

**Calista**

Primary School

*"Steering towards the future"*

*- Since 1964 -*

# *Annual Report*

## *2021*



# *A Message From The Principal*

Dear Parents, Carers and School Community Members,

The 2021 school year was again a remarkable one. The Covid-19 pandemic again made us refine our approaches and practices in an ever changing way. Many of these practices, we have held onto as they have made a positive impact on our school. They have also allowed us to pause and rethink the way that we do things and become more innovative in our approaches. It seems these times are here to stay, at least in the near future and we need to continue to accommodate them. We thank the support of the Calista Community as we do so.

2021 saw the return of NAPLAN; and the inclusion of data, as the national testing regime was re-introduced. As a school we continued to have pleasing achievement across all testing areas. However, the need to maintain levels of progress from Year 3 to Year 5 has been identified as an area for us to focus on as a school.

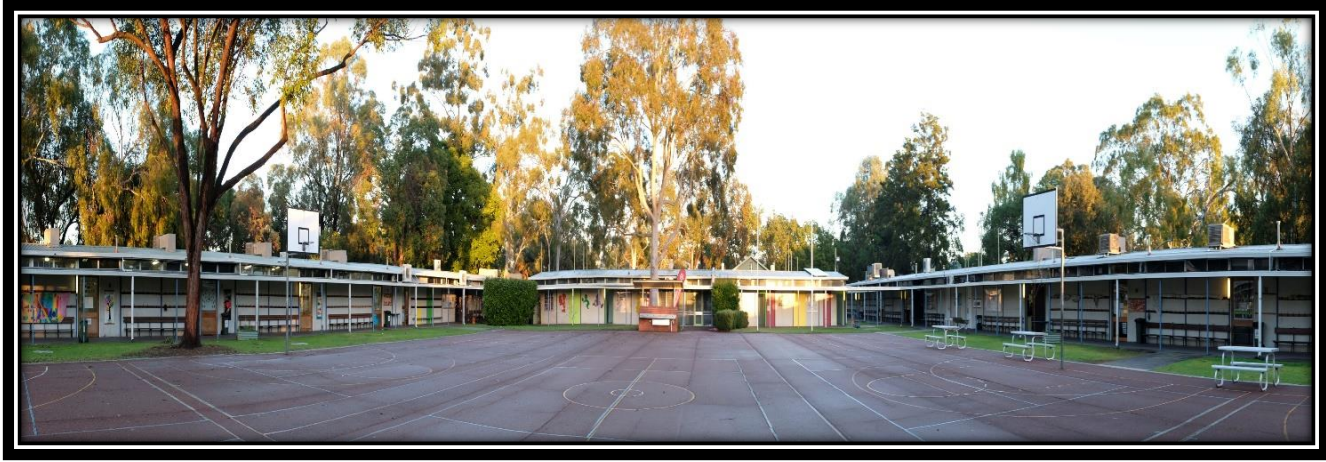
A positive highlight of the 2021 school year, was our inclusion as a Teacher Development School (TDS) for Literacy and Numeracy. This saw us providing high quality professional learning via both face to face and on-line formats to schools across the state. This was additional to our inclusion as a Centre for Excellence School in the Explicit Teaching of Literacy. It gave our staff an opportunity to demonstrate their skills and abilities to other schools. We received very positive reviews from both of these ventures.

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 2021*

Calista Primary School is an Independent Public School that offers a Kindergarten to Year 6 education to 475 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 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.” This is underpinned by the values of Safety, Aspiration, Inclusion and Life-Long Learning. These values form the basis of all that we stand for.

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 (WAPBS). High attendance is encouraged and absences are followed up weekly.

We provide development opportunities for our staff and have a strong model of distributed leadership. Our current leaders operate across the areas of English, Mathematics, Positive Behaviour Support (WAPBS), ICT /STEM, Cultural Responsiveness and Health and Wellbeing. Calista has a strong direction and is steering towards a bright future.

