School Report 2022
Creaney Primary School

School Report

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School Overview (source: Schools Online/School website)

Creaney Primary School became an Independent Public School in 2012.

'Caring' is our school motto and this forms the foundation for creating a school culture that is driven by Community, Achievement, Respect and Excellence.

Our priority is to provide a balanced curriculum that caters for a student's academic, physical, and social and emotional needs. This means developing the required knowledge, skills and values through targeted literacy and numeracy programs, as well as through technology, science, social science, specialist and pastoral care programs. We aim to provide the necessary building blocks for our students to reach their potential, to become good citizens and to make a valuable contribution to society.

We have an experienced and dedicated team of teaching, leadership and school support staff who work towards achieving the school values, vision and performance targets. Together, we're all committed to providing a safe and positive learning environment and we set high expectations for the social, creative and academic development of all students.

At Creaney Primary School, our students learn life skills such as acceptance, tolerance and empathy first hand, as we share our school campus with Creaney Education Support Centre. Students attending the Education Support Centre are integrated into the primary school program and this partnership allows us to learn from each other through coordinated integration and cross-integration programs.

We believe in building a caring and supportive school community that takes ownership and responsibility for enhancing the school environment and for meeting the current and future needs of our students and teachers.

Student Numbers and Characteristics (Data) (source: Schools Online)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	51	46	54	45	48	34	53	348
Part Time	33								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	15	34	151		200
Female	18	17	129		164
Total	33	51	280		364

Workforce composition (Data) (source: Schools Online)

Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.6	0
Total Administration Staff	2	2.0	0

Teaching Staff			
Other Teaching Staff	22	17.4	0
Total Teaching Staff	22	17.4	0

School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.8	0
Other Non-Teaching Staff	18	10.5	0
Total School Support Staff	22	13.7	0

Total	47	32.7	0

Comments:

A recruitment pool for Deputy Principal was run in Term 2. Out of this pool, 1.6FTE were appointed with Mrs Emily Palmer (0.6FTE) and Miss Jemma Flockhart (1.0FTE) being appointed.

There was one resignation at the end of 2022.

3 new staff started the year at Creaney PS.

Student Attendance (Data) (source: Schools Online)

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	95.2%	94.5%	93.2%	86.6%	88.1%	77.6%	95.1%	94.3%	91.9%
2021	92.7%	93.6%	92.4%	86.1%	86.0%	76.8%	92.7%	93.4%	91.0%
2022	92.0%	90.0%	88.3%	75.3%	81.3%	69.5%	91.7%	89.9%	86.6%

	Attendance Category			
	At Risk			
	Regular	Indicated	Moderate	Severe
2020	87.6%	8.9%	1.9%	1.6%
2021	77.8%	17.5%	4.1%	0.6%
2022	70.9%	24.6%	3.3%	1.2%
Like Schools 2022	60.5%	29.7%	8.2%	1.6%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

Describe your analysis and impact of evidence

Attendance was well below the figure indicated in 2020 and slightly below the figure from 2021, however, this was as a direct result of COVID. The figure was above both like schools and WA Public schools. The impact of COVID was felt by all classes. Once borders opened for travel, we had a number of families going on holidays, impacting upon student attendance once again.

There were two families deciding to keep children off school for large periods of time due to anxiety over COVID.

Describe how non-attendance is managed by the school

Student attendance is taken every morning.

Parents have the option to call our main school line to report an absence or text our SMS line.

If no reason is provided for an absence, an automated message is sent to parents at 10am for a response.

If no evidence is reported as a pattern of behaviour for a child, direct contact is made by the Deputy Principal.

Families are counselled and an attendance meeting is facilitated.

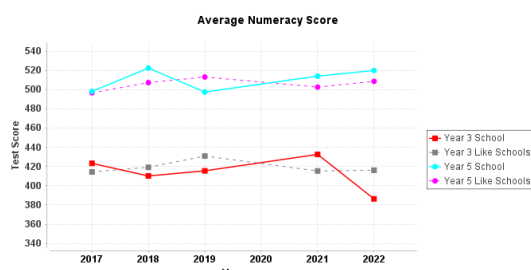Where required, the Engagement Team at Regional Office is contacted for support.

STUDENT PROGRESS AND ACHIEVEMENT DATA
NAPLAN (Data) (source: Schools Online, SAIS)
Longitudinal overall progress data is not available for many NAPLAN areas in 2022.

