



KARDINYA PRIMARY SCHOOL
Learning for Life

Kardinya Primary School

Annual Report 2022





Principal's Report

On behalf of the Kardinya School Board, I am pleased to present the 2022 Annual Report.

Kardinya Primary School is a dynamic school catering for students from Kindergarten to Year Six. The school was built in 1977 and opened in 1979. In 2017, Kardinya Primary became an Independent Public School; empowering the school and our community, giving us greater autonomy in which to shape our ethos, priorities, and direction. As a school community we are focused and committed to strengthening our collaborative approach and ensuring we work together to set our own strategic direction. Kardinya Primary's core curriculum has a strong focus on literacy, numeracy, and science. Teachers utilise the Western Australian Curriculum in these key areas to inform content delivery and assessment. Whole school approaches are embedded. Specialist programs operate in the following areas: Science, Physical Education, Music, Languages and Technology. The school has a dynamic gardening and loose parts play program. Primary Extension and Challenge (PEAC) is provided for academically talented students in years four to six as well as teacher identified students in the early years of one and two.

Kardinya is highly inclusive and recognises that students can be successful in many areas; academic, creative, and sporting. We run a comprehensive music program, including many students enrolled for special instrumental music lessons. Our passionate Music Teacher conducts music lessons and a choir, with many performance opportunities throughout the school year. Our sporting program is comprehensive and well organised by our Physical Education Leaders. Our school is situated on a spacious site with many well-tended gardens. Nestled into these gardens are several play areas, including Loose Parts Play which allows students to invent, create and construct with a wide variety of materials. The School P&C have provided many additional resources and facilities to Kardinya PS, giving a legacy for future students to enjoy, including a bike shed enclosure. Students experiencing educational difficulties are catered for through Individual Education Plans (IEPs). The school is a Positive Behaviour Support (PBS) school.

The 2019 to 2022 Business Plan clearly enunciated the school's visions and values. During the 2022 school year, the new Business Plan was developed in consultation with the school community. The school has an experienced and committed staff who work collaboratively to provide the best possible learning environment for students. Kardinya's facilities include four teaching blocks, library, four Early Childhood classrooms, and a fully enclosed assembly area. All classrooms and wet areas are fully air-conditioned. The school has an independently provided on-site play group program and before and after school program provided through OSH. All students have access to a range of computing equipment inclusive of iPads and the school has a BYOD years 4-6 program. All classrooms have access to electronic whiteboards. Students in years four to six are encouraged to be part of the school's BYOD program which utilizes iPads.

The school culture is extremely positive. Students are well mannered and focused learners who are supported in their educational endeavours by their parents.

Melanie Clark

Principal

School Board Chair Report

2022 once again saw a change in leadership at the school, as Principal Julie Simpfordorfer took up a position in Albany earlier in the year. We thank Julie for her tremendous leadership at the school and for the time and energy she dedicated to her role, and we wish her all the best for the future. Dianne Broadbridge and Melanie Clark subsequently acted in the role of Principal whilst these movements were finalised, and the Board sincerely thanks them for their efforts as well.

The school moved through the final year of its business plan, and we were pleased to see that Kardinya continues to achieve most actions and key performance indicators. The growth in student numbers has continued and is a fantastic reflection of the standing of the school within the community. Student performance results have continued to not be as high as expected and this will be a key focus of the Board in 2023 - we look forward to supporting the school through activities that support improvements in this critical domain. The Board will also focus on the implementation of the next business plan, which was finalised in late 2022, and the appointment of a new Principal in early 2023.

We hope that you will join us on this journey, but in the meantime, please enjoy reflecting on the year that was.

Tegan McNab

Kardinya Primary School Board Chair, 2023

Attendance

School ICSEA 1079 (2)

Student Transiency 13.8%

Fulltime students in 2022- 343

Students with a disability 2.0%

Aboriginal Students 1.4%

Part time students 54 (27)



Semester 2 2022, the Department shared research findings with Network Principals that it was vital that student attendance was quickly and effectively addressed for not just the sake of their education but their mental health. The principal reviewed our Attendance Data, identifying many 'Unexplained Absences' indicated a gap in parent understanding around school attendance and its importance. KPS reached out to other primary schools and researched Ikon to recreate an Attendance Operational Plan.

While researching it became clear that Parent and Family engagement is particularly needed to reengage many families, particularly when government departments and the media had previously supported the message, 'stay home.' While many great hands-on activities were happening around the school for students both during and before school they needed to be



publicised to parents. This happened by announcing them at assemblies, identifying upcoming classroom opportunities with teachers as a part of goal setting within Performance Management, emailing staff with phrases and ideas of how to broach supportive and caring conversations around attendance and school administration physically connecting with parents and being visible at before school events such as morning Jump Jam.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	95%	94.4%	93.2%	95.8%	88.1%	77.6%	95%	94.3%	91.9%
2021	93.8%	93.4%	92.4%	84.4%	81.8%	76.8%	93.8%	93.1%	91%
2022	88.9%	89.7%	88.3%	75.6%	75.6%	69.5%	88.7%	89.3%	86.6%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	89.2%	7.9%	2.5%	0.4%
2021	85.4%	9.9%	4.1%	0.7%
2022	50.8%	36.7%	10.5%	2.0%
Like Schools 2022	57.7%	32.0%	8.2%	2.1%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

There is a strong correlation between underperforming B and C grade students also being identified with a 'Moderate' or 'at risk' level of low attendance. In Semester 2 2022 an Attendance Operational Plan was introduced to combat unexplained absences and promote greater attendance. This plan also includes strategies to engage parents and families. The plan has dramatically reduced unexplained absentees and is re-educating parents (following the COVID Pandemic) that good school attendance matters.

Destination Schools

2022 school destinations of the 2021 student cohort

Year Level : Male: 23 Female: 23 Total: 46

Destination Schools	Male	Female	Total
4034 Melville Senior High School	10	9	19
1396 Kennedy Baptist College	4	6	10
4002 Applecross Senior High School	1	2	3
4143 Leeming Senior High School	2	1	3
4206 Fremantle College	1	1	2
1368 Seton Catholic College		2	2
1107 Aquinas College	1		1
4169 Cannington Community College	1		1
1063 Christian Brothers' College	1		1
1299 Corpus Christi College		1	1
4025 John Curtin College Of The Arts	1		1
4027 Kalamunda Senior High School	1		1
4126 Willetton Senior High School	1		1

Comments - Student attendance at Kardinya Primary School is slightly below average. In 2022, student attendance was lower than the average of other WA Public Schools and Like Public Schools, largely due to the COVID19 pandemic. COVID continued to have an impact on attendance in 2022 due to sickness and the newly opened travel borders. Due to lengthy travel restrictions, families began to travel within WA for long delayed vacations, so attendance was lower than 2021. We work with families to develop an attendance support plan if low attendance is experienced.