# 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 (2nd Year)

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

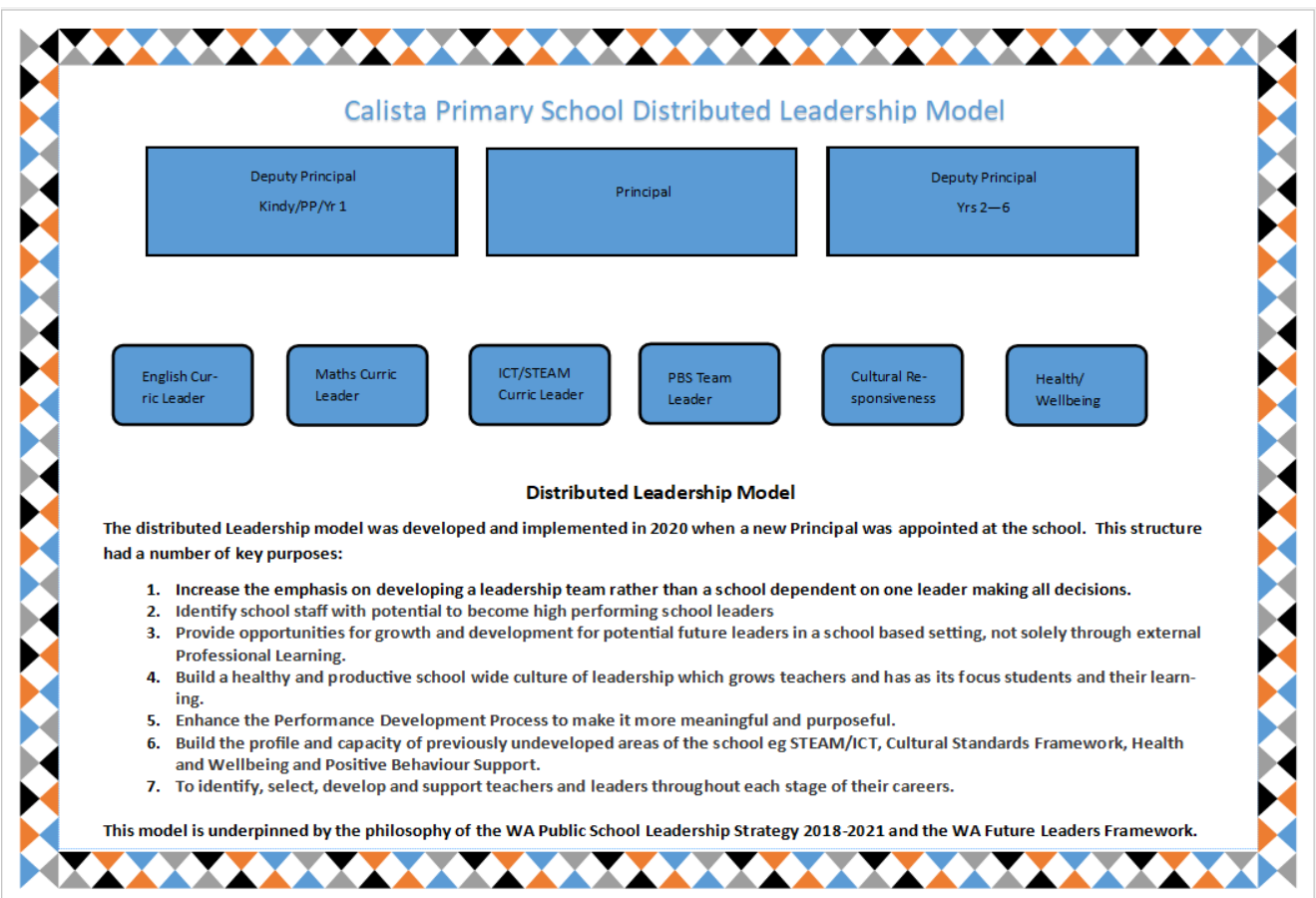
6.2 Continue to develop appropriate and relevant communicating and reporting structures and methods for parents.	
6.3 Foster partnerships with other agencies, institutions and community groups to enhance our students' educational opportunities.	
6.4 Build on and enhance our existing relationship with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

**\*\*\* Covid-19 continued to have a dramatic impact on Relationships and Partnerships in 2021.**

## *Staff Leadership Development Opportunities*

The school was 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- English Leader, Louise Whitley- Mathematics Leader, Teana Jenkins-WAPBS Leader, Tammy Aitken- Wellbeing Leader, Elaina Lam- STEM/ICT Leader, Sophie Tonks- 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.

