANNUAL REPORT



## **SCHOOL VISION STATEMENT**

Karrinyup Primary School aims to provide a learning environment that inspires children to achieve their full academic, creative, social and physical potential, enabling them to develop a passion for learning in a constantly changing world.

## **OUR BELIEFS**

- We believe co-operative learning is an integral part of effective teaching and learning in every classroom.
- We believe in supporting students socially and emotionally, challenging their strengths and encouraging creativity and risk taking in their learning.
- We believe students should be supported to become environmentally responsible and contribute to a sustainable future.
- We believe in creating a positive culture where teachers, students, parents and the wider community feel welcome and supported.
- We believe teachers are responsible for giving timely, positive and constructive feedback to students and parents.
- We believe in and are committed to ongoing, valid, and evidence based professional learning in contemporary practice.
- We believe in and accept diversity by being aware of others. We value and celebrate different cultures and strive to be inclusive.
- We believe in explicit and intentional teaching so that students know what they are learning.
- We believe students can set goals so that they are accountable for their learning.

## **FROM THE PRINCIPAL**

2018 was a year of transition as we continued to implement the five core strategies outlined in the current Business Plan, as well as preparing for the next three-year plan.

The decisions made and actions implemented aligned with the focus areas. We continued to provide high quality learning opportunities for children, maintained our links with parents and the community, and developed the skills of staff.

High quality teaching is essential for improving student achievement and all staff members are committed to an ongoing process for improving their own performance. Teachers have been involved in the school's performance development process where they are able to highlight their strengths, contribute to Professional Learning Communities, and share with and get feedback from colleagues during collaborative meetings. The high level of engagement of the staff is indicative of their commitment to being the best teachers they can be.

The specialist programs in Japanese for Year 3 children, Visual Art, Physical Education and Music continued to enhance student potential and opportunities are provided for students to showcase their learning and achievement in the community. Selected students have been included in the Instrumental Music School Service learning guitar, flute, brass (trumpet and trombone) and guitar. The Visual Art program culminated in our first and highly successful Art Exhibition. The Physical Education program incorporated the annual faction and interschool athletics carnivals and winter team sport carnivals. An absolute highlight was winning the Handicap Shield at the interschool athletics carnival.

Significant time, people expertise and financial support have been given to the Positive Behaviour Support (PBS) initiative. The commitment to PBS is three years and is led by a multi-year level committee with Mrs Lucy McCullough and Mr Hamish Etheridge, teachers, and Mrs Mel Nelson, Special Needs Education Assistant in key leadership positions. The initiative involves developing a multi-layered strategy that incorporates school values, a common language about behaviour, recognition and reward, and the use of a whole-school social-emotional teaching program. Staff have enthusiastically embraced the PBS initiative and are looking forward to working with the students and families to embed the new values and behaviours.

2018 was a significant year for a number of individual staff members. Mr Greg Diamond, our Deputy Principal, Mrs Dina Ponosh, Mrs Helen Dilley and Mrs Cherrie Searle, classroom teachers, announced their retirement and Mrs Jade Crompton, Chaplain, left to pursue new opportunities. Mr Diamond worked in public education for 46 years and, in his time at Karrinyup PS, held the Deputy Principal role. He was a strong advocate for beginning teachers, offering advice and encouragement. He also took responsibility for overseeing the case management of students who required intervention for any number of reasons.

Mrs Ponosh began her teaching career in 1975. Her career milestones included being recognised as an exemplary teacher through the Level 3 Classroom Teacher process and being nominated for the Premier's Teacher of The Year Award in 2004. Whilst at Karrinyup PS, Mrs Ponosh held a range of responsibilities, with her most recent being in the Year 2 class. Mrs Ponosh was well-read and interested in curriculum differentiation.

Mrs Dilley worked in public education for 33 years and finished her career as a Year 2 teacher. She was acknowledged for her quick wit, sense of humour, and ability to give almost anything a go. She implemented whole school programs and took a special interest in scientific investigations.

Mrs Searle's career spanned 40 years during which time she spent many years in the Pilbara and the final 10 years at Karrinyup PS. Each and every day she was 'all about the kids' and worked hard to ensure that opportunities were provided for them to excel. Mrs Searle's sense of humour kept everyone on their toes and her commitment to effective relationships with her colleagues was a hallmark of her professionalism.

Mrs Crompton has had a connection to Karrinyup PS for over 10 years, initially as a parent, and then as the school's chaplain. She has provided valuable support to staff and students through her care and compassion when they were struggling with the big and small things, celebrated the arrivals of babies, weddings, and engagements, and got great joy out of seeing children learn something new and master a skill.

The School P&C Association is to be commended for their generous donations and the provision of great services to the school including; the school uniform shop, the canteen, Farm Garden, school banking, Safety House initiative, social events and much more. Their time, commitment and dedication have been amazing, and we thank them all sincerely. The next project for the P&C Association is further work in the Nature Play spaces.

So too, we thank our school governance body – the School Board. The Board ensured the school had a formal structure which provided opportunities for parents, staff and the community to work together planning, formulating and reviewing school systems and policies. We thank the members of the Board for their hours of service to the school. Mrs Fiona Hammill, one of our parent representatives, and Mrs Shaaron Cullen, a staff representative, stepped down from their positions.

The process for forming the new Business Plan has involved high levels of consultation with staff and Board members with parent and community representation. An open invitation was given to parents and community to attend an open meeting to talk about their vision for the school. The meeting, facilitated by a consultant, resulted in a number of focus areas and strategies that the group would like to be reflected in the final plan. This information was more closely reviewed by the staff and board members to determine the five focus areas, complementary strategies, academic and non-academic targets, and tools for self-assessment. The Karrinyup Primary School 2019-2021 School Plan was endorsed by the Board in November 2018 and will be available in the new year.

The staff, students and many community members will leave the 2018 school year knowing that it has been a very successful one. We will move into 2019 building on this success by striving for the best education for the students. This Annual Report gives a broad perspective of Karrinyup Primary School and includes reflections by the teachers about what has happened in the classes.

CAROL SELLEY  
PRINCIPAL

#### **FROM THE SCHOOL BOARD**

I am privileged on behalf of the Board to provide the 2018 Board Annual Report outlining the key activities undertaken by the School Board members for Karrinyup Primary School.

The School Board met on eight occasions throughout the year, with one open meeting. Our focus for the year was the development of a new Strategic Plan (2019-2021) along with inducting a number of new parent and community representatives.

### **New Strategic Plan**

We undertook a consultative process that started early in 2018 and culminated in a facilitated meeting with over fifty staff, parents and community members. The development of the new plan has been built on the sound foundation of the first two plans that has positioned the school well and is reflected in our achievements across our key indicators.

### **Finalisation of Business Plan 2016-2018**

The five focus areas have been a key in keeping the maturation of the strategic vision for Karrinyup Primary School:

1. Effective collaboration and partnerships with our community
2. Leadership development and research culture
3. High quality teaching for learning
4. Progression for all students
5. Supportive, flexible and contemporary learning environment

Our vision is reflected in the plan by our commitment in the provision of a high performance, high care learning environment that inspires children to achieve their full academic, creative, social and physical potential. A range of evidence based measures including; NAPLAN, PAT testing, Brightpath Assessment Tool and student satisfaction surveys are being utilised to provide data to track progress at an individual, class, year and school level.

Supportive and contemporary learning environments are well demonstrated with our alignment with the outdoor classroom, recycling centre, Nature Play spaces and various initiatives such as LEGO League and Genius hour.

### **Membership**

In attendance at the 2018 meetings were: parent representatives - Dr Deborah Netolicky (Deputy Chair), Mrs Joanne Dobb, Mrs Jenelle Forrest, Mr Phillip Melton, Mrs Fiona Hammill and Mr Shaun Senior (Chair), community member - Mrs Kylie Underwood, and staff representatives - Mrs Rebecca Routledge, Mrs Barbara Flynn, Ms Melissa Nelson, Ms Shaaron Cullen and Mrs Lucy McCullough, and Principal - Ms Carol Selley.

### **Actions in 2018**

The School Board provided endorsement, support and advice to the Principal and addressed the following:

- Reviewed and endorsed the 2018 Budget;
- Reviewed and endorsed the 2018 Annual Report to parents and the community;
- Reviewed progress of the 2016 - 2018 Business Plan;
- Reviewed and approved recommendations for estimated school contributions and charges for all year levels in 2019;
- Reviewed the performance of the school in the National Assessment Program for Literacy and Numeracy in 2018;
- School Board members supported and attended a range of KPS activities including the Athletics Carnival, the Year 6 Graduation Ceremony and the KPS ANZAC Day Dawn Service;
- Welcomed new members Dr Deborah Netolicky, Mrs Jennelle Forrest, Ms Fiona Hammill, Mr Shaun Senior (parent elected), Mrs Barbara Flynn, Ms Melissa Nelson, Ms Shaaron Cullen and Kylie Underwood (community elected).

### **Conclusion**

The members of the Karrinyup Primary School Board offered support and advice to the Principal and conducted the duties set out in the Terms of Reference and the School Education Act 1999.

Based on our assessment of the school against the Business Plan 2016-2018 there is evidence that we are in a strong position to achieve our goals for all our students being well supported to achieve their best.

**SHAUN SENIOR  
CHAIR**

## FROM THE P&C ASSOCIATION

In 2018, the P&C Association's attention has been focused on raising money for a grand Nature Play instalment across the various year-level areas. To date, \$26,000 has been allocated to purchasing equipment, pending the outcome of grant applications. It's our pleasure to contribute approximately \$42,000 to school infrastructure and equipment. Our annual Sports Carnival bake sale was a roaring success with record numbers of donations due to our new "family-box" initiative where each family was given a box to bring their donations in. Lapathon, our major fundraiser annually, provided a large portion of the money we were able to give to Nature Play. Halloween Disco, Easter Raffle, Interschool Sports Carnival cake stall, and annual voluntary contributions from KPS families helped round out the donation.

The P&C Association is responsible for operating the School Canteen, Uniform Shop, Safety House, School Banking, Road Safety and Book Club, Netball, and Events. While we work to fundraise to provide infrastructure and equipment, the community events such as school discos, Karrinyup Camp Out (KCO), Lapathon, cake stalls at various functions, and the End-of-Year event play an important role in bringing the school community together. These events are always fun and provide a venue for students, parents, staff, and community members to interact in casual, open ways.

Our netball teams represented the school with pride with two of our teams winning their divisions. Way to go Karrinyup netball players. We were also thrilled to have some boys join the ranks of netball players this year. Many Karrinyup families look forward to camping out on the oval annually during the Karrinyup Campout event. KCO is a truly volunteer driven event with families donating their time to run activities over the course of the camp. Everyone always looks forward to the yummy dinner and breakfast provided by the canteen and parent volunteers; well, maybe the kids look slightly more forward to the Tuck Shop!