NAPLAN Longitudinal Summary Data - Numeracy

Average Numeracy Score

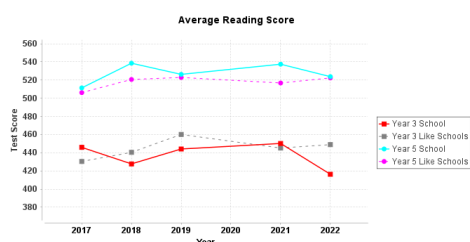| Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	423	414	498	497
2018	410	419	522	507
2019	416	431	498	513
2021	433	415	514	503
2022	386	416	520	509

Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in Year 5 in Numeracy in 2022, however, the Year 3 cohort performed below like-schools. This result was not unexpected based on On-Entry Assessment results for these students in Pre-primary (2019).
Relative Assessment data is not available for 2022.
The school has changed its focus from Literacy to Numeracy for 2023.
Former Year 6 students well-out-performed other WA Public School students.

NAPLAN Longitudinal Summary Data - Reading

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	446	430	511	506
2018	428	440	539	521
2019	444	460	526	523
2021	450	445	538	517
2022	416	449	524	522

Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in Year 5 in Reading in 2022. The results of Year 3 students demonstrate achievement below like-schools. This result was not unexpected based on On-Entry Assessment results in Pre-primary (2019).
Relative Assessment data is not available for 2022.
Staff completed training in Literature Based Units through the West Coast Language Development Centre. The links made to Talk 4 Writing have also allowed students to make connections between reading and writing to ultimately strengthen understanding.
Creaney PS developed a highly comprehensive phonics program based on Letters & Sounds, which was implemented across PP-Year 3 in 2022. This was adopted by all teachers and will ensure our students have the best opportunity to learn to read and spell accurately.
The inclusion of the MiniLit and Reading Tutor Programs have shown a marked improvement in providing point of need teaching for students requiring intervention. Over time, we have seen less students requiring intervention through the RTP program in Years 3-6 when they have engaged in the MiniLit program in the early years, testament to its effectiveness.
Former Year 6 students well-out-performed other WA Public School students.

NAPLAN Longitudinal Summary Data - Writing

Average Writing Score
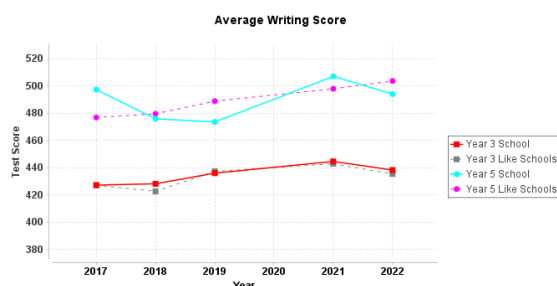
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	427	427	497	477
2018	428	423	476	480
2019	436	437	474	489
2021	445	443	507	498
2022	438	435	494	504

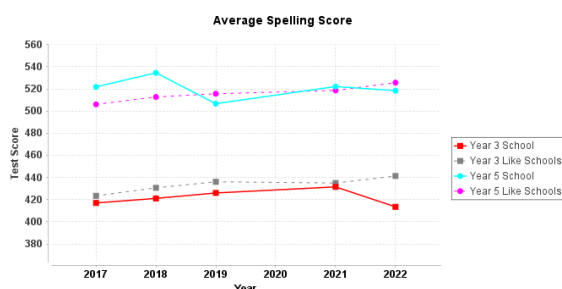Legend: Year 3 School, Year 3 Like Schools, Year 5 School, Year 5 Like Schools

Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in Year 3 but did not perform as well in Year 5. It is thought that the Talk 4 Writing program has had an impact upon students in Year 3 as they have been engaged in this way of teaching writing since Pre-primary. Their result shows excellent progress based on their performance in On-Entry Assessment in Pre-primary (2019).

Anecdotal and other assessment forms indicate that our students are making steady improvements across all year levels, however, this will continue to be monitored.

Former Year 6 students well-out-performed other WA Public School students.

NAPLAN Longitudinal Summary Data - Spelling

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	417	424	522	506
2018	421	431	535	513
2019	426	436	507	516
2021	432	435	522	519
2022	414	441	518	526

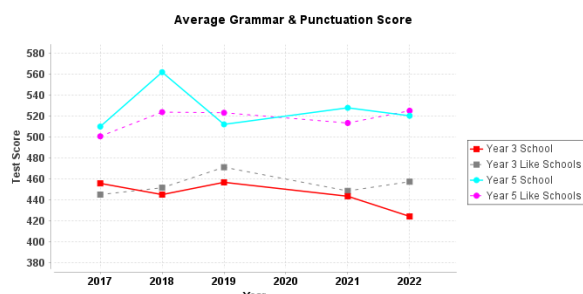Legend: Year 3 School, Year 3 Like Schools, Year 5 School, Year 5 Like Schools

Describe your analysis and impact of evidence

Evidence shows that Creaney PS did not perform as well as like-schools in Year 3 or Year 5.

