

# Clifton Hills Primary School 2022 Annual Report



► Ratified by the School Board:



# Principal comments



Principals of Clifton Hills: L > R Mr Clive Harper, Mr Ian Anderson, Mrs Patricia Joss, Mr Iain McIntosh, Mr Neil Taylor

This annual review is the formal reporting process to communicate the achievements of the school to the community. Please read the report, celebrate our many successes and work with us to achieve our future goals.

This year has been a year of celebrations on many fronts, we celebrated our 50<sup>th</sup> Anniversary amidst the challenges of COVID-19 and the many implications the management of that entailed. I am immensely proud of how our learning community has responded to ensure the needs of the children come first.

Our students have acted as excellent ambassadors in the community; whether on excursions, community events or here on site, I am very proud of both Choirs, Sporting teams and Individual competitors, Lego League teams and individual students who participated in the Kelmscott Show. This year we were highly competitive in the Eagles Cup, participated on the rescheduled Massed Choir Festival and one Lego League Team was invited back to Curtin Uni to compete State-wide. These successes are due to the hard work and dedication of our wonderful staff, commitment from the students and the support of their families. I congratulate you all.

Thank you to the many parents and carers who have volunteered in our school this year, thank you. Your input creates a village assisting us in our goal to develop the whole child.

We have provided the best possible education programs for all children, encouraging them to achieve academic excellence and become responsible citizens. Our focus to provide an education that caters for the requirements of each individual child has continued as a result of our vision and commitment.

*Patricia Joss*



## This document addresses the following NATIONAL QUALITY STANDARDS

QA 1	Educational Program and Practice
QA 2	Children's Health and Safety
QA 3	Physical Environment
QA 4	Staffing Arrangements
QA 5	Relationships With Children
QA 6	Collaborative Partnerships with Families and Communities
QA 7	Leadership and Service Management



# School Vision and Contextual Information



**VISION STATEMENT:** *At Clifton Hills we aim to provide an education that caters for the requirements of each individual child.*

Clifton Hills Independent Public School was first opened in 1972 and is located on the slopes of the Darling Escarpment, approximately 25km Southeast of Perth. Our ICSEA fluctuates between 1011 – 1020. In 2021 it was 1019. In 2020 our ICSEA increased slightly to 1020. In 2022 our ICSEA was 1016.

The school population in 2022 was:

- 431 students Kindergarten to Year 6, our student numbers trends are steady, and we are unable to physically accommodate more students. Since 2015 our numbers have increased by an average of 18 students per year. This year our number are 26 less than 2021.
- 7.2% Transiency, an increase of 1.5%
- 4.6% identify as Aboriginal, a decrease of 0.8%
- 3.75% of our students have English as a Second language;
- 26.4% of our students have a learning difficulty or an imputed diagnosis and
- 4.6% of our students have a funded diagnosed disability. This is an increase of 0.6% from 2021

## School Organisation and Structure

- Kindergarten – 40
- Pre-primary – 53
- Year 1 – 49
- Year 2 – 50
- Year 3 – 67
- Year 4 – 51
- Year 5 – 54
- Year 6 – 67



These students were distributed across 17 classes K - 6

## Workforce Profile - \*FTE= Full time Equivalent

66 Total staff equating to 44.0 FTE; this is a decrease of 3.1 FTE from 2021. This is due to one retirement, and less students than the previous year.

### Teaching Staff

- Absenteeism – at expected levels, based on workforce data for Like Schools;
- Nil resignations.
- Nil retirement.

### Allied Professionals

- Absenteeism – at expected levels, based on workforce data for Like Schools;
- one resignation.
  - Nil retirement.

## Specialist Programs

Specialist programs are in place to support and enhance the curriculum provided by the classroom teacher.

- Japanese Language Program is taught years 2 – 6
- Music: PP-6, includes School Instrumental Music Program, Ukulele Band, Junior and Senior Choir.
- Digital Technologies: K-3
- Physical Education: PP-6
- Visual Arts: PP-6
- Extension and Support Program: Lego Club for Years 4 – 6 students.

## KEY POINTS

- Experienced staff made up of fulltime and part time workers: 30 teaching staff and 29 allied professional staff
- Administrative team: Principal, 2 .0 FTE Deputies shared between 3 people, Manager Corporate Services and 2 Learning Support Coordinators.
- 2022 Priorities  
Literacy – Reading, Spelling & Maths



# Term by Term Celebrations and Events



Term One	Term Three
Assemblies held via WEBEX due to COVID protocols	Swimming Lessons @ Belmont Pools
Whole School Photo for 50 <sup>th</sup> Celebrations	Red nose Day Fundraiser
Peer Mediator Training at Point Peron	Book week & Book Parade
Mask Wearing required for adults on site	Open Night
School Photos	Faction Athletics Carnival won by Martin
Harmony Day – students spoke different languages, this was recognised by Department of Education in their media	Interschool Athletics Carnival 50 <sup>th</sup> Celebration Day
Easter Hat Parade undertaken in classes due to COVID protocols	Senior Choir performed at the Concert Hall for Massed Choir event
Term Two	Term Four
Competed in Eagles Cup	New Covered Assembly Area building commenced
Faction Cross Country won by Martin	Leaders' Excursion
Kiss n Wave introduced on Butler Pass	Graduation Ceremony
We celebrated P&C Day	Book Awards assembly
NAIDOC Week – “Get up! Stand Up!”	
Extra Flagpole introduced so we could fly the Torres Strait Island Flag with the Aboriginal Flag	



Data analysis- how do we compare with Like Schools (NAPLAN)-

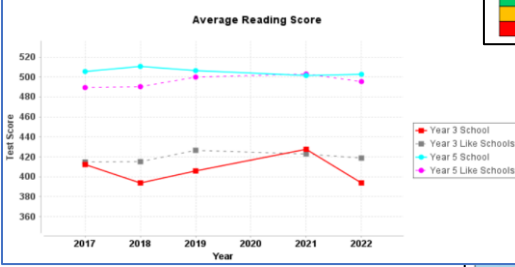
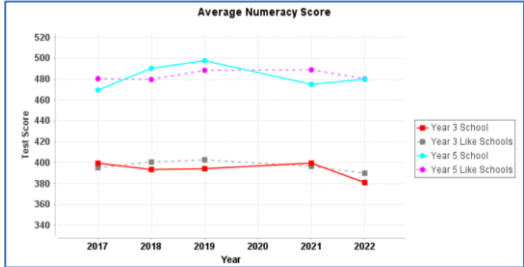
1 student equates to approximately 3%.

NUMERACY

Year 3 – results are comparable to Like Schools except in the top Band, where we are in a deficit of 6% .

Year 5 – results are comparable except in Band 6 where we have 12% more students, we need to focus on these students so that we have some attaining Band 8.

Longitudinal data indicates we are comparable with Like Schools.



Band	NAPLAN Score Range	Numeracy			
		Year 3		Year 5	
		2021	2022	2021	2022
		Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 - 685				
8	582 - 633			0%	6%
7	530 - 581			14%	10%
6	478 - 529	16%	11%	3%	33%
5	426 - 477	22%	20%	23%	18%
4	374 - 425	18%	30%	26%	27%
3	322 - 373	32%	24%	29%	26%
2	270 - 321	10%	11%	11%	14%
1	Up to 269	2%	3%	6%	4%

Legend: Above National Minimum Standard (Green), At National Minimum Standard (Yellow), Below National Minimum Standard (Red)

READING

Year 3- results are comparable to Like Schools except in the top Band, all results vary by one or two students. Our average is 20 test scores below Like School.

Year 5- results are comparable to Like Schools. No Clifton Hills students are than Like Schools and one student less at Band 8.