There was another bigger and better End-of-Year Event with lots of fun rides, activities, delicious dinner and snacks. The school children and staff then presented Christmas Carols for everyone to enjoy. It was a glorious family event which truly highlighted the genial community spirit here at KPS.

The school is well supported by people who give their time and expertise to ensure that the P&C Association is a highly effective and a respected part of the community. I would like to thank all members of our P&C, and welcome anyone interested to come to one of our twice-per-term meetings. A special thank you to the P&C executive group who form a critical role in the P&C and volunteer their time without hesitation. Karrinyup Primary School is privileged to have a hard-working and caring group of teachers and support staff that provides a fantastic start to our kid's lives and I would like to thank them and wish everyone a safe and enjoyable festive season.

JENNIFER RACK  
PRESIDENT

## INDEPENDENT PUBLIC SCHOOL BUSINESS PLAN REVIEW

Karrinyup PS's Business Plan includes five focus areas. We are constantly making decisions and putting things into place to demonstrate how the Business Plan is part of every school day.

To have effective collaboration and partnerships with our community we have:

- Held parent information sessions for the parents of new Kindy children so that there is a clear understanding of how the program works and what they can do to ensure that the first year of schooling is a success.
- Strengthened our relationship with Carine Senior High School to support the primary to secondary school transition for children, share teaching strategies, and to moderate student work against the achievement standards to reduce any significant grade fluctuation from primary to secondary school.
- Given students a variety of opportunities to participate in competitions and events outside of the usual sphere of the school. Examples of these included the Massed Choir Festival, ICAS in Maths, English and Science, and the Yolande Frank Art Competition.
- Provided the school facilities to local businesses such as Mulberry Tree Kids Club for before and after school care.
- Benefitted from the kindness and support of school volunteers offered to individuals and classes.
- Inducted new parent representatives into their role on the School Board.

- Continued to support Nakuru Hope's Gabriel Learning Centre and Orphanage in Kenya, Africa, through numerous fundraising efforts.
- Raised money for farmers in the drought-stricken areas in the Eastern States of Australia through a cake stall organised by the Pre-Primary children.

To have a leadership development and research culture we have:

- Continued regular collaborative planning sessions for teachers in similar year levels to discuss learning programs and assessment.
- Introduced multi-year level Professional Learning Communities which are teacher-led with the purpose of reviewing how instructional strategies are being implemented in the classroom.
- Maximised staff leadership through the work of the School Leadership Group whose responsibility it is to monitor school initiatives and forward plan for the implementation of school operational plans.
- Implemented a modified committee structure so that all teaching staff have a curriculum committee position.
- Participated in a range of professional learning including instructional strategies, Zones of Regulation, scientific observations, and mathematics.
- Used National Quality Standard (NQS) and the Aboriginal Cultural Standard Framework to measure the actions of the school and reported centrally on our progress.

To have high quality teaching for learning we have:

- Continued to refine many in class initiatives such as Genius Hour.
- Improved STEAM opportunities through after school STEAM Club, in school STEAM activities, and participation in the First LEGO League, a critical thinking program.
- Measured the school's programs against the NQS.
- Used an integrated approach to curriculum delivery to ensure that our students are adaptive learners with skills that cross learning areas.
- Fully implemented the Western Australian Curriculum in English, Maths, Science, and Humanities and Social Sciences.
- Worked in teams to ensure consistency in the learning and assessment program across the classes. Feedback through the parent survey endorsed that this made a difference to their children's learning.
- Celebrated staff achievements through numerous morning teas, presentation of gifts and recognition through newsletters and at assemblies.

To show progression for all students we have:

- Improved students' abilities to set challenging goals by clearly articulating the purpose for learning and used a range of strategies to show their progress and achievement.
- Provided selected students with intervention programs to develop literacy skills.
- Provided a small group of teachers with ongoing professional learning in instructional strategies in preparation for school-wide professional learning throughout 2018 and into 2019.
- Used Help Save the Planet Club, First LEGO League and the Farm Garden to participate in activities that broaden student's understanding of environmental issues.

To provide a supportive, flexible and contemporary learning environment we have:

- Fostered a growth mindset through Genius Hour, STEAM Club and Digital Technologies and First LEGO League.
- Improved the creeks in the Nature Play area through the installation of a better reservoir system.
- Refurbished the library to include new shelves, chairs and tables and soft furnishing. The staff use a range of online texts; however, we have not progressed the idea of a digital library.
- Improved the safety and increased the size of the sandpit in the Early Learning Centre (ELC).

## STUDENT ACHIEVEMENT

### National Assessment Program – Literacy and Numeracy (NAPLAN)

This year the school successfully used NAPLAN Online for the first time. We demonstrated that the school had the infrastructure, bandwidth for online work, and teacher expertise and students had the skills to complete the test. Having completed the process in 2018, we are well placed to continue this in 2019.

Monitoring and analysing student performance data has become a strength of the staff. Data collected includes NAPLAN, Brightpath for writing moderation, Progressive Achievement Tests, Sutherland Phonological Awareness Test (SPAT), TORCH reading assessment, on-entry data for Pre-Primary children, Oxford Literacy Assess, and Oxford diagnostic and formative numeracy assessments.

Staff use data to:

- look for trends in achievement
- measure achievement and progress against the targets set in the Business Plan
- identify key curriculum areas that require more targeted teaching
- identify students at risk of not achieving their academic potential
- inform teaching programs
- measure the KPS achievement against schools with a similar Index of Community Socio-Education Advantage (ICSEA) (Average Australian primary schools have an ICSEA of 1000. Karrinyup PS's ICSEA is 1118.)
- monitor the implementation of whole school strategies such as Jolly Phonics and Jolly Grammar
- inform the school if a new approach is required for a specific curriculum area
- inform finer detailed classroom planning

As a snapshot of NAPLAN 2018 the following table shows the percentage of students in the top 20 percent for Karrinyup PS compared to like schools. For the current Year 3 cohort we have exceeded like schools in Numeracy, Reading, Spelling, and Grammar and Punctuation; and in all NAPLAN areas for the Year 5 cohort.

| NAPLAN 2018           | Students in the top 20% |              |        |              |
|-----------------------|-------------------------|--------------|--------|--------------|
|                       | Year 3                  |              | Year 5 |              |
| Assessment Area       | KPS                     | Like Schools | KPS    | Like Schools |
| Numeracy              | 53%                     | 35%          | 43%    | 39%          |
| Reading               | 45%                     | 36%          | 45%    | 38%          |
| Writing               | 24%                     | 26%          | 42%    | 29%          |
| Spelling              | 37%                     | 29%          | 43%    | 32%          |
| Grammar & Punctuation | 47%                     | 34%          | 43%    | 37%          |

*Student achievement in top 20% for 2018*

In 2018 we achieved the target outlined in the 2015-2017 Business Plan: 'School achievement to be equal to or above Like Schools'.

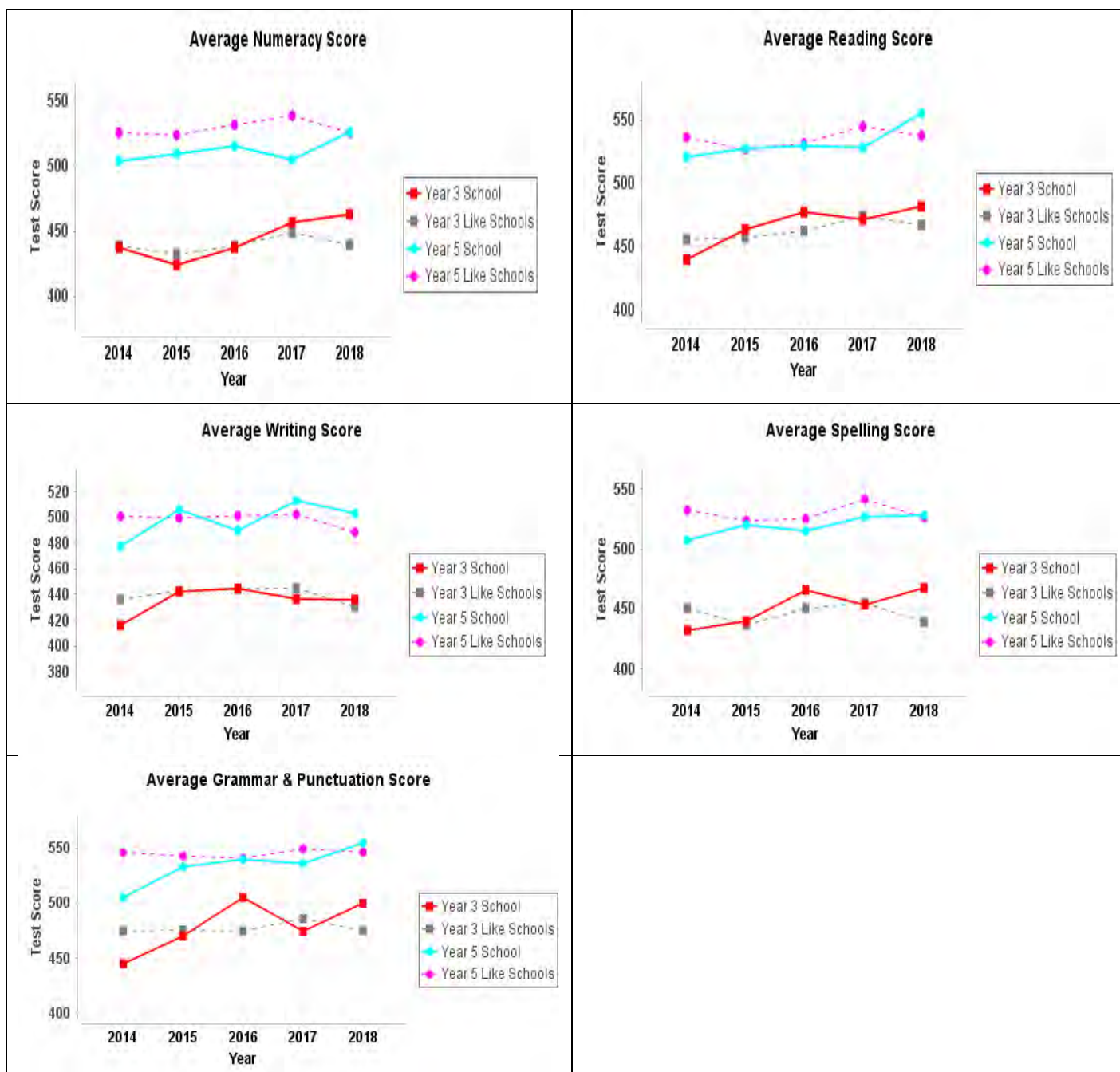
| Subject                 | Year 3 |              |          | Year 5 |              |          | School Target                                            |
|-------------------------|--------|--------------|----------|--------|--------------|----------|----------------------------------------------------------|
|                         | KPS    | Like Schools | Variance | KPS    | Like Schools | Variance |                                                          |
|                         |        |              |          |        |              |          | School achievement to be equal to or above Like Schools. |
| Numeracy                | 463    | 439          | +24      | 526    | 526          | 0        | Year 3 - Achieved<br>Year 5 –Achieved                    |
| Reading                 | 482    | 467          | +15      | 556    | 538          | +18      | Year 3 - Achieved<br>Year 5 –Achieved                    |
| Writing                 | 436    | 431          | +5       | 503    | 488          | +15      | Year 3 - Achieved<br>Year 5 –Achieved                    |
| Spelling                | 468    | 439          | +29      | 528    | 526          | +2       | Year 3 - Achieved<br>Year 5 –Achieved                    |
| Grammar and Punctuation | 500    | 475          | +25      | 555    | 546          | +9       | Year 3 - Achieved<br>Year 5 –Achieved                    |