Creaney PS developed a highly comprehensive phonics program based on Letters & Sounds, PLD and Sounds Write, which was implemented across PP-Year 3 in 2022. This was adopted by all teachers and will ensure our students have the best opportunity to learn to read and spell accurately.

Former Year 6 students well-out-performed other WA Public School students.

NAPLAN Longitudinal Summary Data - Grammar & Punctuation

Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	456	445	510	501
2018	445	452	562	524
2019	457	472	512	524
2021	444	449	528	514
2022	425	458	521	525

Legend: Year 3 School, Year 3 Like Schools, Year 5 School, Year 5 Like Schools

Describe your analysis and impact of evidence

Evidence shows that Creaney PS did not perform as well as like-schools in Year 3 or Year 5. Grammar and punctuation are a key focus through the Talk 4 Writing program. Functional grammar is taught explicitly through short-burst writing programs. Punctuation is a focus in writing 'rulekits' and 'toolkits'. A closer investigation of these will be made during Term 1 of 2023 with staff professional learning in grammar and punctuation through short-burst writing.

Former Year 6 students well-out-performed other WA Public School students.

Post School Destination (DATA) (source: Schools Online)

Destination School	Number of Students	Destination School	Number of Students
Woodvale Secondary College	31	Churchlands Senior High School	1
Greenwood College	11	St Marks Anglican School	1
Carine Senior High School	3	Northshore Christian Grammar School	1
St Stephen's School	1	Mater Dei College	1
Wesley College	1	Aranmore College	1

Describe your analysis and impact of evidence

Data shows 79% of students attend one of the two feeder high schools (Greenwood College or Woodvale Secondary College).
Data shows 86% of students attend a public high school.
Data shows 11% of students attend a Catholic or Independent secondary school.

Regular meetings are held between administration with both feeder high schools with emphasis being placed on ensuring Year 5 & 6 students know what is on offer at each. There is an anecdotal trend of parents applying to schools to have their child accepted into a specialist program.

Creaney Primary School
Financial Summary as at
31 December 2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 18,486.00	$ 18,486.60
2	Charges and Fees	$ 87,665.00	$ 59,728.36
3	Fees from Facilities Hire	$ 35,565.00	$ 35,469.47
4	Fundraising/Donations/Sponsorships	$ 52,887.00	$ 52,887.42
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 1,000.00	$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	$ 83,879.00	$ 83,879.04
8	Other Revenues	$ 6,982.00	$ 6,985.82
9	Transfer from Reserve or DGR	$ 9,000.00	$ 9,000.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 295,464.00	$ 267,436.71
	Opening Balance	$ 64,394.00	$ 64,393.68
	Student Centred Funding	$ 238,722.00	$ 238,721.90
	Total Cash Funds Available	$ 598,580.00	$ 570,552.29
	Total Salary Allocation	$ 3,638,632.00	$ 3,638,632.00
	Total Funds Available	$ 4,237,212.00	$ 4,209,184.29