Parent Communication

Clear communication

Every effort was made in 2022 to communicate organisational details and planning to staff and parents to ensure a smooth inaugural Presentation Evening. Including maps for parents to know where to sit, a detailed booklet for staff, parents, and special guests about the events proceedings. Including staff to do lists to help guide them at a very busy time of year.

Information Sessions

Twilight School Tours

We invited our prospective parents to visit Kardinya Primary School for a tour. This was a great opportunity to meet our principal, and Deputy Principal and learn more about our school and our great programs and facilities available. We conducted four tours which lasted approximately 1 hour.

In Term 4 of 2022 Kardinya Primary School conducts parent information sessions for our new Kindergarten parents. This event is held in the evening and allows the parents to find out about our play-based Kindergarten program, meet the teachers and receive their Kindergarten Orientation pack. This pack contains vital information about our Kindergarten program, school nurse pamphlets, early literacy and numeracy ideas and a story book. The kindergarten session is always very well attended, and we receive very positive comments. It also allows our parents to ask any questions or raise concerns about their child starting Kindergarten. All students attend a transition morning with their parents, meet their teacher and have a play in their Kindergarten room. This reduced anxiety for both students and parents.

Whole school and year group events since the high risk of Covid 19 subsided, KPS has held many functions and opportunities for parents and families to come into school, bond with their children and community. We organised Open Night, Year 6 Graduation, Edu Dance Concerts, Swimming Carnival, Athletics Carnival, Window Walks for Harmony Week as a whole school. There was also smaller year group and class opportunities and invitations that parents were encouraged to attend, such as ECE Mother's Day morning and a Year 3 Design and Technology afternoon which hosted Year 3 families to create 3D models of their Deep Learning Recycling Robots plans.

Presentation Night

The biggest and most celebrated event of the year was the newly introduced KPS Presentation Night. This was introduced to build school spirit and a sense of community after a school year where parents reported only noticing what was cancelled and postponed for their children during 2021. Special guests included Aboriginal Elders, local politicians, and Melville Senior High School Executive Team. The evening was very well attended, and we received overwhelming positive feedback from the community. The evening achieved our goals of showcasing our school, hosting a major community event, and raising the profile of KPS.



Parent & Family Engagement Strategies

In 2022 our Parent and Family Engagement Strategies were interwoven through our Well – Being Operational Plan and our Physical Education Operational Plan. Through actively promoting Jump Jam as a place for parents to get together before school, an important Student Leadership opportunity and a Physical Education and Wellbeing component, Jump Jam has become a well-attended daily event. 'Raising Readers' was developed and introduced as a family engagement opportunity for families who are reluctant to join in with the more physical before school opportunities. We aim to further promote this option during 2023.

PBS Data Links

The Kardinya Primary PBS (Positive Behaviour Support) journey began in 2020 and has continued in 2022 with the development of our team and subsequent professional learning. From here we developed our purpose statement and began the processes to establish a set of behaviours that would underpin our school values. This continued process was shared first with staff to provide background and then garner their input towards our preferred themes. Once our three Expected Behaviours were determined we could then gather more ideas from our wider community.

Our purpose statement stipulates that the expected behaviours be modelled, taught, and reinforced consistently. We have spent 2021 and 2022 focussing on developing our own confidence with the vocabulary of the Matrix and ensuring consistent encouragement and acknowledgement of the positive behaviours that are specifically described. Next year, 2023, will see us progress to create specific lessons (according to a school devised lesson plan) for each year level that allows students to be taught the expected behaviours in a safe, familiar, and compassionate class environment.

During 2022 PBS data indicated it was time to focus on positive behaviours outside the classroom. Announcing specific examples of what great behaviour looks like around the school and awarding extra faction tokens during assembly raised the profile of receiving Faction Tokens in the playground. The Canteen manager and volunteers appreciated being asked for their observations of which students demonstrated great manners when purchasing at the Canteen. At the end of the year the Canteen Manager asked to be further involved in supporting the PBS matrix, asking to also be supplied with Faction Tokens so that she could also reward students with great behaviour as soon as she witnessed it.



At the end of each term, one lucky child's name is pulled out per class (K-6). These 13 students are invited to the Golden Ticket Morning / Afternoon tea with the Principal and the PBS leader. A mini conversational challenge is set, food is provided, and each student also leaves with a prize to celebrate their positive behaviour over the term.

Our PBS Expected behaviours are referred to consistently in all areas of the school. In our endeavours to ensure student ownership of the matrix we not only sought their ideas for specific behaviours inside, outside, and everywhere but set the challenge for them to illustrate their interpretations through a poster competition. Prizes were given for every year level and the winning posters were laminated and displayed around the school to provide consistent reminders of the school's PBS values and expectations. Students are acknowledged at assemblies and are asked when further input is required or needed.

Each year data is collected from the previous year to allow us to determine focus areas. It gives an overall picture of which behaviours (respect, responsibility, or resilience) are most acknowledged in the classrooms. These documents show that towards the end of each year, the PBS team seek feedback on the program and its practicality in the classroom. The feedback given is considered and has led to staff meeting PL on the motivational continuum,

Aussie Optimism, KPS Procedure updates etc. The feedback from staff is valued and used to make constructive changes or adjustments as required.

Information collected is used to determine focusses for the year. In 2022 we determined that Resilience was an area that students needed more specific education around. This led to asking the question – What does resilience look like? The question was given to staff at a staff meeting and each year level gave responses appropriate to the ages of their students. This was also included in the newsletter and input was requested from parents. A few responded. As a school, we know that this is an area where students have some emotional difficulties, and this led the school to follow up with the Triple P Positive Parenting Program and offer a course after school hours for interested parents. This was one of our largest attended information sessions.

The P&C and Canteen have also become involved in enriching our Transition Days, donating Icey poles for the day to all new students and Year 1 students so that they could role play using the canteen service desk during this orientation. This has ensured this cohort of Year 1 students are not afraid to order at the canteen like previous cohorts of Year 1's. The Canteen, KPS and the P&C have worked together respectfully and in the interests of the students. Transition Day was introduced at the end of the 2020 school year due to the noticeable increase of students with anxiety. Transition Day has been successful in its aims of reducing parent and student anxiety about the coming school year.

Health & Wellbeing

The Welcome Breakfast is an annual event where families are welcomed to the school with a cooked breakfast and fruit. It is the perfect opportunity for building bonds with other families at the start of the year and introducing new families to the school community.

Health and Wellbeing has been a department (DoE) priority for some time now and as a school we have endeavoured to take our community along for this ride. The pandemic not only re-emphasised the importance of physical and mental health and wellbeing but also made this a high priority for our greater community. Kardinya Primary School has spent many years increasing the awareness of physical and mental health in all areas of the school.

