



# CHURCHLANDS PRIMARY

## SCHOOL ANNUAL REPORT 2020



## CONTENTS

- ❖ Principal's Report
- ❖ Board Chair's Report
- ❖ Our Community
- ❖ Achievements against our Business Plan
- ❖ Excellence in Student Achievement
- ❖ Financial Summary
- ❖ Abbreviations



## PRINCIPAL'S REPORT

Welcome to Churchlands Primary School's 2020 Annual Report.



Even with the unprecedented COVID challenges that 2020 brought to all of us we were able to celebrate many accomplishments made in 2020. Our greatest legacy from 2020 was the appreciation for what we have and to highly value our families and friends. The children in particular developed valuable skills – being resilient, self-managed, grateful and respectful for what they have.

I would like to extend my sincere gratitude to our parent community, the Executive, school administration, our highly committed staff, School Board and the Parents and Citizens Association. Your support and understanding throughout 2020 demonstrated that we are a 'collective community'.

The School Board and Chair, Nick Payne, were a great support for us in 2020. Acknowledgement of the exceptional support from the Board throughout 2020 was greatly appreciated and is testament to the strong relationship built between the Board and school.

We have a proactive P & C and parent community. Throughout 2020 the P & C President, Mrs Alischa Adams, Executive and committee also worked closely with the school in developing various, and at times inventive ways, to commit to a number of our regular fundraising events. The well supported fundraising provided opportunities to provide supplementary funding for resources across the many learning areas. I would also like to acknowledge the very generous support provided to our staff throughout 2020 by the P & C and parents in general; it was truly amazing and lifted our spirits to know that we were fully supported!

It is important to take into consideration all other components that support our overall achievements and successes. In conjunction with our Business Plan, strategic directions and whole school assessments these all support our academic and non-academic aspects and achievements.

We are committed to continuous review of our learning environment that embeds our vision of *Respect, Resilience, Engage and Excel*. We will continue to be responsive to system, school and wider community perspectives. I look forward to working with all members of our community to support exciting new directions and further successes.

Kim Fraser - Principal



"CPS is such a wonderful school and community, thank you for everything!"

## Our Vision & Values



We set high expectations of behaviour, achievement and personal growth. When students demonstrate these core values, it is known as the 'Churchlands Way'.

### RESPECT

We show care and kindness for ourselves, each other and the environment.

### RESILIENCE

We keep persisting when we are challenged by bouncing back and demonstrating a growth mindset.

### ENGAGE

We are collaborative and curious about all aspects of our learning and the world around us.

### EXCEL

We set goals for ourselves and are motivated to achieve them.

At the start of 2020, the School Board developed an agenda for the year which was based around two major key activities. These were reviewing and assisting the School with the development of 2020-2022 Churchlands Primary Business Plan and commencing development of the School Board Portfolio work which includes Strategic Thinking, Corporate Governance, Marketing and Communications, Policies and Digital Technology. Along with these major tasks the School Board was to review and endorse the Annual School Budget, Contributions and Charges and the Annual Report, as well as provide ongoing support to the school and representing the interests of the school community to the school Executive.

However, early in the school year the COVID-19 pandemic significantly affected the school year and the planned work of the School Board. The focus of the School Board quickly became supporting the School Executive through the significant and difficult changes that were required to be made. The changes also meant that of the planned eight School Board meetings only seven could be held with one of these meetings being a virtual meeting.

Despite the disruptions through the first half of the year the School Executive was able to develop the 2021-2023 School Business plan with the School Board assisting this process by reviewing and endorsing the plan. Also, during the first half of the year with the changes required to be made to school drop off and pick-ups it became very apparent the traffic congestion and parking space was not suitable. The School Board took on a major focus to help improve traffic congestion and parking space. This resulted in meetings with the (then) local member Sean L'Estrange and the City of Stirling. With assistance from Sean L'Estrange the School sort guidance and resolution of the traffic issues from the Department of Transport, Minister for Road Safety, Department of Education and Main Roads as well as the City of Stirling and Town of Cambridge. This has resulted in the vacant land on the corner of Cromarty Road and Pearson Road being allocated to Churchlands Primary for development into a dedicated parking space. This process will be ongoing in 2021.

Also, during the year three Parent Boards members, Adrian Kwintowski, Holden Lai and Philip Daghish, came to the end of their terms and they were replaced by Rebecca Brown, Leigh Bigg and Chris Young. The Board greatly thanks the contributions of Adrian, Holden and Phil over the last three years.

The second half of the year saw a return to more normal conditions and the School Board reviewed and endorsed the 2021 Contributions and Charges and the draft 2021 School Budget as well as assisting with the development of Parent and Community Survey. The work on the Portfolio Management topics will recommence in 2021.

The School Board thanks the Churchlands Primary School community for support during a difficult 2020 and looks forward to working with the community in 2021.

Regards,  
Nick Payne  
Churchlands Primary School Board Chair

## OUR COMMUNITY

Our families come from many different backgrounds creating a wonderful, culturally diverse community. Our parent body brings to the community a wide range of skills and knowledge which is fostered to support a diverse learning environment and the building of parent/school partnerships. Our parents are actively engaged in their child's learning and school activities and play a vital part in building our well known sense of community.

Churchlands Primary School has a reputation for the high level of staff expertise. As a Professional Learning Community (PLC), staff are committed to the development of a collaborative school culture of sharing in order to continually improve classroom practice. Staff are acknowledged as leaders in their own right and are encouraged and supported to aspire to leadership and furthering their own professional learning. Our school provides a curriculum that supports current evidenced based teaching and learning strategies and a focus on developing student's skills in creative and critical thinking and challenging every way in which they learn. We continually strive for a high level of academic achievement and social emotional wellbeing for students and staff.



## CPS Profile 2020

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(28)	59	61	71	73	53	82	83	510
Part Time	56								

## CPS Overall Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	96.1%	95.5%	93.8%	96.2%	90.3%	81.2%	96.1%	95.5%	92.7%
2018	95.8%	95.8%	93.7%	91.3%	90.5%	80.8%	95.8%	95.7%	92.6%
2019	94.9%	95%	92.7%	93.8%	91.4%	79.5%	94.9%	95%	91.6%

## ACHIEVEMENT AGAINST OUR BUSINESS PLAN 2020

### Progress and Achievement

Due to the postponement of NAPLAN 2020 a number of our Business Plan Targets cannot be reported on. To ensure we were able to monitor performance, we continued to implement our school based data – PAT assessment, On Entry, moderation review and MiniLit – intervention programs. This ensured that our focus was directly linked to each student and addressed our Business Plan Targets.

We applaud staff for the collaborative and professional approach taken in reviewing our school data, directions and striving for continuous improvement.

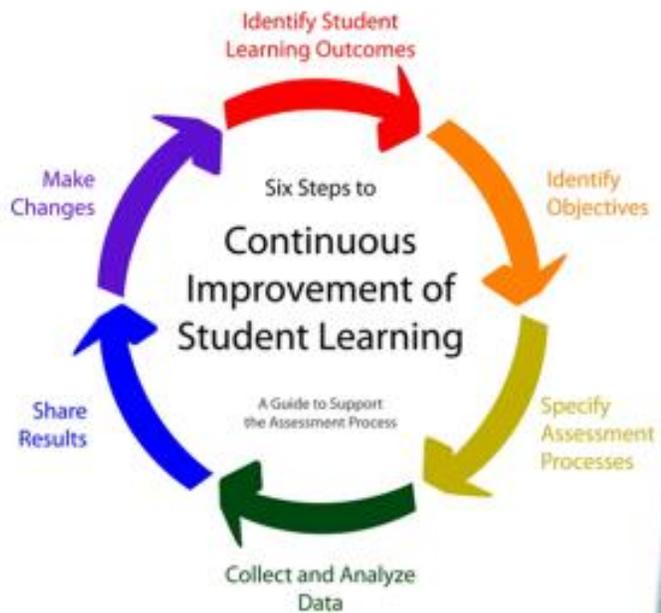
### Standardised Assessment Data Collection: whole school