*Average NAPLAN scores for 2018*

Karrinyup PS also has a target for student progress to reflect the progress of students from 'Like Schools' from Year 3 to Year 5 NAPLAN scores. Achievement of this target is shown in green, while failing to achieve the target is shown in red.

| Subject                 | Year 3 to 5 KPS |      |          | Year 3 to 5 Like Schools |      |          | School Target                                |
|-------------------------|-----------------|------|----------|--------------------------|------|----------|----------------------------------------------|
|                         | 2016            | 2018 | Variance | 2016                     | 2018 | Variance | Student progress is to reflect Like Schools. |
| Numeracy                | 437             | 526  | +89      | 438                      | 526  | +88      | Achieved                                     |
| Reading                 | 477             | 556  | +79      | 462                      | 538  | +76      | Achieved                                     |
| Writing                 | 445             | 503  | +58      | 444                      | 488  | +44      | Achieved                                     |
| Spelling                | 466             | 528  | +62      | 450                      | 526  | +76      | Not achieved                                 |
| Grammar and Punctuation | 505             | 555  | +50      | 475                      | 546  | +71      | Not achieved                                 |

*Difference between Average NAPLAN scores from Year 3 2016 to Year 5 2018*



*NAPLAN Longitudinal Summary: These graphs show how the school's test average compares with that of 'Like Schools'.*



The staff have interrogated the NAPLAN and PAT data (see below) and made the following observation:

- The longitudinal graphs and data shows the school's average NAPLAN scores were equal to or exceeded that of like schools.
- The longitudinal graphs show an upward trend in Reading, Spelling, and Grammar and Punctuation. The staff have accounted for this trend through the explicit teaching of synthetic phonics (Jolly Phonics), the structured approach to grammar (Jolly Grammar), and the whole school Guided Reading program.
- The Year 3 longitudinal trend for Writing is consistent with like schools.
- The Year 5 longitudinal trend for Writing shows improvement from 2014 to 2018; however, there is a slight decline from 2017 to 2018. The Year 3 cohort tested in 2016 aligned with like schools but outperformed like schools as Year 5 students in 2018.
- Whilst the Year 5 Spelling results are above like schools and the trend is positive, the staff have recognised that the children's knowledge of spelling needs to be strengthened. For example, understanding that 'aqua' refers to water. The students also need to show better application of the learnt spelling strategies to their writing.
- The phonological curriculum focus in the early years (K-3) lays a strong foundation as the children who sit their first NAPLAN Spelling test in Year 3.
- The positive trend in Numeracy is because there has been an increased use of diagnostic assessment that informs teachers and students of the key areas that require explicit instruction.
- The Numeracy trend graph shows improvement in the average school from 2017 to 2018. Whilst the student cohorts are different, there has been a greater emphasis on teaching for understanding, specifically in problem solving. The focus on basic number fact fluency has not been reduced as this also remains important for student learning.
- The progress from Year 3 to Year 5 in Numeracy is only one NAPLAN point. To improve student progress, the staff have agreed that we need to look closely at the Mathematics curriculum and the error points in the NAPLAN data to identify weaknesses.
- Whilst the average Writing NAPLAN score exceeds that of like schools, staff have identified that the trend needs to be monitored so that the school's performance does not fall below like schools. To address this issue, the staff will be receiving professional learning in a writing instruction program and implementing this in all classes.
- Whilst not evident in the above data, the staff reflected that the reading intervention program has made a difference for students with literacy difficulties.
- When looking at the average schools for Year 3 Spelling and Grammar and Punctuation, the data shows that our students are above like schools; however, we do not progress as much as the like schools so the difference between Year 3 and Year 5 is not equal to or above that of like schools. The staff recognise that attention is needed in Year 4 and 5 to address the 'slide' and will take the form of increased support during teacher collaborative planning time.
- Where the Spelling and Grammar and Punctuation targets have not been achieved, this information has been used for the 2019-2021 Business Plan targets.

### **Progressive Achievement Tests (PAT) Analysis**

In addition to the NAPLAN data, the school uses PAT data to further monitor student achievement.

Progressive Achievement Tests (PAT) are a series of tests designed to provide objective, norm-referenced information to teachers about students' skills and understandings. PAT has been created by The Australian Council for Educational Research (ACER) which is an independent company that undertakes research and develops products and services for schools. PAT is undertaken by thousands of children across Australia allowing Karrinyup PS to see what other children are achieving at the same age and same year level. It allows the school to accurately compare our data against a wide data sample. For each year level stanine 5 is considered to be 'at year level'.

The value of PAT is that it provides information to teachers with instant feedback for planning purposes, as well as a whole school snapshot of our achievement and progress. We have exceeded all our targets for 2018. These targets have been reviewed for the 2019 – 2021 Business Plan. The new targets have been set at a higher level to reflect our ability.

|                         | Target                                                                    | 2018 Result                                                                |
|-------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Science                 | Year 3 -6 cohort remain equal to or ahead of normed schools               | Achieved.                                                                  |
|                         | Year 3 cohort to have 70% at or above stanine 4.                          | Achieved. 95% achieved at or above stanine 4.                              |
|                         | Year 4 – 6 cohort to continue to have 55%, or more at stanine 4 and above | Achieved. Year 4 - 84% achieved at or above, Year 5 – 79% and Year 6 – 83% |
| Spelling                | Year 2-3 cohort to stay ahead of normed schools                           | Achieved.                                                                  |
|                         | Year 4 -6 cohort to remain equal to or pull ahead of normed schools.      | Achieved.                                                                  |
| Punctuation and Grammar | Year 3 -6 cohorts to remain equal to or pull ahead of normed schools.     | Achieved.                                                                  |
| Mathematics             | Year 1-3 cohort to stay ahead of normed schools                           | Achieved.                                                                  |
|                         | Year 4 -6 cohort to remain equal to or pull ahead of normed schools.      | Achieved. All cohorts have exceeded those of the normed students.          |

### Social and Emotional data and monitoring behaviour

The following data has been collected using the PAT Social and Emotional assessment.

| Achievement Targets set in the Business Plan for 2016 - 2018    | Year 1              | Year 2                | Year 3                | Year 4                | Year 5            | Year 6                |
|-----------------------------------------------------------------|---------------------|-----------------------|-----------------------|-----------------------|-------------------|-----------------------|
| Social and Emotional mean to be at or above 'all schools mean'. | Above               | Above                 | Above                 | Just Below            | Above             | Above                 |
| AS – ALL SCHOOLS                                                | KPS 125.4<br>AS 120 | KPS 122.9<br>AS 118.3 | KPS 125.5<br>AS 119.6 | KPS 118.7<br>AS 120.6 | KPS 123<br>AS 120 | KPS 125.1<br>AS 120.6 |

Consistently the children held very positive views about their home life, relationships with staff, what they learnt at school and the type of activities they did, and believed that they were valued by parents, friends and school staff. There is a small proportion of students that have a negative view of the world they live in.

This year the school's commitment to Genius Hour, First LEGO League, STEM and related class based activities has provided the children with more experience at working at projects that take time to complete and the ability to work collaboratively. This is having a positive impact across the board.

A whole school approach will support the development of a consistent language across the school with regard to behaviour. This Committee will look specifically at the social and emotional needs of our students in particular cohorts and suggest strategies to target these needs. In 2019 the teaching staff will interrogate the data for their new students to gain an overall picture of the students' view of their life. There is a small group of students in years 4 and 5 who appear to need strategies to assist them with socialisation and emotional regulation. Overall we have improved our mean against "All Schools" from 2017. Even though the Year 4 cohort is just below, the mean was improved from 2017.

The school has a number of processes in place to ensure that inappropriate behaviour is addressed. A whole school recording system is in place and allows staff to identify trends. All staff seek to intervene at the earliest possible moment for minor negative behaviour and for those more serious incidents, the school's administrative team

respond. The number of children given playground withdrawal is minimal and there has been one suspension for the year.

The staff recognise (as do the parents through their response to the National School Opinion Survey and in their conversations with school administration) that the school's process for recognising behaviour that aligns with our school values, and how we respond to negative behaviour needs to be reviewed. The newly formed Positive Behaviour Support (PBS) committee will be reviewing this survey, behaviour data and overseeing strategies to target the areas that require attention.

The school continues to monitor the academic achievement, and physical and mental wellbeing of the students. The school psychologist and chaplain provide advice, meet with staff and families, and connect families to outside services as required. Documents such as risk plans, individual education plans and group education plans outline the adjustments being made so that the school can maximise the learning opportunities for students. Some students receive additional funding through the Department's disability resourcing, and the school uses the services of the Visiting Teacher team from Statewide Services.

## EARLY YEARS REVIEW

The National Quality Standard (NQS) sets the benchmark for quality early childhood education in and out of schools. At Karrinyup PS we use the Standard to self-assess all aspects of the school from Kindy to Year 6. Through staff collaborative meetings, Professional Learning Community meetings, and the School Leadership Group, we have reflected on how our practice measures against the seven quality areas outlined in the NQS. Evidence gathered has been in minutes of meetings, during classroom observations, on various rosters, and in school-generated guidelines and policies. Status is measured either as 'working towards' or 'meeting'.