The whole school (PP-6) does 'Buddies' every fortnight. Students do a variety of activities and develop relationships with older students

Our library is open most days for students who prefer to do quiet activities in their lunch break. This has become a popular option, particularly in Summer. It also helps us to build relationships



and encourage students who find social situations more difficult. We have a sign for outside the door for when we have a 5 min mindful meditation for interested students before doors are opened up

Mindfulness and meditation have become a common part of Kardinya Primary School. The benefit of this wellbeing habit is vital

to improving our overall quality of life. Mindfulness reduces anxiety and helps our students to regulate their emotions. It allows students to be present and this has a positive impact on relationships with friends and teachers. It can also help with attention, mood and our self-worth. We are very pleased that students are becoming more independent in their mindfulness practices.

A decision was made to invest in the health and wellbeing of our students by engaging the services of Sports Challenge Australia. Garry Tester came out to Kardinya Primary School and briefed all staff on their Physical Fitness Testing and their Pastoral Care Audits (Self Esteem Testing). Much work was put in by our Physical Education Staff and along with our Health and Wellbeing focus there was a strong improvement. Raised awareness by parents also contributed to their understanding and support of improving fitness.

The Wellbeing results allow us to provide valuable support to students who might otherwise go unnoticed. These children are identified and specific support through mentors or our wellbeing officer is provided. Teachers can make decisions around grouping and classroom activities to support students with a lower self-esteem quotient. Our Fitness and Self Esteem testing has further raised awareness for both staff and parents who work towards improving the health and wellbeing of children in their care.

Our partnerships in 2022

Ed Connect Volunteer Program

KPS Partners with families, communities, and agencies to support the educational engagement of every student. Ensuring a positive school climate, authentic relationships between students, staff, families, and community members that support school improvement and wellbeing. Ed Connect (previously known as the School Volunteer Program) has provided volunteer mentors and academic tutors to KPS since 2012. The program at KPS has been coordinated by teacher Fiona Gilbert. An average of 6-8 volunteers works one-one with students identified from the Sports Challenge self-esteem data summary.



Onsite Playgroup

A group of lovely families who gather each Thursday and to let their children play in a safe environment at Kardinya Primary School, in the Kulbaradi Block. This time goes from 9-10.30am and children aged 0-4 can attend.



Onsite OSH Club

The lovely staff, Kierath and Mia, who run the KPS onsite OSH club are working with our students Mondays to Fridays from 7am to 6pm. They also run their educational program over the school holidays.

Murdoch University Internship

In 2022 the school continued to support an agreement of the ongoing learning of its staff and students while developing high potential final year Murdoch University students. The internship program values excellence and is designed to develop a highly skilled and knowledgeable graduates. The program has allowed us to train and retain 2 graduates with short term contracts. KPS supported two interns in 2022. Both interns that have completed the two days a week in class with a mentor have gained teaching positions within the Education Department before the close of the 2022 year. We are particularly proud of teacher Ashlen Burrows, one of our first interns from 2021. She completed her teaching internship shoulder to shoulder teaching Year 6 and was highly competitive when applying and gaining a position in the 2022 KPS Teaching Pool. She was supported by staff and rose to the challenge of teaching two different year groups and classes, Year One 0.6 and Year 3 0.4. Due to her dedication, success, and passion she is teaching Year 6 for 2023 but is also codeveloping her new role as ICT Pedagogy Coach. This is an area we will continue to utilize as a school, working alongside Murdoch University.

Whole School Approaches

Each key learning area has a strategic operational plan, linking to the Business Plan that outlines whole school programs, teaching frameworks, approaches, and monitoring tools for measuring progress and achievement. Each operational plan is reviewed on an annual basis so that progress can be monitored (green – achieved, orange – working towards and red – not demonstrated). Changes to operational plans are made as necessary based on staff reflection of student progress and achievement, the implementation of best practice pedagogy and the achievement of Business Plan targets. Our focus in 2023 moving forward is to create year level targets using our monitoring tools, reduce the variability of teaching practice between classrooms and collaboratively develop an agreed Literacy and Numeracy Block structure K-2 and 3-6.

An example of whole school approaches using collaborative practice is the achievement of the following in our English Operational Plan linking to our 2020-2022 Business Plan:

- Letters and Sounds Embedded in K-2
- Cracking the Code program implemented in kindergarten
- EA using the Cracking the Code remediation boxes and FLDC PA Manual implemented K-2
- Talk for Writing embedded in K-2
- Seven Steps implemented in 3-6
- Decodable readers used throughout the school until students have mastered the initial and extended phonics code
- Tier 3 Phonological Awareness Intervention

Identified actions:

- Development of agreed Literacy block structure
- Early Childhood Oral Language Screen (SOCS)
- Assessment of writing across the school
- Support for Spelling program
- Year level targets for decodable reading/reading levels, comprehension, and fluency.

Progress of students from PP-Year One in Reading and Maths.

Early Childhood

National Quality Standards

Whole School Approaches:

Our AEDC data has also allowed to identify areas for focus in our NQS planning and across the school. Our AEDC data from 2022 indicated that we have a significant decrease in the number of students on track in Physical Health and Wellbeing. As a school we identified that KPS is implementing many initiatives to support this domain both in ECE and across the school. Our Sports Challenge fitness data shows that our students are making good progress as they move through the school.

Planning in the Early Years:

Kardinya's first NQS Action Plan and report was developed in 1999. These documents have allowed staff to identify key focus areas for quality improvement to ensure we are meeting the needs of our students. In 2022 there were two Quality Areas that require action: Educational Program and Practice and Physical Environment. We have identified the key focus areas for quality improvement on our progress report for 2022 submission.



In 2022 KPS continued to be supported by the Statewide Speech and Language Outreach Service. This was based on our results from On-Entry Module 1 Speaking and Listening and Reading Assessment data. As part of this support, we continued to implement a Tier 3 Phonological Awareness program targeting the students demonstrating poor PA skills across the school. Our work with the Fremantle Language Development Centre is an ongoing partnership and they regularly support our staff and students.

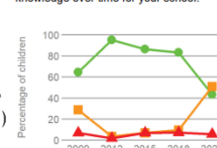
Pre-Primary and Year One students complete On-Entry testing each year.

In our Phase of Learning meeting K-2, our staff collaborate to analyse On-Entry Data and identify age-appropriate areas of whole class focus on Kindergarten, Pre-Primary and Year One. Staff are also able to use information to group students in reading, writing and maths and implement targeted teaching approaches within these groups. In 2022, the Year One data revealed that only 66% of students had made the expected progress from PP to Year One in Reading and 55% of students made the expected progress in Maths. The early years will be a priority focus in 2023. During 2022, we have expanded our decodable reading library for PP and all staff have received professional learning in implementing Daily Reviews, specifically

Information about the children in our school

- ▶ Significant decrease in students **on track** in **communication and general knowledge** since 2018 (83.3% in 2018 compared with 43.4% in 2021)
- ▶ Significant increase in students **at risk** in **communication and general knowledge** (9.5% in 2018 compared to 50.9% in 2021)

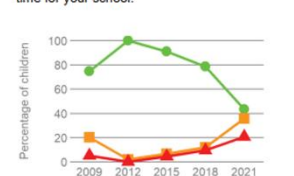
Figure 2.5 – Communication skills and general knowledge over time for your school.



