



School Report 2021

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	(25)	45	49	44	46	33	51	47	340
Part Time	49								

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

	Kin	PPR	Pri	Sec	Total
Male	31	31	144		206
Female	18	14	126		158
Total	49	45	270		364

Comments:

Student numbers for 2021 peaked at 370 in Semester 2. Results above show data for Semester 1 2021. There is an increasing trend of families enrolling at Creaney PS with diagnosed disabilities.



Workforce composition (Data) (source: Schools Online)

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

Teaching Staff			
Other Teaching Staff	21	17.3	0
Total Teaching Staff	21	17.3	0

School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.8	0
Other Non-Teaching Staff	18	10.3	0
Total School Support Staff	22	13.5	0

Total	45	32.8	0
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Comments:

Our substantive Deputy Principal, Kristy Harrison, left Creaney PS to act as Principal at another school. Mrs Emily Palmer, stepped into the Acting Deputy Principal role.

We had one retirement at the conclusion of Term 1, 2021.

4 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
2019	94.0%	93.5%	92.7%	89.4%	85.6%	79.5%	93.9%	93.3%	91.6%
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%

	Attendance Category			
	At Risk			
	Regular	Indicated	Moderate	Severe
2019	80.6%	15.7%	2.7%	1.0%
2020	87.6%	8.9%	1.9%	1.6%
2021	77.8%	17.5%	4.1%	0.6%
Like Schools 2021	79.2%	16.8%	3.3%	0.7%
WA Public Schools 2021	71.0%	19.0%	7.0%	3.0%

Describe your analysis and impact of evidence

Student attendance was slightly below that of like-schools in Semester 1, 2021. This could be due, in part to the lock-downs that occurred due to COVID. We also report a number of families who keep their children home as a 'precaution' against COVID.

The school has a pattern of families taking children out of school during term time for family holidays. The school maintains an attendance rate above WA Public Schools.

Our rates of 'indicated' and 'moderate' risk students is slightly above like schools, however, the number of students identified as at 'severe' risk is slightly below and could be attributed to two families.

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.

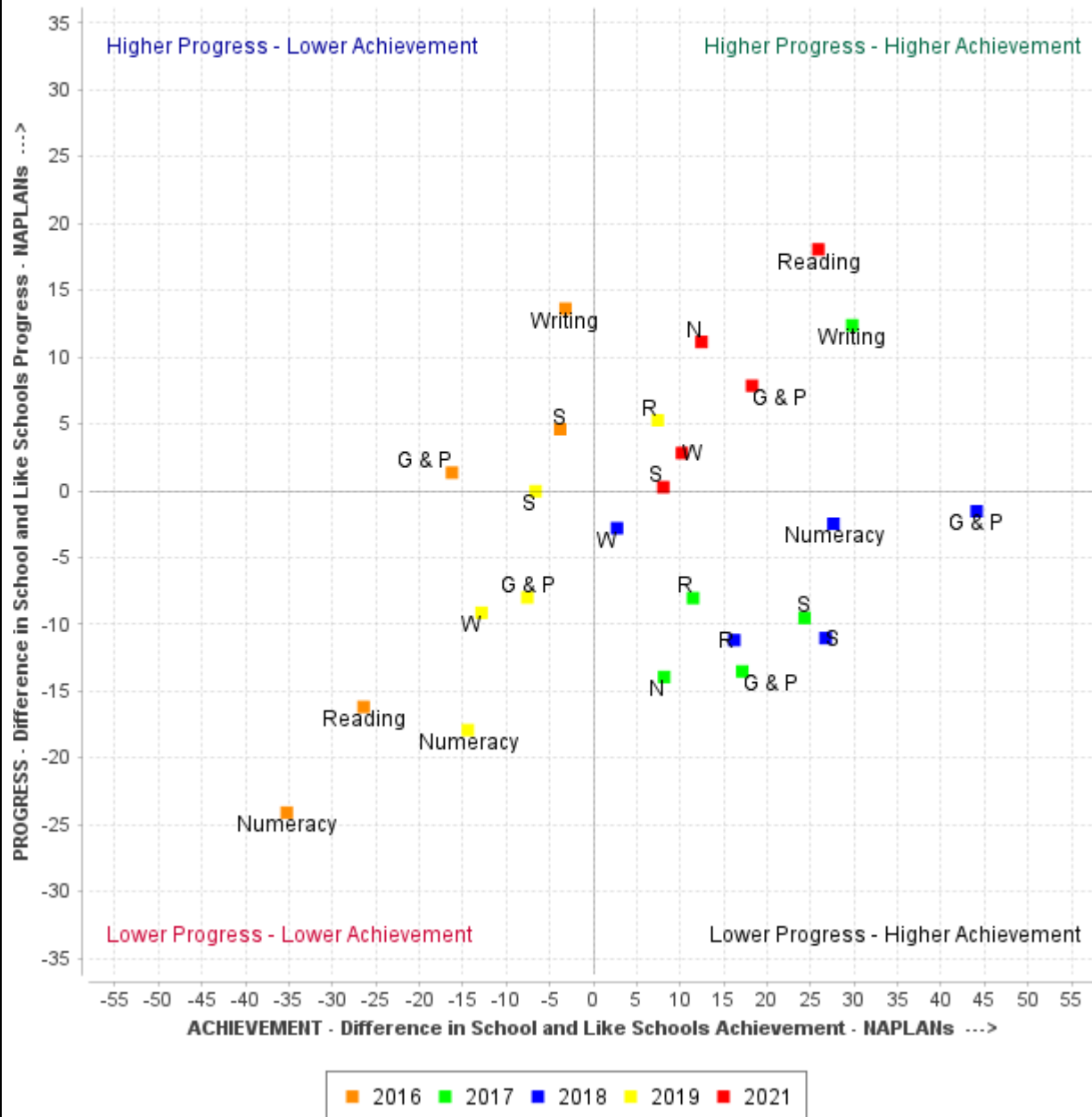
Where required, the Engagement Team at Regional Office is contacted for support.