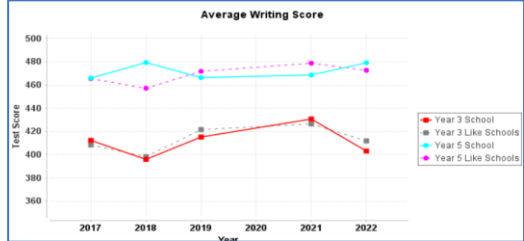
Longitudinal data indicates we are comparable with Like Schools in Year 5 but still have much work to do for our year 3 results to improve the trajectory.

WRITING

Year 3- Results are comparable to Like Schools except we have 4 students more below National Minimum Standards and 4 students less at Band 8 than Like Schools.

Year 5 - Results are comparable to Like Schools except we have 2 students less than Like Schools below National Minimum Standard and 1 student less at Band 8.

Longitudinal data indicates we are comparable with Like Schools in Year 5 but still have work to do for our year 3 results to improve the trajectory.



Band	NAPLAN Score Range	Reading			
		Year 3		Year 5	
		2021	2022	2021	2022
		Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 - 685				
8	582 - 633			15%	12%
7	530 - 581			16%	24%
6	478 - 529	35%	26%	17%	25%
5	426 - 477	14%	23%	20%	22%
4	374 - 425	22%	22%	15%	23%
3	322 - 373	16%	16%	23%	15%
2	270 - 321	14%	11%	17%	11%
1	Up to 269	0%	3%	8%	4%

Band	NAPLAN Score Range	Writing			
		Year 3		Year 5	
		2021	2022	2021	2022
		Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 - 685				
8	582 - 633			3%	4%
7	530 - 581			3%	13%
6	478 - 529	12%	18%	3%	14%
5	426 - 477	43%	38%	38%	33%
4	374 - 425	31%	28%	30%	30%
3	322 - 373	14%	10%	16%	13%
2	270 - 321	0%	4%	11%	6%
1	Up to 269	0%	3%	2%	4%

SPELLING

Year 3 - Results are comparable to Like Schools except we have 3 students more than Like Schools below National Minimum Standard and 1 less at Band 6.

Year 5 - Results are comparable to Like Schools except we have 3 students less than Like Schools below National Minimum Standard and 9% less at Band 8.

Longitudinal data indicates we are comparable with Like Schools in Year 5 but still have work to do for our year 3 results to improve the trajectory.

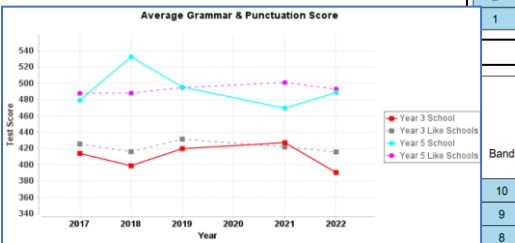
Band	NAPLAN Score Range	Spelling			
		Year 3		Year 5	
		2021	2022	2021	2022
		Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 - 685				
8	582 - 633			8%	15%
7	530 - 581			15%	26%
6	478 - 529	20%	20%	16%	20%
5	426 - 477	24%	24%	16%	23%
4	374 - 425	20%	22%	13%	24%
3	322 - 373	16%	17%	26%	17%
2	270 - 321	16%	9%	23%	9%
1	Up to 269	4%	7%	6%	8%

GRAMMAR & PUNCTUATION

Year 3 - Results are comparable to Like Schools except we have 3 more students than Like Schools below National Minimum Standard and 2 less students at Band 6.

Year 5 - Results are comparable to Like Schools except we have 2 less students than Like Schools below National Minimum Standard and 3 less at Band 8.

Longitudinal data indicates we are comparable with Like Schools in Year 5 but still have work to do for our year 3 results to improve the trajectory.



Band	NAPLAN Score Range	Grammar & Punctuation			
		Year 3		Year 5	
		2021	2022	2021	2022
		Sch	Like Sch	Sch	Like Sch
10	686 & Above				
9	634 - 685				
8	582 - 633			6%	13%
7	530 - 581			12%	20%
6	478 - 529	26%	28%	18%	25%
5	426 - 477	24%	23%	15%	18%
4	374 - 425	26%	21%	27%	22%
3	322 - 373	10%	14%	13%	19%
2	270 - 321	14%	9%	19%	9%
1	Up to 269	0%	5%	6%	6%



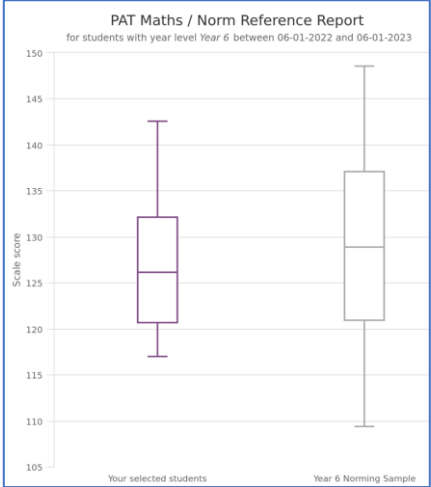
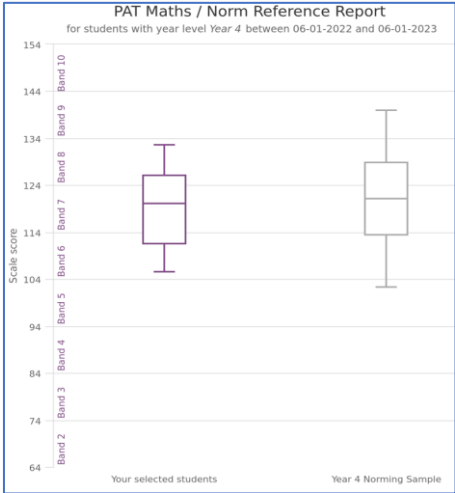
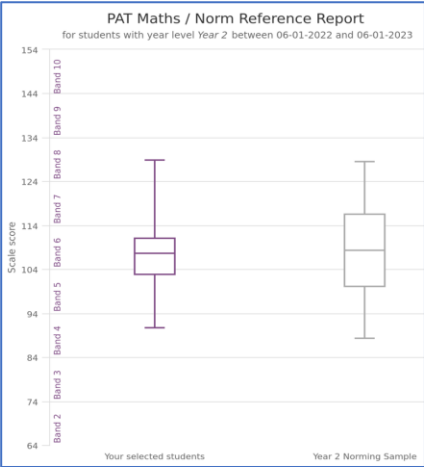
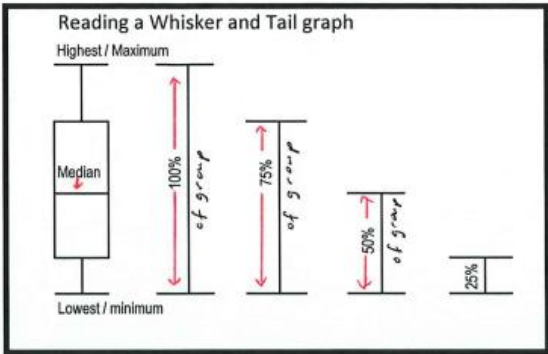
Data analysis- how do we compare with Normed Samples National Means in (PAT tests – non NAPLAN testing year levels)

NUMERACY

**Year 2** – Our Mean is the same as the Normed sample, we have the same length whiskers. We have a smaller number of students in between the upper and lower Quartile.

**Year 4** - Our Mean is the same as the Normed sample, we have the shorter whiskers. We have the same number of students in between the upper and lower Quartile.