Our 2018 self-assessment findings are:

| Quality Area                                             | Status Indicator | Comments                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational Program and Practice                         | Working towards  | Assessment of student work is a strength. Planning and execution of learning programs is meticulous and student-centred. The focus for the school is balancing play-based and intentional teaching in the early years.                                                                                                     |
| Children's Health and Safety                             | Working towards  | Student health and physical activity is well supported through thorough management of student illnesses, implementation of care plans and regular contact with parents. Our students have access to a range of opportunities to improve their physical health. The school will be reviewing their evacuation plan in 2019. |
| Physical Environment                                     | Meeting          | Playground spaces are well maintained and all equipment is regularly checked. The school regularly budgets to make improvements to the grounds.                                                                                                                                                                            |
| Staffing Arrangements                                    | Working towards  | Children are well cared for by enthusiastic staff. The school maintains (or exceeds) the correct ratio of staff to children throughout the day.                                                                                                                                                                            |
| Relationships with Children                              | Working towards  | We have positive relationships with children and staff look for ways to maintain a positive connection with the children in their class, and across the school. In 2019 we will be further embedding Zones of Regulation and working on the Positive Behaviour Support (PBS) strategy.                                     |
| Collaborative Partnerships with Families and Communities | Meeting          | The link between the school and the community is very strong and we have actively sought parent input into decisions about the future of the school. Significantly the transition program for children in the early years has been strengthened.                                                                           |
| Leadership and Service Management                        | Meeting          | The school has a strong multi-level leadership which allows staff to have input into the direction of the school. We have a number of structures such as committees, in place so that input is gathered in a methodical manner.                                                                                            |

## CLASS REFLECTIONS

In the following pages the staff have written about highlights in the school year for their specific year level or role in the school. The information provides a snapshot of the diverse range of opportunities that students participated in in 2018.

### Fun at Kindy

Kindergarten Room 1 – Mrs Wade, Mrs Moore, Mrs Baddock, Mrs Evans , Mrs Smith, Mrs Bunko and Mrs Rolph

Kindergarten



In September, the three Kindy classes held their very own Sports Carnival. Mr Etheridge, our Physical Education teacher, kindly hosted the event and families were invited to join us on the oval. To ensure maximum participation, children moved around six stations where they could showcase their gross motor skills such as throwing, catching, balancing, and jumping. All of these skills and more have been learnt through our Fundamental Movement Skills program.

The children and their parents had plenty of good old fashioned fun with a sack race and egg and spoon race. The children particularly enjoyed watching their parents give some of the events a go and the final 'all in' running race was a highlight. The great turn out of families brought a real community atmosphere and it was great to see the Karrinyup spirit in action as we cheered on the children.



## Outside fun

Pre-Primary Rooms 2, 3 and 5 – Mrs Beament, Miss Griffiths, Miss Schipp, Mrs Ryniker, Mrs Druitt, Mrs Young, Mrs Flynn, Mrs Nelson, Mrs Ord-Hume, Mrs Segall, Mrs Smith, Mrs Rolph and Mrs Szczesny



The Karrinyup Primary School Business Plan has Focus Area 5: Providing children with a supportive, flexible and contemporary learning environment. We want students to feel safe and supported in both their indoor and outdoor learning spaces. During the year we provide many opportunities to develop the whole child, catering for their individual needs and interests.

One of the strategies to cater for this is through our Early Learning Centre (ELC) mini assemblies that occur every Monday morning. The mini assemblies take place in the

sheltered area outside the classrooms and all Pre-Primary and Kindergarten classes attend. They are hosted by each Pre-Primary class on a fortnightly rotational basis and have two main aims:

- to communicate important information to the students such as any changes to routine and reiterating school rules, while also getting the children used to the assembly format.
- explain to children the outdoor learning activities we have set up for the week that connect the learning between their classroom and the playground.

## Outdoor learning activities

For the first week of each rotation the teacher will design 3 to 4 activities to be set up in the playground for children to take part in at their leisure. The activities are based around the current or ongoing learning objectives.

Some examples of activities are:

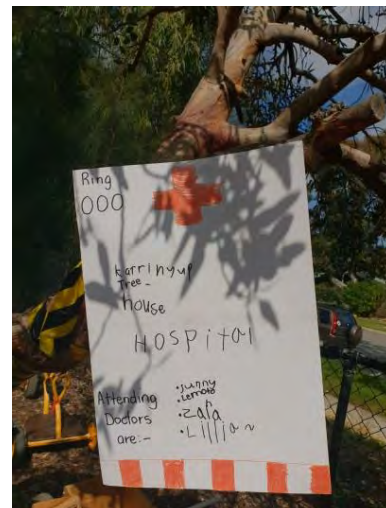
- when focusing on shapes and patterns the children find shapes and patterns in the outdoor area and draw them with chalk.
- tricky word cards are hidden in the playground and children are invited to go on a tricky word hunt and record their finds.



All activities are designed to be fun and engaging while extending the learning and consolidation of concepts through hands-on exploration of concrete materials. Most activities also have a fine or gross motor component.

On the second week of the rotation, children from the class are involved in planning and organising the activities for that week. The children decide what they would like to set up for the day and set about creating their vision. We have had planes, buses, hospitals, zoos, trains, lots of cubby houses, tree houses and the list goes on.

It is rewarding to see the children take ownership of the outdoor environment and integrate their learning into their play.



Pre-Primary

## Harmony Day

Year 1 Rooms 6, 7 and 8 – Mrs Pitman, Mrs Jamieson, Mrs Aplin and Mrs Stewart

In Term 1 of this year, the three Year 1 classes participated in a whole school activity to celebrate Harmony Day. This special day celebrates Australia's cultural diversity. The children made a flag to represent their family's country of origin which then became part of a much larger flag representing all families in the school. This was on display in our undercover area.

As part of our History focus, the Year 1 students then continued to further explore this theme over several weeks. We learnt that we had families from all around the world and embraced the customs and diversity of each. The students presented their 'News' about their family origins and the countries they come from. Each class made a class map showing the origins of each child's family.

We were also fortunate to have parent and grandparent speakers to share their knowledge and special insights into their family customs. These included families from Africa, Croatia, India, Iran, Japan, Lithuania, Poland, Russia and Switzerland. They told the children stories about growing up in their country and the special celebrations and customs, which often involved special food, costumes and dances. The children were fascinated with all this new information and had many questions.

The students were involved in many varied activities to develop their understanding of diversity, inclusiveness and a sense of belonging. They often worked with partners or cooperatively in small groups. This encouraged them to support each other in their learning and work as a team.

Throughout these activities, they developed an understanding of diversity and an appreciation that everyone is unique and different. Harmony Day was just the perfect start for developing many wonderful relationships across the Year 1 families this year.

Year 1



## An Exciting Year

Year 2 Rooms 9, 10 and T3 – Mrs Osborn, Mrs English, Miss Milne, Ms Dilley, Mrs Searle and Mrs Rolph

### **Our Top Ten**

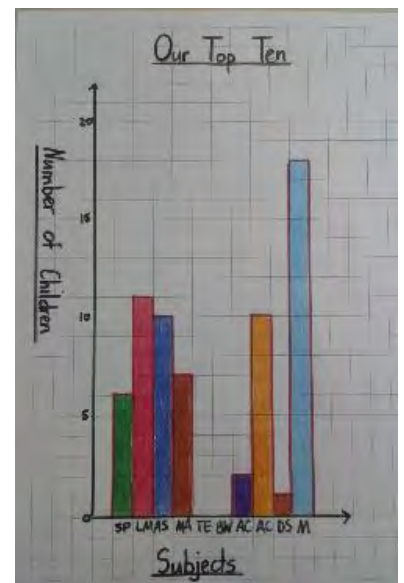
As part of our Statistics topic in Maths we conducted a survey of the children in Year 2, asking them what they enjoyed doing during 2018. These answers were then shortlisted to become “Our Top Ten”.

1. The Storybook Project - We wrote a story each week and made our own book.
2. The Living Museum - We researched then “became” a famous person and gave a speech.
3. The ANZAC Day Dawn Service – We loved coming to school so early!
4. “Mathy Art” - Creating posters and special art to match our Science and Maths topics.
5. Peninsula Farm/Tranby House excursion - Wow! The olden days were tough!
6. Book Week - We dressed up for the parade and met author/illustrator Kelly Canby.
7. Excursion to ANZAC Cottage - They built a house for a soldier in one day!
8. Athletics Carnival - We loved training and competing for our faction.
9. Watching the Yirra Yaakin Incursion and then writing our own Dreamtime Stories.
10. Mealworms - Our class pets!



The children in each class voted for their favourite activity from the top ten, creating a table, tally and totals. The bar graph showed that the most popular of these was one of our Science activities where we watched mealworms grow and change.

| Activity                      | Tally | Count |
|-------------------------------|-------|-------|
| Storybook Project             |       | 6     |
| Living Museum                 |       | 13    |
| Anzac Day Dawn Service        |       | 10    |
| Mathy Art / Science Art       |       | 7     |
| Tranby Excursion              |       | 0     |
| Book Week (excursion to Lib)  |       | 0     |
| Excursion to Anzac Cottage    |       | 2     |
| Athletics Carnival            |       | 10    |
| Dreamtime Stories/YirraYaakin |       | 1     |
| Mealworms                     |       | 18    |



### **Mealworms**

We love mealworms!! This year we had real live mealworms in our classroom!! We found out that mealworms turn into Darkling Beetles. Mealworms have lines on their body (segments) and very small antennae, tiny, tiny, legs and are orangey brown. They eat carrots, bananas and potato skins. We found out that most dead mealworms are about 1 cm long. The mealworms were very young and quite small when we got them. On the 12<sup>th</sup> day they started getting smaller and fatter, ready to turn into beetles. It took more than 6 weeks for them to become beetles.

(Beth and Saffron, Room 9)



## Nakuru Hope's Gabriel Learning Centre and Orphanage

Year 3 Rooms 11 and 12 – Mrs Thompson, Ms Mammone and Miss Parkin

As a school, we are learning about being global citizens. We are learning that every child has the right to a life free of poverty and has a right to an education. We are also learning how we have responsibilities to each other and the earth itself.

2018 saw Karrinyup PS continue its friendship with Nakuru Hope's Gabriel Learning Centre and Orphanage in Kenya. This year, the Year 3 students were able to send over 50 books, 50 stationery bags (with the help of all the KPS students), soccer balls and some soft toys. They were also able to send three pen pal letters/poems which allowed them to learn more about the children of Gabriel Learning Centre.

The Year 3 assembly item was called A Million Dreams and they showcased their future dreams as well as the dreams of their pen pals. The Year 3's were very excited to have Susan Saleeba (the founder of the Nakuru Hope Foundation) attend the assembly as well as other guests who had volunteered in Kenya.

