



CREANEY PRIMARY SCHOOL

Annual Report

2024

The Annual Report provides parents and carers, the wider school community and the Department of Education with a summarised account of all aspects of school operations in 2024.



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 firsthand, 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	(23)	42	35	51	52	53	45	51	350
Part Time	46								

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

	Kin	PPR	Pri	Sec	Total
Male	21	16	157		194
Female	25	26	127		167
Total	46	42	285		373

	Kin	PPR	Pri	Sec	Total
Aboriginal	1		6		7
Non-Aboriginal	45	42	279		366
Total	46	42	285		373

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	2.6	0

Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	23	18.4	0
Total Teaching Staff	22	18.4	0

School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	19	12.8	1
Total Allied Professionals	23	16	1

Total	47	37	1
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Comments:

Staffing: Two new Admin staff (Principal / Deputy Principal) started at the beginning of Term 2 at Creaney PS. One teacher went on maternity Leave in Term 2 and was backfilled by a tandem. Three teaching staff transferred to other schools at the end of 2024. A selection process was run to replace them. Two Level 3 teachers were hired, one permanent and one fixed term. The third vacancy was filled by existing staff increasing their FTE. The current workforce plan (2022 – 2024) will be updated in 2025 to ensure we are meeting the school's current and future staffing needs.

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
2022	92.0%	90.0%	88.3%	75.3%	81.3%	69.5%	91.7%	89.9%	86.6%
2023	93.5%	91.4%	90.3%	83.8%	85.3%	74.3%	93.3%	91.2%	88.9%
2024	92.2%	91.8%	91.0%	81.9%	79.3%	74.3%	92.0%	91.5%	89.4%

Attendance Category				
	At Risk			
	Regular	Indicated	Moderate	Severe
2022	70.9%	24.6%	3.3%	1.2%
2023	79.2%	17.7%	2.8%	0.3%
2024	68.8%	25.8%	5.1%	0.3%
Like Schools 2024	71.1%	20.9%	6.1%	1.8%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

Describe your analysis and impact of evidence

Attendance has reduced slightly in 2024 from 2023. A significant contributing factor to this is the many families taking unauthorised vacations during the school term. Attendance remained above like-schools and WA public schools in 2024. Attendance for Aboriginal students was also above like-schools and WA Public Schools.

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.



PUBLIC SCHOOL REVIEW 2024

DDGS letter endorsing Public School Review report Creaney Primary School

Extract from the Deputy Director General School endorsing the outcomes from our school review.

I am pleased to advise that the Public School Review of Creaney Primary School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The timeframe for the next Public School Review of your school has been determined through your self-assessment submission and validated by the review team as 3 years. The review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.

I acknowledge the efforts of you and your staff in creating the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

I also note that the collaborative and inclusive culture of your school has created an environment where every student feels valued and included. Please continue the work in promoting a culture of belonging and collaboration.

Relationships and Partnerships (Source: Public School Review Report 2024)

Relationships and partnerships

Respectful, positive and cohesive relationships exist between school staff and with the community, driven by a shared focus on the best outcomes for students. The school's motto of 'caring' is reflected in all interactions across the school.

Commendations

The review team validate the following:

- A strong and mutually beneficial relationship exists between schools in the Kingswood Network, benefiting students and staff alike.
- The positive reputation of the school is evident with staff and parents expressing their strong support, labelling it as a 'school of first choice' for the community.
- Ties with the co-located Education Support Centre are strong, with inclusive behaviours evident through the PlayLink program, integration into mainstream specialist classes and reciprocated professional learning for staff.
- Communication processes are embedded, providing multiple opportunities, including Seesaw, where parents can obtain information.
- The P&C work directly with the school, supplementing school programs and supporting school directions financially.
- The School Board manages its governance responsibilities effectively in support of the school.

Recommendations

The review team support the following:

- Continue with plans to strengthen partnership with the Aboriginal community, seeking input into school planning and policy development.
- Complete the Perceptions is OUR Truth professional learning with staff to maintain momentum in their understanding of the local Aboriginal history and development of the school's cultural responsiveness plan.

Learning Environment (Source: Public School Review Report 2024)

Learning environment

The school's ethos of care serves as the foundation of its nurturing and inclusive environment, fostering a deep sense of belonging and unity among all members of its community.

Commendations

The review team validate the following:

- Student voice is authentic. Feedback is sought, heard, valued and encouraged resulting in a culture where students know their voice has impact.
- Learner Dispositions of reflection, resilience, persistence, self-direction and (being) inquisitive are embedded across the school and community. This is evidenced through the language used by students, staff and parents, the physical environment itself and the feedback from students who actively apply these traits to regulate their behaviour and learning experiences.
- Practices across the school for students at educational risk are exemplary. Using early identification processes, ongoing tracking and regular case conferences is ensuring no student 'falls through the gaps'.
- The physical environment is welcoming, safe and promotes and celebrates learning.

