

Calista

Primary School

"Steering towards the future"

- Since 1964 -

Annual Report
2020



A Message From The Principal

Dear Parents, Carers and School Community Members,

The 2020 school year was certainly one which was remarkable and caused us to stop and think about many procedures and practices. The major instigator of this was the Covid-19 pandemic which had a significant impact on our students, staff and community. Whilst it was a devastating time world-wide, it allowed us to pause and rethink the way that we did things and become innovative to ensure that our students still had a variety of opportunities offered to them.

A significant omission from this report is the annual NAPLAN data as the national testing regime did not occur. Therefore, as a school, we have had to rely on a number of other sources to measure and demonstrate our academic achievement.

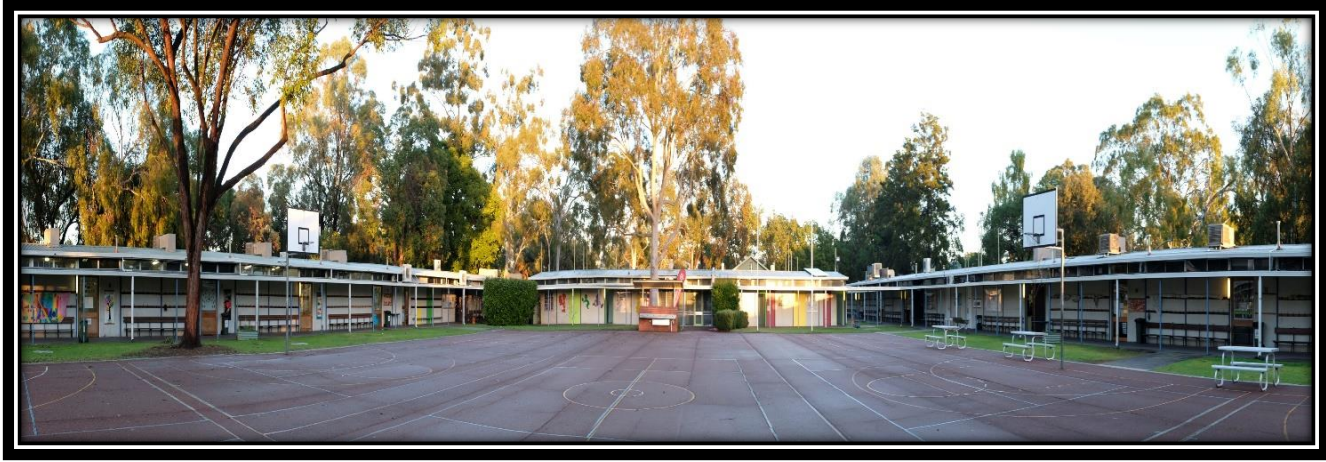
A positive highlight of the 2020 school year, was our triannual Public School Review. Two Directors of Education reviewed our school at the end of Term 3. The final report was exceptionally positive and reaffirmed to us that our focus and direction for 2020-2023 is aligned with Departmental expectation. It also demonstrated the capacity and capability of our students and staff and the commitment of our community to our school. The report is available to you all on the www.det.wa.edu.au/schoolsonline under the Reports tab.

I hope that you find this report to be useful and informative and look forward to continuing to work with you all as we steer towards a new and exciting future.

Kind regards

Cathy de Thierry
Principal





Calista Primary School 2020

Calista Primary School is an Independent Public School that offers a Kindergarten to Year 6 education to 513 students. The school is situated in the City of Kwinana in a lovely bush setting close to the town centre and adjacent to modern shopping and Recquatic Centres. Our purpose is to celebrate the journey of learning by preparing students for their future through a caring, nurturing learning culture, where all students have the opportunity to achieve personal and academic success. This is underpinned by the values of Safety, Aspiration, Inclusion and Life-Long Learning.

The school has a friendly and welcoming atmosphere with strong support from parents and a very dedicated staff. All staff welcome parents and believe that strong relationships between the school and community are extremely important. Survey data indicates that there is a high degree of satisfaction with the school, and there is a strong desire for enrolment from families out of the local intake area. Calista Primary school has formed strong links within the wider Kwinana community. In partnership with NGALA we manage the Child and Parent Centre that works with families with children from 0 to 8 years.