Information about the children in our school

- ▶ Decrease in students **on track** in **Physical Health and Wellbeing** (78.6% in 2018 compared with 43.4% in 2021)
- ▶ Increase in **vulnerable students** in **Physical Health and Wellbeing** (9.5% in 2018 compared with 20.8%)

Figure 2.1 – Physical health and wellbeing over time for your school.





within Maths. Teachers have focussed on areas identified in the Pre-Primary On-Entry assessments and are looking forward to seeing the progress results of their students this year. In 2023 we will start to develop reading targets for all students from K-6.

Curriculum and Focus Area Reports

English Overview

This year we have continued to build on our 2021 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.

Literacy

Collaborative Practices: In 2022 the Administration team reviewed the DOTT timetable, ensuring that all Year levels were allocated common DOTT. This time allows for all years to collaboratively plan, assess, moderate, reflect, and review. This is part of our strategy to reduce the variability in classroom practice. This time will also allow our teachers to engage in classroom observation which forms part of our Performance Management in this school.

Twice a term Phase of Learning staff meetings are scheduled for our staff (K-2 and 3-6), coordinated by our Phase of Learning leaders. This time allows the team to engage in phase specific professional learning, planning, data analysis, moderation and for staff to share their expertise.

KPS uses a distributed model of leadership where phase of learning and curriculum leaders are released to research, develop, and share their knowledge and skills. This supports our staff to deliver curriculum effectively in their classrooms.

In 2022 KPS continued to use decodable texts when teaching our students to read. To complement this Reading Science approach, our reading assessment uses the Diagnostic Reading Test. This test is used by teachers to identify decodable reading groups, common sounds that need explicit teaching/revision and to track the progress of students. Students move off decodable readers and onto age-appropriate texts once they have reached Diagnostic Level 10. Decodable reading groups are run in all classes, for those students who require explicit decoding instruction.

Mathematics Overview

Numeracy 2022

The major improvement focuses for 2022 was to implement the KPS Numeracy Block across the whole school. The largest change for staff was implementing the Daily Maths Review. This was quickly identified as the area to reinforce so that students retained Mathematic concepts taught. The committee introduced staff to research articles about the difference between Maths Warmups and Daily Maths Reviews. The key difference being that Daily Reviews focus on Numeracy concepts already taught being constantly revised, ensuring understandings and Mathematical facts move from students' short term to long term memory. Following this Professional Learning, teaching staff, including Specialist Teaching Areas planned and



practised Daily Maths Reviews to be observed during Peer Observations and reflected upon during Performance Management. To further embed the Professional Learning throughout the school, making sure to limit the variability across classrooms, an integrated ICT and Numeracy PD session was run by the Numeracy Committee. Teachers from mixed Phases of Learning collaborated and reviewed the research about best practise Daily Maths Reviews to create KPS iMovie videos demonstrating 'why?' and 'how?' KPS Daily Reviews run.

The next stage of implementing the KPS Maths Block was developing the 'The Kardy Way' Mathematics Pedagogical Statement. Staff viewed research and information from best practise across Australia to negotiate and create our Pedagogical Statements and Practises for each part of the Numeracy Block. The committee updated the KPS Year Level Vocabulary for Mathematics. A staff meeting session was run to refamiliarize staff with the importance and intricacies involved in numeracy vocabulary and ongoing reminders about the document were used. These guiding documents were formed by teaching staff and disseminated ready for the 2023 school year.

PAT Maths and NAPLAN were used to track student progress. NAPLAN Numeracy data displayed growth in our students' capabilities in Numeracy. Both Progress and Achievement displayed positive increases which we attribute to the trialling of the Numeracy Block and Daily Maths Reviews in Years 3 and 4 classes the year prior. We moved Westwood Maths Assessment from a trial phase in 2021 to expected practise in Years 2-6 during 2022. In 2023 this assessment will again move onto the next phase of being another assessment that tracks student and cohort longitudinal data.

Each of these assessments will be audited at a class level and the data used to plan short term improvement plans known as Learning Sprints at the culmination of each term. The KPS Assessment Schedule was developed and negotiated throughout Semester 2 2022, it ensures all teaching staff know which Numeracy Assessments are essential for class or whole school improvement data and are used to identify student needs, planning accordingly to meet these needs.

2022 also saw the implementation of our Riverside Professional Network beginning to moderate Common Assessment Task based on Number and Algebra. This highlighted the importance for ongoing Moderation Sessions to support common understandings of grade level expectations. In 2023 the committee will further support these understandings by running another 'Working Backwards' planning session for teaching staff, demonstrating how to use the Grade Descriptors when planning meaningful and open-ended assessment tasks.

When auditing Numeracy equipment, the committee found that there was a lack of engagement and use of the Maths Resource Room. We created a 'Hands-on Materials Wish List' from Year Group Team requests and began planning for each 2023 classroom to have a Maths Box in their classroom to assist in the constant use of hands-on materials within Numeracy Lessons. These were created early in 2023 and distributed to classrooms.

In 2021 the Operational Plans indicated a need for raising the profile of Mathematics at KPS after a two-year focus on implementing a 'Science of Reading Approach'. At the end of the two years, knowing Phonological Awareness skills and decoding skills had both significantly improved, 2022 was the time also raise the focus on Mathematics. Fun activities were planned and promoted to parents and families. Unfortunately, due to COVID conditions Semester 1 activities did not fit COVID guideline so inviting families into school and hosting a Numeracy event was not possible. However, a lot did go ahead during Semester 2. The Professor Maths incursion visiting every KPS year group with inspiring hands-on Numeracy activities. A Family Maths Competition was organised and run by the committee with 92 families entering from across each Phase of Learning of the school. The prize winners were announced and



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celebrated during our school Parent Open Night to promote future success and enthusiasm for future Maths Competitions with whole families.

The Numeracy Committee are excited by the increased enthusiasm for Mathematics and will continue to promote and deliver ongoing direction to KPS to continue building on the implementation of the Numeracy Block, hands-on practise of Numeracy concepts and both teacher and student goal setting using Numeracy data during 2023.