Recommendation

The review team support the following:

- Embrace the Positive Behaviour Support journey fully and use it to further enhance the Learner Dispositions, the Creaney Commitments and increase student ability to self-regulate.

Leadership (Source: Public School Review Report 2024)

Leadership

Leadership is focused on developing a professional, effective team culture that is distributed, centred on collaboration and transparent decision making that results in high performing teaching and learning across the school.

Commendations

The review team validate the following:

- School plans effectively guide practices throughout the school and provide clear expectations that are intertwined with the business plan and are consistently revisited throughout each term.
- School leaders employ a gradual release change management process centred on an annual core target, seamlessly dovetailing into the focus for the following year.
- Staff, inclusive of identified leaders, fervently champion the school's direction for improvement.
- Leaders, such as the impact coach, network leader, Talk for Writing coach and phase of learning leaders, have actively contributed to enhancing teaching practices throughout the school.
- Performance reviews are aligned with the school's shared vision, incorporating personalised and targeted support to meet expectations.
- Leaders undergo purposeful professional learning focused on identified leadership skills, accompanied by the necessary support to ensure effective performance in their respective roles.

Recommendation

The review team support the following:

- Maintain the provision of leadership opportunities, both within the school and the Kingswood Network, ensuring development and sustained support.

Teaching Quality (Source: Public School Review Report 2024)

Teaching quality

The dedication to providing exceptional teaching to every student resonates deeply within the school, evident in the unwavering commitment and professional drive of staff to positively impact each child's learning.

Commendations

The review team validate the following:

- High expectations, a culture of self-reflection and a commitment to collaboration have resulted in genuine interconnected learning throughout the school.
- Through meticulous performance tracking processes and the use of Individual Education Plans, the school effectively tailors differentiated instruction to address the diverse learning needs of its students.
- A genuine dedication to the Visible Learning principles has led to the widespread adoption of best practices throughout the school, including the implementation of learning intentions, success criteria and feedback mechanisms.
- While formal performance management and development processes are in place, high levels of trust allow for greater levels of informal feedback to occur, inclusive of class visits.
- Through a structured planning and assessment cycle, the school prioritises data analysis to inform both overarching operational strategies and individualised teaching plans. This process incorporates tools like Elastik and disciplined dialogue, facilitating comprehensive assessments of system and school-based data from sources such as Progressive Achievement Tests, NAPLAN¹, On-entry Assessment Program and Brightpath.

Recommendation

The review team support the following:

- Continue the focus on using the school's explicit teaching framework and Visible Learning principles across the school.

Use of Resources (Source: Public School Review Report 2024)

Use of resources

Resource allocation management is intricately tied to school priorities and student needs. Collaboration among the Principal, manager corporate services and Finance Committee members ensures adherence to the Funding Agreement for Schools.

Commendations

The review team validate the following:

- Regular and consistent review of the school's casual salary payments ensures continual support for identified objectives.
- Finance Committee and School Board members understand their governance responsibilities in relation to school budgeting.
- A comprehensive and adaptable workforce plan instils confidence in the school's capacity to address workforce requirements and attract individuals possessing the requisite knowledge and skills that fit the school's needs.
- School leaders strategically allocate human resources to effectively address the needs of both students and the school's direction. These decisions are reinforced with the support of staff members.
- Reserve accounts are diligently maintained, serving as a financial safeguard to enable the school's proactive response to both anticipated and unforeseen financial requirements.
- A strong relationship forged with the P&C, as well as grant opportunities, have enabled additional resources to be sourced for the school.

Recommendation

The review team support the following:

- Continue to undertake careful management of the budget, workforce planning and seeking opportunities for additional funding where appropriate.

Student Achievement and Progress (Source: Public School Review Report 2024)

Student achievement and progress

Elevating student academic performance is perceived as a collective responsibility among all staff members. There exists a prevalent commitment to leveraging data effectively, ensuring that every student receives the necessary support to maximise their potential.

Commendations

The review team validate the following:

- Learning Area Committees maintain the focus and tracking of achievement of their respective operational plans, revising them at regular intervals during the year.
- Student performance throughout the 2019-2021 NAPLAN cycle positioned all tested areas within the higher progress - higher achievement quadrant, reflecting a commendable level of academic growth and achievement for the school.
- By utilising student judging standards to formulate success criteria, teachers gain a nuanced comprehension of varying levels of achievement.
- Through effective data utilisation, students at educational risk are promptly identified, allowing for timely implementation of targeted interventions such as MiniLit. This ensures early support is provided to address academic challenges.
- Engaging in reflective practices, staff actively inquire whether student struggles stem from their teaching methods or external environmental factors, fostering a 'no blame' approach to understanding student performance.