**Year 6** - Our Mean is slightly below the Normed sample, we have the shorter bottom quartile whisker, and our top Quartile whisker doesn't reach as high as the Norm Referenced Group. We have a smaller number of students in between the upper and lower Quartile

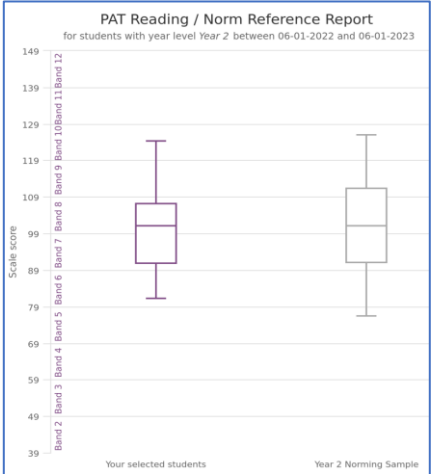
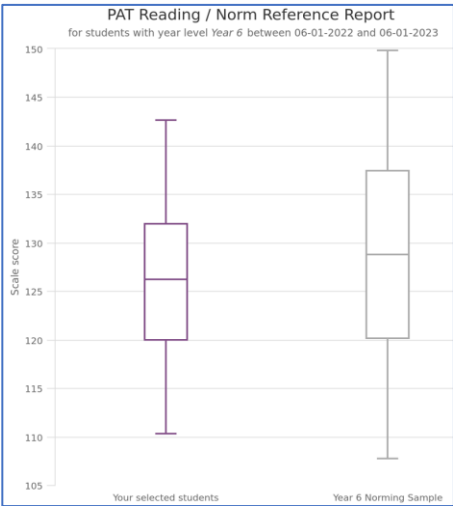
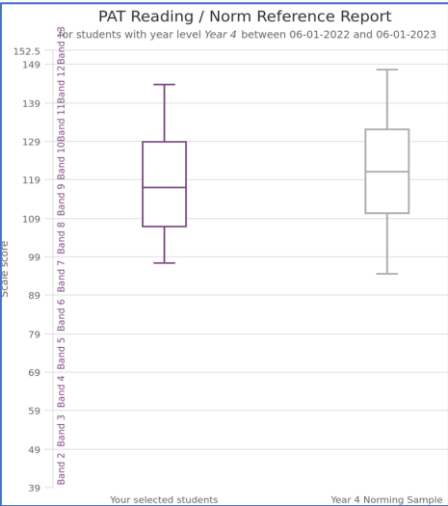


READING

**Year 2** - Our Mean is slightly higher than the Normed sample, we have the shorter bottom quartile whisker. We have the same number of students in between the upper and lower Quartile.

**Year 4** - Our Mean is similar to the Normed sample, we have the shorter bottom quartile whisker. We have the same number of students in between the upper and lower Quartile.

**Year 6**- Our Mean is below the Normed sample; we have a shorter bottom quartile whisker. We have the smaller number of students in between the upper and lower Quartile.



**Data analysis- how do we compare with Normed Samples National Means in (PAT tests – non NAPLAN testing year levels)**

A **Box and Whisker Plot (or Box Plot)** is a convenient way of visually displaying the data distribution through their quartiles. The lines extending parallel from the boxes are known as the “whiskers”, which are used to indicate variability outside the upper and lower quartiles. Outliers are sometimes plotted as individual dots that are in-line with whiskers. Box Plots can be drawn either vertically or horizontally.

**GRAMMAR & PUNCTUATION**

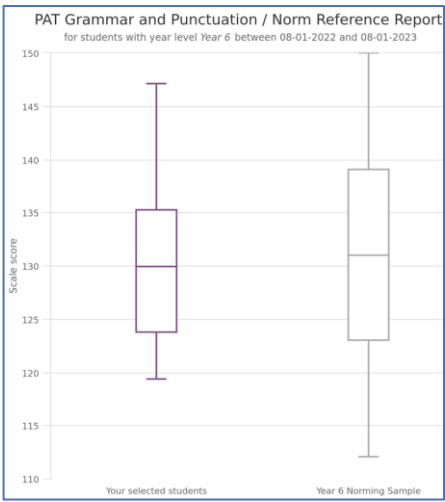
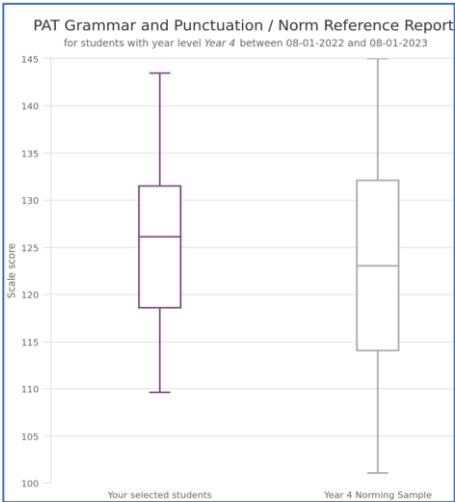
**Year 2** – Not available

**Year 4** - Our Mean is higher than the Normed sample, we have a shorter bottom quartile whisker and a similar top quartile whisker.

We have the smaller number of students in between the upper and lower Quartile.

**Year 6** - Our Mean is similar to the Normed sample, we have the shorter bottom quartile whisker and similar length top quartile whisker.

We have a smaller number of students in between the upper and lower Quartile.

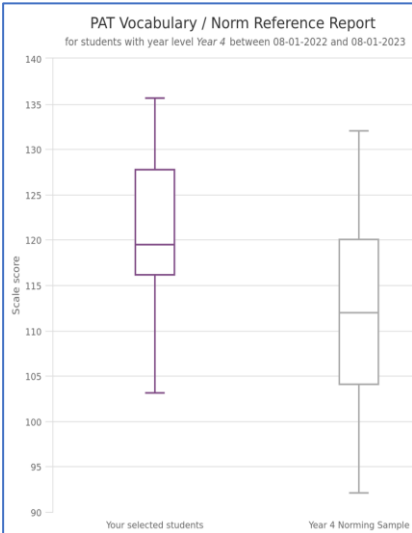
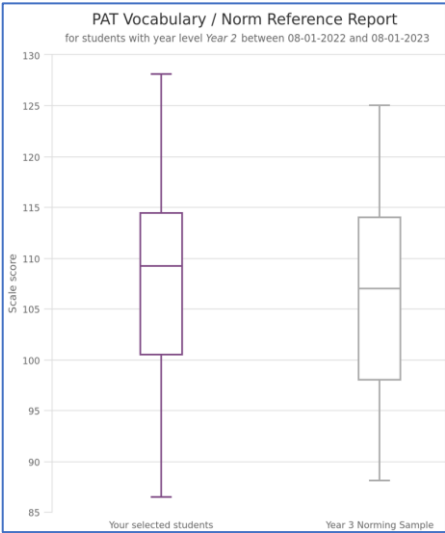


**VOCABULARY**

**Year 2** – \*\*compared to Normed Year 3

**Year 4** – Our Mean is higher than the normed sample and the number of students between the upper and lower quartile is higher than the normed sample. Our whiskers are the same length but higher in the quartiles.

