

WELCOME TO CREANEY PRIMARY SCHOOL

Welcome to the Creaney Primary School Annual Report, 2020.

This annual report provides an overview of our school and outlines a range of school strengths, challenges and opportunities for the future. This report should be read alongside other available school information in order to gain a full picture of our school. Our school Business Plan and other documents are contained on our school website.

Creaney Primary School's 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.

Creaney Primary School has a highly skilled staff who are well-equipped to meet the needs of students within the school. We have a supportive and motivated School Board who worked hard this year to create a vision for the future, and a school community who have a great trust in the school and want the best for our 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.

If you would like to know more about Creaney Primary School, then visit our website at www.creaneyps.wa.edu.au. Please also take the time to let us know how we can improve our service by emailing us at creaney.ps@education.wa.edu.au

FROM THE PRINCIPAL

2020 was a year like no other with the threat of COVID-19 changing schooling for a few weeks of the year. The uncertainty of this time, coupled with the need to upskill our staff in the provision of schooling online presented its own challenges, however, our school community banded together to ensure as much continuity as possible for our students. The new 'rules' around parents on the school site saw us in an ever-changing environment where parents were not permitted on site and then had to maintain social distancing. This affected many of our whole-school community events such as assemblies, celebrations, graduation, sporting events and end of year functions. Our community adapted well and supported us during this time.

Despite the difficulties of 2020, our staff continued to pursue the goals and targets of our Business Plan. In a year without NAPLAN, we relied upon school-based assessments to track the progress of our students for Semester 2 reporting. The reporting section of this Annual Report will therefore not record our data against these Business Plan targets.

Professional learning went ahead with a specific focus on Visible Learning. We were in the first year of the three-year project, which saw us gathering data on staff mindsets on education, student understanding of themselves as learners and implementing priorities in this area. Teaching practice began to change almost immediately. More information is contained later in this report.

Our other focus area for professional learning and development saw us probe deeper into the teaching of the evidence-based Talk 4 Writing program with links to reading.

We continued our partnership with our network schools, the Woodvale Learning Community. A new strategic plan was developed for the Network with a change to priority areas being identified; the development of leaders across our Network and a focus on quality teaching and best practice. I took on the role of Network Principal in the middle of the year.

I was proud of our staff for making 2020 a great year despite the difficulties during COVID-19. It was a year where our core values needed to come to the fore and we established ourselves as a big network of support for our local community.

Rachel Monamy
Principal

CONTENTS

Title

1	Welcome and Principal's summary
2	Contents and Introduction
3	School Context, Vision and Values
4	Enrolment Data, Student Attendance, NAPLAN statement and 2020 Social Learning Summary
5	Student Destination data, Partnerships and Woodvale Learning Community
6	Business Plan 2019-2021: Student Achievement Targets, Other achievement against the Business Plan
7	Student Achievement and Progress, Leadership, Learning Environment report
8	Relationships and Partnerships report, National School Opinion Survey data - community
9	National School Opinion Survey data – staff, Learning Area reports - English
10	Learning Area reports – Mathematics, Science
11	Learning Area report - Technology, Integration Report
12	Integration report cont.
13	Finance Report
14	Finance Review and Endorsement

INTRODUCTION TO THE ANNUAL REPORT

This report provides information about the performance of Creaney Primary School in 2020 and meets an important element of the School's Delivery and Performance Agreement with the Department of Education. The Annual Report outlines school strengths, areas of need and future directions.

It's important to note that Creaney Primary School compares its student performance with 'like schools' as a means of determining acceptable performance and for setting targets. This is a higher standard and is a more accurate indication of an acceptable standard for our students.

A 'like school' result means a group of schools in Australia that are identified as having very similar socio-economic contexts to Creaney Primary School. It is therefore a reasonable target for student achievement to be 'at' or 'above' 'like school' results at Creaney Primary School.

Traffic Lights

The traffic light colours will be used throughout the Annual Report to indicate the level of performance.

Green: Performing above the expected target or standard.

Orange: Performing at or close to the expected target or standard.

Red: Performing below the expected target or standard.

SCHOOL CONTEXT

Creaney Primary School is located in the suburb of Kingsley, which is approximately 20 km north of Perth. Creaney Primary School is named after Mr John Creaney, who planned the suburbs of Kingsley and Woodvale.

Creaney Primary School is an Independent Public School and operates with additional flexibilities around staff employment, governance and resource management.

Creaney Primary School is a community-focused school that has a broadening demographic which includes families from varying ethnic and socio-economic backgrounds.