Recommendation

The review team support the following:

- Progress the focus on developing 21st century learners who apply learnt knowledge, skills and understandings to real-life scenarios.

Describe your analysis and impact of evidence

The development of the 2025 – 2027 Business Plan during 2024 took into consideration the recommendations (where to next) and the commendations (consolidation) from our Public School Review.

PARTNERSHIPS

P&C (Source: P&C President's Report 2024 – Danielle Crouch)

The Creaney Primary School Parents and Citizens Association (P&C) had another fantastic year in 2024, bringing the school community together through a variety of events while raising funds to support valuable resources for students. Through the dedication of volunteers and the generosity of families, the P&C raised a total profit of \$25,972.10.

One of the biggest highlights was the Colour Explosion, a vibrant and energetic event that saw students, families, and staff come together for an afternoon of fun. Students ran through a colourful obstacle course while being showered with bursts of colour, creating a memorable experience for all involved. With an incredible turnout and enthusiastic participation, the event raised an impressive \$11,149.

The school disco was another major success, providing students a chance to dress up, dance, and enjoy an exciting night with their friends. The DJ kept the energy high, and the glow accessories added to the fun atmosphere. This much-anticipated event not only provided an enjoyable experience for students but also made a significant contribution to fundraising efforts.

The Bunnings Sausage Sizzle proved to be a great opportunity to engage with the wider community while raising funds for the school. Volunteers worked tirelessly throughout the day, cooking up hundreds of sausages and serving drinks to hungry customers. The event was a fantastic reminder of how the broader community can come together to support the school.

Another standout event was the Creaney Dad's Campout, an annual tradition that continues to be a highlight of the school calendar. This event brought together dads and their children for a night of camping, games, and outdoor fun. Families enjoyed setting up tents on the school oval and participating in friendly activities. The campout is always highly anticipated and remains a wonderful opportunity for bonding and building connections within the school community.

PJ & Pancake Day was a favourite among students, combining a cosy pyjama day with a special pancake breakfast, creating a fun and memorable experience. The faction carnival and interschool carnival bake sales were also highlights, with families generously donating baked goods and volunteering their time to make both events a success. These bake sales provided a delicious way to raise funds and continue supporting the school. Additionally, the second-hand uniform sales continued to be a great initiative, offering families an affordable way to purchase uniforms while contributing to P&C funds.

2024 saw a revamp of the canteen with a new menu design and the introduction of the Spriggy ordering system. The updated menu made it easier for families to navigate options, while the new system streamlined the ordering process, providing a more convenient experience for everyone. The P&C appreciates the positive feedback from the community and thanks the canteen staff for their continued dedication to providing quality service.

The Creaney Primary School P&C was proud to grant \$49,298.30 towards Wishlist items, ensuring valuable resources and improvements for students. Some of the key items funded included new mud kitchens to enhance outdoor play, table tennis tables for students to enjoy during break times, the resurfacing of the basketball court to improve sports facilities, Athletics subscriptions to support student learning, and Kindy bags to provide essential resources for the youngest members of the school. These additions have had a meaningful impact on the school, providing students with more opportunities for learning and play.

None of this would have been possible without the dedicated efforts of volunteers, families, and staff who contributed their time, skills, and support. Creaney Primary School P&C is grateful for the strong sense of community at Creaney and looks forward to another successful year ahead.

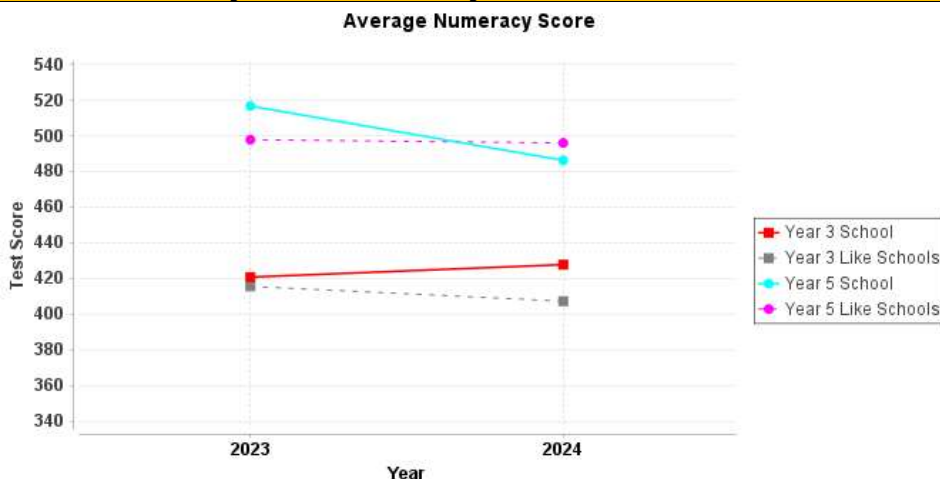
School Board (Source: Board Chair's Report 2024 – Kim Myers)