- Kindy
  - Kindergarten Assessment Tool (KAT) and Rainbow Assessment Tool (RAT)
- PP
  - On-Entry, RAT, Progressive Achievement Tests (PAT) in Reading and Maths
- Year 1 – 6
  - PAT Reading and Maths
- Years 3 & 5
  - NAPLAN: not in 2020



## Processes in place

- More rigorous in administering and analysing PAT tests in *Reading and Maths* – building staff capacity in using data effectively
- Increased accuracy in the use of BrightPath assessment tool: *Writing*
- Increased accountability to the data: Case Management: *Reading*
- Measuring and tracking individual student achievement and progress
- Further support initiated in intervention – MiniLit and SoundsWrite

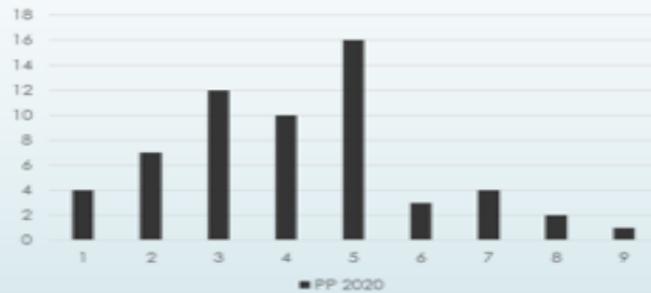


# 2020 — No NAPLAN

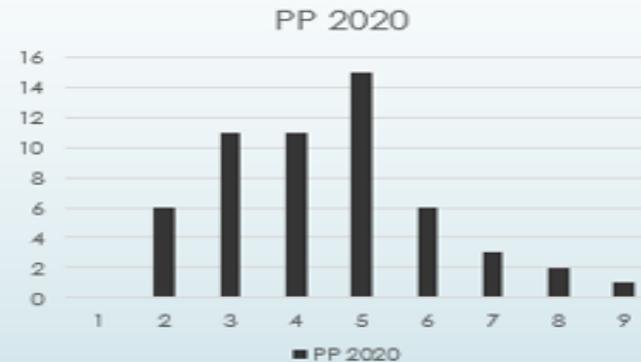
PAT: stanines

*PP = large spread.  
Correlates with On-Entry  
data*

## Reading



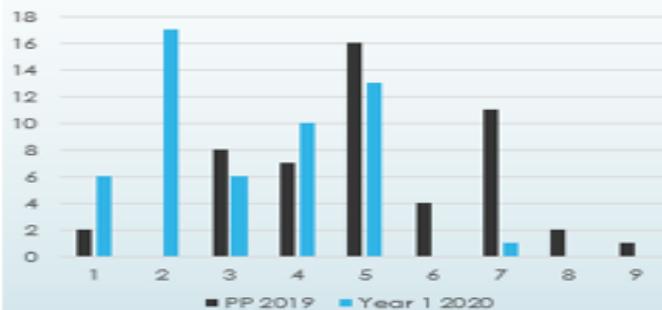
## Maths



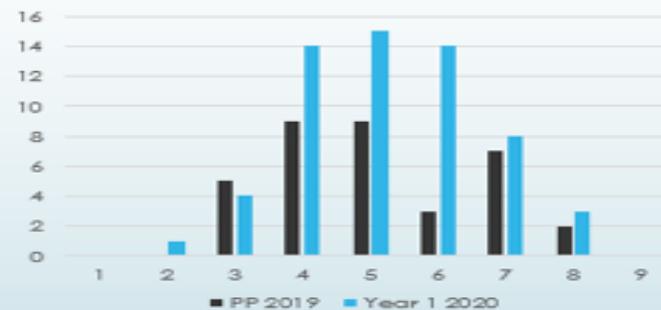
# PP 2019 = Year 1 2020

*Y1 = Maths improvement.  
Reading: Decodable readers,  
synthetic phonics, explicit teaching*

## Reading

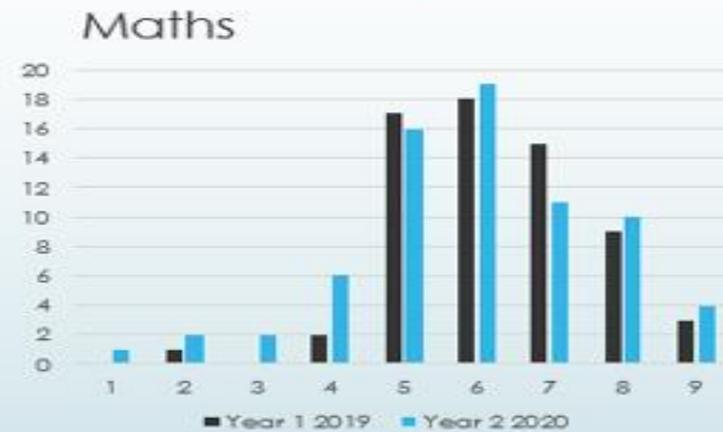
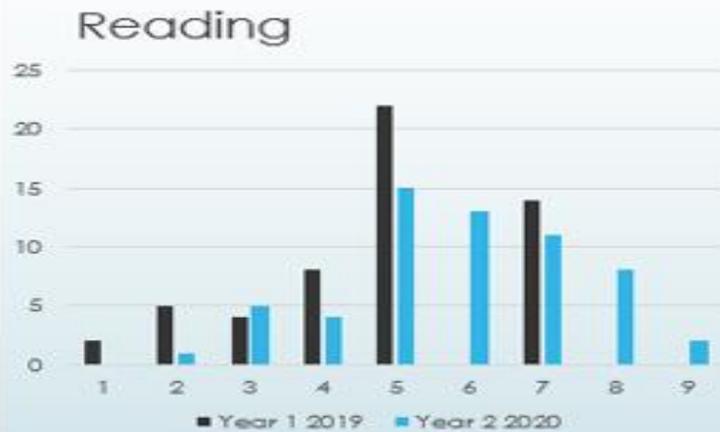


## Maths



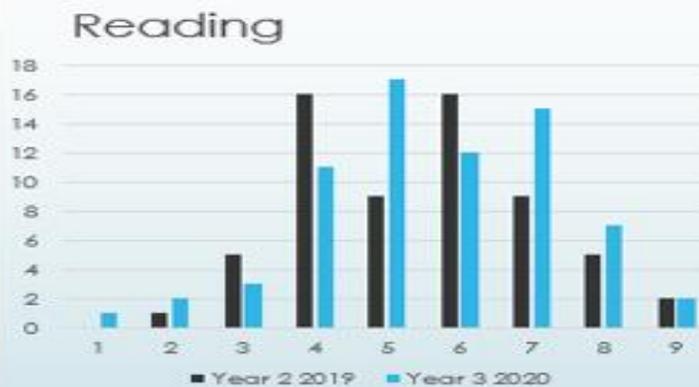
## Year 1 2019 = Year 2 2020

*Y2 = Reading & Maths improvement*



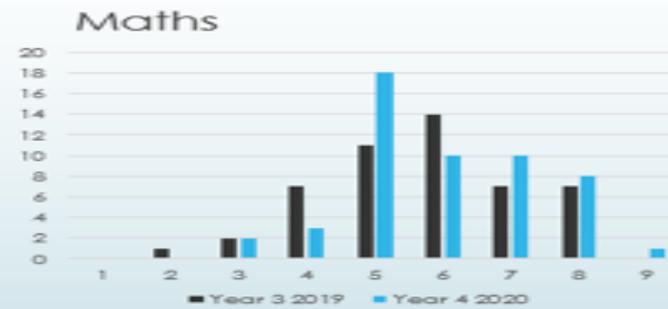
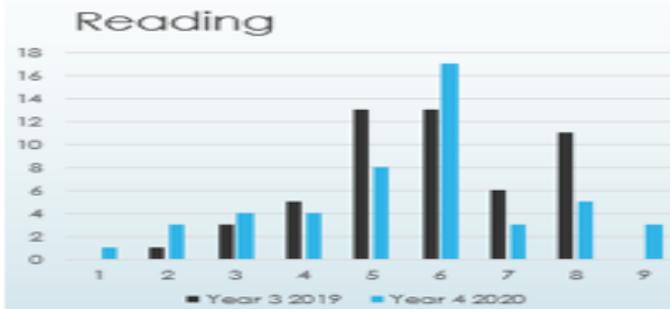
## Year 2 2019 = Year 3 2020