Numeracy 2022 Leaders

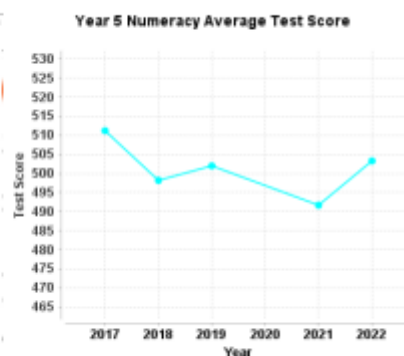
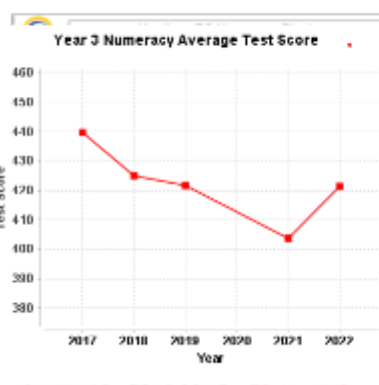
Andrew Holyoake and Sarah Springett

Less students in band 1 and 2 for Year 3 cohort and significant improvement compared to the 2021 cohort in the lower bands.

Targets:

Increasing the students in Band 5 and 6 for Year 3 to match or exceed like schools

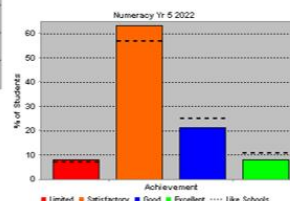
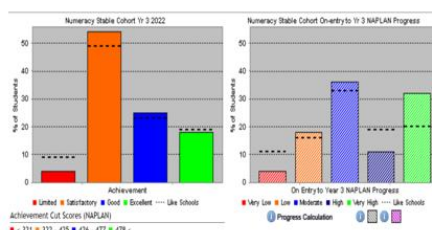
Increasing the students in Band 7 and 8 for Year 5 to match or exceed like schools



Kardinya Primary School

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	12%	8%	11%
7	530 - 581					25%	25%	21%	26%
6	478 - 529	14%	18%	22%	19%	30%	33%	33%	33%
5	426 - 477	19%	25%	20%	23%	30%	22%	29%	25%
4	374 - 425	27%	31%	27%	29%	9%	7%	8%	6%
3	322 - 373	24%	17%	27%	20%	2%	2%	0%	0%
2	270 - 321	16%	7%	4%	8%				
1	Up to 269	0%	3%	0%	1%				

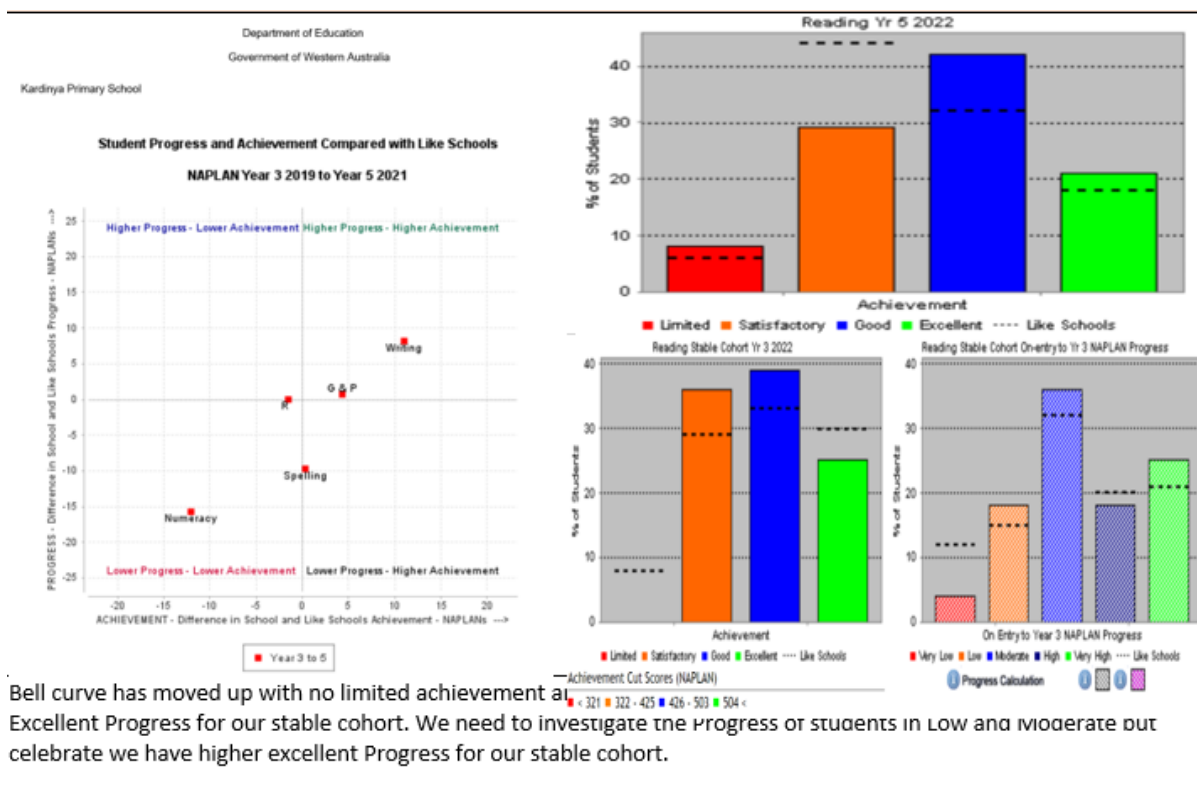


Writing and Grammar & Punctuation indicate high achievement and high progress. A line of inquiry is indicated with spelling still indicating lower progress but slightly higher performance. Reading is clearly improving, getting much closer to higher achievement/higher progress, it is in Higher progress and only just on the side of lower achievement. Numeracy is our clear area needing clear goal setting and Effective Teaching Practises in place. Investigate which students (A, B, C or D) are not achieving in accordance with 'like schools'.