# Literacy Review 2021 - Claire Browton (English Leader)

## Reading data:

During 2021, we reviewed how our students were progressing with reading. It became apparent that we were not collecting enough consistent reading data. Based off year level feedback, the Curriculum Committee did a review of our reading assessments and identified the areas of reading we weren't assessing. We also trialled different assessments. From this we made decisions as to which assessments we would be implementing in 2022 to best track our reading progress/success. We plan to implement beginning, mid and end of year testing, to allow us to clearly see the effectiveness of our reading instruction, as well as provide the best support for students at point of need. The ongoing support from staff has been fantastic in this regard.

## Structured, synthetic, phonics:

We have raised awareness during 2021 that a key component of reading success is having a structured, synthetic phonics program/sequence that is taught with fidelity, for the entirety of the program/sequence. This limits gaps in students' knowledge, as their phonics follows a set sequence, flowing on from year level to year level. The plan is to implement the Sounds Write program from Pre-Primary to Year 2 and will involve staff attending Sounds Write PL. In 2022, our Year 1 staff will attend this PL through Dyslexia SPELD Foundation (DSF) which will allow them to implement the program with their students. As Sounds Write is taught in Pre-Primary and is an evidence informed, structured synthetic phonics program, incorporating reading and spelling this process will help to minimise gaps in student learning and ensure sustained progress to occur. This progress will follow onto Year 2 in 2023.

## A focus on Phonological Awareness (PA) in the lower years:

We screened all Pre-Primary students using the PLD Early Years and foundation PA assessment. Teachers identified that the students had poor PA skills which limited their ability to engage in their phonics program right away. A priority was put on developing good PA skills, and the Heggerty PA program was introduced to all Pre-Primary students in Week 6, Term 1. In 2022, this program will be trialled in Kindy.

## Resourcing:

A small collection of decodable texts were purchased, mainly aimed at the Pre-Primary students as they cover initial code. However, these were made available to all teaching staff. These proved very popular and so a large proportion of the Literacy budget will be set aside for decodable readers for years 1-6, including fiction and non-fiction readers, and catch-up readers for upper years students with more age-appropriate images and storylines in 2022.



### *Professional learning:*

Over the last 12 months, staff have engaged in professional learning events linked to the Science of Reading, covering; Scarborough's Reading Rope and other models of reading, identifying struggling readers and how to support them, how to teach high frequency words. Staff are engaged with the work and further professional learning linked to the Science of Reading, will be presented by DSF in 2022.

### *Library refresh:*

In our efforts to encourage a growing love of reading amongst our students we identified that the Library was not a welcoming space. With the purchase of new mobile technology, in the form of iPads, we were able to close one of the computer labs, creating additional space in the Library. This allowed us to set up bright and welcoming spaces for enjoying reading, purchase comfortable and bright furniture and shelving and borrow boxes to allow easier student access to books. It also allowed us to place all teacher resources in the library to allow borrowing to occur from one central location. This has enabled the library to become a welcoming hub for the enjoyment of reading, sharing of stories and using technology in a more flexible way. We also continued to promote reading through our Scholastic book fairs, and hosted our most successful fair to date.