We were amazed at the generosity of our school community which has continued to sponsor Nelson and also raise extra funds towards purchasing a school bus in the near future. Proceeds from the Help Save the Planet Club's sustainability stall, the Year 2 cake stall, lemonade stands, a car wash and the Art Exhibition have all contributed much needed funds to Nakuru Hope. This has been a shining example of how everyone (big or small) can make a difference!

Year 3



Nelson in 2011



Nelson in 2018





## Help Save the Planet Club

Mrs Thompson

In 2018, a group of dedicated students met once a fortnight, in their lunch break, to learn more about saving the planet. The club was well led by four elected leaders; Georgie-Rose, Vivienne, Amy and Charlotte.

As a club, they learnt more about the United Nations Sustainable Development Goals (SDG). They chose to focus on six particular goals. The first two goals were linked to our environment:

**SDG 12: Responsible Consumption and Production** is clear in stating that by 2030 overall waste generation must be significantly reduced through prevention, reduction, recycling and reuse.

**SDG 14: Life below Water** which aims to achieve the absence of pollution as it is critical for healthy oceans.

The next four goals are linked to our school's global citizenship focus and our friendship with Nakuru Hope and Gabriel's Learning Centre in Kenya. The goals were: **SDG 1: No Poverty**; **SDG 2: Zero Hunger**; **SDG 3: Good Health and Well-Being**; and **SDG 4: Quality Education**.

Years 3-6



The club's activities included running a whole school program called Move It Monday where the club encouraged all KPS students to walk, ride or scoot to school on Mondays. HSTPC then collate each classroom's efforts and announce weekly winners.

In June, the leaders had the wonderful opportunity to participate in a leadership program at Parliament House with the United Nations Association where they formulated their new initiative to run a school sustainability stall to reduce plastics in the environment. After they returned to KPS, it was all systems go. The students made waxy wraps, decorated calico fruit and vegetable bags, sold recycled bags from Kenya, sold bamboo toothbrushes and stainless steel straws (with all proceeds going to sponsoring Nelson in Kenya).

Other projects this year have included assisting the Year 2 students with their Cake Stall for Kenya, assisting the Pre-Primary students with their Help the Farmers Cake Stall, collecting and counting shoes for Kenya, planting native trees around Karrinyup Primary School with the City of Stirling and enjoying guest speakers from Wasteless Pantry. For the third year in a row, the students also participated in the UNAA Yolande Frank Art Competition which involves students portraying a different *Rights of the Child* each year. We were pleased to hear Charlotte Hoy (who was the 2017 winner) was once again recognised as a finalist this year.

It has been a busy but rewarding year for all our club members and I thank them all for their wonderful efforts!



**Inferring Reading Strategy**

Year 4 Rooms 15 and 16 – Mrs Moltoni and Mr Jackaman

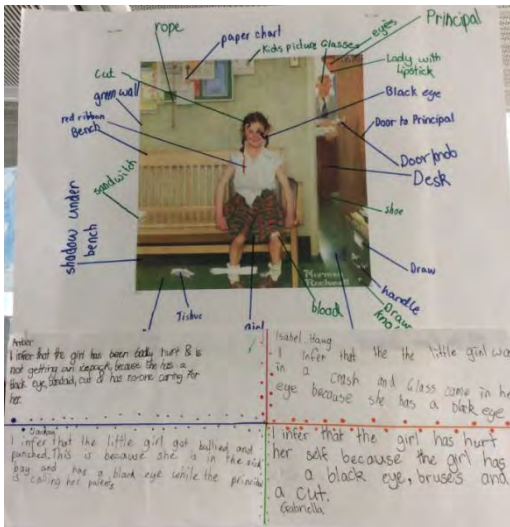
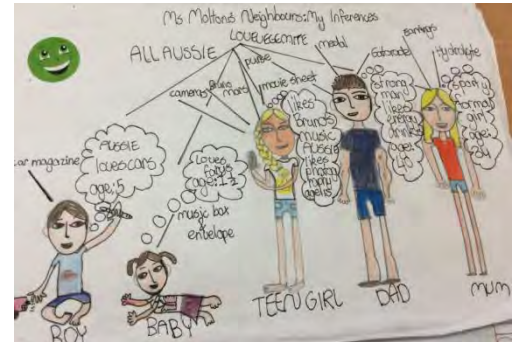


This year the Year 4 students took on the role of detectives and reached new heights in their ability to infer **during** reading. Inferring is an important reading strategy and is the ability to 'read between the lines', when the author means something but does not exactly say it.



Our learning began with uncovering a huge secret. A peculiar looking bag of rubbish was brought into the classroom. Ms Moltoni explained that she slyly stole it from the verge of the new neighbours that had moved into her street. In true detective fashion, she snatched the bag and brought it in for the Year 4s to help uncover her new neighbours' identity. Mr Jackaman was just as puzzled and wanted to know who lived there, how old they were, what they were like and why they were so private. The teachers looked to the Year 4's for help and begged for them to not to share their crime with their parents or better yet, the police.

Piece by piece, the Year 4s inferred exactly who lived in the house by merging the evidence in front of them with their own day to day experiences (their schema). Each inference helped to form a clearer picture in their minds of the neighbours in question. Following onward, their inferences were brought to life by drawing the family members and matching the rubbish to each family member.



Once the students had grasped inferring using physical items, they were presented with their second inferring challenge. A 1953 visual art piece by Norman Rockwell was displayed around the classroom. In groups of 4, they studied the image, pulled apart and labelled the most obvious evidence in blue and least obvious evidence in green. Once they had unpacked the art piece, they made their inference of what they felt was going on in the picture and supported it using concrete evidence.

These activities led the students to their final destination, making inferences based on small excerpts from texts. Whilst reading them they were encouraged to think about:

- Who the character might be? (old, young, sporty, brainy etc.)
- What kind of person is the character? (kind, thoughtful, nasty etc.)
- How is the character feeling at that moment and why?
- Where and when is the action taking place?



## Health Day

Year 5 Rooms 13, 14 and T1 – Mrs Cullen, Miss Greco and Mrs McCullough

With an integrated and interactive approach, Year 5 engaged in a full day of Health Curriculum driven fun. 'Health Day' comprised of rotations in which students took part in a variety of activities. These provided students with various ways to investigate how to be healthy in the different aspects of their lives.

In our first activity, students were given the opportunity to create a mind map, exploring different strategies to help them adapt to changes that could happen in their lives. Working in groups, students shared ideas to produce the final piece of work. This covered general life challenges such as moving schools, moving house and starting at a new sporting club. Another rotation required students to create a healthy menu for a fictional restaurant of their creation. They had to be able to provide healthy options for breakfast, lunch and dinner with suggested costing as well as present their menu in an engaging way to entice prospective customers.

To extend the food theme, another rotation involved students working with adult assistance to unpack the humble salad sandwich. Students discussed safe food preparation practices and discussed each of the components in the sandwich and why it was included. Each student made their own sandwich and coupled it with a fresh, juicy mandarin. The students enjoyed this activity immensely. In keeping with the department's focus on sun safety, students were given the opportunity to create their own sun smart poster. They had to pick a particular audience and design a poster to target them.

To tackle poor behaviours and social skills, a drama activity was undertaken. Students dramatized social situations, exploring the negative way that the scenario could unfold before rewinding their activity and correcting the poor social choices in a second run through.

Physical activity was promoted by the inclusion of some old fashioned games. These were Knuckle Bones, Fly, and Sticks'n'hoops. Students were shown that not all games need to be hi-tech or high expense to be fun. Engaging with real sheep knuckles certainly caused some reactions among the students.

Our last activity was an exploration of food labels in supermarket items. Students used computers to investigate what the numbers found on food labels represented. They were shocked at how much we eat that we simply can't identify. It created deep and meaningful conversations among the participants and sparked debate about fresh versus packaged foods.

A great time was had by all with everyone participating and contributing to a successful day.

Year 5



## Amazing Race

Year 6 Rooms T1 and T2 – Mrs McCullough, Mr Yeats and Mrs Rolph

The students in T1 and T2 have just taken part in the annual Amazing Race excursion. As part of our Maths curriculum of interpreting timetables we used the Transperth Journey Planner to plan a trip leaving school and making our way to the city, using public transport.



This year we had the added bonus of using our own Smartrider cards, which were organised via the Transperth Education Officer who came to school and talked to the students about using public transport safely and appropriately.

On the day of the excursion the students set off from the front of the school in a staggered start to make their way to their particular bus stop which was the first leg of their journey to the city. The buses took them to Stirling Station, where they caught a train to Perth Underground.

Each group of students had used the Transperth Journey Planner to plan their exact route up to this point.

Every group had two adults with them to act as chaperones not guides, the adults were not to assist in any decision making. Once the groups emerged from the underground to the Murray Street Mall, the adults gave them a clue to a particular destination within the CBD. The groups had to work out their clue and make their way there. Once they had arrived they had to have a photograph taken as proof that they had not cheated!!



The adults then handed their groups the next set of instructions of how to then get to Kings Park. The students hadn't seen these instructions before but in theory should now be adept at interpreting the timetable and information.

Fortunately, each group did manage to make it to Kings Park; one group had to think on their feet as they had missed their bus stop and had to get off at the next stop in Kings Park and make their way back to the War Memorial where we were waiting for them.

On their journey the groups had a quiz to complete, where they had to look for various landmarks or find different information. They also had to take pictures of street art, interesting architecture, a beautiful view etc en route.



Once at Kings Park we were treated to a beautiful moving display of red poppies in preparation for the Armistice celebrations that were taking place at the weekend. After a visit to the kiosk (a particular highlight!) a walk over the Millennium Bridge and a wander through the Botanic Gardens, the groups had one last task; to complete a treasure hunt around the gardens before we all headed back to Elizabeth Quay as we began our journey back to school.



The Amazing Race is a great opportunity to enable students who are soon going to be independently making their way to High School the chance to become familiar with using public transport. Every student declared it "the best excursion ever!!" Despite them running out of steam on what was an incredibly warm day, we hope they now feel equipped to get themselves around safely and confidently.

Year 6

## Art on display

Visual Arts – Mrs Himallari

This year has been the first year I have been able to teach an entire year of Visual Art from Term 1 through to Term 4 and it has been a truly enriching experience watching the development of students' artistic skills. My role as the Visual Art Specialist involves helping students discover the



creativity which is inside every single one of them and providing them with the skills and techniques to bring their imagination to life on paper, cardboard, canvas or clay. Art is not only about MAKING. It is also about RESPONDING. This includes responding to your own artwork in the form of reflecting on what you did well, what you need to work on and maybe what you would do differently in creating the artwork. The other part of RESPONDING to art is the act of viewing other people's art – whether it be the masters such as Picasso and Van Gogh, more modern artists such as Albert Namatjira and Georgia O'Keefe, or viewing and appreciating the artwork of peers. This is what the Art

Visual Arts

Exhibition was all about.