*Y3 = Reading & Maths improvement*



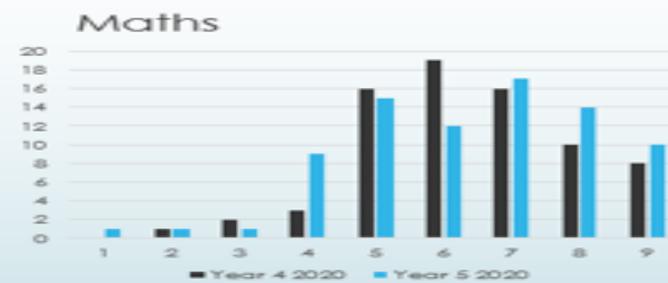
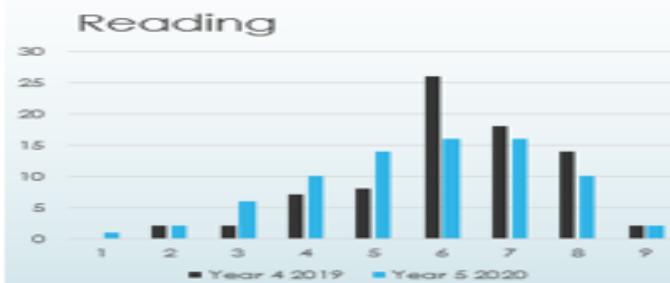
## Year 3 2019 = Year 4 2020

*Y4 = Stronger Maths improvement*



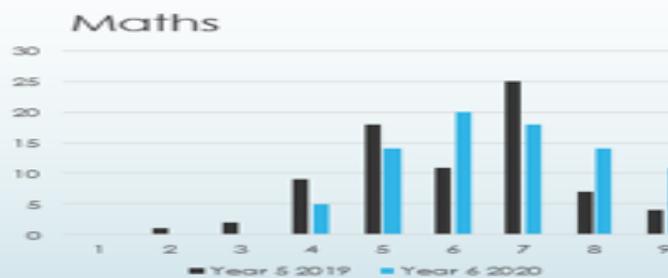
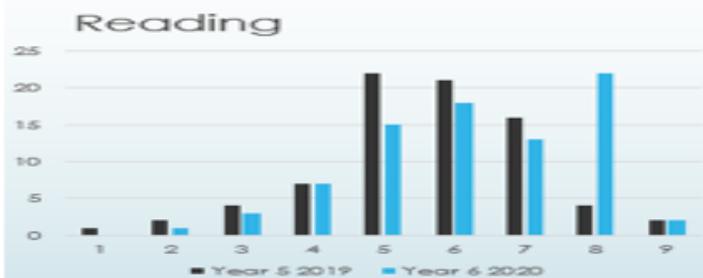
## Year 4 2019 = Year 5 2020

*Y5 = Stronger Maths improvement*



## Year 5 2019 = Year 6 2020

*Y6 = Strong improvement in Reading and Maths*

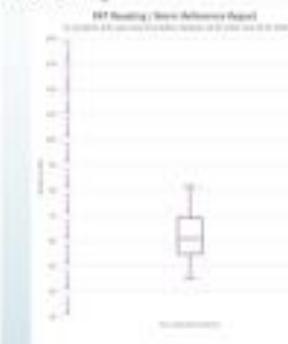


## CPS – Australian Norm reference reports

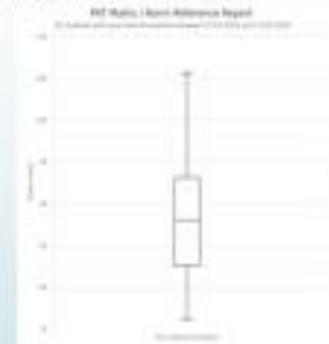
PP: wide spread in Maths – teachers planning with differentiation

Year 1: CPS is lower than Australian norm in Reading – decodable readers, synthetic phonics, explicit teaching

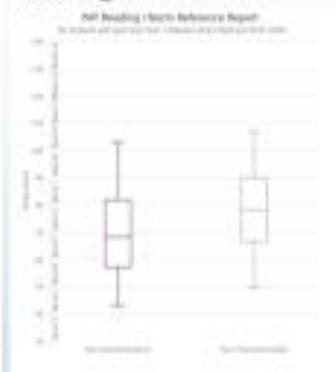
Reading



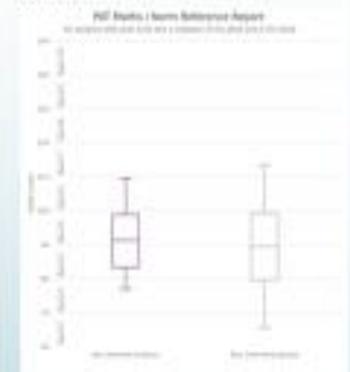
Maths



Reading



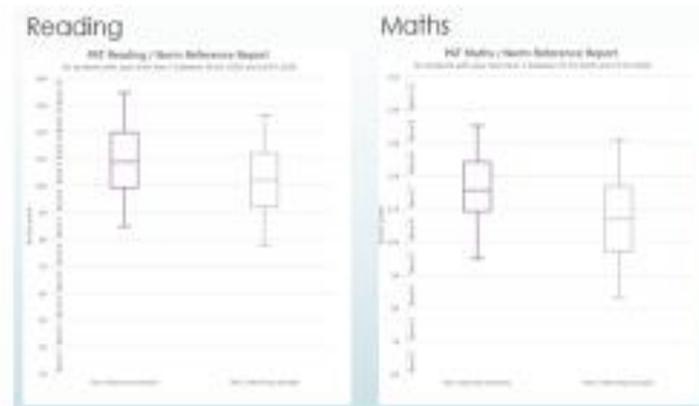
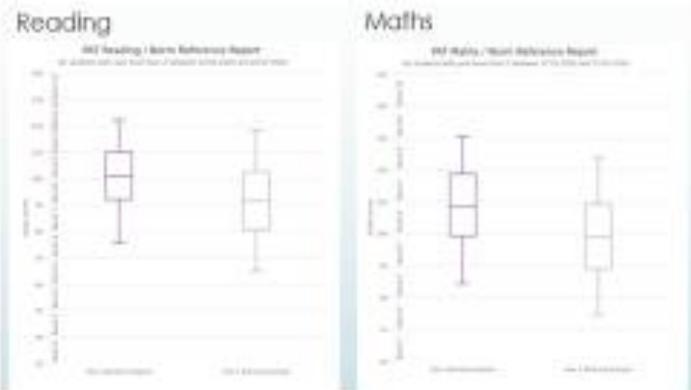
Maths



# CPS – Australian Norm reference reports

Year 2: above in both

Year 3: above in both, many students in top end of Reading

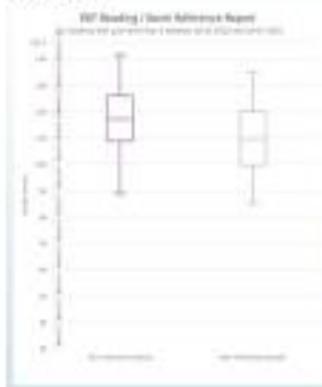


## CPS – Australian Norm reference reports

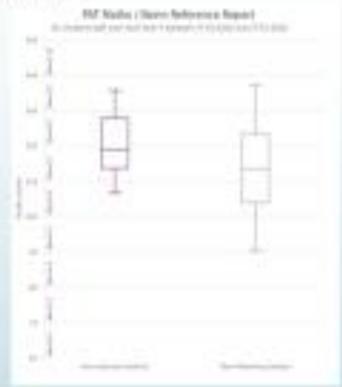
Year 4: above in both, wider spread in Reading

