



Annual Report 2021

Kardinya Primary School

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KARDINYA PRIMARY SCHOOL
Learning for Life

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Principal's Report

On behalf of the Kardinya School Board, I am pleased to present the 2021 Annual Report.

When we worked together to formulate our current Business Plan in 2019, COVID didn't even exist. We had no way of knowing what was ahead and the profound changes to our society that a Pandemic would bring.

Despite COVID, we have continued to work in a determined manner to achieve the goals and targets set out in the Business Plan. We have had to find new ways to do things, be adaptable and find creative solutions.

Looking back over 2021 I am proud of how much we achieved and impressed at the way so many people worked together for the benefit of our students and school. Our hard working staff and wonderful community have supported each other and enriched the culture of Kardinya Primary School.

2021 was the second year of our Business Plan (2020 – 2022). We were able to consolidate our growth in the three areas of focus.

- High Quality Teaching and Learning
- Educating the Whole Child
- Public Confidence in Kardinya Primary School

High Quality Teaching and Learning

The English Learning area has been an area of focus this year. Our staff have received training in Reading of Science strategies, Letters and Sounds, Talk for Writing and 7 Steps to Writing Success.

Integrated Learning and Higher Order Thinking skills have been introduced and Year 4 students have been the first group of students with the Bring Your Own Device Program, with Year 5 and 6 students able to participate voluntarily. Year 4, 5 and 6 teachers have had regular access to Sarah Hill for shoulder to shoulder coaching in digital technologies, learning how to make best use of the devices.

Educating the Whole Child

2021 saw Kardinya Primary School consolidate the implementation of the WA Positive School Behaviour Matrix. Students and staff have a clearer understanding of the expected behaviours and staff have increased the acknowledgment of positive behaviours through the use of Class Dojo in classrooms and lessons and with faction tokens out in the playground.

Life skills have been addressed through our Deep Learning theme of Careers and the Gardening program has been a huge success also bolstered with a Deep Learning theme of Food – Different by Design.

The Sustainability team have worked hard encouraging Trash Free days and Ride to School Day.

Public confidence

In an effort to better communicate with parents, all teachers have committed to using CONNECT to push out messages about the teaching and learning happening in our classrooms.

Our classroom blocks have their new names and signage after much consultation with the school community and then with Aboriginal elder Freda Ogilvy.

Marisa Galati has continued to produce excellent Facebook posts that are well viewed and promote our school in the most positive light.

Julie Simpfendorfer & Dianne Broadbridge
Principal

School Board Chair Report

Unprecedented times continued to persist throughout 2021, challenging our students, staff, and the broader community. The persistence of COVID, and the ways in which the community was forced to respond, continued to cause much uncertainty. Planning for both internal and external events was incredibly difficult and placed pressure on staff, students, and families alike. In spite of this – in large part to due excellent leadership and support from our teaching and support staff – Kardinya Primary School and its students continued to thrive.

It was fantastic to see our students step up to meet these challenges- from those starting out in kindy who managed to show some incredible independence during what can be a challenging time in their lives, through to the leadership shown by our Year 6 students. All showed amazing resilience and determination.

We moved through year two of our three-year business plan and continued to achieve the majority of actions and key performance indicators that we set out to accomplish. We continue to see a growth in student numbers, strong results in the school satisfaction survey, and students performing well across the board in terms of both wellbeing and academic measures. The board was thrilled to see the school buildings named in honour of the Noongar people and we look forward to the development and implementation of the school's Reconciliation Action Plan (RAP). Numeracy results were not as strong as we expected them to be, but we are confident that appropriate measures are in place to improve on these. We also look forward to supporting the school through activities that support improvements in this important domain.

As the new school year approaches, we look forward to supporting the school through its 5-year School Review, the development of the next iteration of its Business Plan, the RAP, and other key activities- and we look forward to you joining us on this journey. For now though, please join us as we reflect on the year that was.

Tegan McNab

Kardinya Primary School Board Chair, 2021.

P&C Report 2021

The Kardinya Primary P&C continues to be a very active part of the community at KPS. Whilst fundraising is one of our aims, we also help provide many services that benefit the school community.

We started off 2021 with a brand-new committee and as a State Election had been called there was a Democracy Sizzle and Cake Stall which we worked with the Fathering Project to run. We have held our usual events like a disco, the popular Hot Cross Bun Drive, Easter & Bike Raffles, Fathers & Mothers' Day stalls, cards that count and our annual Fun Run that this year was full of colourful slime. 2021 saw us hold an adult only Retro Bingo night which was a successful fundraising event that saw parents with children from all ages attend. Lastly, our end of year party was held with minimal cost to the P&C thanks to a very generous sponsorship offer from Harcourts Blue.

In May 2021 we applied for a volunteer grant to provide a Thermomix and new laptop for the canteen. We found out in December that we had indeed been successful, and our shiny new goods arrived in February 2022.

The canteen has continued to grow. One of the highlights of 2021 was having Robyn Travis nominated for the Nan Marlow Awards. This award was based on volunteer hours. For Robyn to make it into the top 10 considering our canteen was only open 1 day a week against other school canteens that were open 5 days is an amazing accomplishment. 2021 also saw many changes, the biggest of all was moving from the old canteen building to Djirip Djirip. The canteen also trialled opening twice a week from week 7 of term 3 and continued to be open for two days during term 4. Our canteen made over \$13,000 profit in 2021 and by the end of the year the P&C had employed a Canteen Supervisor to work 11 hours a week starting in 2022.

School banking has been a Friday morning routine at Kardinya Primary for many years. Unfortunately, the CBA closed all school banking accounts at the end of last year and this sadly has come to an end.

As for our Uniform Shop even with COVID, delivery delays and material batch flaws our shop has been run efficiently and is solvent. A change of opening day midway through the year hasn't stopped a steady stream of customers.

Overall, the P&C has raised around \$37,000 in fundraising over the 2021 year, and we are looking forward to what 2022 brings.