Art is meant to be on display, not hidden away from the world. It's meant to be shared and to be enjoyed. It should inspire other artists to create their own artworks. Art is joyful to create and joyful to look at. Art needs no spoken language as it is a visual language, therefore it creates a sense of community as people come together to enjoy the display. This is what I was aiming to achieve with the Art Exhibition and it was achieved in spades! Our KPS artists eagerly searched for their artwork to show their parents, and proudly stood next to it for a photo. Best friends' artworks were pointed out with enthusiasm and favourite artworks were pointed out as students from all years meandered through the art displays of other grade levels to admire their creativity. Parents, teachers and other members of the Karrinyup community enjoyed artworks inspired by favourite artists or were introduced to new artists. It was an event to celebrate and showcase the spectacular talents of every child in the school.



It's important to remember that Art does not only encompass Visual Art – but also Music. So the Specialist Instrumental Music students were invited to play throughout the evening to add to The Arts theme. With twinkling fairy lights in a decorated undercover area, it certainly was a night to remember. To make the night even more meaningful, all funds raised were donated to Nakuru Hope.

The Art Exhibition could not have happened without the support of the entire school community and most importantly, the very talented artists whose artwork brought life and colour to the evening. Thank you for your support and I look forward to next year's exhibition!



## Cracking the Hiragana Code

Japanese – Mrs Tennille Himallari

Japanese



This year marked the reintroduction of the Japanese language into Year 3 classrooms. Learning a new language is challenging, enriching and exciting. I constantly tell my students that I work them hard in their language learning, but only because I know that they are more than capable of rising to the challenge. The first three terms of the school year saw students learning how to follow instructions in Japanese, name classroom objects, animals, family, colours, the weather, and days of the week. Once they were armed with a strong foundation in basic Japanese it was time to teach students how to crack the code of one of the three Japanese writing systems – Hiragana.



Most adults would find the concept of learning to read and write in a different language script very daunting. However, students were fascinated by the concept of exploring a new language script and I encouraged them to approach their learning like cracking a code. Mnemonics have been the key to teaching hiragana to students. We visualise the hiragana symbol as a picture which matches the hiragana sound it represents. We also incorporate hand and body movement to assist in hiragana recall and I encourage students to share their own tips and tricks. Concrete materials have been invaluable in assisting students to practise their hiragana reading. Some of our hiragana activities have included flash card match-ups, stone boards and creating words using the hiragana stones for partners to read. Students have loved challenging themselves by creating very long nonsense words to practise reading hiragana.

It has been a very busy and rewarding year for myself and my students and I'm looking forward to working with them next year.



## We All Have a Voice

Music – Ms Jones

We all have a voice. My students hear me say this at least three times a lesson... two lessons a week... in forty weeks of school a year... that is a lot of times, Ms Jones!

But why does she keep harping on about singing?

I was fortunate enough to attend the Kodály National Conference for Music Education in the Term 2 and Term 3 school holidays this year and complete further studies there. Here, nationally and internationally respected researchers and music educators, as well as the music education community of Perth and broader Australia, shared, discussed and challenged their beliefs about what good music education should be. The conference and course assured in me what I have felt true for a long time; that all children have the right to rigorous music education which connects us to our past and present. And the one thing that music teachers and students all have in common, across all schools in Australia no matter the resources available, is that... *we all have a voice.*

Music



The KPS Senior Choir ready to sing at the Perth Concert Hall for the Massed Choir Festival, September 2018.

It is not uncommon for my favourite saying to be met with this response; “But I *can’t* sing; I am not *musical*; I am *tone deaf*”. We all excel at different things and we are all wonderfully unique humans. Some of us take to singing like a fish to water while others... take a bit more practice. We are all continuing to learn to use our singing voices. We can then understand that just like most things we learn in life and at school, musicianship in fact involves many *learnt skills*, not necessarily just ‘talent’. Musical skills in most children are best and most successful when practised and developed from a young age with careful, sequential instruction. Of course, there are musically ‘gifted’ humans, however we want music to be for all. The ‘Growth Mindset’ model we use at our school supports us to look beyond the idea of ‘fixed abilities’ (*I can’t do that*) and move towards *I can’t do that, yet.*

The children at our school do not ‘just’ sing and dance; they are part of a process whereby they take something abstract – sound – decode it and then encode it through listening, reading and writing. Does this sound like our

literacy program in the early years? Absolutely! Children at Karrinyup Primary School are learning not only to make and share music, but to be *musically literate*. That is, they learn to *read and write* music. Wow!

In every music class at Karrinyup Primary School we sing. In fact... singing makes up a very important part of our lessons. But what do we sing so much of?

We sing "Good Morning"; we sing "Good Afternoon"; we sing the music of our homes; we sing the music of the world; we sing the songs we create; we sing to dance; we sing before we play instruments; we sing to play; we sing to learn and practise the elements of music; we sing to build our language and literacy; we sing to share experiences; we sing to understand each other and the world around us; and we sing, most importantly, for joy. We are all musicians at our school. That is because we all do what musicians do. We listen, perform, read, write and create music. The music program here aims to foster a deep understanding and instill a love of music in *every* child at our school, that they can share and use throughout their lives.

Below are some highlights of how our students have used their voices at Karrinyup Primary School this year. In Term 1, the Junior and Senior Choirs performed in the school's annual ANZAC Dawn Service. This is a special event on the school calendar and the choirs were thrilled to add to the sentiment of the ceremony.

In Term 2 the Junior Choir performed at the Sing Festival at the Octagon Theatre of the University of Western Australia. This was the first time our school had been involved in the festival and we were very proud of how the students performed and conducted themselves. We will happily return again next year with new repertoire ready to perform!

In Term 3 the Senior Choir performed at the annual Massed Choir Festival at the Perth Concert Hall. In the lead up to this, students were required to learn ten pieces of music with 'choralography' included. The students' hard work paid off for what was a wonderful evening and experience for all.

This term we are having fun preparing for the Music Assembly and Carols Evening. The students are looking forward to sharing their music at our end of year events with the Karrinyup community.

It has been an exciting year for developing our singing voices at Karrinyup Primary School and I look forward to seeing our students, and our program, continue to grow and flourish in 2019.

### **Let's get active**

Physical Education – Mr Etheridge

#### **Interschool Carnival 2018**

A fantastic effort was made across two days by all athletes that competed in track and field interschool competition. Weeks of hard work, training, persistence and co-operation within team games paid off, as Karrinyup Primary School won the handicap trophy, finishing only 20 points behind second place. One of our Year 3 girls was brilliant, earning her the Runner-Up Champion Girl trophy whilst three long standing records were broken by our students. The excitement of winning the handicap trophy was met with loud cheers and furious clapping all round and the teachers certainly did their bit to match the excitement of the children. Already we are thinking about 2019!

#### **Jump Rope For Heart**

All students from Years 1 to 6 spent hours perfecting the craft of skipping during early morning KATS, Phys-ed time, and during recess and lunch. An hour of non-stop skipping was organised for all students to celebrate their hard work together and recognise the 35<sup>th</sup> anniversary of Jump Rope For Heart. Throughout the program the students challenged themselves independently and in a team environment to enhance their co-ordination, co-operation, timing, respect, problem solving and creativity to learn new tricks. The generosity of the community saw over \$2,300 raised for the Heart Foundation.

"I can now do the cross over, and before I couldn't!" - Year 1

"I learnt which side I needed to run in when we jumped in a long rope. That was the most fun, seeing how many people could jump in a row." - Year 3

Physical Education



"I got better when doing it with a beat, and the most fun was doing it with music!" - Year 5.



### **Year 6 Graduation**

Graduation is a major event on the school calendar and gives us the opportunity to celebrate the end of the student's primary school years. For many of the students, Karrinyup PS is the only school they have experienced. The ceremony provides an opportunity for individual students to be awarded prizes for academic excellence, citizenship, and endeavour. The Year 6 students reflect on the best parts of being at Karrinyup Primary and share some amusing anecdotes. Parents and invited guests are invited to share the graduation cake for morning tea. This year, the Year 6 students then enjoyed a buffet lunch in Fremantle and returned to Karrinyup on the train. It was a busy day enjoyed by the students, staff and parents.

Graduation

## Reading Intervention

Mrs Segall and Mrs Smith

This year the Reading Intervention Program has been run by Mrs Segall and Mrs Smith. These ladies have done an outstanding job with students who require extra support with all aspects of reading. We strive to foster a love of reading through this multi-sensory program in a small, safe learning environment.

Intervention



Our program caters for students from Year 1 through to Year 6. This year we have been able to accommodate 15 children in the phonics group and 15 in the CODE group. We support these children by consolidating the sounds, comprehension strategies and grammar that they have learnt in class. We carefully assess each child each term to ensure that they are in the group that caters for where they are at in their learning.

The children really enjoy the program and, without exception, all happily participate in these sessions.

I would like to personally thank Mrs Segall and Mrs Smith for the care they take with our students and the hard work that goes in to taking these sessions. The difference that they are making with these children is evident in the progress that they make during these sessions and in class.

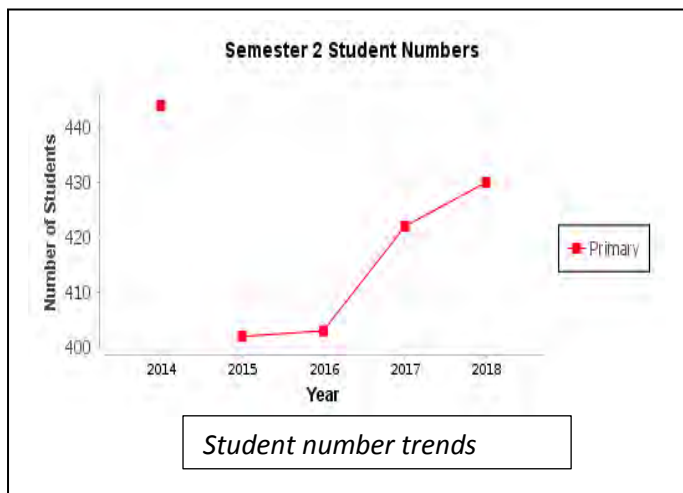
## **OUR STUDENTS**

### **Enrolments**

Based upon the Semester 2 2018 Census Data the number of students enrolled at the school is 430 full- and 60 part-time students and is distributed as follows:

|             |    |        |    |        |    |
|-------------|----|--------|----|--------|----|
| Kindy       | 60 | Year 2 | 69 | Year 5 | 61 |
| Pre-Primary | 59 | Year 3 | 51 | Year 6 | 56 |
| Year 1      | 70 | Year 4 | 64 |        |    |

*Student numbers 2018*



As a 'local intake school' we ensure that we have classroom space for children who live within our intake area. We regularly receive enrolment requests for students who live outside of the intake area. Whilst their applications are considered, requests are usually declined as we have limited space in classrooms. The most significant student numbers were in Year 4 where the classes operated at 32 students each. Additional support by means of education assistant time was given to the children and staff of these classes.