Year 5: above, many students in top end of both

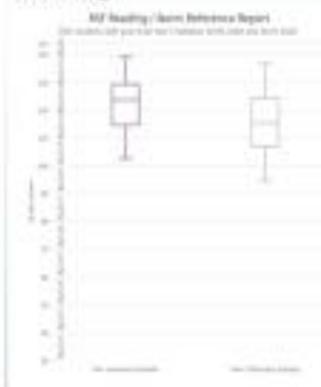
Reading



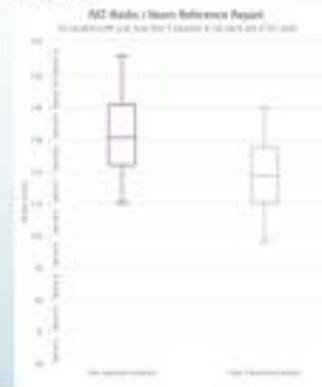
Maths



Reading

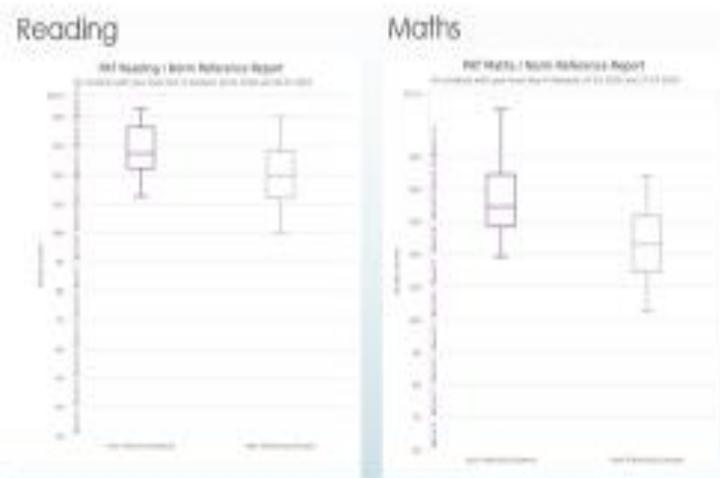


Maths



## CPS – Australian Norm reference reports

Year 6: above, very strong in both



## PAT: year group, class level (*Reading & Maths*)

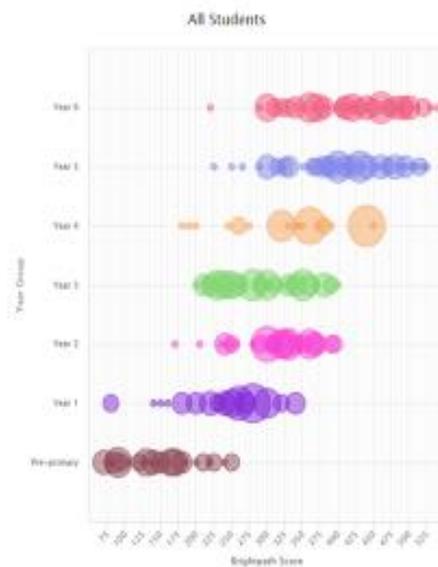
- Teachers unpacked the data
- Looked at strengths and areas for improvement
- Led to planning, moderation and assessment at a PLC level: this is regularly scheduled
- Feeds into whole school directions: planning and support (*Operational Plans 2021*)
  - ❖ *Reading Spine*
  - ❖ *Decodable Readers*
  - ❖ *Oral Comprehension Resources*
  - ❖ *Problem Solving strategy: RUCSAC*
  - ❖ *Seven Steps to Successful Writing & Talk for Writing*

## BrightPath – moderation and assessment tool: *Writing*

- Whole school moderation, assessment, planning, support
- Teachers are developing and consolidating their understanding of writing: planning, teaching and assessment cycle
- Whole school approaches: Seven Steps to Successful Writing & Talk for Writing

*Bubbles show where CPS sits across year levels*

*- Example is narrative (Term 2)*



# Excellence in Student Achievement

## English

### BrightPath

- Accurately use the Brightpath Online Assessment tool in collaboration with colleagues to provide longitudinal data for student progress and targeting areas of need
- Consistently use the Brightpath Performance Profile and Teaching points in the Plan, Teach, Assess cycle of writing planning

### MiniLit & Sounds Write Targets

- 2020: 51 students accessed the program on a regular basis. 43% were exited off the program by the end of the year.
- 2021: Increase the % of students exiting the program due to increasing the rigor in the delivery of the program.

### EALD

- Teachers to know and use the Progress Maps and liaise with EALD specialist teacher, as necessary.

### PAT: Reading - all year levels

- 60% of all students to demonstrate higher than expected growth annually by  $\geq 7$  scaled score points

### PAT: Reading – Case Management Students

- 70% of Case Management students to demonstrate a progress by  $\geq 5$  scaled score points

## Key Drivers 2021

- Further promote best practice in teaching: visible learning strategies, explicit teaching, First Steps literacy, gradual release of responsibility model.
- Strengthen the Letters and Sounds approach in the early years with the Heggerty Phonics resource.
- Continue longitudinal data collection for student writing progress using the Brightpath (BP) Assessment tool, use whole school moderation tasks for accuracy and consistency.
- Build teacher capacity with Seven Steps to Successful Writing (K-year 6) by extending the online subscription resource for 2021.
- Introduce Talk For Writing resources to middle years (years 3 & 4) to follow on from K-year 2 introduction.
- Share strategies for Seven Steps and Talk For Writing integration during PLC meetings to assist with both being used in planning and teaching effectively.
- Termly moderation sessions among PLC groups focussing on assessment of student writing, moderate using:
  - SCSA judging standards and ACARA exemplars
  - Score allocations on BP Persuasive and Narrative ruler scales
- Use of the BP *Teaching Points* to assist with the 'Plan, Teach, Assess' cycle for student learning.

- Explicit teaching of the 10 Key Writing Elements (NAPLAN).
- Foster reading for pleasure and teachers modelling reading, by incorporating the Reading Spine K-year 6 books daily.
- Further refine the whole school Case Management process in reading and guidance in planning effective guided reading sessions.
- Incorporate MiniLit direct instruction sessions during class time.

Rosie Russel & Clare Etherington  
Curriculum Manager English

## Mathematics

2020 saw the resetting of math's learning at Churchlands Primary School, as outlined in the CPS 2020 – 2022 Business Plan. In math's we began our journey to implement a consistent approach to teaching across all year levels, embedding evidence based quality programs aligned with; the WA curriculum, differentiated math's learning to be evident in classroom planning, ensure teachers provide explicit instruction and opportunities for students to practice and apply new skills and understandings. In alignment of whole-school, cross-curriculum strategies, we also outlined the use of the *Plan, Teach, Assess* cycle in PLC's to enhance student learning and utilise assessment and reporting practices supported by moderation and quality feedback.

As part of these goals, staff engaged in on-going collaborative planning and moderation in Numeracy in PLC meetings, collecting and analysing individual student data and plan for improvement through the case management process.

One of our specific learning goals was to provide learning opportunities that supported students to extend their learning, including improving achievement levels when compared to like schools. One specific strategy was the implementation of a school-wide problem solving approach.

After maths committee members undertook relevant best practice learning and research, all teachers were supported to deliver explicit best practice learning in the areas of maths vocabulary, maths comprehension and problem solving. Using the RUCSAC strategy, all CPS students were equipped with the uniform language and 'toolbag' to unpack and solve maths problems.

## Key Drivers 2021

- Further promote best practice in teaching: visible learning strategies, explicit teaching, First Steps literacy, gradual release of responsibility model.
- Continue weekly problem solving and maths vocabulary focus.
- Continue longitudinal data collection for student maths learning, using NAPLAN and PAT testing.
- Introduce whole school moderation tasks to regularly assess problem solving.
- Build teacher capacity with Paul Swan and Mathletics maths programs to compliment and deepen maths learning planning and implementation.
- Use of the Problem Solving Assessment and other assessments to assist with the 'Plan, Teach, Assess' cycle for student learning.
- Explore the use of other whole-school maths moderated assessment.

Luke Johnson

Curriculum Manager Mathematics

## Excellence in student achievement - Specialist areas

### VISUAL ARTS

At Churchlands Primary School the Visual Art programme is run by Visual Art specialist Melinda Cockerill and Artist teacher Amanda Shelsher. It plays an important role by promoting creative and critical thinking and practice through a positive, enjoyable, meaningful program, enhancing the quality of learning at our school.