STUDENT PROGRESS AND ACHIEVEMENT DATA
NAPLAN (Data) (source: Schools Online, SAIS)

Student Progress and Achievement Compared with Like Schools

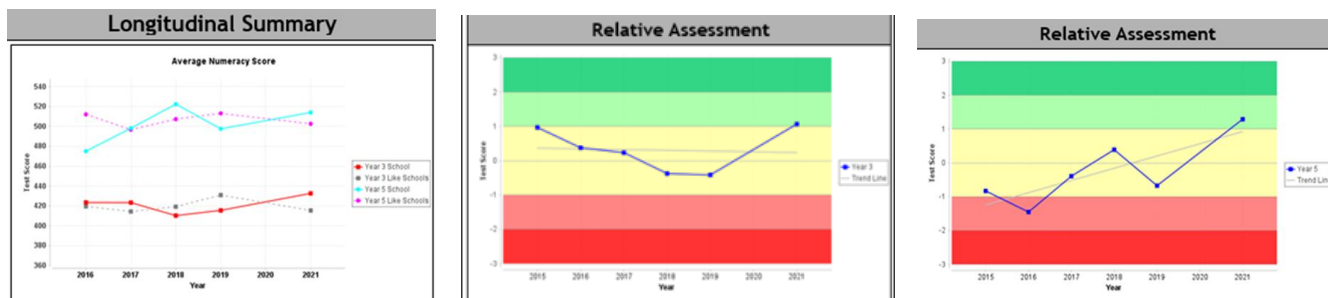
NAPLAN Year 3 to Year 5 Longitudinal



Describe your analysis and impact of evidence

2021 data shows that student progress and achievement falls into the High Progress – High Achievement category. Evidence also shows improvement across all 5 areas from 2016-2021.

NAPLAN Longitudinal and Relative Assessment Summary Numeracy

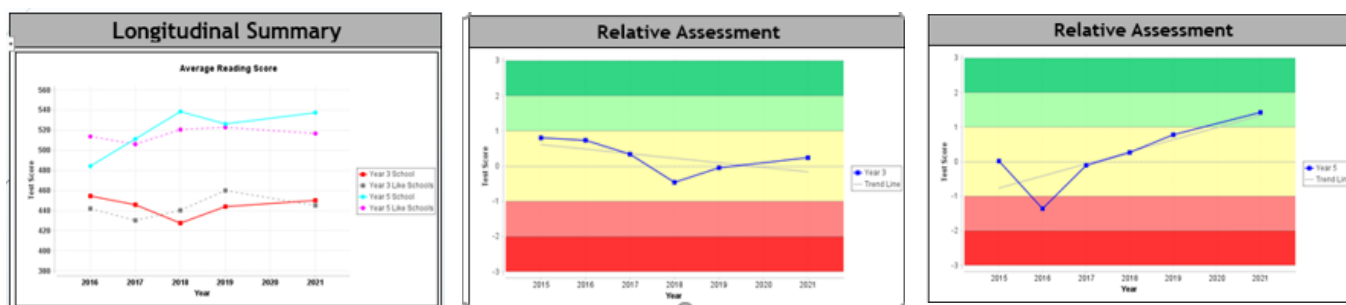


Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in both Years 3 & 5 in Numeracy in 2021. The Relative Assessment demonstrates a sharp upward trajectory in Numeracy since 2019 in both Years 3 & 5. It is expected that with continued focus on explicit teaching in Maths, the Year 3 trend line will begin to go up.