The physical environment is engaging and safe and the facilities are well-maintained. The general design of the school is best described as a number of learning clusters. This includes the library, hall and canteen, Science/Art and Music rooms. The main learning clusters are complemented by a mezzanine design that allows for storage and teacher collaboration. The school environment is enhanced by shady trees, nature play and grassed areas, tennis, netball and basketball courts, five playgrounds, a vegetable garden and of course, great people.

OUR SCHOOL VISION

To be part of a community, which develops a child who is motivated to reach their potential academically, socially and responsibly, in a caring and supportive environment.

OUR SCHOOL MOTTO

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

TOGETHER WE STRIVE:

- To make every student a successful student
- To be a highly motivated and effective staff
- To embrace parent and school community involvement in our school
- To be a distinctive and outstanding public school

OUR SHARED SCHOOL VALUES

The actions of our staff, students and parents are guided by the following core values:

- **A pursuit of knowledge and a commitment to achievement** – Each person is provided with the opportunity to achieve their potential through a quest for knowledge, critical thinking, creativity, interpersonal skills and by understanding and demonstrating values and attitudes.
- **Self-acceptance and respect for others** – Each person is encouraged to develop self respect and an acceptance of others, to take responsibility for their actions and demonstrate responsible and ethical behaviour in all situations. Each person is encouraged to demonstrate initiative and openness to learning.
- **Respect and concern for others and their rights** – Each person is of equal worth and has the right to receive care and compassion and be treated with dignity and respect. Each person has the right to participate in a friendly and non-coercive learning community.
- **Social and civic responsibility** – Each person is a good citizen promoting the common good by recognising and respecting the rights and needs of others. Each person values cultural diversity and participates in Australia's democratic processes to make positive contributions to society.
- **Environmental responsibility** – Each person is respectful of the environment and understands the need for conservation and sustainability. Each person will develop an understanding of, and respect for, Australia's cultural heritage.

2020 SCHOOL ENROLMENT DATA

Creaney Primary 2020	Kin	PPR	Yr01	Yr02	Yr03	Yr04	Yr05	Yr06	Total including Kindergarten Adjustment
Full Time	(21)	47	44	48	33	51	51	38	333
Part Time	42								Kindergarten students are counted as 0.5

Creaney Primary 2020	Kin	PPR	Prim	Total
Male	28	23	139	190
Female	14	24	126	164
Total	42	47	265	354

The tables show a total student enrolment of 354 in 2020, an increase from 2019.

STUDENT ATTENDANCE

	Non-Aboriginal			Aboriginal			Total		
	Creaney	Like schools	WA Public Schools	Creaney	Like schools	WA Public Schools	Creaney	Like schools	WA Public Schools
2017	95.1%	94.6%	93.8%	86.9%	89.6%	81.2%	95.0%	94.5%	92.7%
2018	95.3%	94.6%	93.7%	88.5%	88.7%	80.8%	95.1%	94.5%	92.6%
2019	94.0%	93.5%	92.7%	89.4%	85.6%	79.5%	93.9%	93.3%	91.6%

- The Like Schools and WA Public Schools 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. Calculations done for 2020 (Week 5, Term 2 onwards) indicate our attendance was down on previous years at 90%. It is thought that COVID had a big impact upon attendance at the school with some parents choosing to keep their children at home at the first sign of illness as well as those who kept them home for an extended period due to COVID restrictions.

NAPLAN RESULTS

- NAPLAN results were not available from 2020 due to students across Australia not sitting the assessments because of the COVID-19 pandemic.

2020 SOCIAL LEARNING SUMMARY

Social learning is an essential element of educating the whole child and forms a vital part of achieving the school vision and values.

Since 2011, Creaney Primary School has followed a whole school approach for developing and maintaining positive classrooms, building positive relationships and managing student behaviour. We employ many positive strategies to enhance our social learning program including: the BUZ and Little Leaders programs, use of Class Dojo points as well as providing many student leadership opportunities.

The 'Traffic Lights' system is used as the standard process for behaviour management across the school and involves teaching students about acceptable/desirable behaviour and making the right choices. This is communicated with parents via Class Dojo. Restorative and reflective practices are applied as teaching and learning approaches for social learning.

In 2020, 97% of all Dojo points awarded across the school were positive with most points being awarded to students for following instructions, being on-task and demonstrating a good work ethic. Students received most 'negative' Dojo points for being off-task and not following instructions.

Suspensions

Some student behaviour, whether it is a severe, isolated incident or repeated inappropriate behaviour, requires the school to issue a suspension.

Suspension is a consequence that clearly communicates to the student and family that the impact of the student's behaviour is too great on the general 'good order' and function of the school. The student's behaviour compromises the rights, needs, safety and duty of care of others within the school environment. In 2019, the Minister for Education passed down a policy that every student who begins or is involved in a fight, videos or shares a video of a fight is immediately suspended. This has had an impact upon all schools.