In 2024, the Creaney Board played a pivotal role in supporting Creaney School's continued growth and success. One of the board's key achievements was reviewing and approving the booklist and excursion plans for 2025, ensuring that these resources would provide enriching educational experiences for students while aligning with the school's vision. The board also reintroduced the Creaney Community Awards, recognizing outstanding members of the school community who contributed to the development and spirit of the school. This initiative helped foster a sense of unity and appreciation for the efforts of parents, teachers, and staff who made a positive impact throughout the year. Furthermore, the board introduced the ICT levy, a crucial step in supporting the school's ongoing commitment to updating and enhancing its technology infrastructure. This levy will provide essential funding for the purchase of updated hardware, ensuring that students and staff have access to the tools necessary for effective teaching and learning in an increasingly digital world. Through these accomplishments, the Creaney Board demonstrated its unwavering dedication to the school's growth, the enhancement of its learning environment, and the strengthening of its connection with the broader community.

STUDENT PROGRESS AND ACHIEVEMENT DATA

NAPLAN (Data) (source: Schools Online, SAIS)

NAPLAN Longitudinal Summary Data - Numeracy

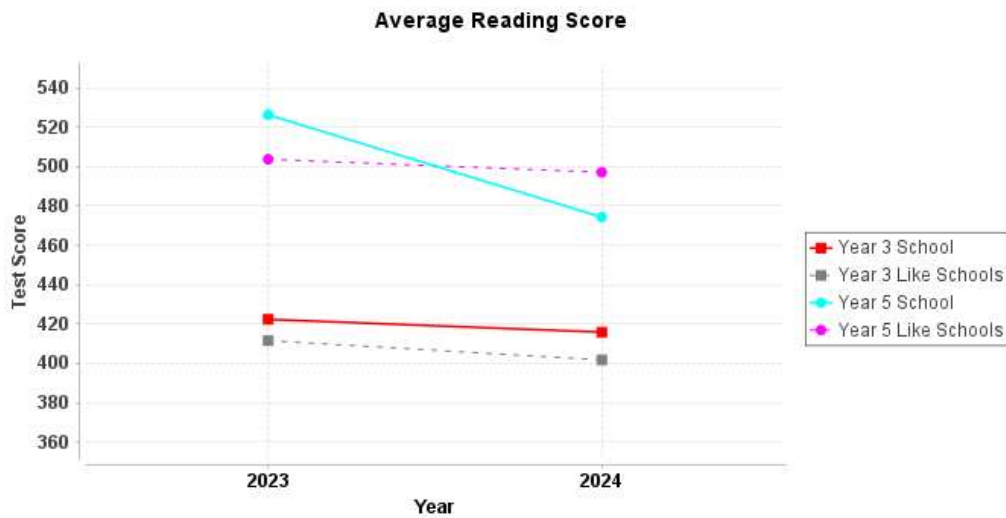


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	421	416	517	498
2024	428	407	486	496

Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in Year 3 in Numeracy in 2024, however, the Year 5* cohort performed below like-schools. This result was not unexpected based on On-Entry Assessment results for these students in Pre-Primary (2019) and their Year 3 NAPLAN results (2022). The school changed its focus from Literacy to Numeracy based on previous data and introduced Bond Blocks from K-2.

NAPLAN Longitudinal Summary Data - Reading



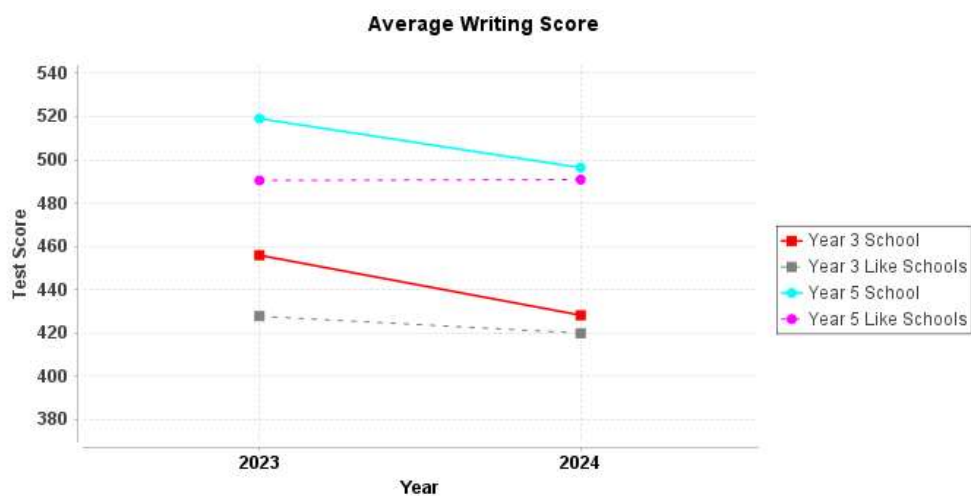
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	422	412	526	504
2024	416	402	474	497

Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in Year 3 Reading in 2024. The results of the Year 5 students demonstrate achievement below like-schools. This result was not unexpected based on Year 3 NAPLAN results (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. There was the continued development of a highly comprehensive phonics program based on enhancing Letters & Sounds, which is embedded across PP-Year 3.