Kerryn Page

Kardinya Primary School P&C, 2021



About Kardinya Primary School

School Overview

Kardinya Primary School is proud to work in partnership with our local community to educate and develop the children of Kardinya into the good citizens of tomorrow.

First established in 1977 and officially opened in 1979. We are proud to continue to cater for the diverse needs of our local community, as we did when we were first opened.

Our friendly school offers students a quality education experience for students from Kindergarten to Year 6. Our students represent a tapestry of cultures and are a representative cross section of a modern Perth population.

We offer a high quality teaching and learning using the WA Curriculum along with developing the 'whole child' and learning for life. Our teachers care deeply about our students and the local community and work as a team to offer a supportive environment. We use mindfulness to help students learn to regulate their emotions and find calmness in a busy world. We also promote sustainability and many sustainable practices are part of school life at Kardinya Primary, such as gardening, recycling and collecting food scraps to feed the worm farm. We are extending this to include cooking activities.

We run a comprehensive music program, including a large number of students enrolled for special instrumental music lessons. Our passionate Music Teacher conducts both a choir and a school band, with many performance opportunities throughout the school year. Our sporting program is comprehensive and our location next to a variety of community sporting clubs allows many specialist sporting opportunities not available in most schools.

Our school is situated on a spacious school site with many well-tended gardens. Nestled into these gardens are a number of play areas, including Loose Parts Play which allows students to invent, create and construct with a wide variety of materials.

The Kardinya Primary School P&C have provided many additional resources and facilities to Kardinya PS, giving a legacy for future students to enjoy, including a canteen.



Student Numbers and Characteristics

Data 2021 Semester 2 Student Numbers

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Primary	60	51	33	51	37	25	45	45	347
Characteristics									
ICSEA*					1079				
Students with a disability					1.1%				
Aboriginal students					0.3%				
Language Background other than English					34%				

*Index of Community Socio-Educational Advantage (state average 1000)

Comments

Student numbers have continued to grow at Kardinya Primary School. Housing development and a significant gain in public confidence have both contributed to this growth.

Workforce Composition 2021

Staff Numbers and Composition 2021

	No	FTE
Administration Staff		
Principals	1	1.0
Associate / Deputy / Vice Principals	2	1.1
Total Administration Staff	3	2.1
Teaching Staff		
Level 3 Teachers *	6	4.0
Other Teaching Staff	20	13.4
Total Teaching Staff	26	17.4
School Support Staff		
Clerical / Administrative	3	2.2
Gardening / Maintenance	1	0.6
Other Non-Teaching Staff	11	7.6
Total School Support Staff	15	10.4
Total	44	30.8

*Level 3 teachers - expert teachers who continue to teach while receiving reward for extra responsibility.

Comments

The number of staff employed at Kardinya Primary School is gradually increasing in line with the increase in student numbers. New staff are selected on merit, in line with the Department of Education required Selection Processes and the Public Sector Standards.

Student Attendance 2021

Data

	Total		
	School	Like Schools	WA Public Schools
2019	94.1%	93.7%	91.6%
2020	95%	94.3%	91.9%
2021	93.8%	93.1%	91%

Comments

I am pleased to report that student attendance at Kardinya Primary School continues to be **above average**. In 2021, student attendance was higher than the average of other WA Public Schools and also Like Public Schools.

COVID continued to have an impact on attendance in 2021. Due to lengthy travel restrictions, families began to travel within WA for long delayed vacations, so attendance was lower than 2020.

We work with families to develop an attendance support plan if low attendance is experienced.



Business Plan Targets

High Quality Teaching and Learning

A note about NAPLAN 2019 - 2021

There are some difficulties with accurately reporting progress with Kardinya Primary School's NAPLAN targets. NAPLAN was conducted online for the first time in 2019 and there were significant technical issues that affected the validity of the data collected. NAPLAN 2020 was cancelled due to COVID and there was considerable interruption to face-face education.

Target 1

NAPLAN scores for all assessments to be close to or above Like Schools.

(Scores within a range of 10 are indicated as close)

NAPLAN Assessment	Kardinya PS	Like School
Numeracy Year 3	404	416
Numeracy Year 5	492	508
Reading Year 3	452	452
Reading Year 5	519	523
Writing Year 3	427	441
Writing Year 5	502	498
Spelling Year 3	424	430
Spelling Year 5	518	524
Grammar & Punctuation Year 3	434	452
Grammar & Punctuation Year 5	516	516

Comments:

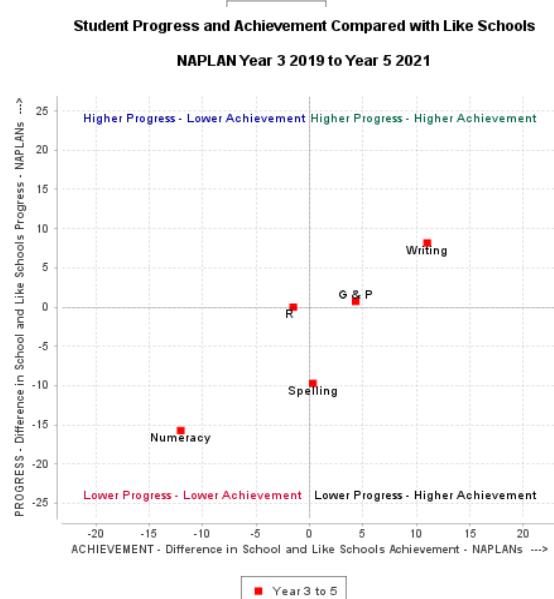
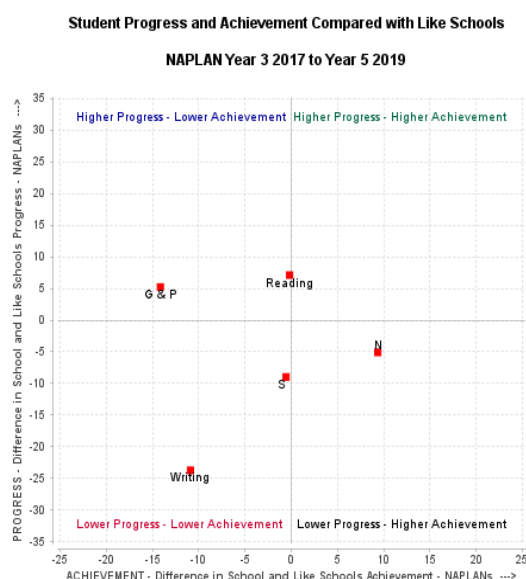
The majority of the NAPLAN assessments were close to or above like schools, with the exception of Year 3 Writing, Year 3 Grammar and Punctuation and Numeracy in both Year 3 and 5.