**Year 6** – Not available

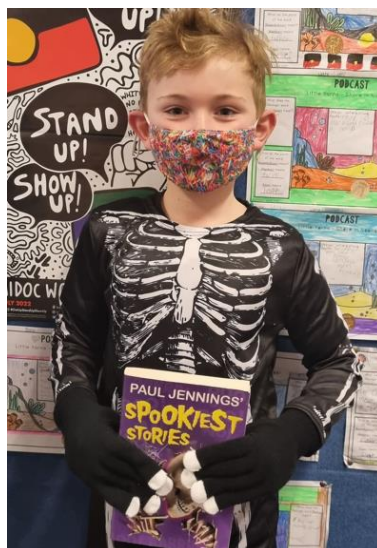
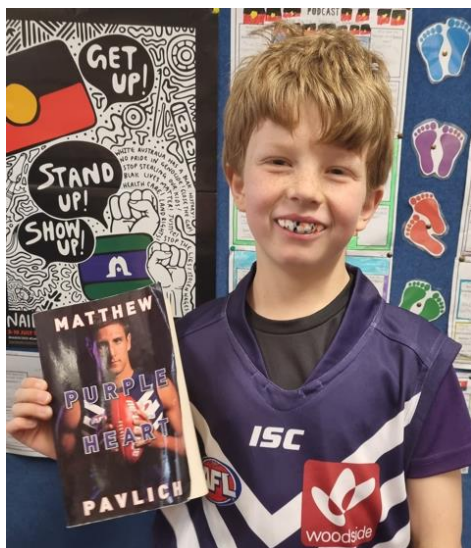




## **2023 Organisation to support achievement of goals:**

***\*\* Please see glossary for acronyms***

- 2 x Learning Support Coordinators with a total 0.6FTE.
- Classroom observation and feedback: focus on high teacher consistency and low variance in the implementation of whole school approaches.
- Provide training and support for staff using Instructional Coaching
- Collaboration: DOTT timetable to allow for collaborative DOTT.
- Implement 2021- 2023 School Business Plan and Statement of Expectations in partnership with the School Board.
- Weekly POLT meetings to ensure collaboration of teaching staff on whole school approaches and processes.
- POLT meetings to have a teacher leader
- Implementation of Be You Social and Emotional Learning matrix.
- Implementation of PLD K-6
- Review Behaviour and Engagement Policy.
- Whole staff participate WAPBS Awareness Training.
- Implement Performance Management Policy to reflect best practice
- Attendance follow up procedures adhered to.
- Provide access to a Speech Therapist one day a week to students identified in Kindy through a testing regime.





### **Successful Students: *We will***

- ✓ Monitor improvement targets against achievement standards and comparative data of Like Schools;
- ✓ Use NAPLAN, PAT, TAC-K, SOCs and On Entry data to identify students, who are deemed to be borderline “at level” and through the effective intervention strategies;
- ✓ Implementation of Whole School approaches: PLD, Talk 4 Writing, Literacy Blocks and Numeracy Blocks, Phase of Learning and whole school planning;
- ✓ Organise Case conferences for students with attendance issues, and support for families at point of need;
- ✓ Analyse data to inform planning and reporting to provide a differentiated curriculum that includes targeted teaching, appropriate interventions and resourcing allocations to meet student needs and characteristics;
- ✓ Prioritise spending on identified school initiatives driven by data and department direction;
- ✓ Implement School Improvement Plan, Focus and Classroom First documents in conjunction with the “Building on Strength”, Funding Agreement for Schools, and Aboriginal Cultural Framework, and
- ✓ Use a variety of mediums and purposeful play to engage practice, explore, and consolidate concepts.

### **Excellence in Teaching: *We will***

- ✓ Increase consistency of school-wide practices among teachers in the use of evidence-based pedagogy and methods to effectively implement the teaching, learning and assessing cycle;
- ✓ Hold high expectations and standards of teacher performance through induction, performance management, leadership opportunities, professional learning and evaluation based on AITSL;
- ✓ Maintain quality, evidence-based intervention programs across all years with a strong focus on the explicit teaching of synthetic phonics, grammar and punctuation as the foundations for literacy learning; and an emphasis on the role of oral language and play-based learning for K-2;
- ✓ Support and develop staff skills and leadership to ensure sustainability of programs and systems;
- ✓ Deliver differentiated curriculum through high quality instruction to enhance the outcomes for all students across a range of abilities: socially, emotionally and academically;
- ✓ Improve staff knowledge to effectively embed the Aboriginal Cultural Framework within the classroom, and
- ✓ Strategically implement National Quality Standards, Early Years Learning Framework, WA Kindergarten Guidelines, WA Curriculum, Aboriginal Cultural Framework and School Planning documents.

### **Safe, supportive and sustainable environment: *We will***

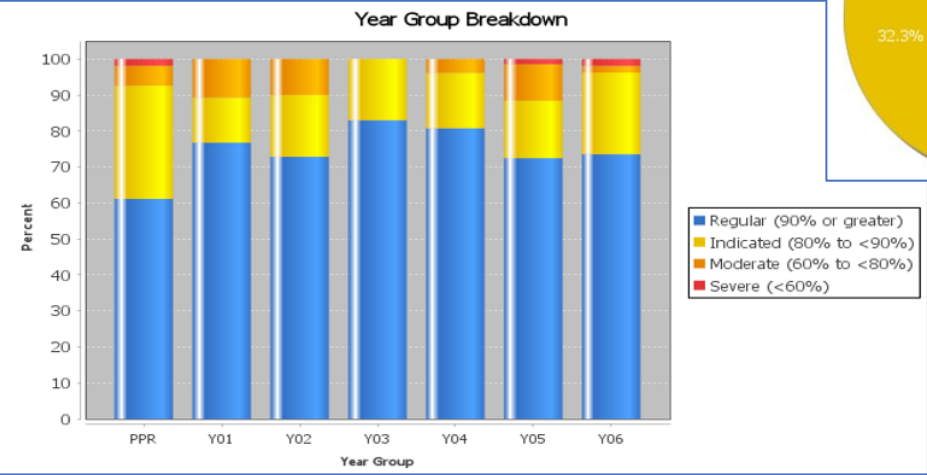
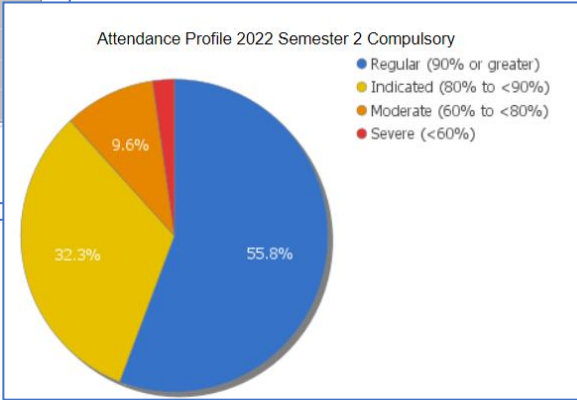
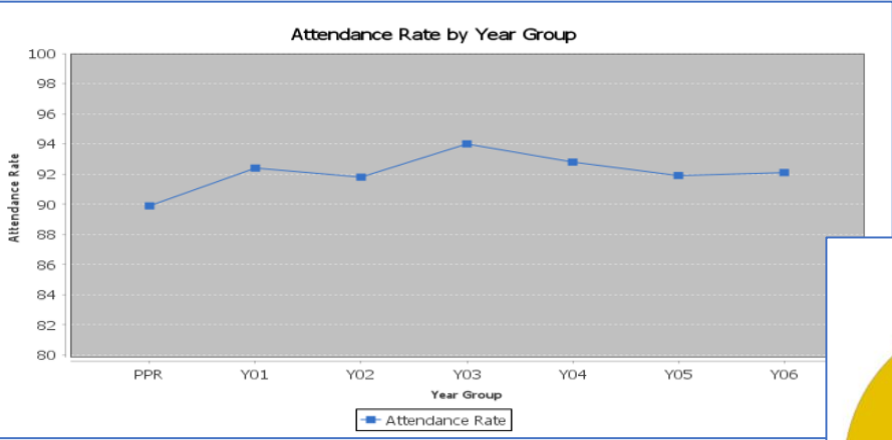
- ✓ Use and review Behaviour & Engagement Policy, and attendance tools to enhance student engagement and employ intervention strategies to manage student attendance, engagement and learning outcomes;
- ✓ Commence WAPBS journey to improve consistency in Behaviour Management;
- ✓ Enhance and maintain safe, aesthetically functional learning spaces and the external environment to engage and support students and families;
- ✓ Collaborate to foster a culture of positive social-emotional health to support and maximise the health and wellbeing of staff and students, and
- ✓ Develop student voice, ownership and accountability for learning and support the development of the whole child.