The implementation of MiniLit and Reading Tutor 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, a testament to its effectiveness.

NAPLAN Longitudinal Summary Data - Writing



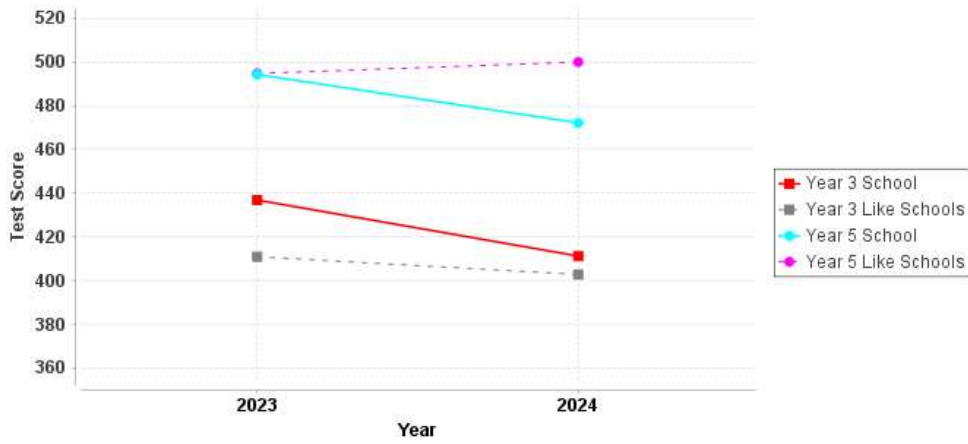
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	456	428	519	491
2024	428	420	496	491

Describe your analysis and impact of evidence

Evidence shows that Creaney PS well-outperformed like-schools in Year 3 and Year 5. It is thought that the Talk 4 Writing program which is embedded from K-6 has had an impact as it is a consistent approach to writing across the school.

NAPLAN Longitudinal Summary Data - Spelling

Average Spelling Score



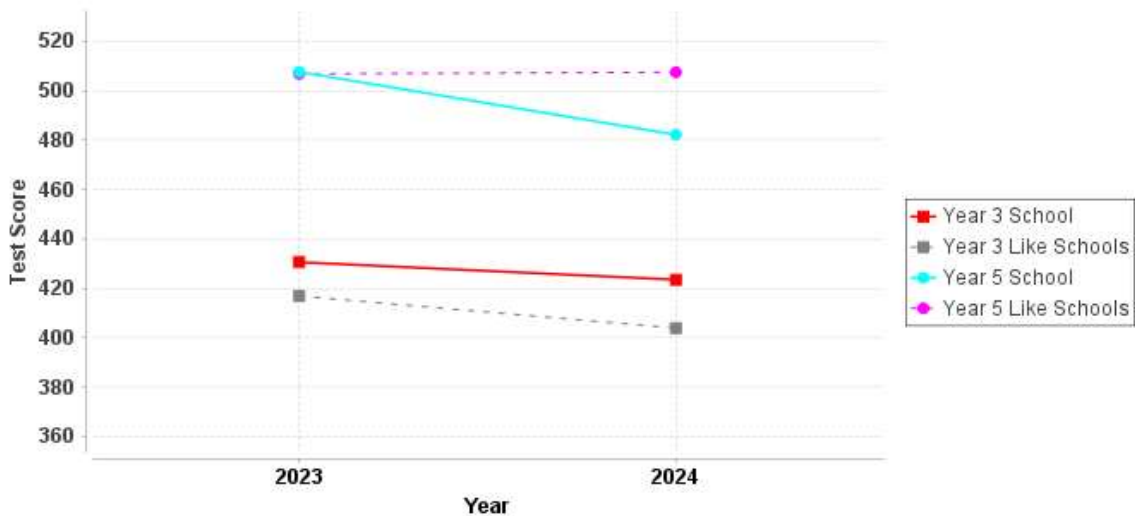
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	437	411	494	495
2024	411	403	472	500

Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in Year 3, however did not perform as well as like-schools in Year 5*. Creaney PS implements a highly comprehensive phonics program based on Letters & Sounds across PP-Year 3. This has been adopted by all teachers and ensures our students have the best opportunity to learn to read and spell accurately. In 2025, we are introducing Word Origins in Year 3-6 to enhance spelling across the senior years.