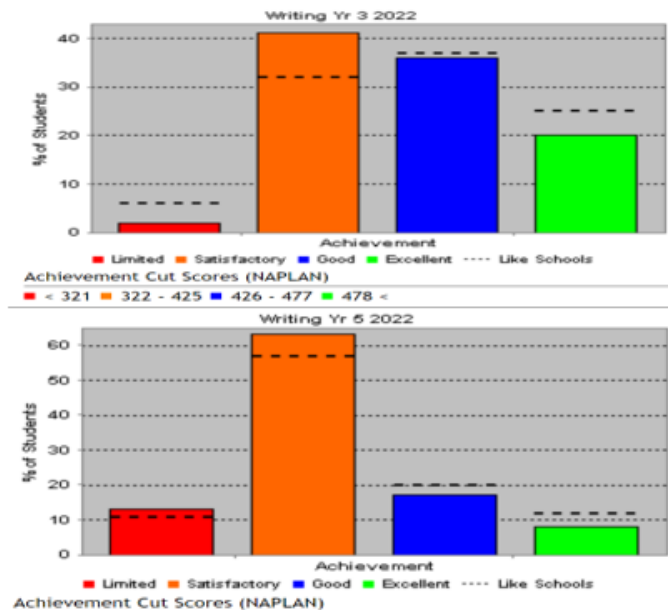
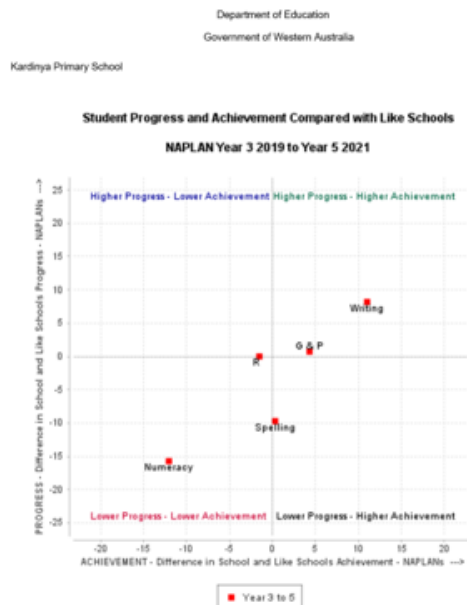
Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021	Like Sch	2022	Like Sch	2021	Like Sch	2022	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					18%	18%	21%	18%
7	530 - 581					27%	30%	42%	32%
6	478 - 529	35%	38%	38%	40%	23%	28%	25%	30%
5	426 - 477	27%	23%	22%	23%	20%	16%	4%	14%
4	374 - 425	19%	20%	22%	18%	11%	6%	4%	4%
3	322 - 373	11%	8%	18%	11%	0%	2%	4%	2%
2	270 - 321	5%	7%	0%	6%				
1	Up to 269	3%	2%	0%	2%				



Targets:

Increase the number of students in bands 5 and 6 for Year 3 and the number of students in Bands 7 and 8 in Year 5 to be at or exceeding like schools.



Low limited achievement in Year 3.

Writing progress and achievement between Year 3 and 5 is in top right quadrant. Extension opportunities needed for capable 'satisfactory' students.

Set Success Criteria higher than a satisfactory/ C grade descriptor.

Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021	2022	2021	2022	2021	2022	2021	2022
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					23%	18%	8%	20%
7	530 - 581					11%	23%	17%	23%
6	478 - 529	27%	39%	22%	42%	34%	29%	50%	29%
5	426 - 477	24%	25%	27%	19%	16%	20%	21%	20%
4	374 - 425	24%	19%	29%	19%	14%	7%	4%	6%
3	322 - 373	16%	9%	18%	12%	2%	4%	0%	2%
2	270 - 321	5%	4%	2%	5%				
1	Up to 269	3%	4%	2%	3%				

Above National Minimum Standard
At National Minimum Standard
Below National Minimum Standard

Targets:

Increase the number of students in bands 5 and 6 for Year 3 and the number of students in Bands 7 and 8 in Year 5 to be at or exceeding like schools.

Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021	2022	2021	2022	2021	2022	2021	2022
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					14%	21%	29%	23%
7	530 - 581					34%	29%	17%	27%
6	478 - 529	24%	31%	31%	33%	23%	24%	33%	27%
5	426 - 477	32%	23%	16%	23%	20%	17%	17%	17%
4	374 - 425	22%	22%	16%	23%	5%	6%	4%	5%
3	322 - 373	16%	14%	29%	13%	5%	2%	0%	2%
2	270 - 321	3%	6%	7%	4%				
1	Up to 269	3%	4%	2%	4%				

Above National Minimum Standard
At National Minimum Standard
Below National Minimum Standard

Differentiated Teaching at KPS

Teachers at KPS provide academic, social, emotional, and physical differentiation for their students. We focus on developing a rich integrated curriculum through Project Based Learning and HOTS. We are continuing to upskill our teachers in the provision of Tier 1 and 2 (classroom based) and Tier 3 intervention. This will be a continued focus in our new 2023-2025 Business Plan.



Teachers implement IEP/SEN plans/reporting for SAER students and have regular parent meetings to discuss the progress of their child. Outside agency support is sort and valued by our teachers. We implement a Tier 3 whole school intervention program in Phonological Awareness using the 'Cracking the Code' remediation modules and PA manual.

Differentiated classroom planning: Letters and Sounds

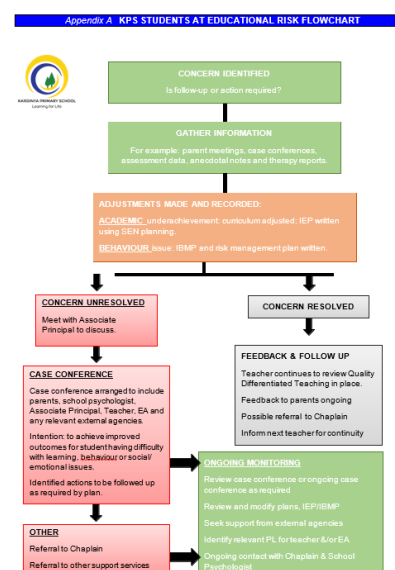
KPS has a trained Letters and Sounds presenter and the Letters and Sounds Program is implemented from K-2. Teachers use the Letters and Sounds Tracking Booklet to track the progress of their students in phonics, reading and spelling. The information allows teachers to group their students to target their areas of need. In 2022 a Phonics Intervention Program was developed, targeting Year Two students at risk.

SAER- Students at Educational Risk

The document 'Students at Educational Risk Policy and Procedures' was rewritten in 2022 (had not been updated since 2016). It gives staff clear guidance for students who are at educational risk.

KPS supports two students with medical needs, and we work closely with their parents to ensure these needs are met. In 2022 members of staff completed Epilepsy training and we have several special needs Educational Assistants who are trained to administer specific medication. In 2022, several staff completed diabetes training and are certified to administer insulin to the student. A card system has been developed and teachers have been briefed with medical procedures to support specific students.

Students at Educational Risk Flowchart – This document forms part of the SAER Policy. Staff can follow the identified procedure if they have concerns about students in their class.



Technologies

Differentiated Learning in ICT

With the BYOD program and ease of access to shared devices teachers were able to cater to different learning needs. In 2022 teachers were supported by ICT coach, Sarah Hill (Lumos Learning) to develop ways to differentiate for learning needs and give feedback specific to individual students.

Students (Year 4 2022) have used the app Showbie to type a narrative story following the whole school 7 Steps Writing structure. The writing process can be a lot of steps and difficult for some students to follow. It is also important to give feedback for students to edit to improve their writing as they are constructing a text. To support, the teacher had students write a section at a time and then gave individual feedback. The students were then able to copy their original text and make changes according to the feedback given. This cut down time needed for the students and maintained engagement as they weren't needing to rewrite sections. Over weeks students edited and improved their writing before they copied their final sections into a word document. The feedback from students was that they enjoyed the process more as they didn't need to write so many copies and they thought their writing was good. We are looking to upskill more staff of Showbie so this process can be used across more classes and year groups at Kardinya PS.