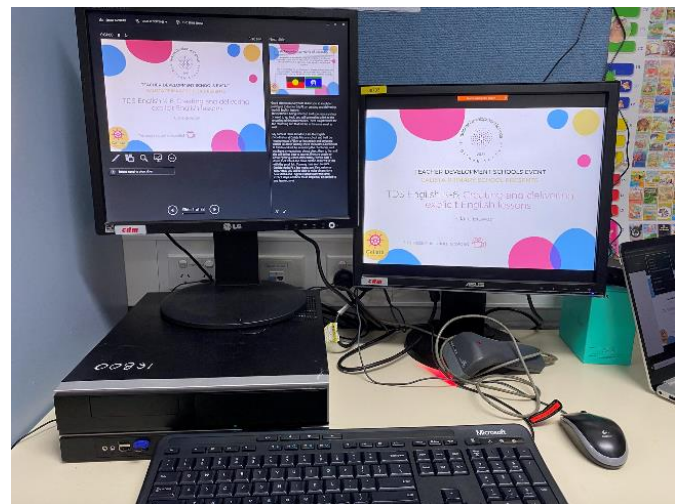






### *Teacher Development School and Centre for Excellence:*

This year we continued with our inclusion in the Centre for Excellence program in conjunction with the Department of Education and Curtin University. We supported 6 schools in both metropolitan and country locations with the development of explicit literacy practices. This occurred through Classroom Observations (limited due to Covid), leadership planning and support, providing face-to-face Professional Learning for staff and the sharing of Calista created resources with others. We also became a Teacher Development School in Literacy and Numeracy. Through this project we created and delivered numerous curriculum Professional Learning sessions through both face-to-face and on-line means. It also provided our own staff with Professional learning, networking opportunities and the chance to showcase their skills and abilities.



# Calista Maths Review 2021 - Louise Whitley (Maths Leader)

## School Programs

### Mental Maths

As part of their mental maths program, Pre-Primary students used Time for New Mental. Although covering the appropriate curriculum content, teachers found they were not using the book regularly and many of the activities were difficult for students to complete independently. After reviewing with the Curriculum team, it was decided that for 2022, Pre- primary would use quick hands on activities to promote mental math strategies and working mathematically rather than the book. Year One and Two students used New Wave Mental Maths and will continue to do so next year.

Year 3-6 students continue to use the Math Mastery Programs JEMMs, JEMMs+ and EMMS. Although finding the units time consuming, teachers find it beneficial to students as it has good coverage of relevant maths content. Professional Learning will be booked for early next year to assist current and new teachers in learning how to utilise the program correctly and to its full potential.

### Matific

Calista purchased licenses in Matific for students in Pre-primary through to Year 6. After having some Professional Learning, in 2020 and early 2021, teachers were feeling more confident in using the online program /resources. Teachers are able to make ability groups to differentiate activities to support the students in their class, in line with the relevant curriculum documents. As Pre-Primary did not use Matific in the first half of the year, licenses will not be purchased until Semester 2 in the future.

### Times Table Challenge

Students from Year 1- 6 participate in a fortnightly times table challenge. Each year level has a different challenge sheet containing the tables which correspond with the relevant scope and sequence document. Challenge sheets are stored on Calista's Numeracy Community, Connect. Results are recorded and tracked to see progress in Times table memorisation. The class that has improved the most over the fortnight wins a prize. Students are encouraged to try their best and improve each week. IEP students use lower levels or have an individual challenge with their own focus in learning numbers, counting or practising addition. Students who achieve 100% are presented with a certificate. Our average class percentages have improved when compared with 2020 data.

	Term 1	Term 2	Term 3	Term 4
Week 2	72.08	69.56	74.71	74.4
Week 10	83.2 (W8)	78.61	77.16	81.5 (W9)
Difference W2-W10	11.12%	9.05%	2.45%	7.11%

### School Documents/Resources

Year levels continue to review and update their Maths Scope and Sequence documents which are then stored for easy access on Calista's Numeracy Community, Connect. The

Assessment schedule was updated to reflect the common Maths assessment tasks for each year level.

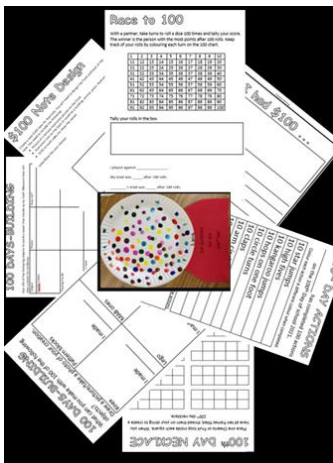
Resources in the Maths Storage shed continue to be updated and replaced. Several new resources including equipment and games were purchased for 2021 to assist in hands on learning. Maths resource boxes containing equipment used regularly also continued to be distributed to each class, allowing for easy access to materials.

### Whole School Events

To celebrate “100 Days of School” several successful events were held over the week. Kindy participated in events based around the number 50 which was their corresponding day of school.