Number of Suspensions 2020

2020	Number of students	Total days suspension (school)
Total Suspensions	NIL	0

STUDENT DESTINATION DATA OF THE 2020 LEAVERS

Destination School	Number of Students	Destination School	Number of Students
Woodvale Secondary College	23	Duncraig Senior High School	1
Greenwood College	7	Carine Senior High School	1
Bob Hawke College	1	Mater Dei College	1
St Stephen's School	1	Wanneroo Senior High School	1
Aranmore Catholic College	1	Kingsway Christian College	1

PARTNERSHIPS – SCHOOL BOARD, P&C AND EXTERNAL COMMUNITY GROUPS

School Board

2020 saw a re-visioning exercise done with the School Board. The vision activity asked School Board members to reflect on their perceptions of the needs of our school and community. New sub-committees were formed as a result of this, including Early Childhood Education, Aboriginal perspectives embedded across the school, STEM, and Health & Wellbeing all underpinned by Community Engagement. The Board also focused on strengthening of the 'pop in and play' program for pre-school aged children (links to local playgroups).

A highlight of the Board's activities in 2020 was the establishment of the Creaney Community Awards. These awards recognise people in our school community who go above and beyond for our school. To date, our nominations have included teachers, education assistants, P&C members and parents/community members who contributed to the vision and values of the school. Recognition of nominees and award winners has been received positively.

P&C

The P&C Association is an active parent and community group with a solutions-focused approach to supporting our school community. The P & C coordinates fundraising, school banking, book club and the canteen. In 2020, though limited to fundraising options due to COVID-19, the P&C held a number of fundraising events including: Easter Raffle, Colour Run, candle fundraiser. Entertainment Book and Billy G's Cookie Dough. The funds raised went towards running our Canteen, Kindy bags, reading books and providing an extra day per week for our School Chaplain.

Partnerships

Creaney Primary School has established very productive partnerships with PEAC, Creaney Education Support Centre, Woodvale and Greenwood Secondary Colleges, network primary schools, Edith Cowan University, West Coast Speech and Language Services, Instrumental Music School Services, YMCA and the City of Joondalup. These partnerships allow us to tap into additional financial and human resources to support teaching and learning and the achievement of our school vision and targets.

WOODVALE LEARNING COMMUNITY

The Woodvale Learning Community Network of Independent Public Schools (IPS) was established in 2011 and includes Creaney, Halidon, Woodvale and North Woodvale Primary Schools as well as the feeder high school, Woodvale Secondary College. In 2020, the Network began to implement its Strategic Plan 2020-2022. Creaney's Principal half way through the year to lead the other Network schools in achieving the directions of the Strategic Plan as well as providing a link between the Regional Office and the Network.

Professional Learning for the group was coordinated with Gavin Grift to provide training in Professional Learning Communities. Sadly, this was cancelled due to COVID-19 travel restrictions.

The establishment of 'teacher-leaders' within the Network was begun with the aim to further action this in 2021.

BUSINESS PLAN 2019 – 2021: STUDENT ACHIEVEMENT TARGETS

The following section is a review of our performance against the Business Plan Targets.

Target 1
Maintain student achievement 'at' or 'above' like-school mean in Literacy and Numeracy based on national assessment data sets.

Unable to be measured due to COVID-19.

Target 2
Students meet and exceed the 'like school' percentage across the higher proficiency bands in Literacy and Numeracy.

Unable to be measured due to COVID-19.

Target 3
Students meet or exceed the achievement growth of like-schools for students Pre-primary to Year 3 to Year 5 in English and Maths based on national data sets

Unable to be measured due to COVID-19.

Target 4
Grade allocation alignment to be on par with like-schools

Unable to be measured due to COVID-19.

Target 5
Maintain student attendance data above WA State mean across all year levels

Unable to be measured due to COVID-19.

Target 6
Maintain the percentage of students achieving 'consistently' or 'often' on the ABE descriptors at or above 90%

We met this target in 2020.

OTHER ACHIEVEMENTS AGAINST THE BUSINESS PLAN

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.

Refining the use of classroom observations to improve teaching across the school.

The major focus this year to improve teaching and therefore learning was the investment in the Visible Learning program.

Our key priorities in relation to this were:

1. The inclusion of Learning Intentions (LI) and Success Criteria (SC) at the beginning of all lessons/units of work.

We used our staff National School Opinion Survey to gauge the percentage of lessons containing LI/SC and we had an excellent uptake of 80-100%.

This also formed the whole school goal as part of our Performance & Development processes with staff reporting that the use of LI/SC made a huge difference to student learning with students more engaged in the learning. Though it was not a focus, a bonus has been that staff have provided more detailed and relevant feedback to students based on the learning.