NAPLAN Longitudinal Summary Data - Grammar & Punctuation

Average Grammar & Punctuation Score



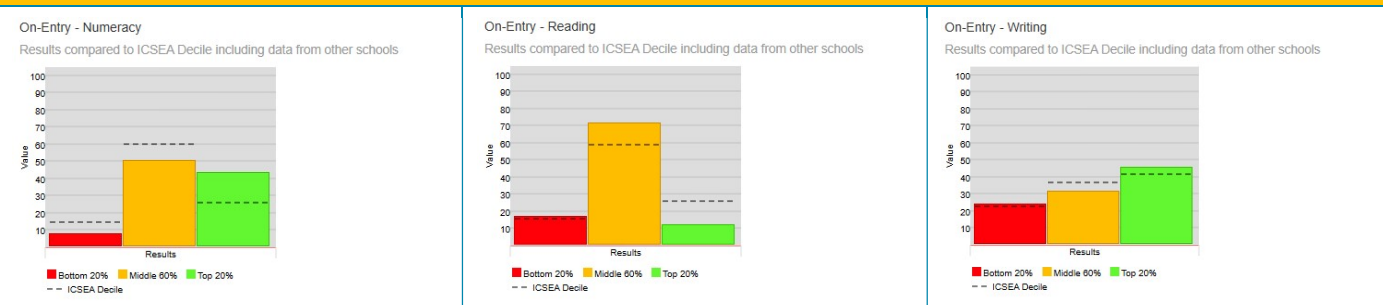
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	431	417	508	507
2024	424	404	482	508

Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in Year 3 and did not perform as well as like-schools in 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'.

On-Entry Summary Data – Numeracy, Reading & Writing



Describe your analysis and impact of evidence

Our Numeracy Data indicates we have a significantly higher proportion of students in the Top 20% when compared to other schools of the same ICSEA. At Creaney PS, we have implemented the Bond Blocks Program from K-Year 2 as a consistent approach to Numeracy.

Our Reading data indicates we have a high proportion of students in the middle 60% and a reduced number in the Top 20% when compared to other schools of the same ICSEA. We will investigate the data further and how we can implement extension.

Our Writing data indicates we have a slightly higher proportion of students in the Top 20% when compared to other schools of the same ICSEA. At Creaney PS, we have implemented Talk for Writing from K-6.

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

Destination School	Number of Students	Destination School	Number of Students
Woodvale Secondary College	20	West Coast Secondary ESC	1
Greenwood College	1	Sacred Heart College	1
Duncraig SHS	2	Kingsway Christian College	1
St Stephen's School	2	Kalamunda SHS	1
Carine Senior High School	1	Bob Hawke College	1
Swan Christian College	1		

Describe your analysis and impact of evidence

Data shows 64% of students attend one of the two feeder high schools (Greenwood College or Woodvale Secondary College).

Data shows 85% of students attend a public high school.

Data shows 15% 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.

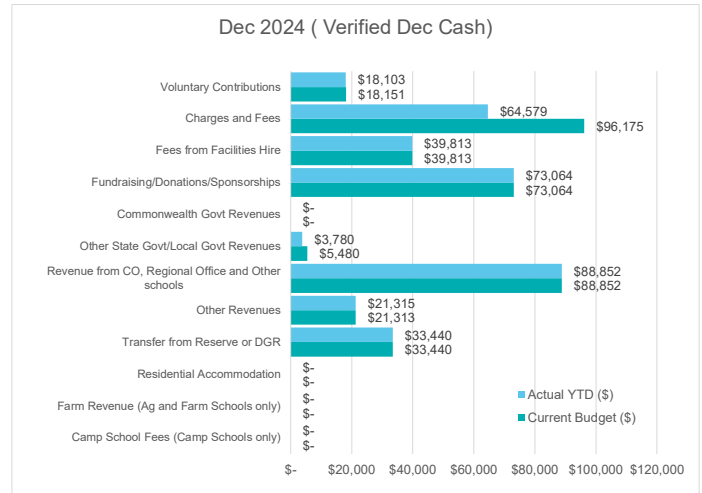


School Income by Funding Source (DATA) (source: Schools Resourcing System)