### **Strong sustainable partnerships: *We will***

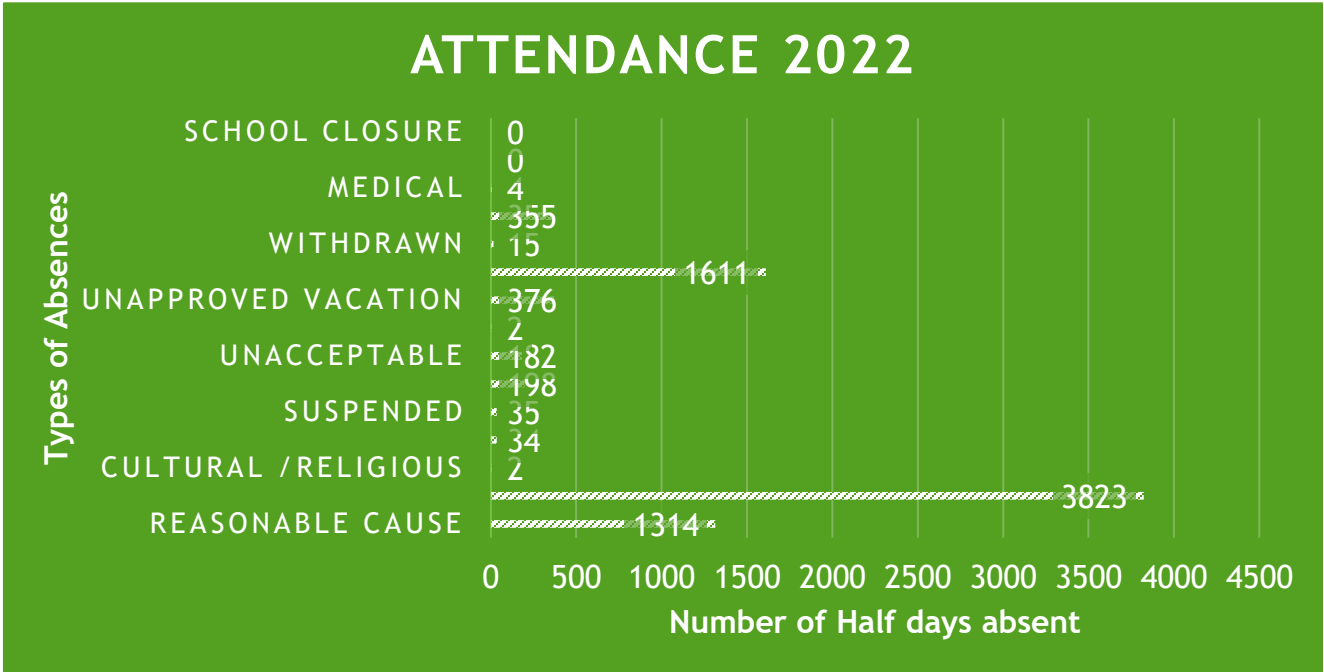
- ✓ Engage with wider community positively in a sustainable, timely and inclusive manner with a variety of resources to enhance teaching and learning;
- ✓ Maintain a positive, inclusive and collaborative learning community;
- ✓ Promote respectful, positive and inclusive relationships between staff, students and parents that respects and values cultural diversity in our learning community;
- ✓ Enhance professional relationships through collaboration with Clifton Hills’ learning community and other educational institutions, and
- ✓ Enhance learning opportunities through new and existing external partnerships by accessing outside agencies to assist staff and students.

ATTENDANCE

The ongoing impact of COVID-19, has meant parents are keeping their children home more regularly for colds and flu like symptoms. Our attendance has now dipped to 88.1% instead of 93.5% in 2021. Like Schools are attaining 0.7% below our attendance. These figures are reflected across the Public Education system. We have also had an increase in the number of parents in the Kindy and Pre-primary cohorts who do not adhere to the requirement to send their child once enrolled, despite many efforts to improve this situation. Some students have attendance rates below 55%. In 2021, we had one student in the severe category: this year we had one with several others in the moderate risk zone. The number of students arriving late to school, increased this year.



ATTENDANCE 2022

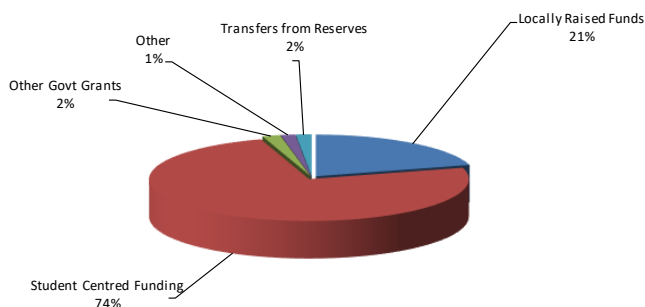


# Clifton Hills Primary School

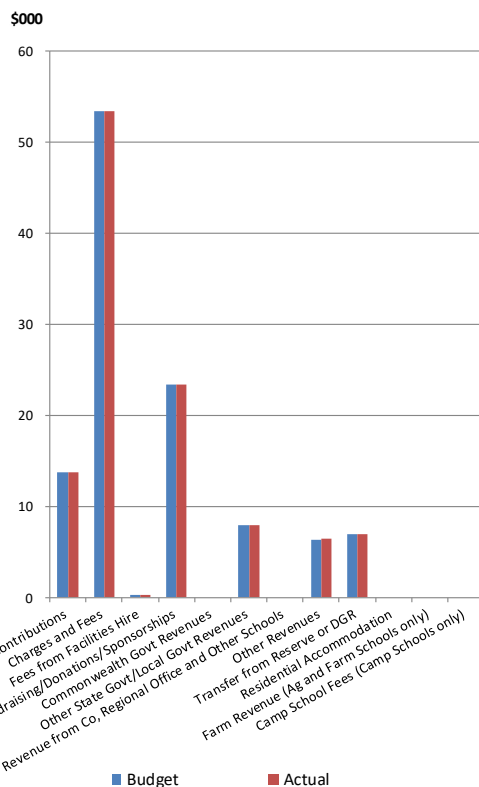
Financial Summary as at  
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,735.30	\$ 13,735.30
2	Charges and Fees	\$ 53,414.39	\$ 53,414.39
3	Fees from Facilities Hire	\$ 227.27	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 23,407.83	\$ 23,407.83
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 8,000.00	\$ 8,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 6,374.09	\$ 6,479.19
9	Transfer from Reserve or DGR	\$ 6,998.00	\$ 6,998.00
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>\$ 112,156.88</b>	<b>\$ 112,261.98</b>
	<b>Opening Balance</b>	<b>\$ 123,922.95</b>	<b>\$ 123,922.95</b>
	<b>Student Centred Funding</b>	<b>\$ 328,265.92</b>	<b>\$ 328,265.92</b>
	<b>Total Cash Funds Available</b>	<b>\$ 564,345.75</b>	<b>\$ 564,450.85</b>
	<b>Total Salary Allocation</b>	<b>\$ 4,608,138.00</b>	<b>\$ 4,608,138.00</b>
	<b>Total Funds Available</b>	<b>\$ 5,172,483.75</b>	<b>\$ 5,172,588.85</b>