The effect of this was also seen through student interviews: "What are you learning?" "How will you know when you've learnt it?", which saw students tuned into what they are doing in class and being able to articulate what they are learning. This moves us towards our goal of ensuring students are taking more control of their learning.

2. The use of effect size to gauge the impact of teaching.

(Leading a culture of reflection and data analysis to diagnose the impact of teaching)

Perhaps the most obvious way to assess the impact of teaching is to look at student progress from one point of time to another. In 2020, we have been able to assess student progress using NAPLAN results (2017-2019), Westwood Minute Tests (Maths) and YARC reading assessments.

This has had immediate impact as teachers were 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.

Enhancing the use of Digital Technologies curriculum and integration of ICT into classroom programs.

We partnered with Winthrop Australia to support our entire staff for a semester in the integration of technology tools in the classroom.

We also reinvigorated our "Code Crackers" program with students in Years 3 & 6 mentoring younger students in a lunchtime program.

Refining collaborative practices across the school.

This year, collaborative team structures were strengthened. Staff are now more confident to set their own agendas in support of school priorities with a specific focus on teaching, learning and assessment.

Our learning area teams have had many successes this year including:

- Book Week activities
- "Reading Buddies" program
- Science/STEM day
- Deep professional learning and support for the implementation of the Talk 4 Writing program
- "Code Crackers" program
- Refinement of assessment across school: PAT Maths, PAT Science, YARC (Reading), Brightpath Rulers
- Moderation activities across school

STUDENT ACHIEVEMENT AND PROGRESS

Use a range of data sets to assess student achievement.

- New and existing data sets used across the school,
- improved data literacy of teaching staff,
- use of effect sizes to judge impact of teaching.

Employ evidence-based programs across the school for student improvement

- Letters & Sounds (K-Year 2),
- Talk 4 Writing,
- MiniLit and
- Reading Tutor Program

LEADERSHIP

Enhancing the distributed leadership model across the school.

- Strengthened the role of leaders across the school.
- Introduction of Impact Coaches in Visible Learning for 2021.
- 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.

LEARNING ENVIRONMENT

Values: Continuation of our Little Leaders program with plans to update this during 2021 to link to our priority of identifying student learner characteristics.

Chaplaincy program: Employment of new Chaplain through YouthCARE for 2021 to support this important program. Introduction of new programs in resilience, peer mentoring and conflict resolution

Student council: reimaging the roles of the student councillors for 2021 to include sustainability

Staff wellbeing: continuation of the 'Be You' program. Review for 2021 to include a Health & Wellbeing committee.

Grounds: Installation of air conditioning in the hall. Installation of new cubby house in Junior playground (P&C). Planning and installation of Bush Tucker garden. Application for Kindergarten playground upgrade for 2021 through local member.

NQS Ongoing focus of the National Quality Standards in early childhood education with a particular focus on Quality Area 1: Educational Program and Practice.

RELATIONSHIPS AND PARTNERSHIPS

Though COVID has restricted many of the usual events that take place on our calendar, the school community banded together during this time. Our community was supportive of staff during our transition to online learning and though tough, in true Creaney style, we weathered the storm together.

School Board: introduction of new sub-committees. Introduction of Creaney Community Awards.

Network: Rachel Monamy has taken over as Network Principal this year and is promoting strategies to achieve Network goals.

NATIONAL SCHOOL OPINION SURVEY 2020

Every two years, public schools are required to complete the NSOS, a survey of its staff and school community, allowing schools to gather valuable feedback from their school community.

Below is a table comparing results from the 2018 and 2020 surveys. Results show improvement at all levels between the two years. The scale is 1-5 with 1 being Strongly Disagree and 5 being Strongly Agree.

COMMUNITY		
Item	2018	2020
Teachers at this school expect my child to do their best	4.1	4.4
Teachers at this school provide my child with useful feedback	3.9	3.9
Teachers at this school treat students fairly	3.7	4.2
This school is well maintained	4.3	4.5
My child feels safe at this school	4.1	4.6
I can talk to my child's teachers about my concerns	4.3	4.3
Student behaviour is well managed at this school	3.8	4.0
My child likes being at this school	4.1	4.25
This school looks for ways to improve	3.8	4.1
This school take parents' opinions seriously	3.5	4.1
Teachers at this school motivate my child to learn	3.9	4.1
My child is making good progress at this school	3.8	4.2
My child's learning needs are being met at this school	3.7	4.1
This school works with me to support my child's learning	3.8	3.8
This school has a strong relationship with its community	3.8	4.2
This school is well led	3.8	4.3

I am satisfied with the overall standard of education achieved at this school	3.7	4.1
I would recommend this school to others	3.9	4.3
My child's teachers are good teachers	NA	4.4
Teachers at this school care about my child.	NA	4.4