While these results were disappointing we have invested heavily in evidence-based Literacy improvement strategies and expect to see improved results in the coming years.

Numeracy will become an area of renewed focus for teaching and learning in 2022.

Target 2

Improve progress of students between Year 3 and Year 5 in all assessment areas.



Comment:

The graphs on the previous page show four quadrants of progress and achievement. The aim is to be in, or moving towards the top right quadrant with high progress and high achievement.

Between 2017 -2019, no NAPLAN Assessment at Kardinya Primary School was in the High Progress & Achievement quadrant. We were making lower than average progress in Numeracy, Writing and Spelling.

The 2019 – 2021 graph shows Writing and Grammar & Punctuation in the desired quadrant of High Progress & High Achievement. Between 2019 – 2021. Reading is also in the higher progress quadrant.

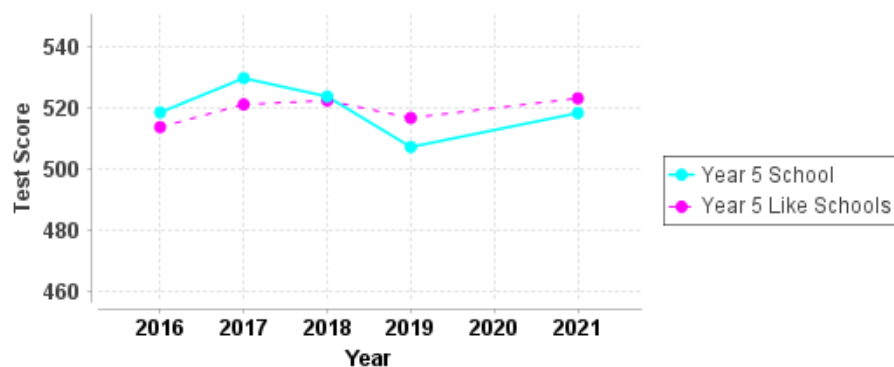
Writing has been a significant focus at Kardinya Primary School and it is terrific to see such dramatic improvements in both progress and achievement.

Our current focus in Numeracy, so we hope to see further improvement in this area.

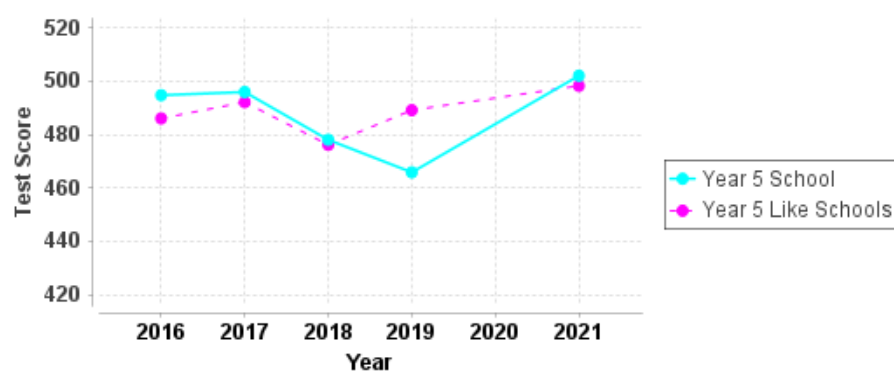
Target 3

Achieve a positive trend of NAPLAN averages in Year 5 Reading, Writing, Spelling and Punctuation assessments.

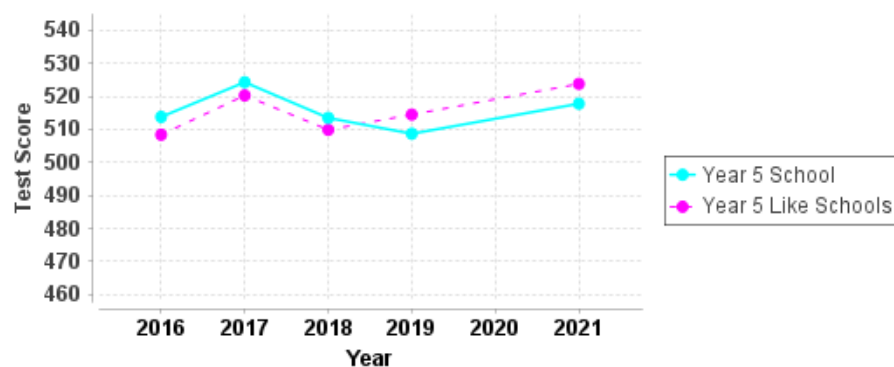
Average Reading Score



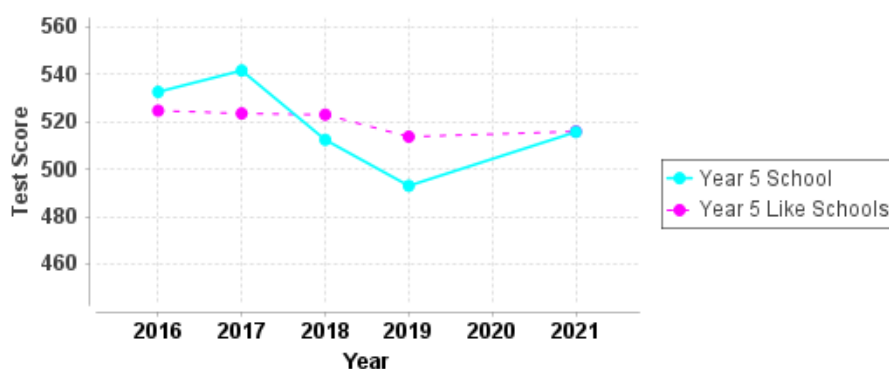
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score

**Comments:**

We have achieved a positive increase in all Year 5 NAPLAN Assessments for 2021, except for Numeracy. With our current Numeracy focus, we hope to see this change in our 2022 results.