Actual Year to Date by funding sources

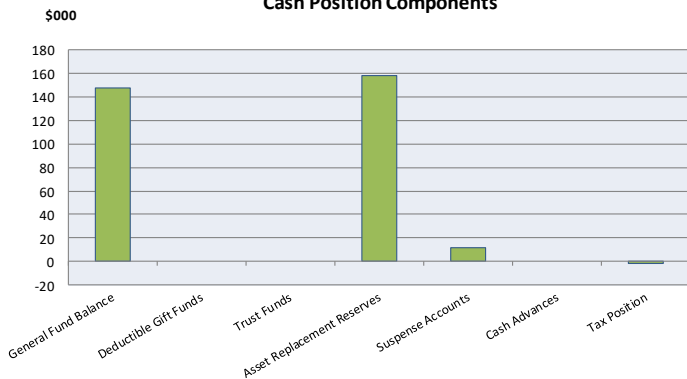


Locally Raised Revenue - Budget vs Actual

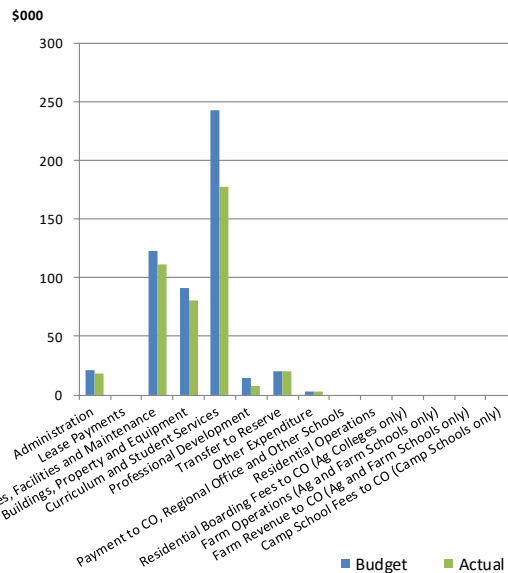


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,825.47	\$ 18,074.88
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 122,394.98	\$ 110,857.61
4	Buildings, Property and Equipment	\$ 90,894.58	\$ 80,293.90
5	Curriculum and Student Services	\$ 242,839.39	\$ 177,359.58
6	Professional Development	\$ 14,496.00	\$ 7,968.75
7	Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8	Other Expenditure	\$ 3,248.84	\$ 2,836.60
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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>\$ 514,699.26</b>	<b>\$ 417,391.32</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 4,376,757.00</b>	<b>\$ 4,376,757.00</b>
	<b>Total Expenditure</b>	<b>\$ 4,891,456.26</b>	<b>\$ 4,794,148.32</b>
	<b>Cash Budget Variance</b>	<b>\$ 49,646.49</b>	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual








Cash Position Components	
<b>Bank Balance</b>	<b>\$ 315,946.89</b>
Made up of:	
1 General Fund Balance	\$ 147,059.53
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 158,410.81
5 Suspense Accounts	\$ 11,663.55
6 Cash Advances	\$ -
7 Tax Position	\$ (1,187.00)
<b>Total Bank Balance</b>	<b>\$ 315,946.89</b>



# ACHIEVEMENT OF BUSINESS PLAN TARGETS 2021 -2024

✓ Fully Achieved   
 # improved but target not met   
👁️ On Watch   
 X Not achieved

Business Plan		Target	✓ # x 	Comments
Successful Students	NUMERACY	NAPLAN will be comparable with <i>Like Schools</i> in Year 3 and Year 5.	#	The Year 3 cohort have achieved a better average score than <i>Like Schools</i> by 3 points. Year 5 cohort's average score is 13 points below <i>Like Schools</i> .
		Progress made by Year 5 students in NAPLAN will be comparable to that of <i>Like Schools</i> .	n/a	Progress of Year 5 Cohort is the same as <i>Like Schools in 2022 is unable to be compared as NAPLAN was not conducted in 2020</i>
		Progress made by Year 3 students in NAPLAN compared to On Entry data will be comparable to that of <i>Like Schools</i> .		Progress for students from On Entry to Year 3 is comparable in Numeracy.
		Yearly average for PAT-N will increase or remain constant for each cohort as it progresses through the school.		Scores have remained similar to 2021.
	READING	NAPLAN will be comparable with <i>Like Schools</i> in Year 3 and Year 5.		Year 3 Cohort is 9 points below <i>Like Schools</i> Average Score. Year 5 Cohort is above <i>Like Schools</i> by 5 points..
		Progress made by Year 5 students in NAPLAN will be comparable to that of <i>Like Schools</i> .	n/a	Progress of Year 5 Cohort is the same as <i>Like Schools in 2022 is unable to be compared as NAPLAN was not conducted in 2020</i>
		Progress made by Year 3 students in NAPLAN compared to On Entry data will be comparable to that of <i>Like Schools</i> .	#	Progress is not comparable in the Lower Achievement and Progress quartile.
		Yearly average stanines for PAT-R will increase or remain constant for each cohort as it progresses through the school.		Stanines have remained similar to 2021.
	WRITING	NAPLAN will be comparable with <i>Like Schools</i> in Year 3 and Year 5.	#	The Year 3 cohort has an average of 24 less than <i>Like Schools</i> . Year 5 cohort has an average of 9 points less than <i>Like Schools</i> .
		Progress made by Year 5 students in NAPLAN will be comparable to that of <i>Like Schools</i> .	n/a	Progress of Year 5 Cohort is the same as <i>Like Schools in 2022 is unable to be compared as NAPLAN was not conducted in 2020</i>



Business Plan	Target	✓ # x 	Comments
Excellence in Teaching	All staff to plan and implement inclusive and differentiated teaching and learning programs based on the Western Australian Curriculum, EYLF and Kindergarten Guidelines using scope and sequence documents.	✓	Staff planning documents, collaboration meetings and programs provide evidence of this. School Improvement Plans are aligned to key documents from DoE and School Business plan.
	Staff members to access professional learning to meet individual and/or school needs linked to School Improvement Plans, System Initiatives and Performance Management Plans.	✓	Staff request PL based on identified needs in Performance Management meetings and are provided opportunities in line with whole school needs.
	Development of Annual Professional Learning Plan for all staff.	✓	A Plan has been developed and costed to align to with budget requests for 2023 budgets.
	Staff working towards/achieved L3 Classroom Teacher status.	#	Three staff are beginning this journey and have attended a workshop on writing the Portfolio. They will be coached and supported by Principal. This process was impacted by COVID – 19 during 2022
	Number of staff engaged in distributed leadership opportunities.	✓	Distributed Leadership plan outlines all leadership opportunities, and staff are utilising the attributes as aligned with the Leadership Framework from DoE.
	Utilise On–Entry, TAC-K and NAPLAN data to plan and implement targeted programs in Literacy and Numeracy.	✓	A Speech Therapist will be on site one day a week in response to identified needs through TAC-K. Junior LSC is using data with staff to address student needs.
	All staff to receive equal opportunities to work towards career goals and improve professional knowledge and skills.	✓	All staff are provided opportunities; it is their career and the onus is on them to discuss with Line manager.
	Staff are to engage in peer observation and reflection to improve their professional practice as per Performance Management Policy.	#	Some staff engage regularly in peer observations. This area will be embedded into the new Performance Management Process.
	RAP developed and implemented	✓	RAP committee has submitted and Published the RAP. We need to ensure it is now implemented with fidelity.



Business Plan	Target	✓ # X	Comments
Excellence in Teaching	All students with an IEP are monitored and supported in their learning.	✓	Monitored by LSC's and Student Services team.
	Students at Educational Risk Register is reviewed regularly and maintained.	✓	Reviewed and maintained by Student Service Deputy and Class teachers.
	All staff to engage in evidence-based pedagogy.	✓	All staff engage in Whole school approaches which are evidence- based.
	NQS Verification and validation.	#	Due to COVID-19, verifications have been reduced. We will attempt o be verified again in 2023.