The school has had a focus on refining of numeracy blocks over the past 3 years and in 2020/2021, specifically Maths warm-ups. We have worked closely with Dr Paul Swan to provide professional learning for all teachers in this area. Maths will be on maintenance as a focus area for 2022.

NAPLAN Longitudinal and Relative Assessment Summary Reading

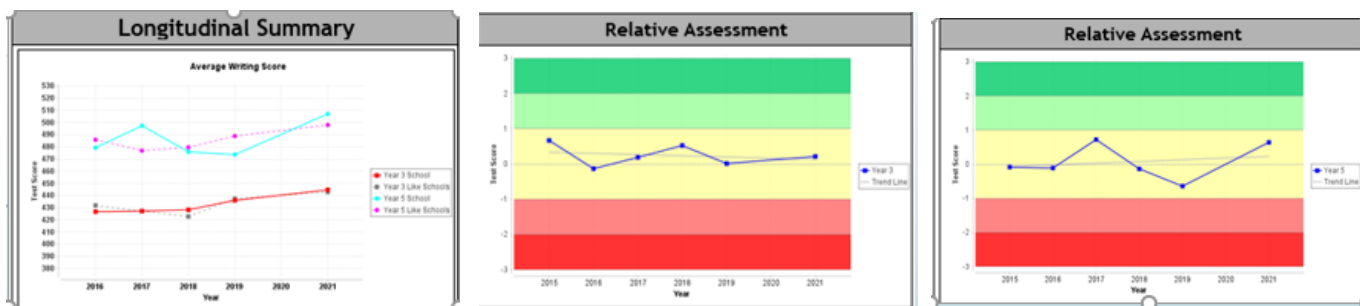


Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in both Years 3 & 5 in Reading in 2021. The Relative Assessment demonstrates a downward trend in Year 3, however slight improvement over time since 2018. Conversely, a sharp upward trajectory in Reading since 2015 is evidenced in Year 5. The school has completed professional learning in Book Sharing with a particular focus on teaching Tier 2 vocabulary and eliciting background knowledge. The links made to Talk 4 Writing have also allowed students to make connections between reading and writing to ultimately strengthen understanding. 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.



NAPLAN Longitudinal and Relative Assessment Summary Writing

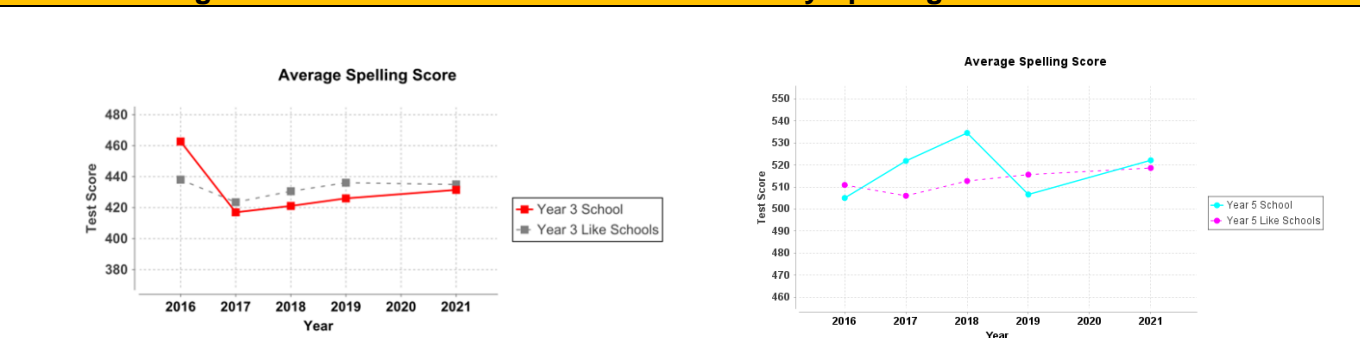


Describe your analysis and impact of evidence

Evidence shows that Creaney PS outperformed like-schools in both Years 3 & 5 in Writing in 2021. The Relative Assessment shows a slight upward trend in Year 5, with Year 3 data still showing a slight downward trend.