During the Sculpture by the Sea Exhibition at Cottesloe Beach, year four students visited the installation. They took the opportunity to interact, observe, admire and wonder at the many sculptures as well as meeting some of the international, national and local artists. Students were encouraged to recognise how the artists use STEM to construct and develop their ideas and planning.

Through inspiration from Sculpture by the Sea at Cottesloe beach the school community were invited to create their own Sculpture for our Sculpture by the School however due to COVID health restrictions this event needed to be cancelled.

We prepared ourselves to teach art using the interactive online app Seesaw to continue delivering meaningful and responsive art lessons. This platform provided a wonderful transparency with students, parents and teachers reflecting on and developing the student's ideas and skills.

Senior students created their own stop motion animations, sharing their ideas on friendship, family and friends. The diversity in ideas of the individual animations were entertaining and demonstrated tremendous resilience and developing problem solving skills.

The Visual Art Leadership team designed and painted a mural for Harmony Week. The team members selected designs significant to their culture and meaningful to themselves. This Harmony Mural provides a dynamic reflection of our school's culture rich diversity and how we celebrate this together.

With the support of a PALS grant, guided by Amanda, students constructed ceramic dogs and spherical forms that are installed in the junior school gardens. The students were inspired by the award winning artist and illustrator Dion Beasley, an Alywarr artist who lives in Tennant Creek in the Northern Territory. Author Joanna Bell in collaboration with Dion wrote two highly successful picture books entitled, 'Too Many Cheeky Dogs' and 'Go Home Cheeky Animals'. The children watched a documentary learning about Dion's remarkable talents, given he has muscular dystrophy and is profoundly deaf.

Students created props and scenery for the greatly celebrated year six musical.



The Art Team involved the whole school in virtual assemblies. Students drew to a variety of musical styles creating many types of lines, shapes, patterns and textures using a wide variety

of colours and drawing materials. During another assembly the whole school drew their response to a descriptive poem about a dragon, *The Dragons Lament*. The results were magical and varied due to the different age groups completing the same task. The year 2020 was a challenging, busy year with the celebration of the Arts at Churchlands Primary School providing a student voice, mutual understanding and sense of togetherness.

Melinda Cockerill & Amanda Shelsher  
Visual Arts Specialists



## DRAMA

Drama classes were held in Year 1 to 6 for between 40-60 minutes. Each year level created and performed improvised drama frequently. During this process, collaboration was a key element of success. Students were guided as to audience etiquette and encouraged to give constructive feedback. Receiving and acting upon feedback, related to the elements of drama, was another central focus during lessons.

Each class performed several scripted plays during the year, usually to their peers. The Year 6 cohort performed twisted fairy tale to year 1 and 2 classes in term two. Year 4 classes devised and performed puppet plays to their year 3 classes. Aboriginal and plays from various cultures were used throughout the year.

The musical *'What a Knight!'* was rehearsed, adapted and performed by the Year 6 students in term three; two matinees and two night performances. After so many restrictions during 2020, it was a welcome treat for students and parents alike to actually see a live show! Literature, including poetry, was the launch pad for many drama lessons. Poems such as *Jabberwocky*, picture books such as *Fifi Chinese New Year*, fairy tales, fables, nursery rhymes, novels such as *Holes* and *Boy Overboard* were rich stimuli for further dramatic investigation.

Every effort, where appropriate, is made to tie drama into the areas of study occurring in each classroom to enhance student learning.

Drama allows students to develop empathy by allowing them to step into a character's shoes. It creates opportunities to understand characters and their point of view at a deeper level.

Di Idle

Drama Specialist

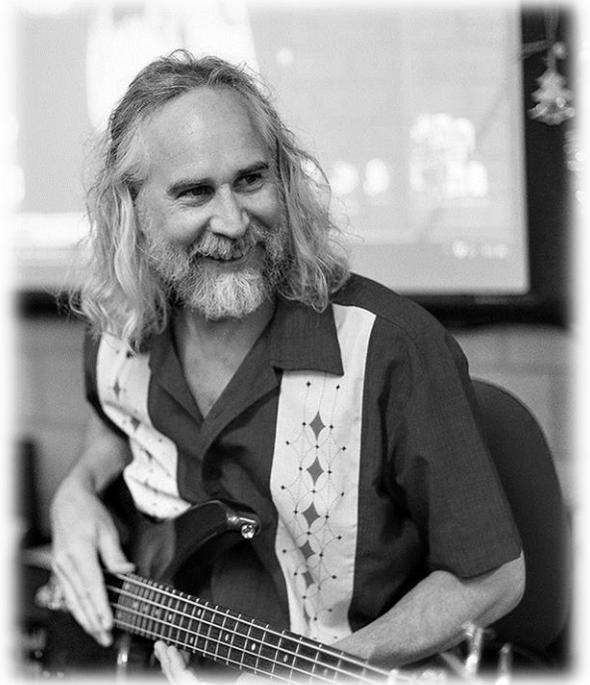


## MUSIC

**Business plan - year 5's average cohort score in the Music Aptitude Test for 2020 was 25.7 out of 40 points.**

At Churchlands Primary School the music program, run by full time level three music specialist Michael Howesmith, plays an important role advocating positive, enjoyable, creative arts and enhancing the quality of learning at our school. Michael believes in a child-centred, hands-on approach to learning music and is a positive role model for many students, including his annual Music Leadership Team, consisting of eight year six musicians.

Children are often directed through a number of workshop style musical experiences in their hourly lesson once a week, exploring the facets of music through the musical elements. Some examples of lessons include singing and performing a song with AUSLAN sign language as a whole school, learning to play and write rhythms, leading to performing on the drum kit. Performing the 12 bar blues as a whole class ensemble on various instruments including ukulele, and composing music to suit characters in a story.



Technology is a feature of the music room, and is utilised in the delivery of music lessons as well as in successfully preparing and directing orchestra and choir. It is also regularly utilised by the students through both ipad apps and online music programs for both learning and playing music.

The Instrumental Music School Services (IMSS) program and the many hard working peripatetic visiting teachers enhances the school's music program by teaching various instruments to over 70 students from year 3-6. These instruments include violin, viola, cello, double bass, trumpet, trombone, baritone horn, clarinet and flute.



During 2019 and 2020, students were involved in a number of ensembles and bands as well as various musical events which were limited in 2020 due to Covid 19 restrictions. VOICE Senior Choir, numbering 70 children, performed mature, complex three part songs to an extremely high level. HOTNOTES Orchestra, a full orchestra of 45 children, performed contemporary tunes to great effect and Churchlands Primary School String Orchestra scored excellent in their division at the ABODA Junior Orchestra Festival for 2019. Many children were also involved in our annual talent show, the CHUMT Show, and also the Big Music Night (BMN), a massive showcase of all things musical at the school. In 2020 The BMN sold a record number of tickets to parents, approximately 400 seats for 115 performers.

Pics – VOICE Senior Choir, HOTNOTES Orchestra, String Orchestra, Mr Howesmith, Music Team

Mr Howesmith  
Music Specialist





## PHYSICAL EDUCATION

### 2019

At Churchlands Primary School we had a very successful 2019 in the Physical Education program. We used a game based approach to physical activity trying to maximise the small amount of time we get on a weekly basis. With a huge focus on linking to wider community engagement with physical activity, and life-long wellness, the students participated in weekly running club, in school sporting programs, interschool winter sports, interschool swimming, athletics and cross country carnivals.

A focus for the school this year was to build resilience, persistence and routine through daily exercise. A combination of body weight exercises and running at the start of each lesson was used to achieve this. The exercise would only last for 6 minutes but it was designed to push the students outside of their comfort zones and help establish a routine that they can do outside of school.

The main focus for the junior students was to increase their capabilities in executing the fundamental movement skills, especially in the areas of object control in their catching and throwing abilities. Over the year we saw improvement in the throwing, catching, striking and kicking in the junior school. Also, there has been a focus on building resilience and persistence through our game play approach.