STAFF		
Item	2018	2020
Teachers at this school expect students to do their best	4.5	4.7
Teachers at this school provide students with useful feedback	3.9	3.9
Teachers at this school treat students fairly	4.3	4.4
This school is well maintained	4.2	4.6
Students feel safe at this school	4.4	4.6
Students at this school can talk to their teachers about their concerns	4.2	4.6
Parents at this school can talk to teachers about their concerns	4.4	4.6
Student behaviour is well managed at this school	4.2	4.5
Students like being at this school	4.4	4.6
This school looks for ways to improve	4.3	4.7
This school takes staff opinions seriously	3.7	3.8
Teachers at this school motivate students to learn	4.4	4.3
Students' learning needs are being met at this school	3.9	4.0
This school works with parents to support students' learning	4.2	4.2
I receive useful feedback about my work at this school	3.4	3.7
Staff are well supported at this school	3.7	3.8
This school has a strong relationship with the school community	3.8	4.4
This school is well led	3.8	4.2
I am satisfied with the overall standard of education achieved by students at this school	4.1	4.1
I would recommend this school to others	4.1	4.6

LEARNING AREA REPORTS 2020

ENGLISH

Key Achievements 2020:

- Continuation of English Learning Area Committee, including 2 staff leaders with follow through into 2020.
- New staff professional learning in Talk for Writing and T4W: Early Years
- Successful Book Week with activities including: dress-up parade, 'guess the book' competition, Book Fair and Library by Lamplight
- Continued implementation of evidence-based programs including: Letters & Sounds and Talk 4 Writing
- Ongoing use of Brightpath ruler as moderation in writing
- Use of YARC reading assessment to gauge reading ages of students as well as to diagnose impact of teaching through calculation of effect size

- Purchase of new reading materials across the school
- Continuation of MiniLit and Reading Tutor Program sessions with results being calculated about the effect of the program
- Targeted professional learning for teaching staff in: Talk 4 Writing, Talk 4 Reading, Letters & Sounds, reading instruction (with a focus on vocabulary and links to the T4W program).
- Completion of the Internship Program through the Centre for Excellence
- Reading Buddies program established (older students reading to younger students)

Recommendations 2021:

- Professional learning in Talk 4 Writing for new staff (2-day T4W workshops as well as the Early Years sessions)
- Professional learning in Letters & Sounds for key early childhood staff
- On-Entry assessment to extend to all Year 1 students to track progress
- Use of 'disciplined dialogue' to analyse the impact of teaching and to assist with evaluation of student achievement
- Introduction of professional reading in 'Reading' to build the knowledge and understanding of staff.
- Continued use of Reading Tutor and MiniLit programs.
- Target setting using data collected, especially for individual cohorts

Tonny Dielesen & Emily Palmer
English Curriculum Leaders

MATHEMATICS

Key achievements 2020:

- Establishment of Maths Learning Area Committee, including a staff leader with follow through into 2020
- Revision of Numeracy block structure
- Professional learning for all staff with Dr Paul Swan with a key focus on Maths Warm-ups through games
- Professional learning for numeracy committee members to help set directions for 2021.
- Mathletics program throughout school
- Ed Shop online maths resources purchased for school
- Use of PAT Maths assessment for Year 1-6 students and use of PAT Maths Early Years for Pre-primary

Recommendations 2021:

- Continuation of online Maths resources including: Mathletics and Ed Shop
- Continuation of Numeracy block instruction and explicit teaching across the school with a focus on warm-ups
- Re-assessment using PAT – Maths with lines of inquiry established and effect size calculated
- Continue Mathletics test A&B for Years 2-6
- Unit planning focus in like-year level teams

Nathan Spilcker
Maths Curriculum Leader

SCIENCE

Key Achievements 2020:

- PAT Science Assessment completed for Years 3-6
- Whole school science assessment moderation conducted, to focus on Science Inquiry Skills
- S.T.E.M Professional Learning at Brookman Primary School for Science Leader, information passed on to science team
- Resources from Brookman Primary School Connect Page saved to Shared Drive for teaching staff
- Inquisitive subscriptions purchased for all year levels
- Scitech Investigation planners saved to Shared Drive for teaching staff
- Purchase of consumables and other resources such as Primary Connections kits
- Sharing of planning and resources across like year levels
- Teaching staff have gained confidence to teach science drawing from a variety of resources, rather than relying solely on Primary Connections. (Resource books include; *Science: A S.T.E.M Approach* and *Australian Curriculum Science Websites* include; Inquisitive and Teach Starter)
- National Science Week-whole school S.T.E.M day, presentation at assembly and prizes awarded
 - S.T.E.M Project linked with National Science Week theme
 - Linked to Talk for Writing whole school moderation assessment (Persuasive Writing)
 - Linked to sustainability