The Talk 4 Writing program has had heavy investment over the last 3 years. Anecdotal and other assessment forms indicate that our students are making steady improvements across all year levels, however, this will continue to be monitored.

NAPLAN Longitudinal and Relative Assessment Summary Spelling

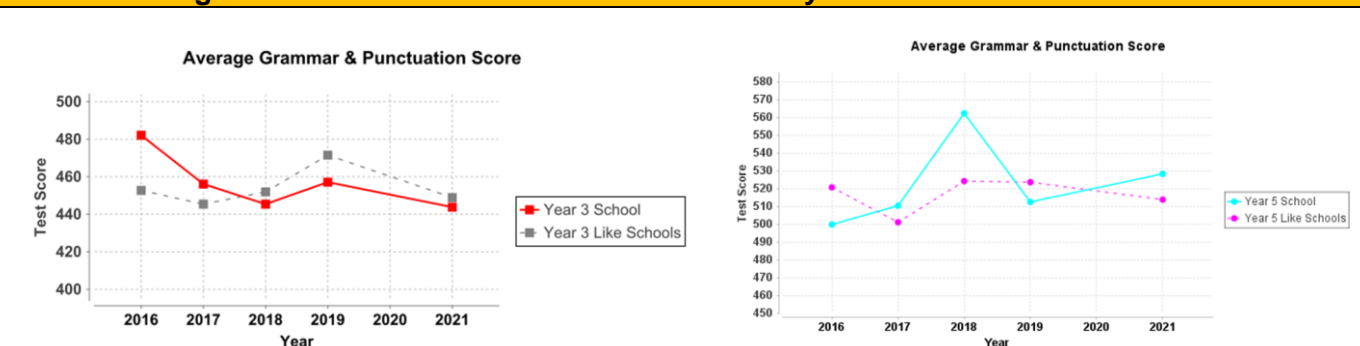


Describe your analysis and impact of evidence

Evidence shows that Creaney PS did not perform as well as like-schools in Year 3, however performed closer to like-schools than in 2018 and 2019. Year 5 students out-performed like-schools in Spelling in 2021.

Creaney PS has focused heavily on ensuring the fidelity of the Letters & Sounds synthetic phonics program. Literacy leaders have had professional learning in the Sounds Write program and have since developed a Creaney Letters & Sounds program for teachers to implement going forward in Kindy – Year 3.

NAPLAN Longitudinal and Relative Assessment Summary Grammar & Punctuation



Describe your analysis and impact of evidence

Evidence shows that Creaney PS did not perform as well as like-schools in Year 3, however performed closer to like-schools than in 2018 and 2019. Year 5 students out-performed like-schools in Grammar & Punctuation in 2021.

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'.

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	3	Guildford Grammar School	1
Sacred Hearth College	1	Perth Montessori School	1
St Stephen's School	7	Aranmore Catholic College	1

Describe your analysis and impact of evidence

Data shows 72% of students attend one of the two feeder high schools (Greenwood College or Woodvale Secondary College).

Data shows 74% of students attend a public high school.

Data shows 26% 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.

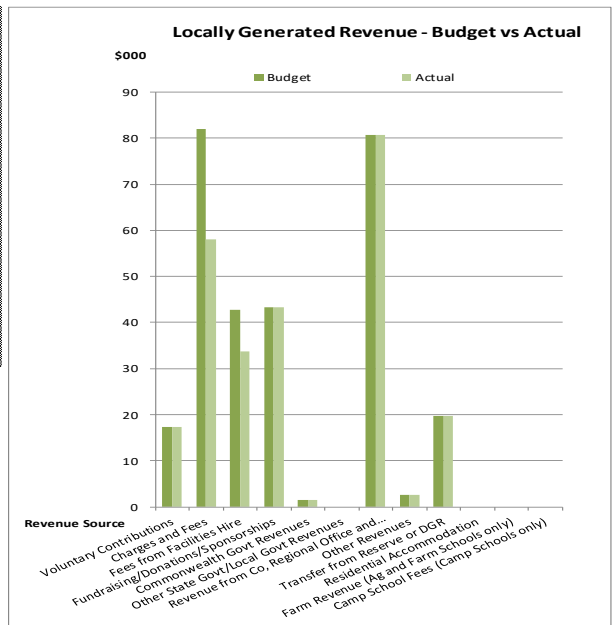
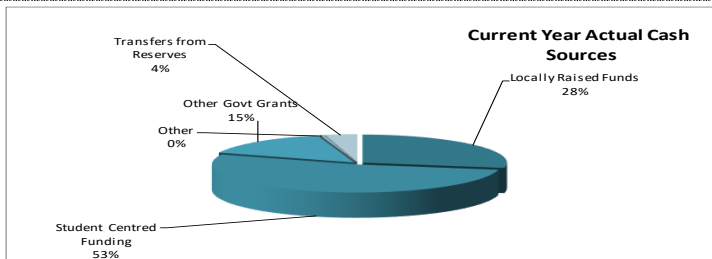