Creanry Primary School
Financial Summary as at
31 December 2024

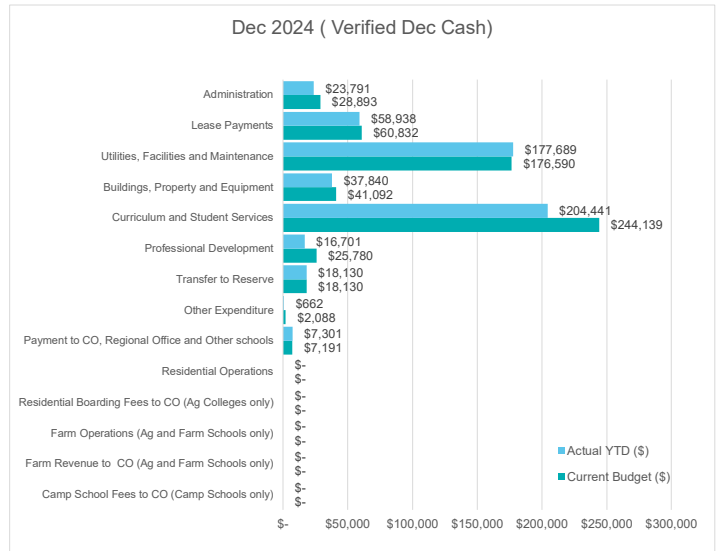
Locally Generated Revenue – Budget vs Actual

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	59,224	59,224
Carry Forward (Salary)	172,496	172,496
STUDENT-CENTRED FUNDING		
Per Student	3,128,414	3,128,414
School and Student Characteristics	869,761	869,761
Disability Adjustments	97,732	97,732
Targeted Initiatives	92,125	92,125
Operational Response Allocation	1,700	1,700
Total Funds:	4,189,732	4,189,732
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	7,000	7,000
School Transfers – Salary	(182,436)	(182,436)
School Transfers - Cash	145,699	145,699
Department Adjustments	0	0
Total Funds:	(29,737)	(29,737)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	18,151	18,103
Charges and Fees	96,175	64,579
Fees from Facilities Hire	39,813	39,813
Fundraising/Donations/Sponsorships	73,064	73,064
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	5,480	3,780
Revenue from CO, Regional Office and Other scho	88,852	88,852
Other Revenues	21,313	21,313
Transfer from Reserve or DGR	33,440	33,440
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	376,288	342,946
TOTAL	4,768,003	4,734,661



Goods & Sevices Expenditure – Budget vs Actual

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	59,224	59,224
Carry Forward (Salary):	172,496	172,496
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,159,994	4,159,994
Locally Raised Funds:	376,288	342,945
Total Funds:	4,768,002	4,734,659
EXPENDITURE		
Salaries:	4,097,498	4,097,498
Goods and Services (Cash):	604,735	545,493
Total Expenditure:	4,702,233	4,642,991
VARIANCE:	65,769	91,668



	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,693,321	3,693,321
New Appointments	0	0
Casual Payments	402,305	402,305
Other Salary Expenditure	1,872	1,872
Total Funds:	4,097,498	4,097,498
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	28,893	23,791
Lease Payments	60,832	58,938
Utilities, Facilities and Maintenance	176,590	177,689
Buildings, Property and Equipment	41,092	37,840
Curriculum and Student Services	244,139	204,441
Professional Development	25,780	16,701
Transfer to Reserve	18,130	18,130
Other Expenditure	2,088	662
Payment to CO, Regional Office and Other schools	7,191	7,301
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	604,735	545,493
TOTAL	4,702,233	4,642,991

Describe your analysis and impact of evidence

Resourcing was used to address priority areas with the greatest amount of expenditure (outside of utilities) providing professional learning for staff and casual payments as required to support school initiatives. Voluntary Contributions decreased slightly to 75%.

Fundraising initiatives of the P&C generated \$25,972.10 in 2024. The P&C supported the school with donations of \$49,298.30 including \$30,000 for resurfacing the basketball court. A move toward the leasing of all ICT hardware has continued in 2024. Amounts in Reserve accounts were increased to account for the leasing requirements and Nature Play.

Identified school priority (as identified in school Business Plan)	Progress against priority	Planned actions
<p>Quality Teaching <i>Ongoing learning to improve teaching practice within the school.</i> <i>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</i></p>	<p>Explicit teaching is used across all curriculum areas and includes the use of ‘Learning Intentions’ and ‘Success Criteria’. This is embedded across the school and those new to Creaney work with an Impact Coach to upskill in this area. Language of LI/SC can be seen across the school- in planning, assessment, work samples, displays, merit awards.</p> <p>Explicit ‘feedback’ is provided to students to enhance their learning. Staff new to Creaney upskilled as required. Coaching provided and formed the focus of Performance & Development for some staff. Specialist teachers sought feedback through structured survey for the first time and were able to analyse data as a collaborative task.</p> <p>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 teachers in their classrooms. Elastik was utilised by collaborative teams and individual teachers to analyse gaps and address accordingly.</p> <p>Collaborative teams were strengthened with the support of two Deputy Principals. Agendas for the Collaborative teams were against whole school planning and assessment documents, focused and driven by team members. <i>Our learning area teams have had many successes this year including:</i></p> <ul style="list-style-type: none"> • <i>Book Week activities</i> • <i>“Reading Buddies” program</i> • <i>Support for the implementation of the Talk 4 Writing program and Brightpath Maths</i> • <i>Introduction of Bond Blocks to ECE Maths lessons</i> • <i>Refinement of assessment across school: PAT Maths, PAT Science, YARC (Reading), Brightpath Rulers, Brightpath Maths</i> 	<p>Ongoing monitoring of principles across the school.</p> <p>Impact Coaches to continue to work with staff either through collaborative teams or one-on-one sessions.</p> <p>Links made to Performance & Development specific to individual staff.</p> <p>Training for new staff and coaching.</p> <p>Continue whole school data analysis for 2025 to track the individual needs of cohorts of students; gap analysis.</p> <p>Continued overseeing of Collaborative teams by Administration. Agendas and minute-taking by team members.</p>