- Applied for National Science Week grant, however, the application submitted was unsuccessful

Recommendations for 2021:

- Rebuild connections to Science Network, particularly for Year 6 students transitioning to Year 7
- Focus on science skills (SIS, SHU)
- Moderation in Science between teachers, possible use of Brightpath tool. Teachers to establish moderation task within year levels
- Establishment of consistent assessment methods across whole school, generic assessment rubric to be created
- Establishment of a consistent planning overview framework for all year levels
- Finding links between science and other curriculum areas to integrate science learning
- Another whole school S.T.E.M day during National Science Week that will:
 - Involve the community
 - link with National Science Week theme
 - Link to Talk for Writing program
 - Link to sustainability
 - Relies on donations and collections
 - Motivate and educate children with daily quiz questions, prizes and 'investigative' activities
 - Re-apply for National Science Week Grant, working as a team to write the application
 - Possible incursion or excursion through Sitech, CSIRO, Education Interactive

Georgia Allen
Science Curriculum Area Leader

TECHNOLOGIES

Achievements for 2020

- Development of the 'Tech Team'
- Implementation of shoulder-to-shoulder professional learning through Winthrop for 5 staff members resulting in increased teacher confidence in the integration of technology in the classroom.
- Code Cracker sessions each week (older students mentoring younger students)
- Scope and sequence developed
- Planning for relocation of Computer Lab
- Professional learning for staff in new applications to support online learning

Recommendations for 2021

- Continue to promote integration of technology into other learning areas
- Continue TFX support to allow teachers to focus on technology teaching
- Introduce flexible booking systems for iPads and Lab
- Continuation of strategies above
- Reinstatement of Technologies curriculum leader
- Professional learning for staff in SAMR model
- Development/mentoring of ICT capabilities with use of the Lab at forefront

Samantha McCulloch
Technologies Leader

INTEGRATION REPORT – CREANEY EDUCATION SUPPORT CENTRE

Sharing our campus with Creaney Education Support Centre, affords us a wonderful opportunity to collaborate throughout the year and provides our students with opportunities to participate in a variety of experiences, which builds their tolerance, understanding, empathy and communication skills. This program is coordinated between the Deputy Principal and the Principal of the ESC. Due to COVID-19, integration was paused part-way through the year to ensure health regulations were met.

In 2020, our students participated in the following programs:

Class-based Integration: at key points of the week, month or year, the CPS and ESC students will be brought together for classes, activities or events. This includes select students who are capable of joining mainstream classes for literacy, music, visual arts or

physical education classes. In 2020 we had 19 students from the ESC integrate into our mainstream classes for one or more subjects per week.

Play Buddies: small groups of junior primary students were rewarded with 'Play Buddy' tickets, which entitle them to access the highly motivating ESC playground during recess time. Social interaction between CPS and CESC students is encouraged by staff.

Play Pals: takes place at lunchtime and involves children from Year 2 and a target group of ESC students. Staff of the ESC explicitly model and scaffold social interaction between the two groups. Students from the ESC capable of greater social skills integrate with the CPS students in the mainstream playground on a weekly basis.

Play Links: a program for Year 6 students teaching them about working with children with special needs. Our students progress through three structured certificate levels demonstrating target skills, whilst monitoring play station rotations with the junior ESC students each lunch time. Certificate levels focus on positive language and reinforcement, Key Word Signing and Picture Exchange Communications Systems. A total of 38 Year 6 students participated in this program in 2020.

Playground Integration: ESC students come across to our playgrounds to join with mainstream students. This occurred in Nature Play and the Year 3/4 and 5/6 playgrounds.