Our School operates a number of specialist programs including Physical Education, Visual and Performing Arts and Chinese Language (Mandarin). Literacy and Numeracy are a priority at Calista PS and we follow an explicit teaching model to improve achievement in these areas. Over recent years we have seen gains in student achievement and our students on average are achieving better than like schools and similar to all Australian Schools. Student social, emotional, physical and learning needs are catered for and children feel safe, valued and supported by the school community. Behavioural guidelines are fair, consistent and established using a whole school approach. High attendance is encouraged and absences are followed up.

Business Plan 2020-2023

The Business Plan serves to provide the strategic direction and purpose to our operational plans, programs and activities from Semester 2 2020 until Semester 1 2023. The cycle is such that it provides us with a window of time for future planning. It also serves to drive the future direction of accountability processes by outlining established targets and the milestones that will allow us to determine our achievement over time. These provide a level of aspiration for the future goals for the school.

Our Purpose

“To provide a safe and supportive environment which enables students to strive for personal, social and academic success. We prepare students to become functional citizens who are empowered to contribute to, and succeed in, an ever changing society.”

Strategic Priorities

Our priorities align directly with the 6 key areas of the School Electronic Self-Assessment Tool (ESAT) to ensure on-going accountability. They provide the framework for all that we undertake. They are:

- ✦ Shared and Strategic Leadership with a unified vision.
- ✦ High Quality Teaching across all phases.
- ✦ A Positive, Safe and Orderly Learning Environment.
- ✦ Academic Success for ALL students.
- ✦ Strategic use of Resourcing.
- ✦ Relationships and Partnerships which foster community connection and engagement.

Each of these priorities is equally important and linked directly to the others. Detailed plans form the basis of these and provide milestones to track our progress.



Review of Business Plan 2020-2023 Targets (2020)

1. Shared And Strategic Leadership With A Unified Vision	
1.1 Continue to develop a united and committed Leadership Team with a clear, shared vision focusing on high expectations for all.	Green
1.2 A fair and equitable model of distributed leadership which enhances and develops staff and students.	Green
1.3 Change Management is strategic and directly linked to school planning.	Yellow
1.4 Enhance cultural acceptance and tolerance through the acknowledgement and celebration of the cultural diversity within our school and community.	Yellow
2. High Quality Teaching Across all Phases	
2.1 Continue to ensure that consistent explicit pedagogy in line with the "Calista Model" is rigorously maintained.	Yellow
2.2 Professional Learning builds Staff capacity to deliver Calista PS priorities and programs.	Yellow
2.3 Develop practices and procedures that ensure consistent shared collegiality and expectation.	Green
2.4 A renewed and continuous focus on staff development.	Green
3. A Positive, Safe and Orderly Learning Environment	
3.1 A clear and consistent framework (WAPBS) is implemented across the school to create a positive culture which assists in the development of student competence and achievement.	Yellow
3.2 Provision of a safe and supportive digital environment for staff and students which enhances and supports learning.	Yellow
3.3 Develop a strong Student Services Team which focuses on the factors which impact on students' capacity to fully engage in education.	Yellow
3.4 Foster a sustainable focus on staff wellbeing that includes approaches that support optimum physical and mental health.	Yellow
4. Academic Success for all Students	
4.1 Excellent pedagogical practice is apparent across all areas and phases of the school.	Green
4.2 Teaching and learning focus driven by analysis of valid and reliable assessment data.	Yellow
4.3 Learning programs are tailored to meet the needs of every student and differentiated to ensure academic progress.	Yellow
4.4 STEM is developed and supported.	Yellow
4.5 Provide a welcoming and informative entry/exit experience for students moving into and out of our school throughout the year.	Yellow
5. Strategic Use of Resourcing	
5.1 All priority areas have clear and costed plans.	Green
5.2 Student characteristic funding supports these students and targeted initiatives meet requirements.	Green
5.3 A clear and defensible link between school budgeting and plans for raising and maintaining standards and achievement for all students.	Yellow
5.4 Workforce planning includes short and long term goals.	Green
6. Relationships and Partnerships Which Foster Community Connection and Engagement ***	
6.1 Every effort will be made to begin to engage our school community in decision making.	Red

6.2 Continue to develop appropriate and relevant communicating and reporting structures and methods for parents.	
6.3 Foster partnerships with other agencies, institutions and community groups to enhance our students' educational opportunities.	
6.4 Build on and enhance our existing relationship with our co-located CPC. (Please see operational plan for further detail; Appendix 1.)	