Locally Generated Revenue - Budget vs Actual

Current Year Actual Cash Sources
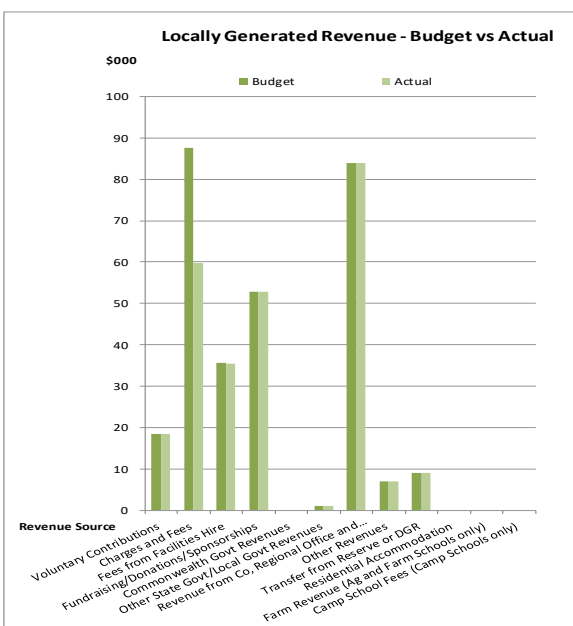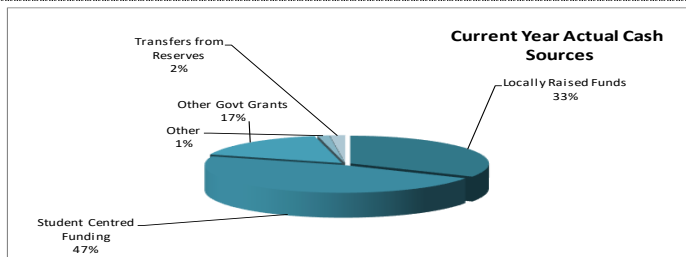
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 37,911.00	$ 37,680.47
2	Lease Payments	$ 42,000.00	$ 44,579.34
3	Utilities, Facilities and Maintenance	$ 143,187.00	$ 143,992.21
4	Buildings, Property and Equipment	$ 24,432.00	$ 24,667.74
5	Curriculum and Student Services	$ 248,123.00	$ 186,126.18
6	Professional Development	$ 33,473.00	$ 30,187.73
7	Transfer to Reserve	$ 37,500.00	$ 37,500.00
8	Other Expenditure	$ -	$ 1.51
9	Payment to CO, Regional Office and Other Schools	$ 31,954.00	$ 27,227.88
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)	$ -	$ -
	Total Goods and Services Expenditure	$ 598,580.00	$ 531,963.06
	Total Forecast Salary Expenditure	$ 3,473,789.00	$ 3,473,789.00
	Total Expenditure	$ 4,072,369.00	$ 4,005,752.06
	Cash Budget Variance	$ -	

Goods and Services Expenditure - Budget vs Actual
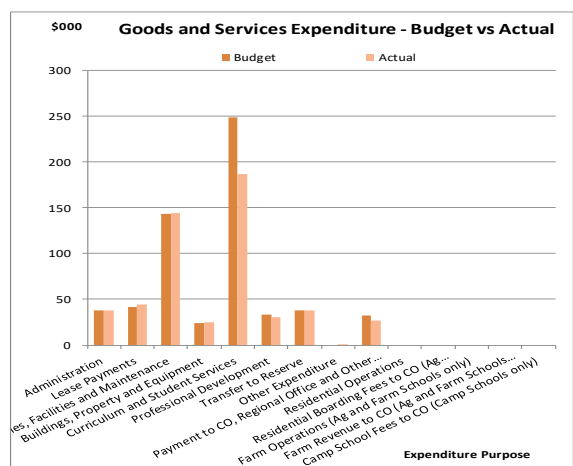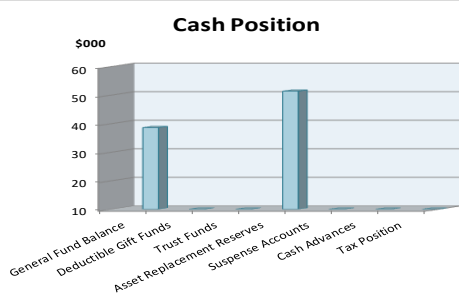
Cash Position

Cash Position as at:		
Bank Balance	$	83,837.37
Made up of:	$	-
1 General Fund Balance	$	38,589.23
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	51,339.04
5 Suspense Accounts	$	(2,932.90)
6 Cash Advances	$	-
7 Tax Position	$	(3,158.00)
Total Bank Balance	$	83,837.37

Describe your analysis and impact of evidence
Resourcing was used to address priority areas with the greatest amount of expenditure (outside of utilities) going on professional learning for staff and casual payments as required to support school initiatives.
Voluntary Contributions were slightly up on previous years. Communication with the school community on the importance of paying Voluntary Contributions helped in this regard.
Fundraising initiatives of the P&C generated over $52 965 worth of income to the school to meet 'wish list' items. This was the most the school has received in the past 10 years.
A move toward the leasing of all ICT hardware was begun this year and will continue into the future. This makes budgeting for these items a little easier as pricing changes.
Grants were sought from various sources and supplemented projects including a new Kindy playground. A Science grant was also received.
Recommendations: increasing amounts in Reserve accounts is a priority for future budgets.