The focus in the senior school was the development of game sense and team strategies, encouraging the students to move into space and make the correct decisions under pressure. Over 2019, the change in mindset from the students to be more involved and position themselves in an effective position before calling for the ball has been outstanding.

Churchlands continued their involvement in all our interschool sports; swimming, athletics, cross country, netball, soccer and AFL. All students showed a massive improvement across the teams in team play and individual performances. Thank you to all those students who go out every day and try and seek their best performance, in and out of the sporting arena.

The main focus for 2020 is increasing participation in physical activity and offering more opportunities for CPS students to reach their full potential. It is no secret that Australia is falling behind other developed countries in physical activity in young people. We are looking to offer a range of before and after school activities to increase participation rates. Hopefully, this will build more intrinsic motivation for CPS students to be involved and active in their time outside of school hours.

## 2020

2020 has been very different for so many reasons but that didn't stop us from exceeding expectations in our participation in Physical Education. We adapted and succeeded with online content during those challenging times of connected learning and we saw a high uptake in those activities. We had a huge focus on building life-long learners and incorporating in life-long wellness by linking mental, emotional and physical health.

A focus for Physical Education in 2020 was building resilience through hard work and persistence in everything that we do. Through resilience we were able to work on other areas of the 'Churchlands Way'. The more resilience students showed in their movement and exercise the more engaged the kids were in their activities and sports. The more resilient students were in their lessons the more they excelled and exceeded their own expectations. The more resilient students were in their exercise the more respect they gained in themselves but also those around them.

Even though a number of events may have been missed in 2020, there were so many positives to come out of it. Every child was able to participate in the CPS Cross Country and we were able to have footage of every race from multiple sources that were uploaded to our online platforms. The CPS Athletics Carnival was staged over three days, instead of two. This allowed for maximum participation of all students at CPS in all the events. With a 'Carnival of Fun' after lunch, it allowed the kids to have heaps of fun with their peers and teachers.

## Key Drivers 2021

Building on the resilience and independence that was achieved in 2020 but also building a community feel at CPS through our before and after school activities. The more the students at CPS can be intrinsically motivated the more successful they will be inside and outside the classroom. "Respect, Resilience, Engage & Excel".

Michael Marshall  
Physical Education Specialist





## STEAM & Digital Technologies

### 2019 Business Plan Targets

- Cohorts to achieve at least three points above the norm median in PAT Science.
- Engage in moderation tasks across year level for assessment and reporting purposes.
- Introduce and integrate a STEAM project learning culture to maximise curriculum outcomes.

### Goals

- To create a whole school approach for the teaching, assessment and common language of science investigations.
- Maintain the way in which science resources are stored, borrowed and purchased.
- Teachers engage students in deep learning through using a variety of resources expanding on the use of Primary Connections.

In 2019, teachers at CPS have expanded beyond the use of Primary Connections in their planning, to deliver the curriculum in a more robust and exciting way. Students have been provided with more opportunities for deep learning having had participated in at least two investigations per term. STEAM/Science Week support the National Science was a great success and all students at CPS were involved in the CPS Design Process, applying their scientific understanding to 'real-world' problems.

CPS made changes to the way that consumable resources are stored and purchased. Strand boxes per year level were created to make it easier for teachers to plan and teach Science in a more hands on way. Resources are now being stored within phase of learning areas, making them more accessible. Feedback from teachers has been positive and this will be continued into 2020.

Three out of four cohorts have not met our business plan target of meeting at least three points above the norm median.

- Year 3- 1.7 points above norm median
- Year 4- 1 points above norm median
- Year 5- 0.3 points above norm median
- Year 6- 4.1 above norm median (met target)

Collection of data and whole school assessment of Science is an ongoing goal at CPS. We have found the PAT Science Test we have using, is not very closely linked to the Australian Curriculum and the data therefore is not very accurate. The PAT-STEM test has been trialled in specific classes to see whether the data collected in this test is more relevant to the curriculum. The AGAT test has also been trialled as a way to collect data on critical and creative thinking. A decision on whole school assessment will be made in early 2020. Teachers have assessed Science against the SCSA Judging standards and moderation of Science investigations have increased across PLCs. Teachers have given feedback on 2018 Investigation Planners and some adjustment has been made within year levels. Revisiting our common approach will be an ongoing focus in 2020. Data will continue to be collected from the Bebras challenge to assess computational thinking.

## Key Drivers 2020

- Combine Science and STEAM Committee to increase STEAM learning culture, where Technology and Science Curriculum are taught in support of each other.
- Continue to focus on Inquiry Based Learning to develop critical and creative thinking skills.
- Develop and improve on CPS approach to data collection in STEAM learning area and assessment.
- Improve on student data collected from Bebras Challenge

## Business Plan Targets

- By 2022 all classroom environments will provide flexible learning spaces promoting creative and critical thinking pedagogy that is evident in teaching practices.

<p><u>Improvement Strategies</u></p> <ul style="list-style-type: none"><li>• Continue to embed Information and Communication Technology (ICT) and Digital Technologies across all year levels and curriculum areas.</li><li>• Continued provision of authentic opportunities for students to engage with, and extend their knowledge in Digital Technologies and STEAM learning.</li><li>• Provide ongoing parent information and learning opportunities.</li><li>• Continue to offer a range of opportunities for families to engage with the school environment</li><li>• Thinking Skills- Habits of Mind, Critical and Creative, Computational CMS, Growth Mindset.</li></ul>	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"><li>• CPS Digital passports are used to track student ICT Capabilities learning in each classroom</li><li>• CPS Computational Thinking program is followed in years 1-6</li><li>• Integrated STEAM Learning programs are included in each classroom</li><li>• Improved STEAM extension and extra- curricular program to include inter-school events</li></ul>
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In 2020, teachers continued to embed ICT and Digital Technologies in classrooms across curriculum areas. Teachers have also provided opportunities for deep learning and critical and creative thinking through STEAM projects being run throughout the school. This year our STEAM project theme tied in with the Book Week theme. Curious Creatures, Wild Minds. The school ran a variety of extra curricula programs out of school hours including Coder- Dojo, The Thinkers Club and Robo Cup. Due to Covid-19, parent involvement has been challenging this year, however regular communication and updates have been communicated through the school website, newsletter and online platforms. Students participating in Robo-cup made it to the finals.

The CPS Digital Passports are in the process of being redesigned to ensure all teachers and students are easily able to access and use the resource. Data collection about students' knowledge of ICT capabilities will be done digitally next year.

*Luke Johnson & Hannah Reid*  
Digital Technology/STEAM Specialists.



Students from pre-primary to year 6 participated in the computational thinking program in Term 2, resulting in an increase in teacher and student understanding of the concept. Their knowledge of computational thinking was assessed during the Bebras Challenge in Term 3, where five out of six improvement targets were met.

### Targets

50% of all students will receive a merit or higher in the Bebras Assessment	<ul style="list-style-type: none"> <li>64% of all students received a merit or higher</li> </ul>
15% of all students will receive a credit or higher the Bebras assessment.	<ul style="list-style-type: none"> <li>21% of all students received a credit or higher</li> </ul>
50% of year 5 and 6 students will receive a merit or higher in Bebras Assessment	<ul style="list-style-type: none"> <li>Year 6- 77% of students received a merit or higher</li> <li>Year 5- 72% of students received a merit or higher</li> </ul>
15% of year 5 and 6 student will receive a credit or higher in Bebras assessment	<ul style="list-style-type: none"> <li>Year 6- 36% of students received a credit or higher</li> <li>Year 5- 31% of student received a credit or higher</li> </ul>
50% of year 3 and 4 students will receive a merit or higher in Bebras assessment -- Year 4-55% of students received a merit or higher.	<ul style="list-style-type: none"> <li>Year 3- 49% of students received a merit or higher</li> </ul>
15% of year 3 and 4 students will receive a credit or higher in Bebras assessment –	<ul style="list-style-type: none"> <li>Year 3- 8% of students received a credit or higher</li> <li>Year 4- 12% of students received a credit or higher</li> </ul>

This year the STEAM Network has also been re-established. Plans have been made to host an interschool competition at our school next year in Term 2. The network will also be looking into improving assessment, moderation and data collection practices.