***** Covid-19 has had a dramatic impact on Relationships and Partnerships in 2020.**

Staff Leadership Development Opportunities

The school has been included as a pilot school in the Western Australian Future leaders Framework Program. This involves us using a systemic approach to identify, develop and support staff with high potential for leadership. It provides tools and process guidelines to enable schools to grow a group of future leaders to assist in the development of priority areas across the school. This in turn provides opportunities for them to develop their leadership skills with a view to career development in the future. In 2020, Calista PS assigned the following leaders to key priority areas;

Claire Browton- Literacy Leader, Louise Whitley- Numeracy Leader, Teana Jenkins- WAPBS Leader, Tammy Aitken- Wellbeing Leader, Elaina Lam- STEM/ICT Leader, Sarah Williams (prior to maternity leave)- Cultural Awareness Leader.

These Staff have done a wonderful job of assisting in the Leadership of these key areas across the school and are allocated time out of their regular classrooms to undertake their additional duties.

Student Information

Please note that due to Covid 19 the data presented in this report does not include Attendance or NAPLAN data for 2020. Data included here is up to and including 2019.

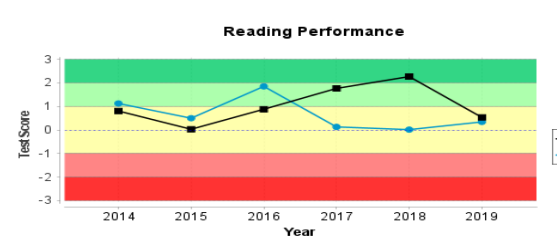
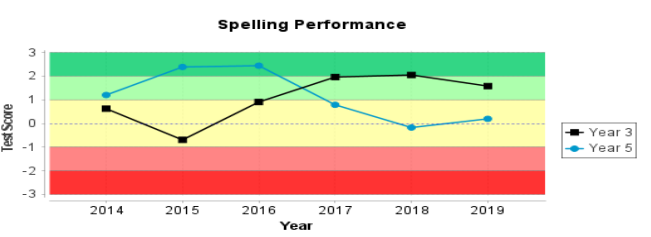
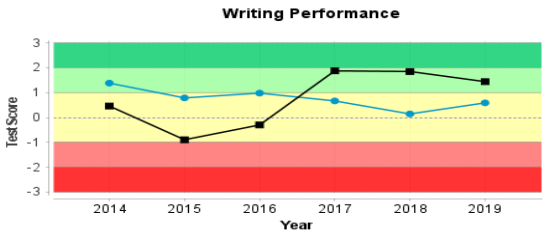
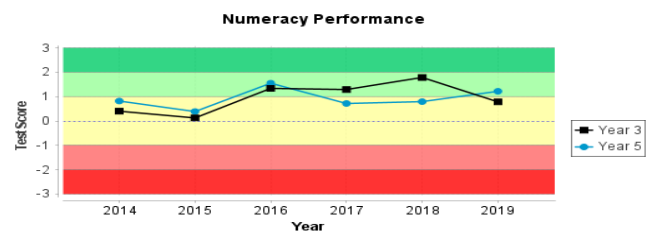
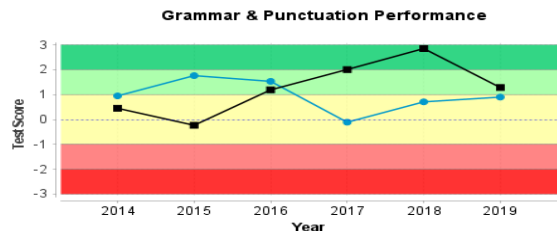
Attendance Overall:

Primary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93.2%	92.8%	93.8%	85.3%	83%	81.2%	92.4%	91.2%	92.7%
2018	93.6%	92.5%	93.7%	86.4%	82.2%	80.8%	92.9%	90.9%	92.6%
2019	91.9%	91.6%	92.7%	84.1%	80.8%	79.5%	91.2%	89.9%	91.6%