Business Plan	Target	✓ # x	Comments
A Safe, Supportive, Sustainable Environment	All teachers plan for individual needs of students by implementing differentiated learning programs for identified students.	✓	This is being addressed; we are now targeting the reduction in teacher efficacy and variance in the implementation of strategies.
	The School average for attendance to surpass the State Average and maintain 94%.	✓	84.9% attendance. This is being impacted on by the learning community's responses to COVID, we are still attaining higher rates of attendance than Like Schools.
	Individual attendance plans are negotiated to improve attendance.	#	We have implemented attendance plans in negotiation with the families at point of need. Some families do not adhere to these plans. To address this we utilise expertise from the Regional Office Attendance and Engagement officer, SSEN:D and SSEN: B.
	All staff to use, review and refine behaviour management tools.	#	We would like to address teacher variance in this area. Staff are utilising Tracking Sheets in the classrooms with some variance. Admin are consistent with the Orange and Red Slip consequences. Introductions of WA PBS
	Maintain 95% or more participation in the reward days.	✓	Participation average was 95.3% for 2022 in reward day activities.
	All teachers to provide a language enriched classroom environment in line with Australian Institute for Teachers and School Leaders Standards (AITSL) with a particular focus on the three priority areas of Literacy, Numeracy and Science.	#	All classes had environmental print to support student learning engagement. Not all classes had Science Word Walls and this variance is to be addressed in 2023 through classroom visits and accountability to agreed practice from staff..
	National Opinion Surveys from parents have satisfactory or better ratings.	✓	NOS conducted in term 3 of 2022. Our ratings were predominantly positive. In 2023 we will administer School Culture Survey.
	National Opinion Surveys from students and staff are predominantly positive.		
	Students At Educational Risk (SAER) have documented plans through support from the Student Services Team.	✓	Student Services team and LSC's are supporting staff with documentation of learning differentiation.



Business Plan	Target	✓ # X	Comments
Strong Sustainable Partnerships	Successful liaisons with outside agencies resulting in positive outcomes for students and families.	✓	Lions Gosnells, Santa Letters and buddy Bench Award, Behaviour And Engagement Centre at Seville Grove, Mercy Care, and Child Care Centres have an MOA, Speech Therapists on site have an MOA
	Positive interactions with Kelmscott SHS, Armadale SHS and Cecil Andrews College.	✓	Kelmscott SHS provides KEP and a scholarship; Armadale SHS liaises closely for transition and provides a scholarship; Cecil Andrews College links pertain to Network role.
	All students engage in tree planting and In -Term Swimming lessons.	#	Both events went ahead this year with most students participating. Non-participating students were given alternative activities.
	School Board and staff develop relationships with businesses and community members by co-opting them onto the board to access their expertise as required.	✓	Relationships with speech therapist businesses has led to a speech therapist being available on site for 2022.. Relationship with City of Armadale has led to installation of Kiss n Drive.
	Use a static Facebook page to improve communication with the community and parents.	✓	Facebook page has been successful in reaching a wider audience.
	Seek and act on feedback from the community through a school survey	✓	National Opinion Survey in Term 3 2022, indicated most members of the community see CHIPS in a positive light. School Culture survey to be undertaken in 2023.
	Maintain community engagement in non-academic areas such as Choir and Animal Warriors.	✓	These extra-curricular activities are highly sought after by students. With the provision of funds from a competition, Lego League and Mindfulness are also well supported.
	National Opinion Survey feedback is predominantly positive.	✓	National Opinion Survey in Term 3 2022, indicated most members of the community see CHIPS in a positive light. School Culture survey to be undertaken in 2023.
	Feedback solicited and unsolicited, from the community is positive.	✓	Many members of the community have provided unsolicited feedback which is positive,. These examples have been included as evidence in our Electronic School Assessment Tool for School Review.
	Cultural events of significance are acknowledged through morning announcements.	#	We have not commenced doing this as yet. Cultural events are noted in the school newsletter and in Jottings where appropriate.



# GLOSSARY

**AIEO** - Aboriginal Islander Education Officer. The role of the AIEO is to assist teachers with the delivery of planned education programs and encouraging a supportive and inclusive learning environment. The AIEO act as a liaison between the community and the school to develop education programs relevant to education and cultural needs and support Aboriginal and Torres Strait Islander students, particularly those at risk, through mentoring and pastoral care to encourage participation and achievement.

**AITSL** - Australian Professional Standards for Teachers and Leaders. AITSL provides national leadership for the Australian State and Territories in promoting excellence in the profession of teaching and school leadership.

**Be You** - a mental Health and Wellbeing Framework, formerly known as Kids Matter

**BrightPath** - formative assessment software based on over a decade of pioneering research enabling reliable teacher judgements in writing

**BMIS** – Behaviour Management Information Systems- software system that helps analyse and interpret Behaviour management data

**Bullying** - Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational, and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

**CHAMPS**: Clifton Hills Awesome Male Parents; group of male parents who get together out-of-school hours to do activities with their children; a subgroup of the P&C.

**Connect**- Department of Education communication platform

**COVID** – Covid-19, pandemic started in 2019

**CMS** – Classroom Management Systems. Classroom management refers to the strategies teachers use to support and facilitate learning in the classroom.

**CMIS** – Classroom Management Instructional Strategies. CMIS refers to the strategies teachers use to support and facilitate learning in the classroom. Effective classroom management is important for student achievement because it creates an environment that minimises disruptions, maximises instruction time, and encourages students to engage in learning.

**DoE** – Department of Education

**Digital Technologies** - Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include social media, online games, multimedia, and mobile phones. Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas.

**Direct Instruction (DI)** – is a general term of the explicit teaching of a skill set using lectures or demonstrations of the concept to students

**Documented Plans** - An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including Individual Education Plans (IEP); Individual Behaviour Plans (IBP); Individual Transition Plans (ITP); Toileting Plans; Group Education Plans (GEP); Risk Management Plans (RMP), Attendance Improvement Plans and student Health Care Plans

**DOTT** – Duties Other Than Teaching- noncontact time for teachers to undertake other tasks including parent meetings, collegial meetings, planning and review

**EA** - Education Assistant (paraprofessionals) employed in schools to work with students in small groups or one-on-one under teacher directions.

**EAL/D** – English as an Additional Language / Dialect

**EBI** - Even Better IF - a term used to get people to consider constructive feedback

**ESAT** – Electronic Self-Assessment Tool- an online tool used by the school to upload our self-assessment in preparation for the Public-School Review

**EYLF**- Early Years Learning Framework- describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school

**Explicit Teaching** – clear articulation of learning intentions and goals to the students with a plenary/review process at the conclusion of the lesson





**FTE** - The calculation of full-time equivalent (FTE) is an employee's scheduled hours divided by the employer's hours for a full-time workweek

**GATE** - Gifted and Talented (GATE) programs provide opportunities for gifted and talented secondary students to participate in elite academic, arts or languages programs

**Good Standing** - Good Standing is restored after ten (school) weeks of 'good' behaviour, or by meeting goals set in an Individual Behaviour Plan. Children in leadership roles may also lose their position as a result of their poor choices and/or behaviour. The status of 'Good Standing' can be altered for any student, at any time, at the discretion of the Principal or their delegate.

'Good standing' status can also be gained or revoked based on a student's attendance. This will be negotiated between students, their families, and the attendance officer (85% is the base line).

**HASS** - Humanities and Social Sciences. This area of the curriculum comprises of four strands: History, Geography, Civics and Citizenship, and Economics and Business.

**Heggerty**- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans

**IBP** – Individualised Behaviour Plan - a documented plan targeting an individual student's behavioural needs

**ICT** (Information and Communication Technology) – in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. Worldwide research has shown that ICT can lead to improved student learning and better teaching methods.

**ICSEA** (Index of Community Socio Educational Advantage) - ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA is not a school rating.

**Imputed Disability**- 'imputed' disability is something that someone believes another person has. To impute a disability the school team must have reasonable grounds to make such a judgement.

**Integris** - a world-class suite of data analysis and reporting tools to schools used to store pertinent contact information about students

**IT** - Information Technologies.

**ISTAR** - iStar has been researched and developed to support whole-school effectiveness, with a focus on teaching, learning and improved outcomes for all students. iStar is designed to encourage a disciplined discourse around the impact of teaching on learning.