As the school has embraced deep learning projects have been used across a range of classes. Multiple classes have begun to use project workbooks on apps. This project workbook was formulated on Keynote. As this is multimodal students were able to communicate their ideas in a range of ways. Just from the two workbook page examples, students have drawn, recorded voice notes, taken photos and written their ideas. These formats show that the workbook is catering to different learning styles. KPS is looking to continue to upskill teachers to make project workbooks or activities that allow students to communicate their learning through a range of tools.

Sustainability at KPS

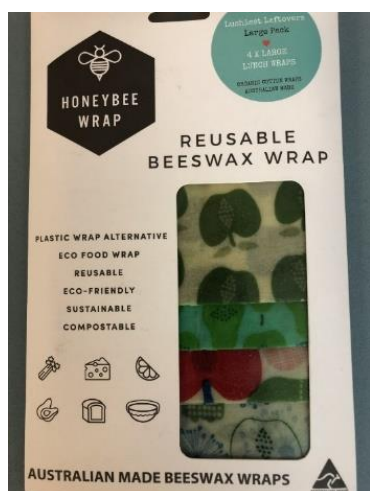
Trash Free Mondays and Thursdays

We are actively reducing our waste that goes into landfill and caring for our environment. Prize winners were randomly selected from each class, from the students who had brought trash free lunchboxes during Weeks 3 and 4, Term 4, in 2022. Students were presented with a reusable Honeybee Beeswax Wrap.





KARDINYA PRIMARY SCHOOL
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Student Leadership 2022

Four staff members demonstrating high potential leadership characteristics attended the Riverside Leadership Professional Development provided by the network. Here they were engaged in a wealth of self-reflection and used the School Improvement Tool to set personal goals. One goal was increasing the amount of 'student voice' evident in our school. Over the last three years a Whole School Transition Day focussing on collecting 'student voice' to inform teachers planning for the next year has become embedded.



Since supporting teachers to collect student voice during the annual Transition Day, there are now many ways it is collected across the school. Our next goal is to embed student voice and student feedback within every classroom.

Leadership Day and the Leadership Selection Process was another opportunity to embed student voice and provide students and parents with empowering and transparent information along with ideas on how to support their developing leader.

The Leadership Process and Leadership Day 2022 were great successes and the 2022 process will be retained after its success and popularity with students. The quality of student nomination speeches was so high they were even quoting the new KPS Business Plan!



Physical Education

Throughout the 2022 year the students participated in many sporting events including:

- Faction Swimming Carnival
- Modcrosse and Cricket carnival
- AFL, Soccer and Netball Lightning Carnival
- Faction and Interschool Cross Country Carnivals
- Faction and Interschool Athletics Carnivals

All Pre-Primary-Year 6 students had a one-hour Physical education lesson and a one-hour sport session each week. Kindergarten classes had a one-hour Physical Education lesson each week.



A Morning Fitness program was run for the Year 1-6 students every Monday, Tuesday, and Thursday. This consists of relays, sustained runs, 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 were developed and their knowledge of the game was enhanced.

During Term 1, Sports Challenge tested all our students in a range of fitness activities. The results showed a marked improvement in the overall fitness levels of the students compared to 2021. A skipping club was held each Wednesday before school. A running club was held each Wednesday before school during Term 2 to increase the running capacity of the students in readiness for the cross-country running events.



Sports Challenge tested all 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.



Phil Green

Physical Education Lead Teacher

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 is a non-profit organisation. Their role is to allocate volunteers to work in schools – either as





KARDINYA PRIMARY SCHOOL
Learning for Life

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 2022

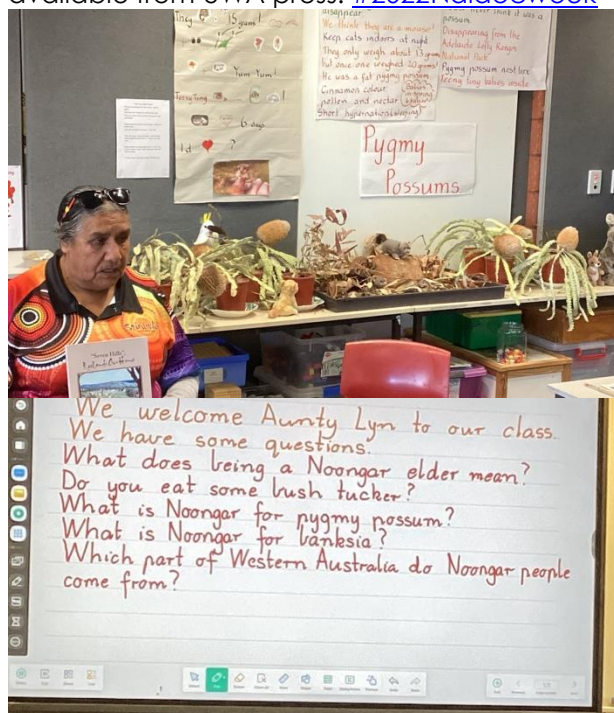
Cultural Leadership

Supporting Indigenous Literacy Foundation

Wednesday the 7th, of September was our Indigenous Literacy Foundation Day. In support of this great initiative, we hosted a Great Book Swap. We asked our parents to encourage their children's love of reading and bring a treasured pre-loved book to place on the table outside the library from 8:15-8:45am next week. Students then donated a gold coin and chose a new book to enjoy.



In 2022 as part of deepening our Cultural Awareness and local history knowledge, Kardinya Primary Staff took part in a powerful and heart felt Reconciliation Professional Learning session, run by Noongar elder, Lynette Coomer. Lynn, like many from the Stolen Generation has endured a hard life and is a shining beacon of resilience and hope for a better future for all Australians. She generously shared her true-life story which commenced growing up around Swanbourne and closer to us here in Bibra Lake in what are known as the fringe camps of Perth, before being forcibly removed from her parents due to government policy in the fifties. Lynn was then raised by missionaries. You can read about some of her family life as a fringe dweller in the book "That Was My Home" by Dr Denise Cook, available from UWA press. [#2022Naidocweek](#)



Languages

Our years 3-6 students study Indonesian and culture. Students enthusiastically undertake tasks such as puppet making for role play, learning to introduce themselves in Indonesian and learning numbers so they can say their age in Indonesian.

Ibu Santi Indonesian Teacher



Music

WA Massed Choir Festival

The festival at the Concert Hall enabled eight local schools to come together to form a choir of about 450 students. The rehearsal was stunning. In 2022 there was a focus on Australian composers, guest choirs, and even a solo performance from one of our KPS students, Skye Colcott.