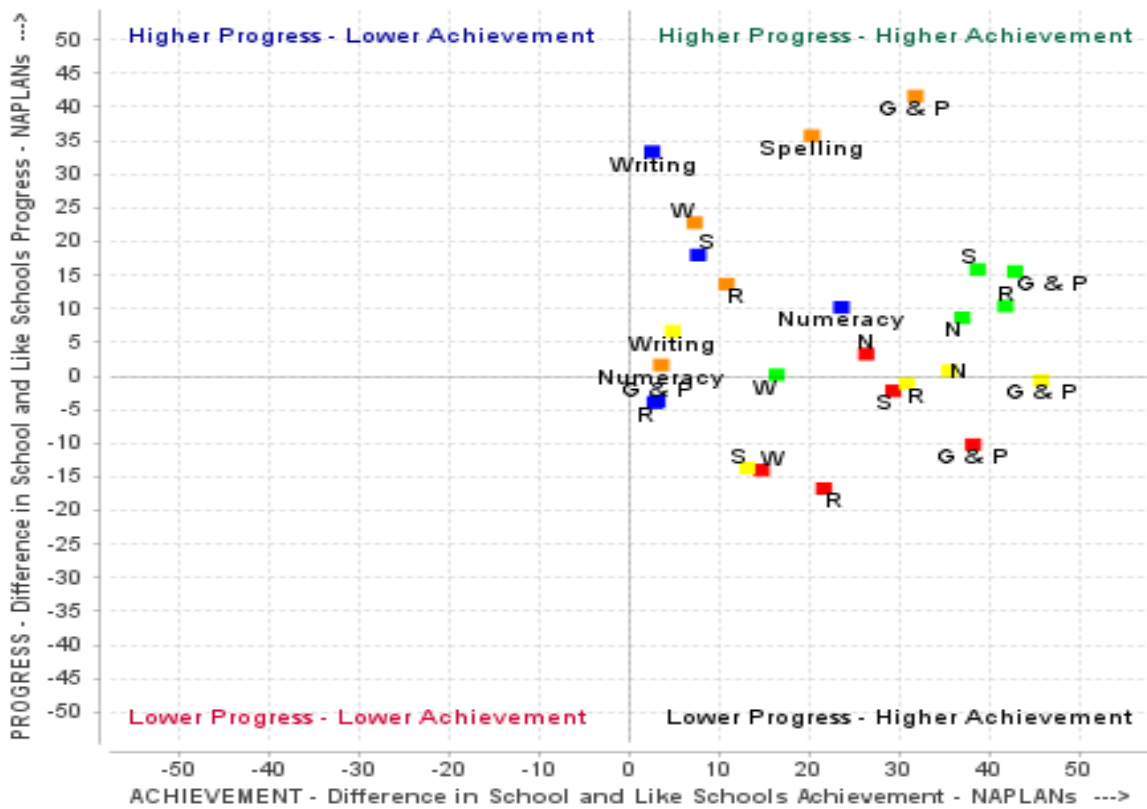
Although our overall attendance is above the required standard of 90% and above that of like schools; it is still below the percentage of all WA Public Schools. It will be our focus over the course of the 2020-2023 Business Plan to ensure that we have a focus on attendance and increase our percentages.

Student Achievement NAPLAN



Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 to Year 5 Longitudinal



NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2017	2018	2019	2017	2018	2019
Numeracy	1.3	1.8	0.8	0.7	0.8	1.2
Reading	1.8	2.3	0.5	0.1	0.0	0.3
Writing	1.9	1.9	1.4	0.7	0.1	0.6
Spelling	2.0	2.1	1.6	0.8	-0.2	0.2
Grammar & Punctuation	2.0	2.9	1.3	-0.1	0.7	0.9

The National Assessment Program - Literacy and Numeracy (NAPLAN) tests have been conducted in Australian Schools since 2008. 2019 marked the second year in which our Year 5 students conducted all of the tests online, with Year 3 students continuing to complete the Writing component of the test on paper. All students in the same year level were assessed on the same test items in the domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

LITERACY: In 2019 all CPS students performed at either above or at expected levels in all areas of Literacy. As a school there is a focus on improving our reading across all year levels through the implementation of the MacqLit Program in 2020, which focuses on improving the reading skills of students at risk. In addition, school wide incentive programs such as the 100 Nights of Reading encourage a love of reading for pleasure.