### Semester 2 student numbers from from 2014 to 2018

As the graph indicates there has been a significant growth in student numbers from 2016 to 2018, and in 2019 there will be approximately 440 full time students and 80 part time (Kindy) students. For the 2019 year, the school will require a new transportable classroom.

At the end of 2018, the Year 6 students will graduate and move into secondary schools. The destinations for Year 6 students include Carine Senior High School, Hale School, Perth Modern School, St Stephen's School, Churchlands Senior High School, Newman College, Mater Dei College and St Mary's Anglican Girls' School.

### Attendance

| Year                   | K     | PP    | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|-------|-------|--------|--------|--------|--------|--------|--------|
| Semester 1 - 2018      | 96.3% | 93.3% | 96.7%  | 95.5%  | 94.4%  | 95.1%  | 95.5%  | 96.5%  |
| Semester 2 - 2018      | 95.0% | 91.8% | 95.0%  | 94.6%  | 90.6%  | 92.6%  | 93.4%  | 95.9%  |
| WA Public Schools 2018 | 92.0% | 92.0% | 93.0%  | 93.0%  | 93.0%  | 93.0%  | 93.0%  | 93.0%  |

### School and WA Public Schools attendance averages by year levels for 2018

The overall average attendance percentage for like schools in 2018 was 94.8% and Karrinyup PS's average attendance was 95.5%. In all year levels the average attendance was above 90%.

The use of SMS and online absence notifications is well-used by parents and the school, allowing a timely exchange of information. For those children whose attendance falls below 90 percent or there is a pattern of absence, follow up is managed by the class teacher and school leadership.

### FINANCIAL MANAGEMENT

The school's financial, human and physical resource management has been audited by the Audit and Risk Management Branch of the Department of Education. The school has maintained excellent processes for accurate management.

Information regarding the school's finances is tabled at each School Board meeting and managed through the Finance Committee.

## OUR STAFF

|                      |                                            |                                                       |
|----------------------|--------------------------------------------|-------------------------------------------------------|
| Administration       | Principal                                  | 1                                                     |
|                      | Deputy Principal                           | Term 1 – 2<br>Term 2 onwards - 1                      |
|                      | Manager, Corporate Services                | 1                                                     |
|                      | School Officers (full time and part time)  | 2                                                     |
| Classroom            | Teachers (includes part-time)              | 29<br>(Three teachers are Level 3 Classroom Teachers) |
|                      | Education Assistants (full- and part-time) | 11 (Early childhood and special needs)                |
| School support staff | Library officer (part-time)                | 2                                                     |
|                      | Gardening / Maintenance (part-time)        | 1                                                     |
|                      | Cleaners                                   | 3                                                     |

All teaching staff at Karrinyup PS meet the professional requirements to teach in Western Australian Public Schools and their names can be found on the public register of teachers on the Western Australian Teacher Registration Board.

The school staff and students are supported by a Department of Education funded school psychologist who works one and a half days per week at Karrinyup, and a school chaplain who works two days per week in the school. The chaplain's role is funded through the National School Chaplaincy Program.

All teaching staff have engaged in professional learning linked to the system priorities and school priorities.

## COMMUNITY FEEDBACK

The National School Opinion Survey was conducted in September 2018 and opened to all parents, staff and the Year 5 and 6 students. The number of respondents were:

- 102 parents with the highest percentage of 22% coming from parents of children in Pre-Primary.
- 34 staff with 74% being permanent employees
- 102 students

The same survey was conducted in 2015 allowing for the results to be compared.

The rating against each statement was measured on a five point scale – Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree. An average of five is a perfect score.

For most of the statements, the results from 2015 to 2018 were comparable. Celebrations have been identified as having the same or plus or minus 0.2 or less difference in the score. Concerns are those where the difference is minus 0.3 or above.

Overall staff, parents and students view the school, its staff, and the programs positively. As noted earlier in the report, the school is responding to the students' concerns about how fairly they are treated, relationships with teachers and how they are involved in the decision making at school. The PBS initiative will provide an ideal opportunity for the children to have a say about the school's behaviour management and culture.

|                                                                                        | Staff |      | Parents |      | Students           |                   |
|----------------------------------------------------------------------------------------|-------|------|---------|------|--------------------|-------------------|
|                                                                                        | 2015  | 2018 | 2015    | 2018 | Year 5 only - 2015 | Year 5 & 6 - 2018 |
| Teachers at this school expect students to do their best.                              | 4.6   | 4.7  | 4.3     | 4.4  | 4.6                | 4.6               |
| Teachers at this school provide students with useful feedback about their school work. | 4.3   | 4.2  | 3.9     | 3.8  | 4.2                | 4.0               |
| Teachers at this school treat students fairly.                                         | 4.3   | 4.4  | 4.1     | 4.0  | 4.5                | 3.8               |
| The school is well maintained.                                                         | 4.1   | 4.0  | 4.5     | 4.3  | 4.0                | 4.1               |
| Students feel safe at this school.                                                     | 4.7   | 4.5  | 4.5     | 4.3  | 4.2                | 4.4               |
| Students at this school can talk to their teachers about their concerns.               | 4.5   | 4.5  |         |      | 4.2                | 3.7               |
| Parents at this school can talk to teachers about their concerns.                      | 4.7   | 4.5  | 4.3     | 4.3  |                    |                   |
| Student behaviour is well-managed at this school.                                      | 4.0   | 4.2  | 3.9     | 3.9  | 3.5                | 3.4               |
| Students like being at this school.                                                    | 4.7   | 4.4  | 4.4     | 4.2  | 4.3                | 4.0               |
| The school looks for ways to improve.                                                  | 4.7   | 4.6  | 4.3     | 4.2  | 4.5                | 4.3               |
| The school takes staff / parent / student opinions seriously.                          | 3.5   | 4.2  | 3.8     | 3.8  | 4.1                | 3.5               |
| Teachers at this school motivate students to learn.                                    | 4.5   | 4.6  | 4.0     | 3.9  | 4.6                | 4.3               |
| Students' learning needs are met at this school.                                       | 4.3   | 4.4  | 3.8     | 4.0  |                    |                   |
| The school works with parents to support students' learning.                           | 4.4   | 4.2  | 3.9     | 3.8  |                    |                   |
| I receive useful feedback about my work at this school.                                | 3.2   | 4.0  |         |      |                    |                   |
| Staff are well supported at this school.                                               | 3.6   | 4.3  |         |      |                    |                   |
| This school has a strong relationship with the local community.                        | 4.0   | 4.2  | 3.8     | 3.7  |                    |                   |
| The school is well led.                                                                | 3.6   | 4.3  | 4.0     | 4.0  |                    |                   |
| I am satisfied with the overall standard of education achieved at this school.         | 3.7   | 4.5  | 4.0     | 4.0  |                    |                   |
| I would recommend this school to others.                                               | 4.6   | 4.5  | 4.1     | 4.1  |                    |                   |
| Teachers at this school are good teachers.                                             |       | 4.6  |         | 4.2  |                    | 4.3               |
| Teachers at this school care about their students.                                     |       | 4.7  |         | 4.3  |                    | 4.2               |

#### DIRECTION FOR 2019

As the school moves into a new year, the staff and community remain committed to the Business Plan underpinning all actions. The school will:

- Begin to implement that three-year Business Plan.
- Improve the quality of the ICT available in the school through leasing more equipment for the children.

- Work with new and existing members of the School Board to review the information required to give them confidence in how the school is progressing towards achieving its targets.
- Refine the use of instructional strategies in the classroom.
- Embed the distributed leadership in the school through a School Leadership Group and committees.
- Train teachers in “Seven Steps to Writing Success” for implementation in the classrooms.
- Work with the Carine network of schools to strengthen the connections to help children transition from primary to secondary school.
- Invest significant time and effort into developing the PBS strategy.

We are very proud of our achievements and there is a lot to celebrate. It has been made possible because of the high level of teaching skills displayed by teachers, the valuable support given by education assistants, the encouragement from parents and the efforts of the children.





| Class                  | Teacher/s                                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------|
| Kindy                  | Holly Baddock, Charlotte Wade, Claire Moore & Jan Fawell (on leave)                                                 |
| Pre-Primary            | Josephine Griffiths, Chloe Schipp, Lara Ryniker, Karen Druitt, Liz Beament, Jessica Young & Lisa Whitcomb           |
| Year 1                 | Fiona Aplin, Jill Jamieson, Chris Pitman & Robyn Stewart                                                            |
| Year 2                 | Toni Osborn, Julie English, Jessica Milne, Helen Dilley (retired) & Dina Ponosh (retired), Cherrie Searle (retired) |
| Year 3                 | Stella Thompson, Theresa Mammone & Kimberley Parkin                                                                 |
| Year 4                 | Bianca Moltoni, Trent Jackaman & Melissa Warren                                                                     |
| Year 5                 | Shaaron Cullen, Isabella Greco & Lucy McCullough                                                                    |
| Year 6                 | Lucy McCullough & Gary Yeats                                                                                        |
| Music                  | Alison Jones                                                                                                        |
| Physical Education     | Hamish Etheridge                                                                                                    |
| Visual Arts / Japanese | Tennille Himallari                                                                                                  |
| Japanese               | Jemma van de Nes (on leave)                                                                                         |

| Administration Team | Role                       |
|---------------------|----------------------------|
| Carol Selley        | Principal                  |
| Rebecca Routledge   | Deputy Principal           |
| Gregory Diamond     | Deputy Principal (retired) |