School Income by Funding Source (DATA) (source: Schools Resourcing System)

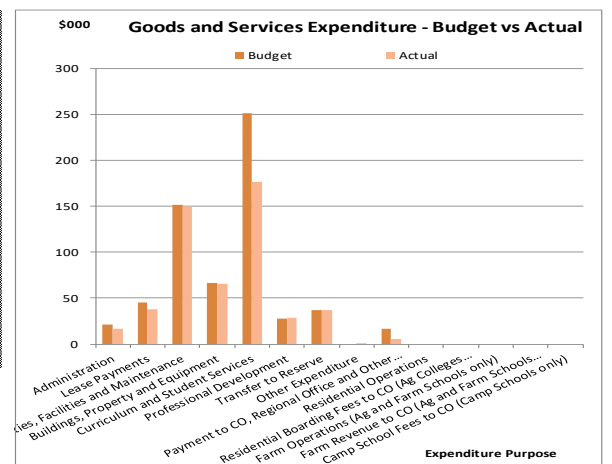
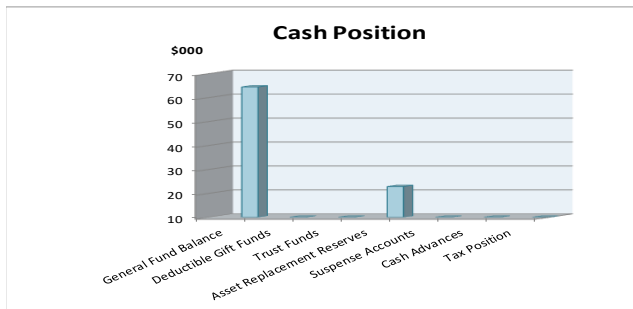
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Creaney Primary School Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,320.00	\$ 17,319.50
2	Charges and Fees	\$ 81,973.00	\$ 58,113.88
3	Fees from Facilities Hire	\$ 42,800.00	\$ 33,692.00
4	Fundraising/Donations/Sponsorships	\$ 43,312.00	\$ 43,312.41
5	Commonwealth Govt Revenues	\$ 1,587.00	\$ 1,586.50
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 80,691.00	\$ 80,690.49
8	Other Revenues	\$ 2,631.00	\$ 2,632.24
9	Transfer from Reserve or DGR	\$ 19,662.00	\$ 19,662.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 289,976.00	\$ 257,009.02
	Opening Balance	\$ 38,901.00	\$ 38,900.90
	Student Centred Funding	\$ 286,370.00	\$ 286,369.67
	Total Cash Funds Available	\$ 615,247.00	\$ 582,279.59
	Total Salary Allocation	\$ 3,638,632.00	\$ 3,638,632.00
	Total Funds Available	\$ 4,253,879.00	\$ 4,220,911.59



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 21,208.00	\$ 17,016.29
2	Lease Payments	\$ 45,000.00	\$ 38,030.16
3	Utilities, Facilities and Maintenance	\$ 151,208.00	\$ 149,785.25
4	Buildings, Property and Equipment	\$ 66,184.00	\$ 65,816.01
5	Curriculum and Student Services	\$ 250,751.00	\$ 176,707.13
6	Professional Development	\$ 28,000.00	\$ 28,332.67
7	Transfer to Reserve	\$ 36,500.00	\$ 36,500.00
8	Other Expenditure	\$ -	\$ 1.73
9	Payment to CO, Regional Office and Other Schools	\$ 16,396.00	\$ 5,696.67
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	\$ 615,247.00	\$ 517,885.91
	Total Forecast Salary Expenditure	\$ 3,473,789.00	\$ 3,473,789.00
	Total Expenditure	\$ 4,089,036.00	\$ 3,991,674.91
	Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 83,967.72
Made up of:	
1 General Fund Balance	\$ 64,393.68
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 22,839.04
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (3,265.00)
Total Bank Balance	\$ 83,967.72