**KEP** – Kelmscott Extension Program. An invitation-based extension program run by Kelmscott Senior High School for year 5 and year 6 students

**Letters and Sounds** – a synthetic phonics program that sets out a detailed and systematic program for teaching phonics skills for children

**LBOTE** – Language Background Other Than English.

**Loss of Privilege** - is the term used for the withdrawal of students from recess or lunch play. Students are given the opportunity to eat during this time

**LSC** – Learning Support Coordinator - liaison for student services team and teachers for all SAER students.

**Macq Lit** - an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**MOA**- Memorandum of Agreement - An MOA is a document written between parties to cooperatively work together on an agreed upon project or meet an agreed upon objective. The purpose of an **MOA** is to have a written formal understanding of the agreement between parties.

**Multi Lit / Mini Lit** – **Mini Lit** is a Tier 2 small group reading intervention program (up to four students per session)

**Multi Lit** is a Tier 3 program (1:1 instruction).



**NAIDOC** – National Aborigines and Islanders Observance Committee held across Australia each July to celebrate the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all levels of society.

**NAPLAN** - National Assessment Program Literacy and Numeracy, standardised testing undertaken in years 3, 5, 7 and 10

**National Opinion Survey (NOP)** - a data collection tool designed specifically for Australian schools. This flexible system allows users to gather valuable feedback from their school community. Survey creation is simple, as School Survey provides access to a national library of parent and student questions, and the means to create custom surveys

**NQS** – National Quality Standards- national benchmark for early childhood education and care outside school hours services in Australia.

**On Entry** – all students in Pre-primary in WA Schools are assessed on their skills and understanding in Literacy and Numeracy

**Orange Slip-** An orange slip is issued by staff for breaches of the Code of Conduct and behaviour that is usually more serious than the low-key classroom behaviours.

**PAT testing** – Progressive Achievement Tests – a series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

**PAT-N-** Progressive Achievement Tests for Numeracy are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

**PAT-R** - Progressive Achievement Tests for Reading Comprehension are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

**PAT-S** - Progressive Achievement Tests for Science Understandings are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

**PEAC (Primary Extension and Challenge)** – a part time withdrawal program for upper primary school Year 5 and Year 6 students in public schools. Students are tested in year four to determine if they are suitable.

**PL (Professional Learning)** – Professional Learning can be in the form of online learning, face to face workshops and professional reading.

**PLD (Promoting Literacy Development)** - provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Aligned with the Science of Reading, PLD’s SSP approach extends from the junior primary years through to upper primary years and thereby facilitating a whole school approach.

**POLT-** Phase of Learning Teams – collaborative teams of staff based around a phase of learning

**Qkr** (pronounced - Quicker) is a free app to enable mobile payment for **school**-based accounts

**RAP (Reconciliation Action Plan) Committee:** A Reconciliation Action Plan provides organisations with a structured approach to advance reconciliation.

**Red Slip** – A red slip is issued for serious breaches of the Behaviour and Engagement Policy. It also means the students automatically has lost their “Good Standing” status for the next 10 weeks.

**RTP** – Reporting to Parents. Schools provide reports to parents/guardians/carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement each semester (conclusion of terms 2 and four)

**SAER** - Students at Educational Risk - those students who may be at risk of not achieving the major learning outcomes of schooling which enable them to achieve their potential

**SAIS** – Student Achievement Information System.

**SAMR-** term used in conjunction with the use of IT- Substitution, Augmentation, Modification, and Redefinition. The SAMR model was created to share a common language across disciplines as teachers strive to help students visualize complex concepts.

**SDD** - School Development Day- Schools are permitted 6 SDD per year. They are used for planning, professional development and review of planning.



<b>SOCS</b> - Screen of Communication Skills - The Screen of Communication Skills is a language assessment developed by speech pathologists for children aged 3;6 to 6;6.
<b>SEC Network</b> – Southeast Corridor Network. A network of 14 schools that our school engages with professionally
<b>SEL</b> (Social and Emotional Learning) Matrix – Social and Emotional Learning is the process through which children manage emotions, set and achieve positive goals, feel and show empathy for others, establish, and maintain positive relationships, and make responsible decisions. Our school has a matrix for staff to follow.
<b>SIP</b> (School Improvement Plan) - School Improvement Plan. The School Improvement Plan makes explicit the changes in practice a school intends to make. The plan also identifies what will be required to implement the strategy.
<b>SIS</b> – Schools Information System- this is stored on Integris
<b>SCSA</b> School Curriculum and Standards Authority – responsible for the kindergarten – Year 12 curriculum, assessment, and reporting for all WA schools
<b>SMART Goals</b> - is an acronym whereby goals are strategic and specific; Specific, Measurable, Achievable, Relevant and Realistic and Time bound.
<b>SNEA</b> - Special Needs Education Assistant (Paraprofessionals) are employed in schools to work with special needs students in small groups or one on one under teacher directions.
<b>SOLAR</b> - Science of Reading and Literacy - The term “science of reading” refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read. This body of knowledge, over twenty years in the making, has helped debunk older methods of reading instruction that were based on tradition and observation, not evidence.
<b>Stakeholders</b> - A person, group or organisation that has an interest or concern in an individual student
<b>Stanines</b> - Stanine scores are derived from percentile ranks. Percentile ranks are divided into nine categories called stanines (short for 'standard nine') .
<b>STEM</b> - Science, Technology, Engineering and Mathematics
<b>Suspension</b> - cases of repeated, ongoing, dangerous, or highly inappropriate behaviour in the classroom, playground or our school community, students may be suspended from attending school
<b>SWIVL</b> : Swivl is an innovative video collaboration system that allows educators to record a variety of videos for professional development, flipped classrooms, and teacher or student observations. The Teams by Swivl platform offers secured sharing, video analysis tools such as time-stamped commenting, bookmarking, and rubrics, and editing capabilities that help educators to build best practice video libraries.
<b>TAC-K</b> – Teacher Assessment Communication – Kindergarten. The TAC-K assesses the essential and basic oral language concepts a child should present with in early kindergarten entry. This test investigates how easily a child has established their oral language system in terms of concepts and ability to express themselves.
<b>Teacher Variance</b> - Recent studies in educational research are looking at variance as a significant factor in teacher performance. In their comparison of effective versus ineffective schools, Teddlie, Kirby, and Stringfield (1989) pointed out the small variability in teacher behaviour within effective schools.
<b>TIB</b> – This Is Because; provides structure for cause-and-effect discussion
<b>Tracking Sheet</b> – classroom recording / monitoring system for low level classroom behaviours (see Behaviour and Engagement Policy)
<b>Transiency</b> - This measure includes all <b>students</b> recognised as moving school
<b>T4W</b> - Talk For Writing; the process of “Imitation – Innovation – Invention” is explored. Students learn to orally recite and act out popular stories through listening and reading. Students are then taught to use the underlying structure of the original text to create their own version on a different topic.
<b>WALT</b> - We Are Learning To- explicit highlighting of the learning intention for a lesson



# GLOSSARY

**WA PBS** - WA PBS provides an operational framework aligned to Department policy. It builds a continuum of supports for staff and students with an emphasis on building relationships. WA PBS is a decision making framework that guides selection, integration and implementation of the best evidence-based practices for improving academic and behaviour outcomes for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies.

**Withdrawal** - Withdrawal of students means that they have been removed from class to work in administration or with another teacher. This is completely at the discretion of the administration staff and may also be called in school suspension.

**WILF** – What I'm looking For - explicit highlighting of the success criteria

## How does WA PBS provide support for all students?

WA PBS interventions are research-based, proven to significantly reduce the occurrence of problem behaviours in schools and supported by a three-tiered model. The image below illustrates the continuum of support for WA PBS and its academic counterpart. The three-tiered model organises practices and systems along a continuum of increasing intensity and/or complexity. Although the continuum is dynamic and blended the three tiers are generally described as follows:

<b>Tier 3:</b>	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student
<b>Tier 2:</b>	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
<b>Tier 1:</b>	Practices and systems for all students and staff implemented across all school settings.