Target 4

80% of Kardinya Primary School students will achieve the expected progress, or above, from Pre-Primary to Year 1 in Reading and Writing On-Entry scores.

In 2020, KPS started to implement an evidence based 'Science of Reading Approach' to teach children how to read. Our explicit and sequential phonics program introduces children to the sounds made by individual letters or letter combinations and teaches children how to blend these sounds together to read decodable texts. As the On-Entry assessments do not use decodable texts, the data does not reflect our students' progress in the Early Years from PP-Year Two.

Our end of Year One and Year Two PAT data demonstrates the positive impact our approach to reading is having on our students reading progress. By the end of Year Two the majority of students are competent decoders and no longer require decodable texts. Our data shows that our results are above the expected norming percentiles in Year One and well above the expected percentiles in Year Two.

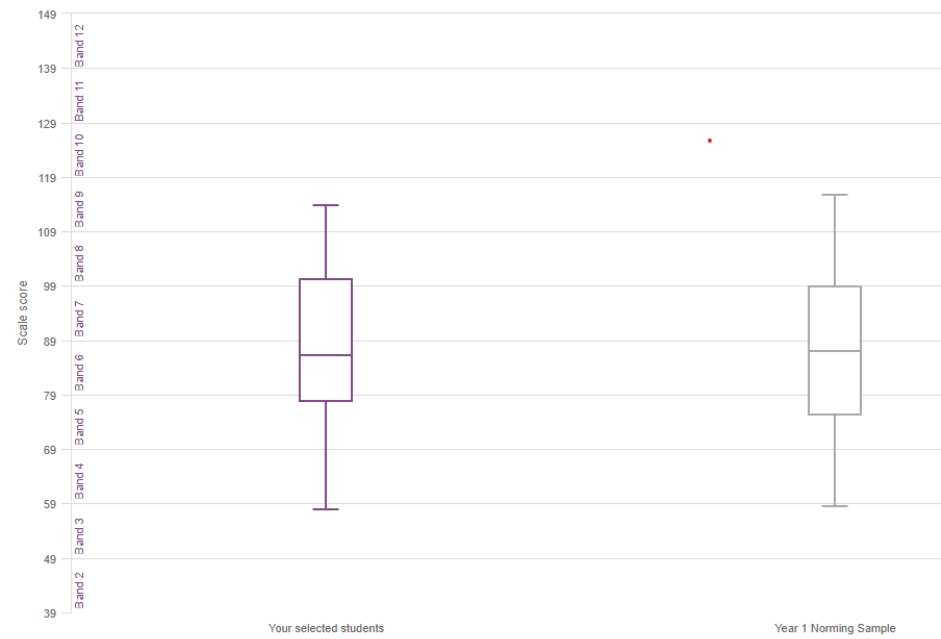
The expected progress data in Reading from Pre-Primary to Year One is slightly below the expected results compared to our ICSEA decile (71 % compared with 74%), however, our teaching methodology and the required On-Entry reading assessments do not correlate.

In the On-Entry assessments, a predictable text (constructed to encourage beginning readers to memorise whole words and sentences and to use picture cues to 'read' unknown words) is used to assess reading. Our students learn how to read using decodable texts.


The expected progress data in Writing from Pre-Primary to Year One is also slightly below the expected results compared to our ICSEA decile (68% compared with 77%).

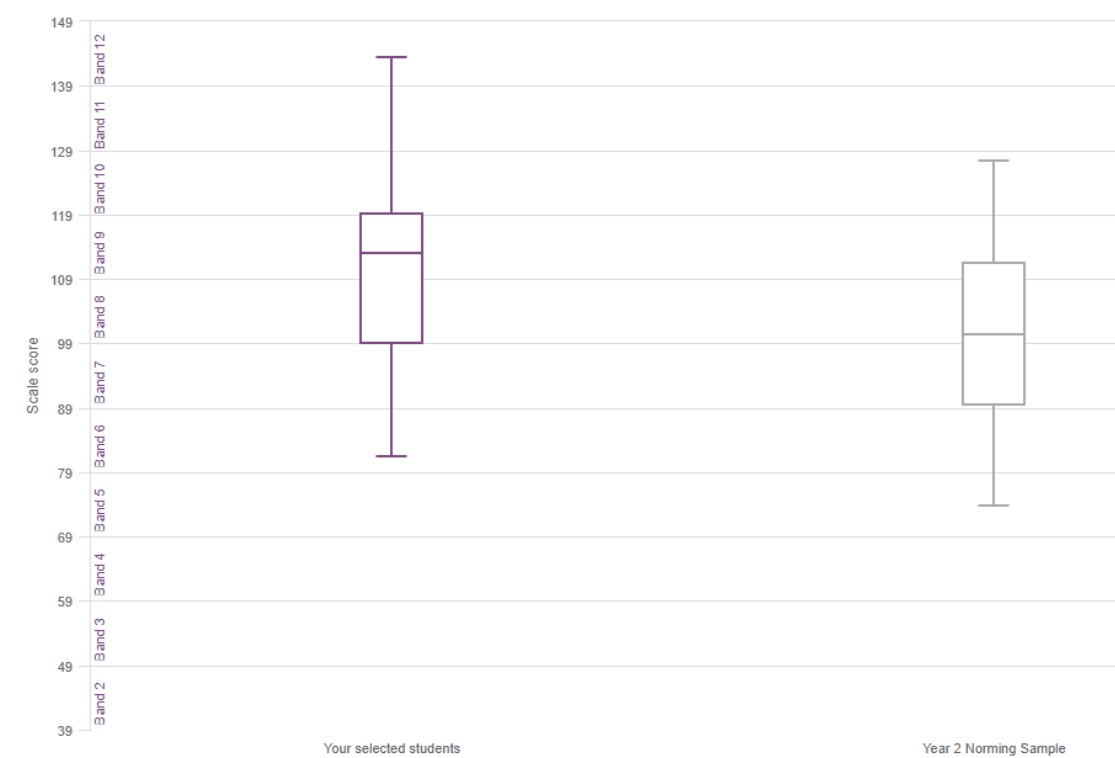
34 students

Band descriptions  Download ▾



51 students

Band descriptions  Download ▾



Target 5

80% of students to achieve a *PAT Stanine of level 4 or above in the Numeracy, Reading and Spelling assessments.