Cheryl Fourie Music Specialist





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Highlights of 2022

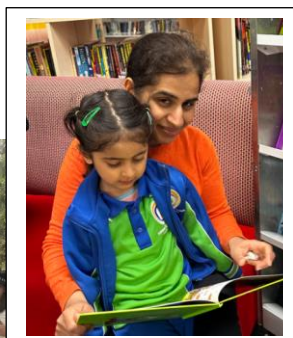


Kindy Orientation
Day



Book Fair

Year 6 Camp
Manjedal



Book Week
2022



Father's Day and
Mother's Day



Wildcat's Matty
Knight Podcast



**P & C Event
Colour Run**



**Harmony Day
2022**

Financial Information

Kardinya Primary School is led with a strong leadership focus. Accountability is at the forefront of our financial planning. Decisions are made in consultation with our well supported Finance Committee and in line with Departmental Policies and Procedures.

We aim to have a cross section of teaching/non-teaching representation on our Finance Committee. We meet once per term to monitor and discuss financial decisions within the school including the status of our One Line Budget with the One Line Budget (OLB) Statement, Minimum Expenditure Report, and Comparative Budget Report sent out for pre reading and discussed at each meeting.

Our School Board also receives a finance report each meeting along with the Comparative Budget report, Minimum Expenditure and OLB Statement.



Our school keeps up to date with any changes or audit requirements, and the MCS seeks out and attends Professional Learning via Webex or at Head Office and ensures that any changes required are implemented at school level.

Overview of our use of Targeted Resources

Our targeted funding through Targeted Initiatives and Student-Centred funding streams are utilised to achieve identified outcomes and provide opportunities for individuals and groups of students across the school. These individual streams of resourcing are understood by the Board and leadership team to ensure a high level of accountability and transparency.

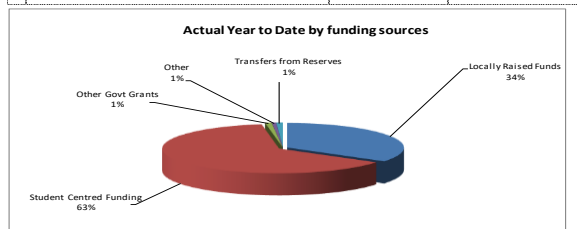
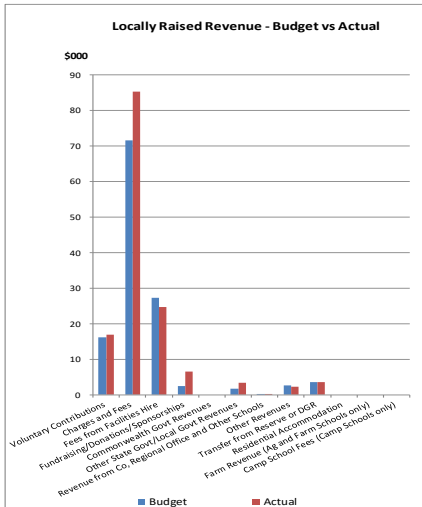
Targeted Initiatives are utilised to assist our students. One of our targeted initiatives is additional support for delivery of mental health programs in 2022. This is ongoing with our Health & Wellbeing leader being allocated time and budget. Support is given to students that require intervention through our intervention program. This program is delivered by one of our Special Needs Education Assistants and managed by our Deputy Principals.

Disability Resourcing

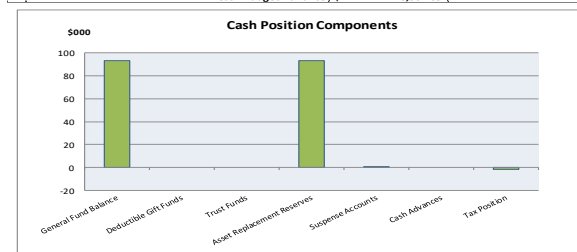
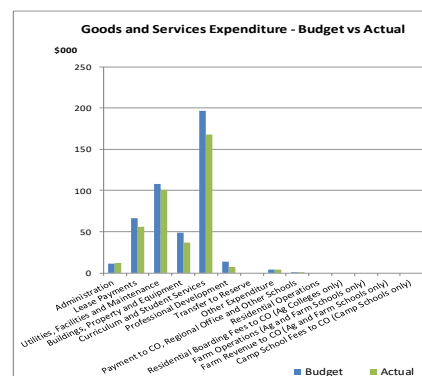
Disability resourcing is utilised to support those students that are allocated funds. Education Assistant timetables reflect time given to these students as well as students that require extra support for any physical, emotional, and academic needs that are not included in our Disability Funding.

KARDINYA PRIMARY SCHOOL Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 16,198.00	\$ 16,937.00
2 Charges and Fees	\$ 71,673.00	\$ 85,400.12
3 Fees from Facilities Hire	\$ 27,227.00	\$ 24,772.71
4 Fundraising/Donations/Sponsorships	\$ 2,398.00	\$ 6,501.23
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,650.00	\$ 3,300.00
7 Revenue from Co, Regional Office and Other Schools	\$ 103.00	\$ 168.22
8 Other Revenues	\$ 2,600.00	\$ 2,312.09
9 Transfer from Reserve or DGR	\$ 3,500.80	\$ 3,500.80
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 125,349.80	\$ 142,892.17
Opening Balance	\$ 89,956.00	\$ 89,955.62
Student Centred Funding	\$ 246,046.00	\$ 245,403.74
Total Cash Funds Available	\$ 461,351.80	\$ 478,251.53
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 461,351.80	\$ 478,251.53



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 10,980.00	\$ 12,312.92
2 Lease Payments	\$ 66,000.00	\$ 55,776.02
3 Utilities, Facilities and Maintenance	\$ 107,659.00	\$ 100,774.93
4 Buildings, Property and Equipment	\$ 48,841.30	\$ 36,952.00
5 Curriculum and Student Services	\$ 136,389.45	\$ 168,141.98
6 Professional Development	\$ 13,419.00	\$ 6,935.66
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 4,019.00	\$ 4,181.80
9 Payment to CO, Regional Office and Other Schools	\$ 140.00	\$ 140.00
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	\$ 447,447.75	\$ 385,215.31
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 447,447.75	\$ 385,215.31
Cash Budget Variance	\$ 13,904.05	\$ -



Cash Position Components	
Bank Balance	\$ 184,788.27
Made up of:	
1 General Fund Balance	\$ 93,036.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 92,870.87
5 Suspense Accounts	\$ 294.18
6 Cash Advances	\$ -
7 Tax Position	\$ (1,413.00)
Total Bank Balance	\$ 184,788.27

Ratified by KPS School Board on Monday, 3rd April 2023.

School Board Chair Tegan McNabb _____

School Principal Melanie Clark _____