NUMERACY: Overall, our results in Numeracy were pleasing; particularly with our Year 5 students achieving above expected results. As a school it has been identified that students would benefit from more opportunities to engage in hands on Numeracy activities and this is being addressed by our Numeracy Coordinator collating maths boxes for each year level with engaging hands on Numeracy activities. This will provide our students with the opportunity to apply their problem solving and critical and creative thinking skills to their Numeracy work.

Student Leadership

Each year the school selects a Student Leadership Team. They have additional roles and responsibilities across the school and perform these with a high degree of expertise. We have been extremely fortunate in 2020 to have a strong team of responsible Year 6 students who have been able to undertake their roles with ease. Despite the difficulties of the year in regards to Covid-19, our Student Leaders still had opportunities to represent the school at a number of events, acted as wonderful role models to our student population and assisted Staff with a variety of tasks around the school.

Calista Primary School

Student Leaders - 2020

Principal: Mrs Cathy de Thierry Deputy Principals: Mr Hank Kordas, Mr Brendan Wall, Mrs Sophie Eddie

Teacher: Mrs Erica Cook



2020 Student Leaders

Destination Schools

When our Year 6 cohort leaves us at the end of each year they go off to a variety of destination schools well-prepared for their continuing Educational Journey.

Destination Schools	Male	Female	Total
4031 Gilmore College	26	16	42
1333 The King's College	3	2	5
1465 Court Grammar School	3	1	4
4054 Rockingham Senior High School	2	1	3
1353 Kolbe Catholic College	2		2
4184 Atwell College		1	1
1037 Carmel Adventist College		1	1
4150 Lakeland Senior High School	1		1
4040 Newton Moore Senior High School		1	1
1466 Peter Carnley Anglican Comm Sch		1	1

School-Community Partnerships



CPS has an ongoing partnership with The Smith Family and 2019 saw another year of this successful partnership. We had a record number of our students attend the Learning Club in Semester 2. *Learning Clubs* provide a safe and supportive out of school learning environment where students can participate in activities that develop their academic skills, such as homework, numeracy and literacy.

A selection of our students from years 4 to 6 were also given the opportunity to participate in the Student2Student program facilitated by The Smith Family. The program works by matching students who need to improve their reading with peer buddies who help and encourage them with their reading. Evidence indicates that one of the best ways to support students who have reading difficulties is for the help to come from others near their own age.

The Smith Family continues to offer our families support through the Learning for Life Scholarship, which offers support to families to keep students at school.



TIANQI LITHIUM

In 2018 CPS commenced a Chinese language program, which has continued throughout 2019 and 2020. Tianqi Lithium in Kwinana has provided our school with ongoing support, which has allowed the students of CPS to be engaged in a rich and engaging Chinese language program.



Curtin University

The State Government made an election commitment in 2017 to establish a Centre for Excellence in the Explicit Teaching of Literacy (the Centre). The Centre was established in December 2018 by the Department of Education in partnership with Curtin University and five public primary schools.

Calista Primary School was selected to be one of the five primary schools, chosen because of our outstanding Literacy achievements across the school. The aim of the Centre is to strengthen and extend explicit Literacy teaching practices in public schools across Western Australia, based on exemplary whole-school explicit literacy teaching practices.