PAT Reading	% stanine 4 and above	PAT Mathematics	% stanine 4 and above
Year 2	78%	Year 2	76%
Year 3	100%	Year 3	100%
Year 4	100%	Year 4	91%
Year 5	97%	Year 5	90%
Year 6	89%	Year 6	89%

Progressive Achievement Testing (PAT) provides a range of online tests for each year level. Kardinya Primary School uses these tests to identify student needs, target teaching and monitor learning. These results provide base line data to assist in demonstrating student progress from year to year.

This target was achieved in PAT Reading and Mathematics, except for Year 2, however, the Year 2 results were very close.

PAT Spelling was not completed in 2021 since it did not fit with our new process of teaching Spelling. To ensure ongoing student progress we strengthened our school practises to individually track students' progress and needs using the Letters & Sounds Individual Tracking Booklets from Kindy to Year 2 and at a point of need within Years 3-6. This ensures individual student progress as lessons are informed by this data. We began investigating norm referenced assessments to assess and monitor spelling progress and trailed Words Their Way Diagnostic Assessment. We found this assessment was not thorough enough to really identify gaps in student spelling knowledge. In 2022 we continue to research and trial research based spelling assessments to inform targeted teaching.

*A stanine provides a coarser ranking than the percentile rank. Stanines divide the total student distribution of abilities into nine categories, with stanine 1 the lowest, stanine 5 the midpoint and stanine 9 the highest.

Educate the Whole Child

Target 1

Increase the percentage of students achieving more than 90% attendance.

Sem 1 2020 – Regular – 43.4%, Indicated – 44.4%, Moderate – 11.8, Severe – 0.8%

Sem 2 2020 – Regular – 86.6, Indicated – 9.7, Moderate – 3%, Severe – 0.7%

Sem 1 2021 – Regular – 85.4%, Indicated – 9.9%, Moderate – 4%, Severe – 0.7%

	Sem 1 2020	Sem 2 2020	Sem 1 2021	Sem 2 2021
> 90%	43.4	86	85	82

Target 2

Increase the percentage of students achieving Consistently in all Personal and Social Learning and Attitude, Behaviour & Effort areas (Years PP-2) on the end of year report.

2019: 67.7% achieved consistently

2020: 71.2% achieved consistently

2021: 85% achieved consistently

Target 3

Increase the percentage of students achieving Consistently in all Attitude, Behaviour & Effort areas (Years 3-6) on the end of year report

2019: 81.85% achieved consistently

2020: 91.57% achieved consistently

2021: 90% achieved consistently

Public Confidence

Target 1

Increase student enrolment between 2020 & 2022.

Enrolment end 2019: **308**

Enrolment end 2020: **325**

Enrolment predicted: 2021: **356**

Target 2

Increase P&C membership between 2020 and 2022.

P&C membership 2019: **20**

P&C membership 2020: **29**

P&C membership 2021: **26** (affected by COVID Lockdown and restrictions)

Target 3

Increase parent participation rate for the National Parent Opinion Survey.

Parent Survey 2018: 50

Parent Survey 2019: 81

Parent Survey 2020: 103

Parent Survey 2021: 47

Target 4

Increase the number of National Opinion Parent Survey questions with an average rating of 4.0 and above.

2018 survey: 15% of question ratings 4.0 or more

2019 survey: 25% of question ratings 4.0 or more

2020 survey: 70% of question ratings 4.0 or more

2021 survey: 70% of question ratings 4.0 or more

Target 5

Increase parent participation at school events.

We have had strong attendance at events throughout 2021, despite COVID restrictions.

Target 6

Promote Kardinya Primary School through at least 5 marketing and promotional opportunities each year.

1. Promotional video posted on Facebook and Boost mode was paid for additional marketing opportunities.
2. Series of afterhours School Tours for prospective parents towards the end of Term 2 and beginning for Term 3.
3. Increased use of Connect by classroom teachers to parents and by admin team through My School Space to advise and promote of special events.
4. Provide a range of special events and encourage parents to attend, including – Welcome Breakfast, Open Night, Book Week, sporting carnivals, assemblies, Edudance concerts, Book Awards and Graduation ceremony.
5. Even with COVID restrictions we have found progressive ways to still conduct events and include as many community members as possible, eg Webex assemblies.

Post Primary School Destinations

2022 school destinations of the 2021 Year 6 cohort

Destination Schools	Male	Female	Total	%
Melville Senior High School	10	9	19	41.3%
Kennedy Baptist College	4	6	10	21.7%
Applecross Senior High School	1	2	3	6.5%
Leeming Senior High School	2	1	3	6.5%
Fremantle College	1	1	2	4.3%
Seton Catholic College		2	2	4.3%
Aquinas College	1		1	2.2%
Cannington Community College	1		1	2.2%
Christian Brothers' College	1		1	2.2%
Corpus Christi College		1	1	2.2%
John Curtin College Of The Arts	1		1	2.2%
Kalamunda Senior High School	1		1	2.2%
Willetton Senior High School	1		1	2.2%
				100%

In total, 67.4% of Kardinya's Year 6 students enrolled at a variety of public schools and 32.6 % enrolled at private schools.