	<ul style="list-style-type: none"> • <i>Moderation activities across school/network</i> • <i>Involvement in the Network Leaders Strategy</i> • <i>Introduction of the Aspirant Leaders program across the network.</i> 	
<p>Student Achievement and Progress Use a range of data sets to assess student achievement.</p> <p>Employ evidence-based programs across the school for student improvement</p>	<p>New and existing data sets used across the school, improved data literacy of teaching staff, use of effect sizes to judge impact of teaching. Use of Elastik to analyse data.</p> <ul style="list-style-type: none"> • PAT Maths • PAT Science (Y3 – 6) • Brightpath Rulers (Narrative, Persuasive) • Brightpath Maths • YARC • On-Entry • NAPLAN <p>Creaney’s enhanced Letters & Sounds (K-Year 2), Talk 4 Writing, MiniLit and Reading Tutor Program</p>	<p>Continued use of standardised assessments across the school.</p> <p>Use of median scores of standardised assessments to judge student performance against ‘like’ or other schools. Targets set as a result of these scores.</p> <p>Ongoing use of effect size to calculate student progress.</p> <p>Continue use of school data to analyse the needs of cohorts of students and target teaching to point of need.</p> <p>DIBELS (in lieu of YARC) and Word Origins will be introduced in 2025.</p>
<p>Leadership Enhancing the distributed leadership model across the school.</p>	<p>Strengthened the role of leaders across the school through coaching model with Deputy Principal.</p> <p>Future Leaders Framework used to identify candidates for Aspirant Leaders Program across the network. Four staff identified and began program in 2023.</p> <p>Deputy Principal, Jemma Flockhart, leading both the Aspirant Leaders program and the Network Leaders Strategy across the Kingswood network of schools.</p>	<p>Ongoing employment of these strategies.</p> <p>Continue work with network for ALP</p> <p>NLS will be strengthened in 2025 with new leaders appointed from across 9 network schools.</p>
<p>Learning Environment</p>	<p><u>Values</u>: Learner Dispositions strengthened through muster certificates, signage around school, language embedded, etc. Sustained change in this area through careful buy-in of staff to the launch.</p> <p><u>PBS (Positive Behaviour Support)</u>: We began our PBS journey in 2025 with our committee leading the development of our behaviour matrix with staff and students.</p>	<p>Continue with our PBS journey linked to our matrix.</p>

	<p><u>Chaplaincy program</u>: Employment of new Chaplain through YouthCARE to support this important program.</p> <p><u>P&C funding</u>: over \$49 000 given to school by P&C based on 'wish list' items.</p> <p>Continuation of "student voice" in decisions around the school including Creaney Chicken Coop, breakfast club, share the dignity fundraising etc.</p>	<p>Grounds improvement: general garden bed improvement.</p> <p>Ongoing upkeep of school 'chooks'.</p> <p>Investigating of grants for grounds improvements/upgrading of school facilities.</p>
<p>Relationships and Partnerships <i>Maintain relationships with:</i></p> <ul style="list-style-type: none"> • <i>Creaney Education Support Centre</i> • <i>P&C</i> • <i>Local schools</i> 	<p>Several school community events including: assemblies, Open night, Colour Runs, carnivals/sporting events, Edu-dance concert.</p> <p><u>P&C</u>: Yr 6 fundraising, sausage sizzle, Creaney Dad's Campout</p> <p><u>Network</u>: Continuation of Aspirant Leaders program</p> <p><u>CESC</u>: Integration strengthened to include more opportunities across classes, events, sports, and the Playlinks program.</p>	<p>Network:</p> <ul style="list-style-type: none"> • sharing of data to occur using schools' data.

Michael Kovalevs
Principal (Term 2 2024 - Term 2 2025)

Lauren Pratt-Parker
Board Chair

Annual report endorsed by the School Board on (TBA).