Events included-

- “The Maths Show” incursion (PP-Yr6)
- 100 item t-shirt competition
- 100 cup tower challenge
- Various 100 Days activities across Literacy, Numeracy, STEM and art



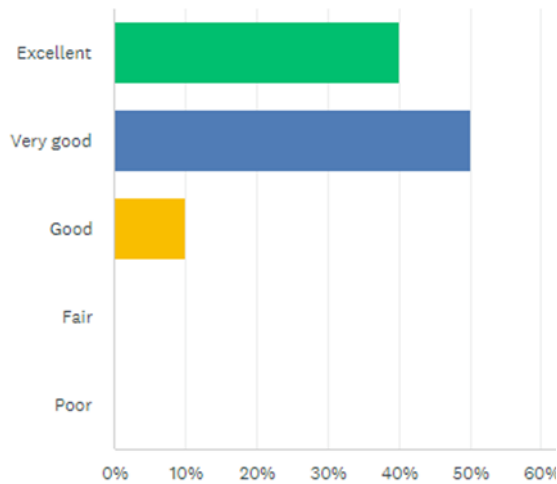
### Community/Other schools

For 2021, Calista became part of the Teacher Development Schools Community. We collaborated with other schools and became familiar with the new departmental documents developed for Maths. We also presented online Professional Learning regarding Explicit Teaching in Mathematics while using hands on materials. We had a maximum of 70 registered participants.

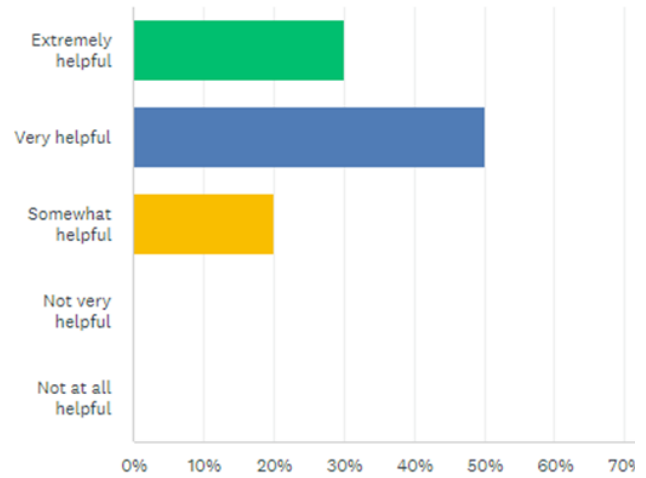


A selection of survey results from Explicit teaching in Mathematics PL

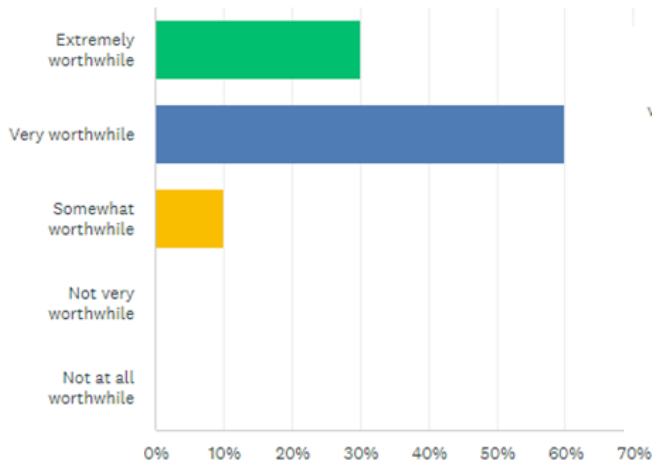
Overall, how would you rate the event?



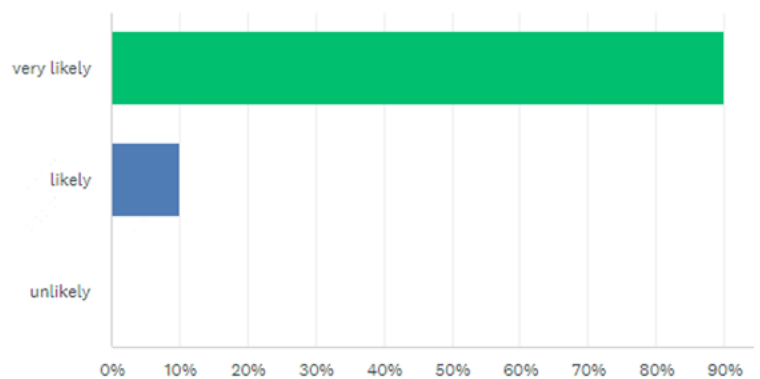
How helpful was the content presented at the event?