2021 Parent Survey Comparison

Question	2019 Rating Average	2020 Rating Average	Change 2019-20	2021 Rating Average	Change 2020- 2021
Teachers at this school expect my child to do their best.	4.2	4.3	↑0.1	4.2	↓0.1
Teachers at this school provide my child with useful feedback about their school work.	3.7	3.8	↑0.1	3.9	↑0.1
Teachers at this school treat student fairly.	3.8	4.1	↑0.3	4.1	no change
This school is well maintained.	3.6	4.0	↑0.4	3.9	↓0.1
My child feels safe at this school.	4.2	4.4	↑0.2	4.4	no change
I can talk to my child's teachers about my concerns.	4.0	4.3	↑0.3	4.3	no change
Student behaviour is well managed at this school.	3.9	4.0	↑0.1	3.8	↓0.2
My child likes being at this school.	4.2	4.4	↑0.2	4.5	↑0.1
This school looks for ways to improve.	3.8	4.4	↑0.6	4.1	↓0.3
This school takes parents' opinions seriously.	3.5	3.8	↑0.3	3.7	↓0.1
Teachers at this school motivate my child to learn.	3.6	3.9	↑0.3	4.1	↑0.2
My child is making good progress at this school.	3.7	4.1	↑0.4	4.2	↑0.1
My child's learning needs are being met at this school.	3.6	3.8	↑0.2	4.1	↑0.3
This school works with me to support my child's learning.	3.4	3.8	↑0.4	3.9	↑0.1
This school has a strong relationship with the local community.	3.6	3.9	↑0.3	4.1	↑0.2
This school is well led.	3.6	4.3	↑0.7	4.2	↓0.1
I am satisfied with the overall standard of education achieved at this school.	3.5	4.0	↑0.5	3.9	↓0.1
I would recommend this school to others.	3.7	4.1	↑0.4	4.1	no change
My child's teachers are good teachers.	3.9	4.2	↑0.3	4.3	↑0.1
Teachers at this school care about my child.	4.0	4.3	↑0.3	4.3	no change

Curriculum and Focus Area Reports

English Overview

This year we have continued to build on our 2020 success with implementing best practice using 'Science of Reading' approaches in classrooms. Our students have benefited from the whole school screening of phonological awareness. Every student was screened to ensure they had the 'building blocks' or the intervention required for them to progress as readers and writers.

Our whole school results in 'Cracking the Code' have significantly improved due to the Kindergarten program, classroom daily reviews and the one-on-one intervention provided for identified students. These students, from across the school are now set up for success and progress in all areas of English.

Of the many elements maintained and introduced from our Operational Plan, the most memorable was our Mad Hatters Tea Party! We organized this event to take place during Book Week. This event was very popular as it involved the whole school community, showcased the rich learning taking place in our classrooms and encouraged further reading from our students.

Naomi Allison and Sarah Springett

Literacy Lead Teachers, 2021



Mathematics Overview

During 2021, students were assessed in Mathematics skills with the use of the PAT assessment. The data informed teachers of strengths and gaps in student learning and helped them target individual student needs.

In addition, students from Year 2-6 completed the Paul Swan diagnostic test for basic facts, addition and subtraction for Yr 2-3, multiplication and division for Yr 4-6. *Results indicated students were generally less proficient with subtraction and division respectively.* This data was further confirmed in Yr 3-6 with the Westwood 1 Minute Mental Math test results. *In response teachers have been giving more attention to the acquisition of basic mental math facts as part of their math warm up each day.*

During Term 3, all classes attended a whole school Mathematics incursion, Word of Math, a “hands on” problem solving experience. We also celebrated Numeracy Week in week 10 with individual and family mathematical challenges. Students enjoyed the challenges so much that a weekly challenge was continued throughout Term 4.

2021 saw the return of NAPLAN. Our Year 3 and 5 average scores were slightly less than Like Schools, the downward trend from 2019 – 2021 is of concern.

Analysis and planning for 2022 is well underway with an emphasis on Problem Solving, Basic Facts and the use of numeracy blocks to ensure consistent delivery of Mathematics across the school. The new SCSA (School Curriculum and Standards Authority) materials will form the basis of 2022 Mathematics planning.

A Mathematics event is planned for each term of 2022 to raise the profile and focus of Mathematics.

Dianne Green

Mathematics Lead Teacher, 2021



Technologies

BYOD was introduced at the start of 2021 for students in Years 4-6. The uptake of BYOD devices by students was approximately 66%. Teachers involved in the BYOD program received professional development in the use of iPads in the classroom from Sarah Hill (Lumos Learning) every fortnight for the first three terms of the year. These sessions proved very popular with teachers, who were then able to implement the strategies and apps into their classrooms in an integrated way.

The BYOD program encountered several issues. These included, but were not limited to:

- delayed delivery of iPads at the start of the year and Term 3;
- issues with the technical support from Solutions IT; and
- a change of panel integrators during Term 3

Despite these, the introduction of BYOD was a success with teachers delivering innovative and challenging activities. The continuation of the program in 2022 should build upon the start made this year and with the experience gained, will continue to positively enhance the education of the students.

Gary Carr

Technologies Lead Teacher 2021



21st Century Learning and Life Skills

This year has seen students continue to engage in whole school deep learning projects with an emphasis on developing life skills and increasing the use of Higher Order Thinking Skills.

Cultural studies provided our Term One theme, providing an opportunity to enrich our cultural understanding through exploration of our diverse backgrounds, culminating in a Community Harmony Day Celebration.

Career Education during Term Two had students thinking about their skills and interests, and possible future career options. Students were especially inspired by the many parents who volunteered to speak to classes about their careers.

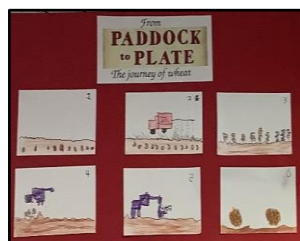
The Science Week theme provided an excellent idea for our whole school deep learning project - **Food: Different by Design**. It was amazing just how many ways this broad theme was interpreted as evident at the school Open Night, from kindy students designing space food to senior students designing recipes based around what they had grown in the school garden and could source from the broader community.

During Term Four, writing for a social purpose provided opportunities for students to research widely and create interesting solutions to a whole host of real life problems, some of which were hotly debated in a class parliament.