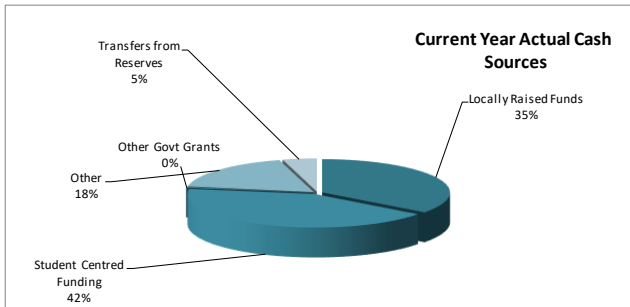
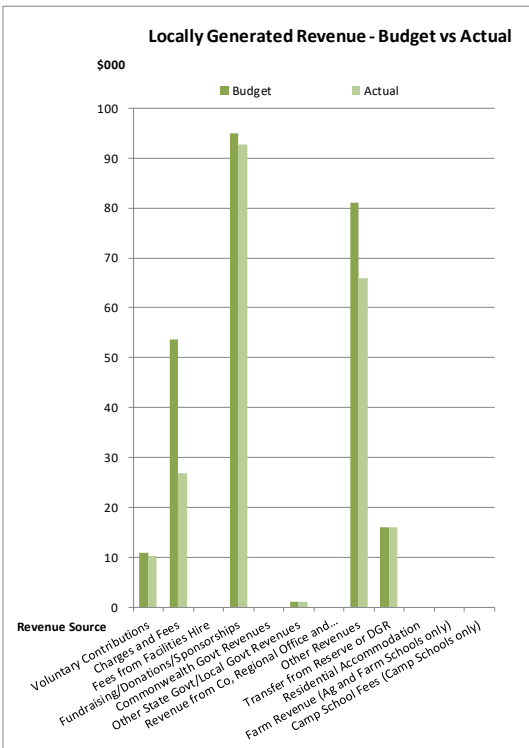
Throughout the program, interns will participate in professional learning and training to become leaders of explicit teaching and will visit CPS to observe high quality literacy teaching and learning. This partnership will run for three years and concludes in 2022.

Financial Summary as at 31 December 2020

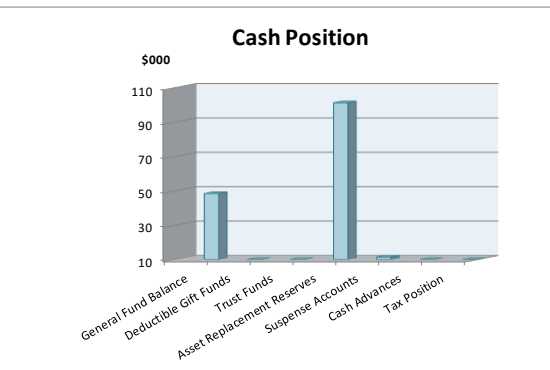
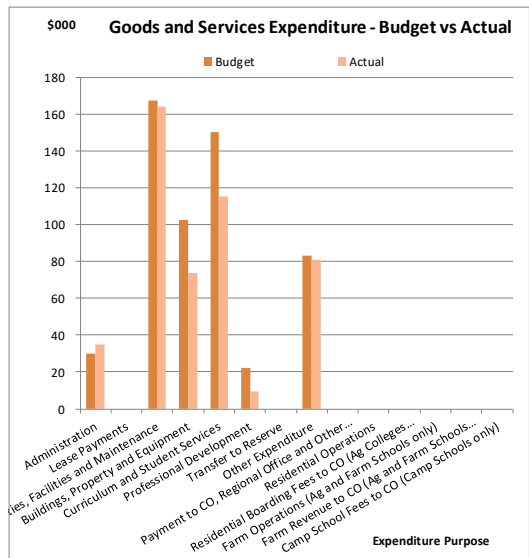


Calista Primary School
Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,949.00	\$ 10,245.00
2 Charges and Fees	\$ 53,648.60	\$ 26,864.60
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 95,000.00	\$ 92,738.13
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 81,105.21	\$ 65,915.29
9 Transfer from Reserve or DGR	\$ 15,966.74	\$ 15,966.74
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 257,669.55	\$ 212,729.76
Opening Balance	\$ 157,336.13	\$ 157,336.13
Student Centred Funding	\$ 155,722.87	\$ 155,722.87
Total Cash Funds Available	\$ 570,728.55	\$ 525,788.76
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 570,728.55	\$ 525,788.76



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 29,670.00	\$ 34,901.54
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 167,213.44	\$ 163,679.86
4 Buildings, Property and Equipment	\$ 102,395.74	\$ 73,653.82
5 Curriculum and Student Services	\$ 150,343.56	\$ 115,072.22
6 Professional Development	\$ 22,400.00	\$ 9,432.71
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 82,865.00	\$ 80,667.54
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 554,887.74	\$ 477,407.69
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 554,887.74	\$ 477,407.69
Cash Budget Variance	\$ 15,840.81	



Cash Position as at:	
Bank Balance	\$ 157,205.82
Made up of:	\$ -
1 General Fund Balance	\$ 48,381.07
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 101,196.34
5 Suspense Accounts	\$ 11,439.41
6 Cash Advances	\$ -
7 Tax Position	\$ (3,811.00)
Total Bank Balance	\$ 157,205.82