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 \$37 000 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
<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>The inclusion of Learning Intentions and Success Criteria at the beginning of all lessons/units of work. <i>We used our staff NSOS to gauge the percentage of lessons containing LI/SC and we had an excellent uptake of 80-100%.</i></p> <p>The use of effect size to gauge the impact of teaching. <i>(Leading a culture of reflection and data analysis to diagnose the impact of teaching)</i></p> <p><i>Perhaps the most obvious way to assess the impact of teaching is to look at student progress from one point of time to another. This year, we have been able to assess student progress using NAPLAN results (2019-2021), Westwood Minute Tests (Maths), PAT Maths and Science and YARC reading assessments. This has had immediate impact as teachers are able not only to see the overall impact of their teaching for the year but also able to see those students who have made good progress and achievement and those who have not. It has also allowed us to reflect as a school on our future priorities.</i></p> <p>Refining collaborative practices across the school. <i>This year, collaborative team structures have strengthened. Staff are now more confident to set their own agendas against school priorities with a specific focus on teaching, learning and assessment.</i> <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>• Science/STEM day</i> <i>• Deep professional learning and support for the implementation of the Talk 4 Writing program</i> <i>• “Code Crackers” program</i> <i>• Japanese Day</i> <i>• Whole school incursions and group excursions</i> <i>• Refinement of assessment across school: PAT Maths, PAT Science, YARC (Reading), Brightpath Rulers</i> <i>• Moderation activities across school/network</i> <i>• Involvement in the Network Leaders Strategy</i> 	<p>Continued engagement with Corwin Australia for Visible Learning with a new focus on ‘feedback’.</p> <p>Ongoing evidence gathered through Mindframes Survey, School Capability Assessment and School Matrix.</p> <p>Links made to Performance & Development.</p>

<p>Student Achievement and Progress <i>Use a range of data sets to assess student achievement.</i></p> <p><i>Employ evidence-based programs across the school for student improvement</i></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.</p> <p>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>Leadership <i>Enhancing the distributed leadership model across the school.</i></p>	<p>Strengthened the role of leaders across the school. Introduction of Impact Coaches in Visible Learning for 2021.</p> <p>New Network initiative introduced for 2021: teacher-leaders as coaches in best practice in curriculum areas and against Network priorities identified in Strategic Plan 2020-2022.</p> <p>Introduction of the Future Leaders' Framework across school and Network.</p>	<p>Ongoing employment of these strategies.</p> <p>Further exploration of FLF across school with links made to 'coaches' and 'mentors'.</p>
<p>Learning Environment Maintenance of attendance rates.</p> <p>Maintain the percentage of students achieving 'consistently' or 'often' on the ABE descriptors at or above 90%</p>	<p><u>Values</u>: Enhancement of our Visible Learning program and links to new Learner Dispositions established.</p> <p><u>Chaplaincy program</u>: Employment of new Chaplain through YouthCARE to support this important program. Introduction of new programs in resilience, peer mentoring, conflict resolution etc.</p> <p><u>Staff wellbeing</u>: Health & Wellbeing committee established and professional learning for staff in this area.</p> <p><u>Grounds</u>: installation of new playground in Kindy and upgrade to their facilities.</p> <p>P&C funding: over \$37 000 given to school by P&C based on 'wish list' items.</p>	<p>Launch of Learner Dispositions.</p> <p>Marketing: changing branding, signage and grounds improvement using changed values/ Learner Dispositions.</p> <p>Grounds improvement: general garden bed improvement.</p> <p>Zone of Regulation professional learning for staff.</p>

<p>Relationships and Partnerships Maintain relationships with:</p> <ul style="list-style-type: none"> • Creaney Education Support Centre • P&C • Local schools 	<p>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: family picnics, EduDance concert, assemblies, Open night, Colour Runs, carnivals/sporting events.</p> <p>School Board: nomination of two staff members for the WA Education Awards.</p> <p>Network: establishment of Network Leaders Strategy seeing over 80 teachers engaged in 20 meetings across three terms. The leaders were supported through leadership training sessions. This will strengthen again in 2022. As Network Principal, I have supported changes in admin in 3 of our 5 Network schools. I have also approached other local schools to join our Network.</p>	<p>National Schools Opinion Survey 2022.</p>
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