Deep thinking? Absolutely. It has been wonderful to watch our children working collaboratively and thinking critically to devise creative solutions to a host of real life problems.

Sue Platts

21 Century and Life Skills Lead Teacher 2021



Health and Wellbeing

Health and Wellbeing, both physical and mental, remains a priority as we work towards educating the whole child. This year we further engaged the services of Sports Challenge Australia to test the physical fitness of our school population. The results underpinned our planning to improve the overall fitness of students and lessons were adjusted to include more specific warm-ups, stamina work and strength conditioning. Retesting at the end of the year showed huge progress and we look forward to seeing the results that will show a whole year's progress when students are retested in Term 1.

Mental Health and Mindfulness have continued to be included as an everyday part of school life. The Self Esteem Survey completed at school and assessed by Sports Challenge Australia provides us with vital information when identifying students who may need extra support with social and emotional development. These results are also used to help us partner students in our Buddy classes for optimal advantage. Being informed is one way we can nurture students and provide adequate support both in the classroom and in social situations, including play. Teachers include brain breaks and mindfulness opportunities in their classes and, on most days, students are given the opportunity to utilize the library at lunchtimes, engaging in different mindful activities. Kardinya Primary School won a significant prize through a Smiling Mind / Dulux Competition and these funds and resources will go towards refurbishing a room in Kulbardi block, specifically for Mindfulness, Meditation and Self-Regulation. Students are responsive to mental health initiatives and activities.

Positive Behaviour Support

2021 saw a consistent, positive approach to behaviour implemented at Kardinya Primary School with the WA Positive Behaviour Support program in full swing. All staff were provided with an action plan at the start of the year for acknowledging and reinforcing positive behaviours from our school Behaviour Matrix. A set of specific procedures was also provided, these were displayed or taught throughout the school, across all age groups. The Procedures, developed collaboratively by staff, allowed for whole school consistency. Separate Procedures were developed by the Early Childhood staff to cater for the age specific behaviours and activities in that area. Positive behaviours were acknowledged and rewarded in the classroom with Dojo Points and in the playground with faction tokens. As a whole school, children were awarded nearly 120,000 Dojo points and every faction received two rewards for their playground behaviour.

The consistency of this program across the school has been paramount to creating the cohesive, successful school community we had hoped to achieve. The improvement in overall behaviour has been noticeable and the positive relationships between all students has created a friendly, harmonious atmosphere across all year levels. We look forward to maintaining this high standard next year and working towards developing specific lessons to explicitly teach and reinforce each of our focus behaviours. Staff have begun to master the PBS expectations and next year will allow us to refine and clarify the expected habits and procedures. Feedback from teachers has been positive and the response from students to the school-based reward system has exceeded expectations.

Kate Robinson

Health and Wellbeing (including positive behaviour) Lead Teacher 2021



Health

SIP SIP SIP, CRUNCH CRUNCH CRUNCH!!!

At KPS we are proud to be a Crunch and Sip school which allows our students to refuel by sipping on water and crunching on fruit and vegies in their classroom. As part of this initiative, our school celebrates and encourages healthy eating by taking part in March Munch which challenges students (and parents) to eat vegies every day during crunch and sip. Each student receives a March Munch calendar to record their vegie intake for the month.



The Great Vege Crunch is celebrated in September to raise awareness of the importance of eating vegies. This year we had an assembly to see how loud we could crunch on our vegies together using a "Crunch-O-Meter." We were joined by a representative of the Cancer Council and Mr Vegeman. Our students and staff managed to get to the top of the crunch-o-meter with a very loud crocodile crunch!



KPS was very happy to welcome back our Constable Care performances. Constable Care uses puppet theatre and interactive performances to address very important safety issues. This year our topics were Protective Behaviours, especially online safety (Years 4-6) and safe and unsafe secrets for Years PP-3.



Resources purchased in 2021 included a set of multiultural dolls for the ECE unit. All other health resources are displayed in the PE office on display for teachers to utilize.

As Health leader in 2021 I set up a display board in the staff room to provide staff with health information and resources for students and staff alike. Information shared in 2021 included brain breaks for students, a healthy recipe exchange, home workout exercises, fitness certificates and awards.

Bring on a very healthy 2022!

Maria Heard

Health Lead Teacher 2021

Physical Education

Throughout this year the students have participated in many sporting events including

- Faction and Interschool Swimming Carnivals
- Cricket and Mod Crosse Interschool Carnivals
- Faction and Interschool Cross Country Carnivals
- Faction and Interschool Athletics Carnivals

All Pre-Primary – Year 6 students have a one-hour Physical education lesson and a one hour sports session each week. The Kindergarten students have a one-hour Physical Education lesson every fortnight.

A Morning Fitness program is run for the Year 1-6 students every Monday, Tuesday and Thursday mornings, consisting of relays, sustained running, tag games, dodge games, exercise circuits and Jump Jam routines.

During Term One a four-week T-Ball program was undertaken through a Sporting Schools grant and delivered by an accredited T-Ball coach. Student's throwing, catching, fielding and hitting skills developed and their knowledge of the game was enhanced.

Sports Challenge tested all of our students in a range of fitness activities. Areas that needed more work to progress the student's fitness were identified and prioritized during physical education lessons. Re-testing in Term 4 saw an overall marked improvement throughout all years, especially with core strength and aerobic capacity.

A before school Skipping Club, held each Wednesday morning, was very successful and proving popular with the junior primary families.

A Running Club was also held on the school oval on Wednesday mornings during second and third term and assisted with the improved running power for those students who regularly attended

Phil Green

Physical Education Lead Teacher 2021



Loose Parts Play

Loose Parts Play was implemented in 2019 and is a valuable program. In 2021 the children have played with a wide variety of recycled equipment. The equipment is placed out in the morning in readiness for our budding engineers. The children create their own projects, usually during the recess break and then carry on through to the end of the lunchtime play session. So much fun and interest!

Water/mud play has been particularly popular, with drains, lakes, river and dams all being constructed in the sandpit.