How worthwhile was the course material?



How likely are you to implement what you have learned today?



*A selection of Participant comments.*

So clear and helpful especially with the short videos showing what was explained in practice

7/6/2021 5:46 PM

[View resp](#)

thanks for sending the examples by email and the recording.

6/24/2021 6:42 PM

[View resp](#)

Thank you so much for sharing your knowledge and experience in this online webinar. Much appreciated!

6/10/2021 4:23 PM

[View resp](#)

I really like the idea of self talk. I use it a bit but think I'll use it a lot more now.

6/10/2021 4:21 PM

[View resp](#)

Thank you for this PL. I work in Ed Support so am very aware of explicit teaching but this was just fabulous to see some good examples, particularly in maths. I enjoyed the videos and how clear the explanations were for each phase (I do, we do, you do, ploughback). Thanks again for sharing.

6/10/2021 4:20 PM

[View respondent's answers](#)

I liked the video example to clearly show how it looked in the classroom

6/10/2021 4:19 PM

[View respondent's answers](#)

# 2021 Review of Positive Behaviour Support at Calista Primary School - Teana Jenkins (PBS Leader)

The following was achieved by Calista Primary School during the implementation of PBS in 2021.

- Finalised the behaviour matrix
- School-wide delivery of fortnightly foci
- Revised office discipline referral form
- Establishment of Calista Captain's Club
- Art competition for PBS visuals
- Additional visuals created
- Positive behaviour acknowledgement

## Behaviour Matrix

A behaviour matrix is an essential component of the Team Implementation Checklist (TIC). A Behaviour Matrix becomes a document that should be found in every room of a school and referred to daily. After the establishment of SAIL, the PBS team were able to identify behaviours at Calista that were of high priority, in collaboration with all staff members, students and community members. The behaviours identified formed the draft matrix, which was trialled in 2021. The school community were given the opportunity to provide feedback on the matrix before a final one was created. All feedback was taken into consideration.