### Key Drivers 2021

- Continue to further develop computational thinking through whole school programs to improve on Bebras data and meet cohort growth targets.
- Implement digital assessment of CPS Digital Passports and collect data.
- Implement Whole School Science investigation rubrics that teachers will use and moderate at least twice annually.
- Celebrate Science/STEAM week with a sustainability focus.
- Continue to provide authentic opportunities for students to engage with and extend their knowledge in Digital Technologies and STEAM learning.
- Continue to improve STEAM extension and extra- curricular program to include inter-school events.
- Host the first STEAM Network Interschool competition.



## STUDENT/STAFF HEALTH AND WELL BEING

COVID saw a major focus on the mental health of our students, staff and parents/carers. The development of a plan for our school community was central to ensuring that relevant support mechanisms was available. Regular 'check ins', providing avenues for support if required and having regular communication was an essential part of our COVID Plan. Gratitude from our parents regarding the communication and support provided was overwhelming. Our children benefited greatly from the positivity and the building of their self-management and resilience skills.

We began to initiate the development of Positive Behavior Support (PBS). This is a framework that brings together school communities to develop positive, safe, supportive learning cultures. It assists to improve social, emotional, behavioural and academic outcomes for students.

### Key Drivers 2021

Initiation of developing main directions of the program with staff and students

Lucy McNamara  
Health and Wellbeing Leader

## SUSTAINABILITY

The Environmental program at CPS is highly regarded by many within our district and beyond. The dedication and commitment to ensuring this program continues to grow and have a huge impact on the community is because of Ms Sheree Samsa and the Sustainability Committee. Sheree initiated this program and with the committee continues to ensure our children have the knowledge and skills to be the champions of the future environment.

In spite of the restrictions placed on us in 2020 due to COVID, we managed to have an awesome year where we saw a continuation of established projects and the implementation of very important initiatives to help reduce our school carbon footprint.

Twenty year 5 Environmental Officers signed up for the opportunity to demonstrate their leadership skills by assisting with the day to day maintenance and upkeep of the 9R shed. This involved caring for our new chickens, looking after the worm farms and composting scraps from school lunches. Battery collection, shredding our lunch bags and maintaining our paper recycling was all part of their duties. Being involved in a sustainability school assembly where environmental officers performed a "Litter Bug" item was one of the highpoints.

*Waste free lunches* every Tuesday have been a very successful way of reminding the students and wider community about reducing packaging in lunch boxes.

One of the highlights in 2020 was the establishment of the Climate clever committee led by parents to assist in developing base line data on utility costs in the school. This will assist CPS in 2021 to set goals on how to reduce our school electricity, water and waste costs for the future.

*Containers for Cash* bins placed in the school this year have provided a great incentive for recycling, with the added bonus of earning money for our school. Students and parents have been educated on how to be involved in the scheme.

A whole school waste audit conducted in April has assisted our staff and students to understand what actually makes up the rubbish in our school bins and has helped in setting future goals to reduce our school rubbish going to landfill.

*Stirling Council* gave \$4000 in grants to our school this year. This assisted in establishing the *Climate clever* program and helped provide the funds for the purchase of shrubs and trees for our school grounds. We were all very excited to have the *Stirling Council Mayor Irwin* visit our school in November 2020 to view the sustainability program. He was most impressed with the knowledge of the students and the improvements we were making around our school.



We have established links with our local *Cambridge Rotary Club* where Rotary President *Jeremy Woods*, attends environmental officer meetings and has taught the students how to conduct a meeting using the correct procedure. He will be regularly attending the Environmental meetings in 2021 to help the students work in a democratic and cooperative manner.

Establishing a *Greenbatch* bin in our staffroom this year, has meant that teachers are involved in reducing plastic waste. All milk bottles, PET 1 and 2 plastics is recycled from staff lunches with an added bonus of the school getting 10c for each item recycled. Our coffee pods from the staff coffee machine are also now recycled.

Our annual *Quairading* tree planting was cancelled this year due to COVID. Environmental Officers did not miss out as an overnight school camp went ahead instead. Students planted trees during the day and were given a rare opportunity to listen to *Eric Mc Crum* the famous 'bird man'. Our nature walk with *Eric* was inspirational with many of the students calling him our own *David Attenborough*.

The *Solar Buddy* lights that students put together to assist in ending energy poverty in third world countries arrived in *Vanuatu* this year. A grant from *Cambridge Lions* for \$1400 to assist

in purchasing more solar lights for 2021 was given to CPS in November this year. Solar Buddy fits in to our values program at CPS where students gain a greater understanding of how they can make a difference by helping students in third world countries that are not as fortunate as themselves.



'Give Write' continued in 2020 where old stationery were collected and donated to the non-profit organisation called Give Write. The stationery is cleaned and passed on to families who are not be able to afford new items for their children.

Thank you to the large parent body who attended our busy bees, helped with the chicken rosters and supported the sustainability program by assisting with media articles, buying plants, establishing committees for Climate Clever etc. Without the support of the P and C our sustainability program would not be the wonderful program it is.

Thank you to sustainability teacher committee that have assisted this year. Many hands make light work and you have been fantastic!

2021 is going to be an exciting year in sustainability with our future directions including establishing a frog pond and beginning an upgrade of the bush tucker garden. Watch this space!



### Key Drivers 2021

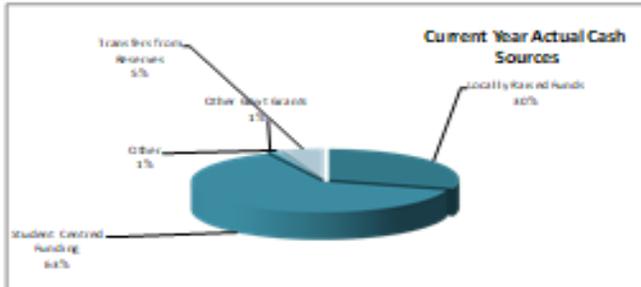
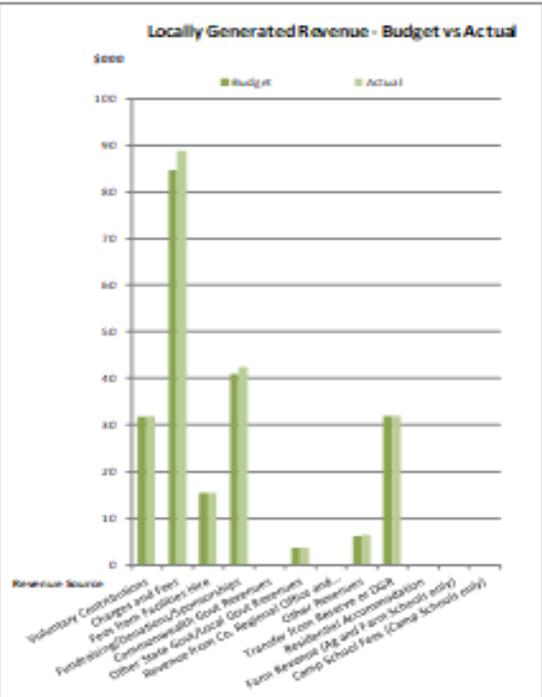
Develop Climate Clever, Cash for Cans, and work will begin on the development of the Frog Pond /Bog.