Ed-Connect Volunteer & Mentoring Program

Ed Connect is a non-profit organisation. Their role is to allocate volunteers to work in schools – either as academic support tutors or mentors. This year seven volunteers have supported many students across the school. Their contributions are varied and there has been very positive feedback from class teachers and the students themselves. Our Ed Connect volunteers are cheerful, kind, generous people whose contributions to our school are highly valued.

Fiona Gilbert

Loose Parts Play Lead Teacher 2021

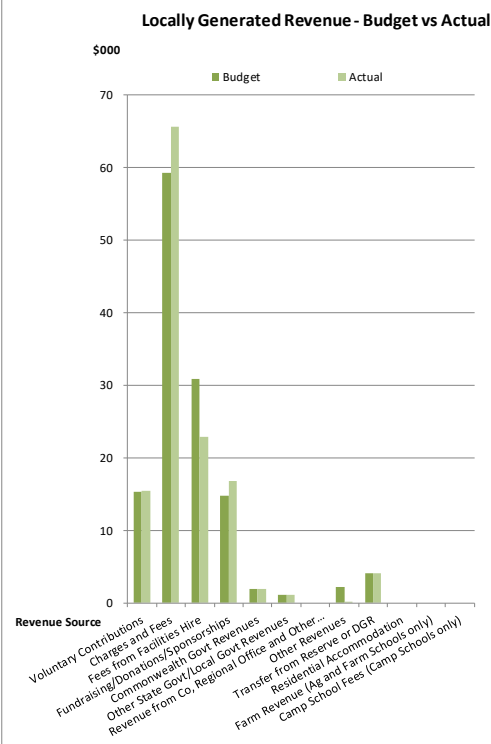
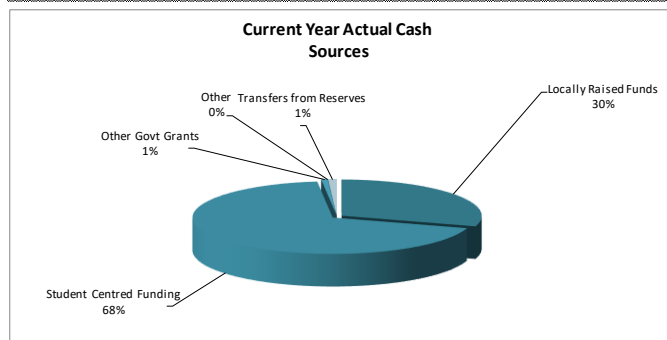
Volunteer Program Co-ordinator 2021

Finance Report

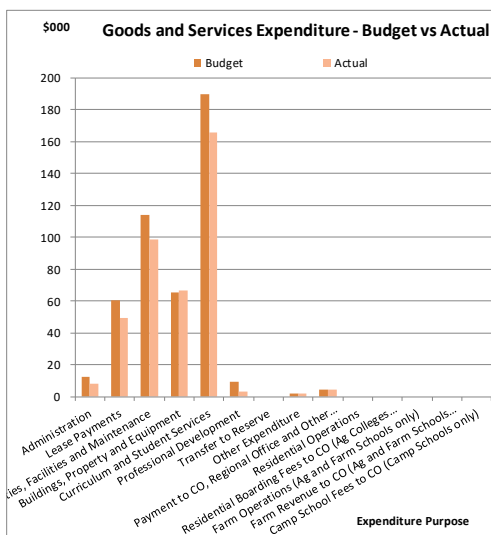
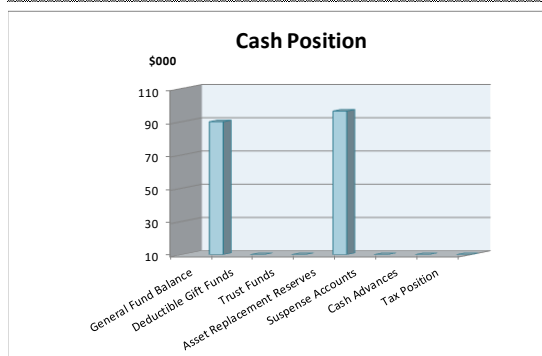


KARDINYA PRIMARY SCHOOL Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 15,226.00	\$ 15,434.00
2	Charges and Fees	\$ 59,222.00	\$ 65,577.80
3	Fees from Facilities Hire	\$ 30,794.00	\$ 22,839.63
4	Fundraising/Donations/Sponsorships	\$ 14,793.00	\$ 16,840.85
5	Commonwealth Govt Revenues	\$ 1,904.00	\$ 1,903.80
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 2,200.00	\$ 22.88
9	Transfer from Reserve or DGR	\$ 4,111.86	\$ 4,111.86
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 129,350.86	\$ 127,830.82
	Opening Balance	\$ 81,096.00	\$ 81,096.71
	Student Centred Funding	\$ 278,103.00	\$ 278,102.89
	Total Cash Funds Available	\$ 488,549.86	\$ 487,030.42
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 488,549.86	\$ 487,030.42



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,042.00	\$ 7,694.13
2	Lease Payments	\$ 60,400.00	\$ 49,275.56
3	Utilities, Facilities and Maintenance	\$ 114,054.00	\$ 98,566.57
4	Buildings, Property and Equipment	\$ 65,140.86	\$ 66,738.99
5	Curriculum and Student Services	\$ 189,599.00	\$ 165,333.54
6	Professional Development	\$ 9,250.00	\$ 2,962.04
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,539.00	\$ 1,939.99
9	Payment to CO, Regional Office and Other Schools	\$ 4,564.00	\$ 4,563.98
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	\$ 456,588.86	\$ 397,074.80
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 456,588.86	\$ 397,074.80
	Cash Budget Variance	\$ 31,961.00	



Cash Position as at:	
Bank Balance	\$ 177,314.91
Made up of:	
1 General Fund Balance	\$ 89,955.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,371.67
5 Suspense Accounts	\$ (6,398.38)
6 Cash Advances	\$ -
7 Tax Position	\$ (2,614.00)
Total Bank Balance	\$ 177,314.91

Highlights of 2021