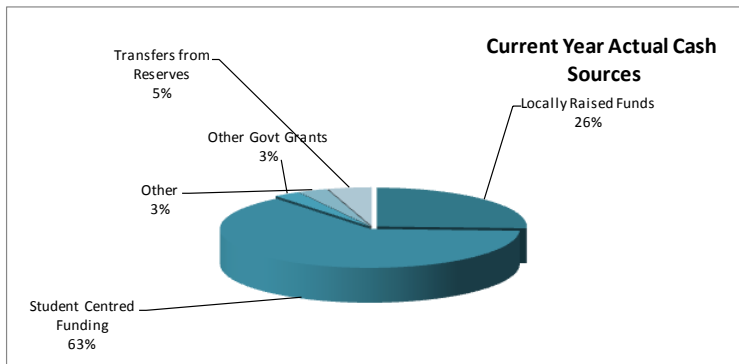
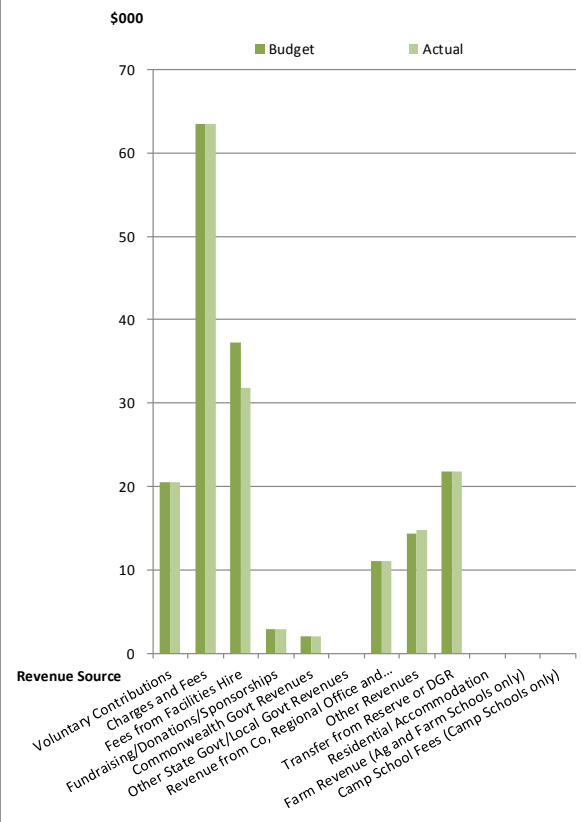
| Support Team     | Role                                  |
|------------------|---------------------------------------|
| Lynette Hogan    | Manager Corporate Services            |
| Linda Murray     | School Officer                        |
| Claire Kane      | School Officer                        |
| Nora Gillespie   | School Psychologist                   |
| Jade Crompton    | School Chaplain                       |
| Kerry Szczesny   | Education Assistant                   |
| Sharon Segall    | Education Assistant                   |
| Narelle Smith    | Education Assistant                   |
| Gina Rose        | Education Assistant                   |
| Charmaine Rolph  | Education Assistant                   |
| Coral Reiger     | Education Assistant                   |
| Belinda Ord-Hume | Education Assistant                   |
| Melissa Nelson   | Education Assistant                   |
| Jane Evans       | Education Assistant                   |
| Barbara Flynn    | Education Assistant                   |
| Rose Bunko       | Education Assistant                   |
| Jennifer Johnson | Library Officer                       |
| Michelle Cope    | Library Officer                       |
| Joy Craig        | Cleaner in Charge                     |
| Rita Nachmanson  | Cleaner                               |
| Denise Seotis    | Cleaner                               |
| Tony Shimmin     | Gardener                              |
| Serene Wee       | Canteen Manager (employed by the P&C) |



## Karrinyup PS Financial Summary as at 30 November 2018

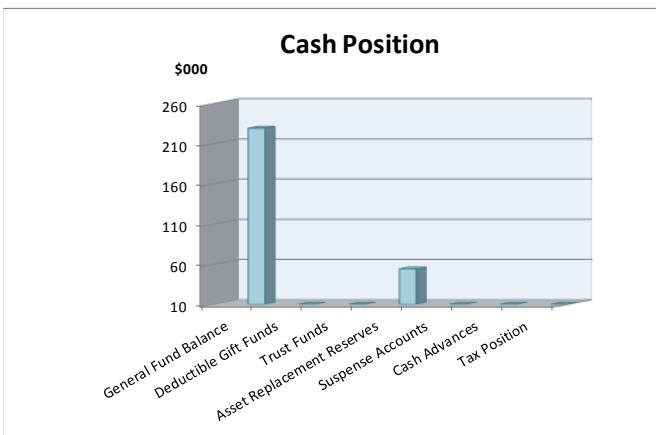
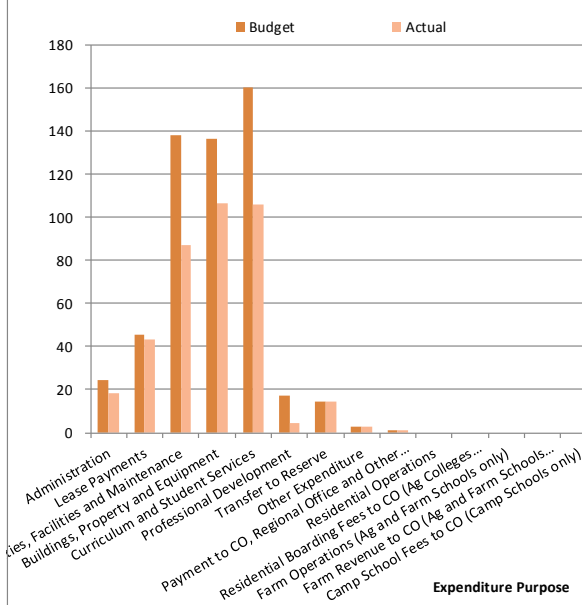
| Revenue - Cash & Salary Allocation |                                                    | Budget                 | Actual                 |
|------------------------------------|----------------------------------------------------|------------------------|------------------------|
| 1                                  | Voluntary Contributions                            | \$ 20,475.00           | \$ 20,475.00           |
| 2                                  | Charges and Fees                                   | \$ 63,525.00           | \$ 63,524.20           |
| 3                                  | Fees from Facilities Hire                          | \$ 37,242.00           | \$ 31,887.91           |
| 4                                  | Fundraising/Donations/Sponsorships                 | \$ 2,907.00            | \$ 2,907.13            |
| 5                                  | Commonwealth Govt Revenues                         | \$ 2,080.00            | \$ 2,080.01            |
| 6                                  | Other State Govt/Local Govt Revenues               | \$ -                   | \$ -                   |
| 7                                  | Revenue from Co, Regional Office and Other Schools | \$ 11,003.00           | \$ 11,003.33           |
| 8                                  | Other Revenues                                     | \$ 14,333.00           | \$ 14,744.39           |
| 9                                  | Transfer from Reserve or DGR                       | \$ 21,761.00           | \$ 21,761.00           |
| 10                                 | Residential Accommodation                          | \$ -                   | \$ -                   |
| 11                                 | Farm Revenue (Ag and Farm Schools only)            | \$ -                   | \$ -                   |
| 12                                 | Camp School Fees (Camp Schools only)               | \$ -                   | \$ -                   |
| <b>Total Locally Raised Funds</b>  |                                                    | <b>\$ 173,326.00</b>   | <b>\$ 168,382.97</b>   |
| <b>Opening Balance</b>             |                                                    | <b>\$ 150,922.00</b>   | <b>\$ 150,922.33</b>   |
| <b>Student Centred Funding</b>     |                                                    | <b>\$ 293,194.00</b>   | <b>\$ 293,194.42</b>   |
| <b>Total Cash Funds Available</b>  |                                                    | <b>\$ 617,442.00</b>   | <b>\$ 612,499.72</b>   |
| <b>Total Salary Allocation</b>     |                                                    | <b>\$ 3,789,149.00</b> | <b>\$ 3,789,149.00</b> |
| <b>Total Funds Available</b>       |                                                    | <b>\$ 4,406,591.00</b> | <b>\$ 4,401,648.72</b> |

### Locally Generated Revenue - Budget vs Actual



| Expenditure - Cash and Salary               |                                                    | Budget                 | Actual                 |
|---------------------------------------------|----------------------------------------------------|------------------------|------------------------|
| 1                                           | Administration                                     | \$ 24,290.00           | \$ 18,146.16           |
| 2                                           | Lease Payments                                     | \$ 45,233.00           | \$ 43,265.90           |
| 3                                           | Utilities, Facilities and Maintenance              | \$ 138,058.00          | \$ 87,079.71           |
| 4                                           | Buildings, Property and Equipment                  | \$ 136,119.00          | \$ 106,288.60          |
| 5                                           | Curriculum and Student Services                    | \$ 160,148.00          | \$ 106,001.06          |
| 6                                           | Professional Development                           | \$ 17,000.00           | \$ 4,706.60            |
| 7                                           | Transfer to Reserve                                | \$ 14,166.00           | \$ 14,166.00           |
| 8                                           | Other Expenditure                                  | \$ 2,597.00            | \$ 2,598.93            |
| 9                                           | Payment to CO, Regional Office and Other Schools   | \$ 1,190.00            | \$ 1,190.00            |
| 10                                          | Residential Operations                             | \$ -                   | \$ -                   |
| 11                                          | Residential Boarding Fees to CO (Ag Colleges only) | \$ -                   | \$ -                   |
| 12                                          | Farm Operations (Ag and Farm Schools only)         | \$ -                   | \$ -                   |
| 13                                          | Farm Revenue to CO (Ag and Farm Schools only)      | \$ -                   | \$ -                   |
| 14                                          | Camp School Fees to CO (Camp Schools only)         | \$ -                   | \$ -                   |
| <b>Total Goods and Services Expenditure</b> |                                                    | <b>\$ 538,801.00</b>   | <b>\$ 383,442.96</b>   |
| <b>Total Forecast Salary Expenditure</b>    |                                                    | <b>\$ 3,720,873.00</b> | <b>\$ 3,498,954.00</b> |
| <b>Total Expenditure</b>                    |                                                    | <b>\$ 4,259,674.00</b> | <b>\$ 3,882,396.96</b> |
| <b>Cash Budget Variance</b>                 |                                                    | <b>\$ 78,641.00</b>    |                        |

### Goods and Services Expenditure - Budget vs Actual



| Cash Position as at:         |           |                   |
|------------------------------|-----------|-------------------|
| <b>Bank Balance</b>          | <b>\$</b> | <b>283,432.93</b> |
| Made up of:                  | \$        | -                 |
| 1 General Fund Balance       | \$        | 229,056.76        |
| 2 Deductible Gift Funds      | \$        | -                 |
| 3 Trust Funds                | \$        | -                 |
| 4 Asset Replacement Reserves | \$        | 54,165.95         |
| 5 Suspense Accounts          | \$        | 7,954.22          |
| 6 Cash Advances              | \$        | -                 |
| 7 Tax Position               | -\$       | 7,744.00          |
| <b>Total Bank Balance</b>    | <b>\$</b> | <b>283,432.93</b> |