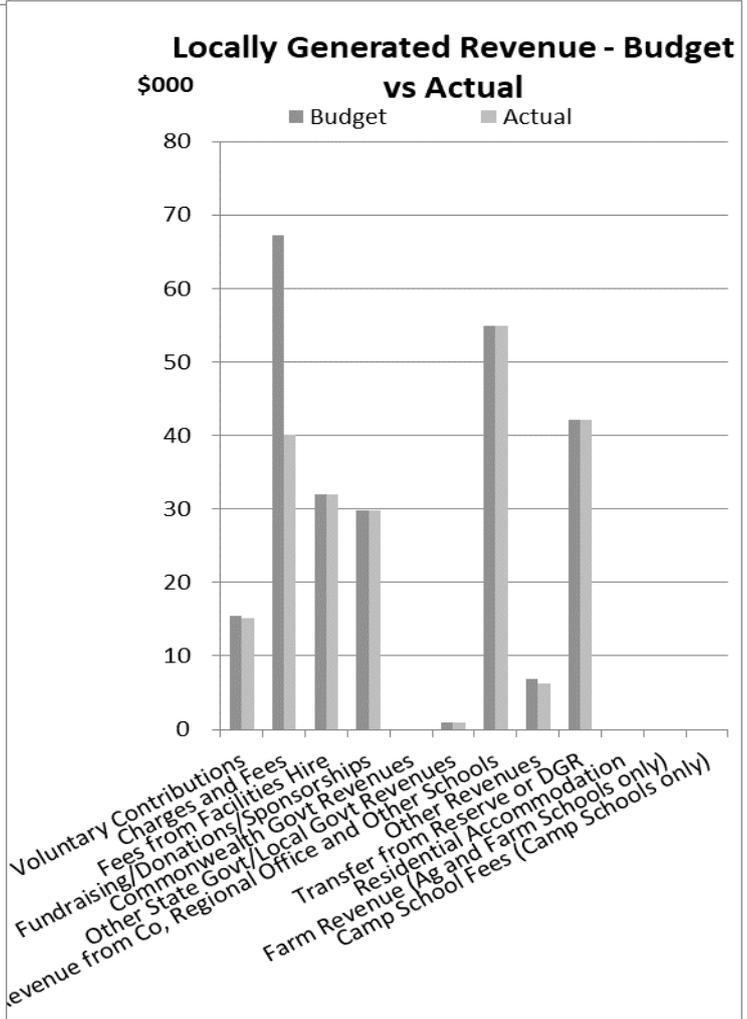
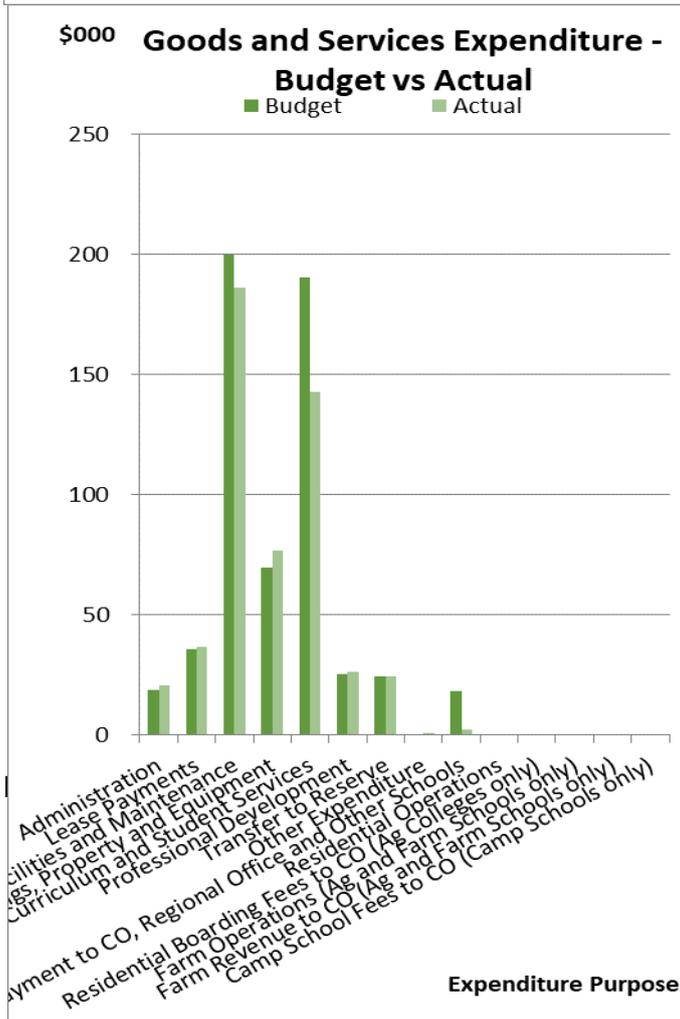
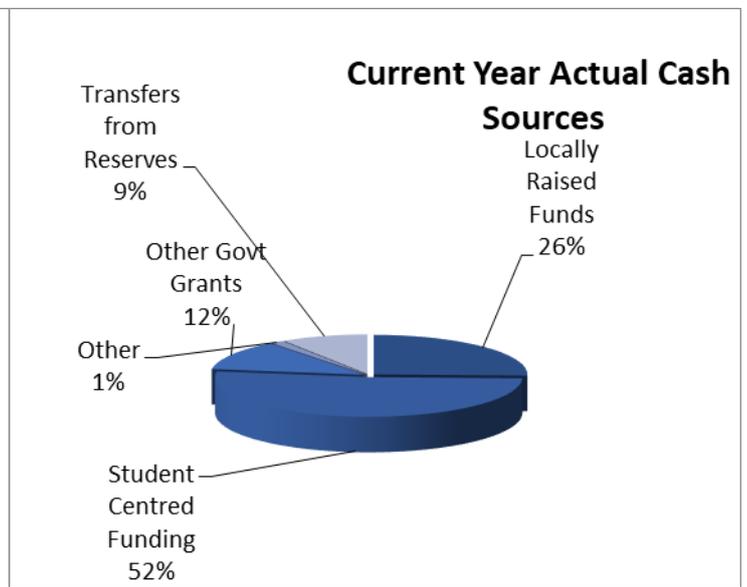
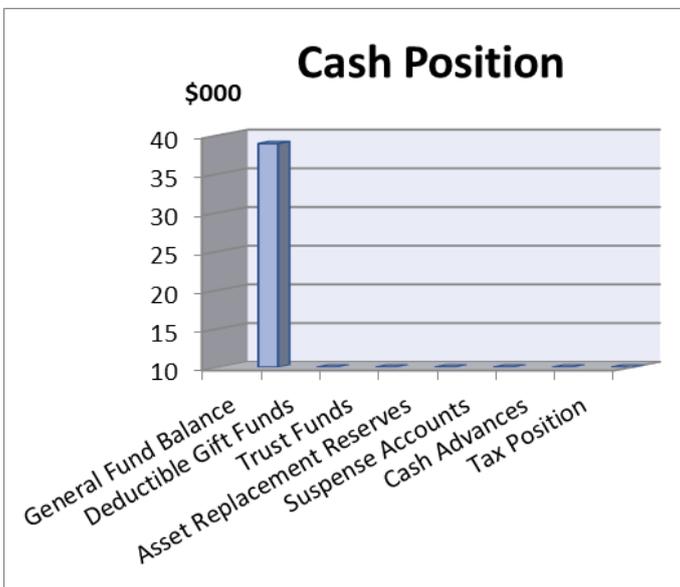
Kristy Harrison
Deputy Principal/Integration Coordinator