Identified school priority (as identified in school Business Plan)	Progress against priority	Planned actions
Quality Teaching *Ongoing learning to improve teaching practice within the school.* *The use of explicit teaching in all curriculum areas including the use of learning intentions, success criteria, goal setting and the provision of explicit feedback to students*	**Explicit teaching is used across all curriculum areas and includes the use of 'Learning Intentions' and 'Success Criteria'.** This continued to be a focus across the school with Visible Learning Impact Coaches having this as a focus for most of the staff they worked with. **Explicit 'feedback' is provided to students to enhance their learning.** Professional learning was provided by Corwin Australia's Visible Learning consultant in delivering feedback to students. This formed the focus of Performance & Development for all teaching staff. **Data analysis and 'Effect Size' is used as a guide to student progress and therefore the diagnosis of the impact of teaching.** This was done using whole school data as well as by pockets of teachers across the school in their classrooms. Collaborative teams continued to be refined throughout the year and the addition of a second Deputy Principal with experience in 'coaching' allowed further growth of these team at point of need. Agendas for the Collaborative teams were against whole school planning and assessment documents, were focused and driven by team members. *Our learning area teams have had many successes this year including:* • *Book Week activities* • *"Reading Buddies" program* • *Deep professional learning and support for the implementation of the Talk 4 Writing program and Brightpath Maths* • *Whole school incursions and group excursions* • *Refinement of assessment across school: PAT Maths, PAT Science, YARC (Reading), Brightpath Rulers, Brightpath Maths* • *Moderation activities across school/network* • *Involvement in the Network Leaders Strategy*	Ongoing monitoring of Visible Learning across the school. Impact Coaches to continue to work with staff either through collaborative teams or one-on-one sessions. Links made to Performance & Development. Training for new staff in Visible Learning. Engagement of Best Performance for 2023 to track the individual needs of cohorts of students; gap analysis. Continued overseeing of Collaborative teams by Administration. Refreshment of the setting of agendas and minute-taking by team members.

Student Achievement and Progress *Use a range of data sets to assess student achievement.* *Employ evidence-based programs across the school for student improvement*	New and existing data sets used across the school, improved data literacy of teaching staff, use of effect sizes to judge impact of teaching. - Westwood Minute Test - PAT Maths - PAT Science (Y3 – 6) - Brightpath Rulers (Narrative, Persuasive) - YARC - On-Entry - NAPLAN Letters & Sounds (K-Year 2), Talk 4 Writing, MiniLit and Reading Tutor Program	Continued use of standardised assessments across the school. Use of median scores of standardised assessments to judge student performance against 'like' or other schools. Targets set as a result of these scores. Ongoing use of effect size to calculate student progress. Employment of Best Performance to analyse the needs of cohorts of students and target teaching to point of need.
Leadership *Enhancing the distributed leadership model across the school.*	Strengthened the role of leaders across the school through coaching model. Though COVID hampered meetings across the Network, leaders of these areas were once again brought together to focus on coaching. Introduction of the Future Leaders' Framework across school and Network.	Ongoing employment of these strategies. Further exploration of FLF across school with links made to 'coaches' and 'mentors'. Network leaders strategy will be strengthened in 2023 with new leaders appointed from across 9 network schools.
Learning Environment	<u>Values</u>: Launch and momentum-gathering of Learner Dispositions across school. <u>Chaplaincy program</u>: Employment of new Chaplain through YouthCARE to support this important program. <u>P&C funding</u>: over $37 000 given to school by P&C based on 'wish list' items.	Continued referral to LD's through LD certificates, signage around school, individual class awards etc. Grounds improvement: general garden bed improvement. Ongoing upkeep of school 'chooks'. Investigating of grants for grounds improvements/upgrading of school facilities. Employment of new Chaplain.

		Introduction of Zones of Regulation for students within classrooms by School Chaplain.
Relationships and Partnerships *Maintain relationships with:* • *Creaney Education Support Centre* • *P&C* • *Local schools*	Though COVID again restricted many of the usual events that take place on our calendar, we still managed to hold several school community events including: assemblies, Open night, Colour Runs, carnivals/sporting events. School Board: nomination of school for Primary School of the year. National School Opinion Survey: this was completed by 50 families at the end of the year. A return rate of 17%. Network: COVID restrictions meant that the NLS could not occur during Semester 1. Network Leaders resumed meetings in Term 3 with mixed results. We had a deficit of leaders in 3 areas throughout the year. The leaders were brought together during Term 4 with coaching occurring and to align priorities for 2023. Rachel Monamy continued in the role as Network Principal. 4 more schools joined the Network in Semester 2 bringing the total number of schools to 9. Training was done to bring together the new Kingswood network, to align agendas and set priorities.	Network: • sharing of data to occur using schools' data who have signed up to Best Performance and other available data sets. • Network Leaders Strategy: expressions of interest will be sought in 2023. • Investigate 'aspirant' program

Annual report endorsed by the School Board on 13 March 2023.