Sheree Samsa  
Sustainability Leader

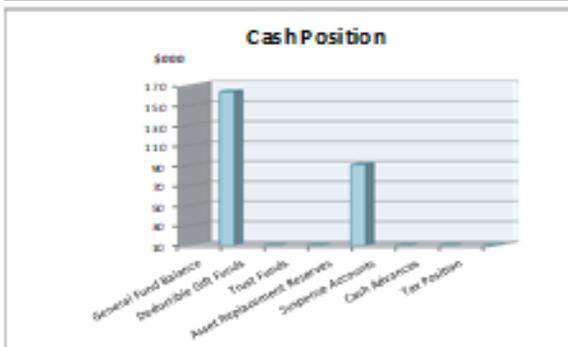
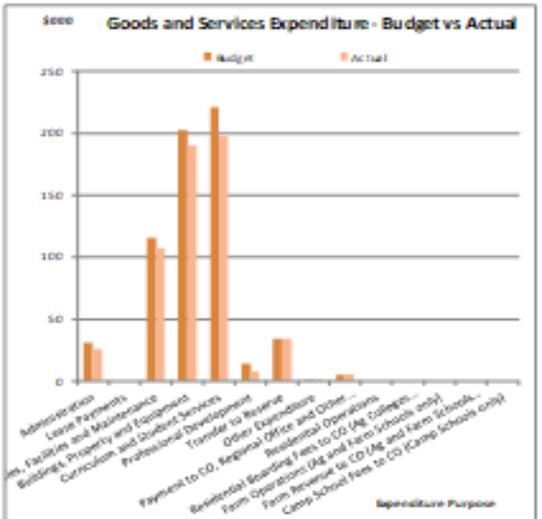
# FINANCIAL SUMMARY

## Churchlands PS Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
11 Voluntary Contributions	\$ 31,056.00	\$ 31,860.00
21 Charges and Fees	\$ 84,716.00	\$ 88,745.60
32 Fees from Facilities Hire	\$ 15,386.00	\$ 15,347.27
42 Fundraising/Donations/Sponsorships	\$ 40,882.00	\$ 42,332.28
52 Commonwealth Govt Revenue	\$ -	\$ -
62 Other State Govt/Local Govt Revenue	\$ 3,748.70	\$ 3,676.36
72 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
82 Other Revenue	\$ 6,235.00	\$ 6,332.23
92 Transfer from Reserve or DGR	\$ 32,000.00	\$ 32,000.00
102 Residual Accumulation	\$ -	\$ -
112 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
122 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>To Locally Raised Funds</b>	<b>\$ 218,623.50</b>	<b>\$ 220,298.78</b>
<b>Opening Balance</b>	<b>\$ 129,768.00</b>	<b>\$ 129,767.98</b>
<b>Student Centred Funding</b>	<b>\$ 294,200.00</b>	<b>\$ 301,645.79</b>
<b>Total Cash Funds Available</b>	<b>\$ 638,591.50</b>	<b>\$ 701,712.51</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 638,591.50</b>	<b>\$ 701,712.51</b>



Expenditure - Cash and Salary	Budget	Actual
11 Administration	\$ 30,532.00	\$ 29,601.63
21 Lease Payments	\$ -	\$ -
32 Utilities, Facilities and Maintenance	\$ 115,101.00	\$ 106,828.58
42 Buildings, Property and Equipment	\$ 202,527.00	\$ 189,998.62
52 Curriculum and Student Services	\$ 220,848.50	\$ 217,976.59
62 Professional Development	\$ 13,750.00	\$ 7,961.70
72 Transfer to Reserve	\$ 34,000.00	\$ 34,000.00
82 Other Expenditure	\$ 1,010.00	\$ 867.49
92 Payment to CO, Regional Office and Other Schools	\$ 4,925.00	\$ 5,064.50
102 Residual Operations	\$ -	\$ -
112 Residual Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
122 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
132 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
142 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 622,694.41</b>	<b>\$ 588,299.11</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 622,694.41</b>	<b>\$ 588,299.11</b>
<b>Cash Budget Variance</b>	<b>\$ 15,897.09</b>	

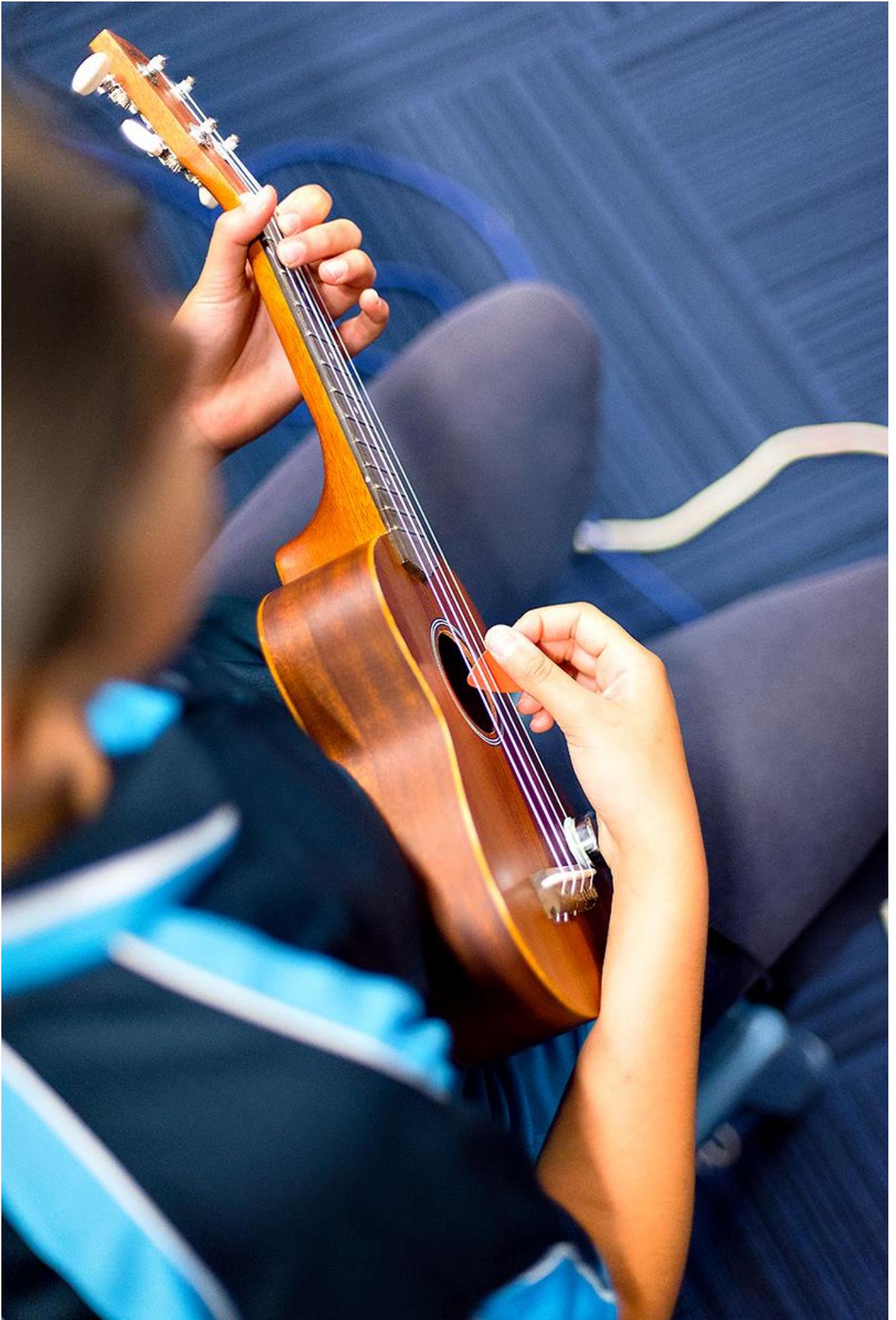


Cash Positions as at:	
Bank Balance	\$ 254,811.40
Trade up of:	
1 General Fund Balance	\$ 163,463.40
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 90,696.12
5 Suspense Accounts	\$ 2,651.90
6 Cash Advances	\$ -
7 Fee Position	\$ 11,811.00
<b>Total Bank Balance</b>	<b>\$ 254,811.40</b>

## Abbreviations Glossary

PLC:	Professional Learning Community
TRB:	Western Australian Teacher Registration Board
EAL/D:	English as an Additional Language/Dialect
IEPs:	Individual Education Plans
GEPs:	Group Education Plans
AEDC:	The Australian Early Development Census
NAPLAN:	National Assessment Program Literacy and Numeracy
PM Benchmark :	Reading assessment resource
PAT:	Progressive Achievement Test
STEAM:	Science Technology, Engineering, Arts and Mathematics
IMSS:	Instrumental Music School Services program
DT:	Digital Technology







Respect

Resilience

Engage

Excel