FINANCIAL REPORT

Revenue - Cash	Budget	Actual
Voluntary Contributions	\$15,378.00	\$15,191.00
Charges and Fees	\$67,237.00	\$40,135.63
Fees from Facilities Hire	\$32,000.00	\$31,298.00
Fundraising/Donations/Sponsorships	\$29,764.00	\$29,763.77
Other State Govt/Local Govt Revenues	\$1,000.00	\$1,000.00
Revenue from Co, Regional Office/ Other Schools	\$54,904.00	\$54,904.29
Other Revenues	\$6,831.00	\$6,213.82
Transfer from Reserve or DGR	\$42,079.00	\$42,079.00
Total Locally Raised Funds	\$249,193.00	\$221,215.51
Opening Balance	\$93,569.00	\$93,539.30
Student Centred Funding	\$237,804.00	\$237,804.13
Total Cash Funds Available	\$580,566.00	\$552,588.94
Total Salary Allocation	\$3,371,710.02	\$3,371,710.02
Total Funds Available	\$3,952,276.02	\$3,924,298.96

Expenditure	Budget	Actual
Administration	\$18,514.00	\$20,480.10
Lease payments	\$35,580.00	\$36,319.60
Utilities/Facilities and Maintenance	\$199,660.00	\$185,908.22
Buildings/Property and Equipment	\$69,307.00	\$76,373.56
Curriculum and Student Services	\$190,258.00	\$142,624.22
Professional Development	\$25,000.00	\$25,959.93
Transfer to Reserve	\$24,040.00	\$24,040.00
Other Expenditure		
Payment to CO/Regional Office and Other Schools	\$18,207.00	\$1,981.37
Total Goods and Services Expenditure	\$580,566.00	\$513,688.04
Total Forecast Salary Expenditure	\$2,950,049.00	\$2,950,049.00
Total Expenditure	\$3,530,615.00	\$3,463,737.04

Bank Balance	\$80,179:66
General Fund Balance	\$38,900.90
Asset Replacement Reserves	\$6,001.04
Suspense Accounts	\$22.00
Cash Advances	
Tax Position	(\$3,321.00)
Total Bank Balance	\$41,602.94



Creaney Primary School operated within its set budget in 2020 and completed the year with a satisfactory carry over figure into 2021 of \$41,602.94 cash and \$117,985.00 in salaries.

Transfers were made to reserve accounts in 2020 in accordance with the Asset Replacement Plan, which demonstrates future planning to replace our school assets.

The above table demonstrates a sound cash position at the end of 2020 with all targets being met. The School Board will endorse and approve the 2021 One-Line Budget on Monday 15 March 2021.

ANNUAL REPORT ENDORSEMENT

THE SCHOOL BOARD REVIEWED AND ENDORSED THE 2020 ANNUAL REPORT ON 30 March 2021.