At Calista Primary we SAIL



	SAFE	ASPIRING	INCLUSIVE	LIFELONG LEARNER
ALWAYS	We will: <ul style="list-style-type: none"> <li>• follow staff instructions</li> <li>• use equipment and resources correctly</li> </ul>	<ul style="list-style-type: none"> <li>• keep our hands and feet to ourselves</li> <li>• use manners</li> </ul>	<ul style="list-style-type: none"> <li>• greet others positively across the school</li> <li>• keep the school clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>• use the toilets responsibly</li> <li>• manage conflict responsibly</li> </ul>
CLASSROOM BEHAVIOUR	We will: <ul style="list-style-type: none"> <li>• move around considerately</li> <li>• sit on a chair safely</li> </ul>	We will: <ul style="list-style-type: none"> <li>• wait for our turn to talk</li> <li>• be organised</li> <li>• strive to improve our personal best</li> <li>• ask for feedback to improve our learning</li> <li>• take responsibility for our own behaviour</li> </ul>	We will: <ul style="list-style-type: none"> <li>• participate cooperatively with our peers</li> <li>• ask before borrowing someone's belongings</li> <li>• use inside voices to ensure we don't distract others</li> <li>• take turns</li> </ul>	We will: <ul style="list-style-type: none"> <li>• ask for help when required</li> <li>• take pride in our work</li> <li>• actively participate in all learning experiences</li> <li>• set SMART goals and strive to achieve them</li> <li>• actively listen</li> </ul>
BREAK TIME/TRANSITION BEHAVIOUR	We will: <ul style="list-style-type: none"> <li>• sit down whilst eating</li> <li>• are sun smart, by wearing our hats outside</li> <li>• play in the correct designated areas</li> <li>• report safety issues to the duty teacher</li> <li>• move around safely, by walking</li> <li>• use the bike racks responsibly</li> </ul>	We will: <ul style="list-style-type: none"> <li>• be positive role models to our peers</li> <li>• tidy and return equipment borrowed</li> <li>• look after the environment, by picking up rubbish</li> <li>• line up responsibly, at the end of break time</li> <li>• be considerate when walking around the school</li> <li>• wait quietly in the office</li> </ul>	We will: <ul style="list-style-type: none"> <li>• encourage positive activities and behaviour</li> <li>• include others</li> <li>• take turns with equipment</li> <li>• play by the rules and play with others responsibly</li> <li>• speak positively to others</li> </ul>	We will: <ul style="list-style-type: none"> <li>• be patient</li> <li>• use problem solving skills when faced with a challenge</li> <li>• display good sportsmanship</li> <li>• participate in morning fitness</li> <li>• return to class on time after breaks</li> </ul>
LIBRARY AND TECHNOLOGY PROTOCOLS	We will: <ul style="list-style-type: none"> <li>• follow ICT agreements</li> <li>• understand cyber safety rules and adhere to them</li> <li>• move calmly and safely around the library</li> <li>• be safe and protect personal information and passwords</li> <li>• ask permission before sharing content with others</li> <li>• sanitise our devices at the end of lessons</li> </ul>	We will: <ul style="list-style-type: none"> <li>• remain on task</li> <li>• pack away equipment correctly</li> <li>• treat books and resources responsibly</li> <li>• use devices as a learning resource</li> <li>• use a bookmark when borrowing books</li> <li>• be responsible digital citizens</li> </ul>	We will: <ul style="list-style-type: none"> <li>• help others if they require assistance with technology</li> <li>• Be considerate of others in the library and keep in mind our noise level</li> <li>• take turns when we are working together</li> <li>• only access our work on shared devices</li> </ul>	We will: <ul style="list-style-type: none"> <li>• use independent work habits</li> <li>• work quietly in the library</li> <li>• return our books to the library on time</li> <li>• report faults and issues found</li> <li>• hold an iPad with two hands when moving around</li> <li>• only use apps we are told to use</li> <li>• "Apples Up" to actively listen</li> </ul>
OFF SITE SCHOOL ACTIVITIES	We will: <ul style="list-style-type: none"> <li>• wear the appropriate school uniform and hat</li> <li>• work cooperatively</li> <li>• remain with the group</li> <li>• follow road safety rules</li> </ul>	We will: <ul style="list-style-type: none"> <li>• actively participate</li> <li>• actively listen</li> <li>• Positively represent the school image</li> <li>• leave a positive impression</li> <li>• wear our uniform with pride</li> </ul>	We will: <ul style="list-style-type: none"> <li>• participate positively in group situations</li> <li>• be mindful of the needs of others around us</li> </ul>	We will: <ul style="list-style-type: none"> <li>• complete and return permission slips on time</li> </ul>

# Fortnightly Focus

The establishment of fortnightly foci began in 2020, to teach the school community expected behaviours. In 2021, the PBS team ensured that the implementation of fortnightly foci was a priority for the school. The PBS team and principal decided to place emphasis on the need to include teaching the expected behaviour into the weekly timetable, every Monday. The inclusion of teaching expected behaviours in the weekly timetable ensured that fortnightly foci would be taught consistently and would become part of the school-wide weekly routine. The PBS team use behavioural data to form the fortnightly foci on a term basis. School staff receive a PBS calendar which identifies the fortnightly foci, events and any special dates to refer to over the term. As well as this, the Team Leader sends an email every fortnight outlining the fortnightly focus, providing lesson plans, PowerPoints, a morning slide and any updates to keep staff well informed. Once staff have received resources via email, it is expected that the behaviour focus is explicitly taught. The PBS team ensures that visuals are displayed across the school and is communicated to parents and the community online. The implementation of fortnightly foci has been successful as staff and students are using the language from the behaviour matrix when re-teaching and reinforcing behaviours. Data suggests that fortnightly foci have decreased the number of timeouts and office discipline referrals.

## Office Discipline Referral Form

In 2021, the current Office Discipline Referral (ODR) Form needed to be altered to ensure that effective data could be collected, analysed, and used for reporting purposes. As stated in the TIC, it is essential to include: student, grade, date, time, referring staff, problem behaviour, location, persons involved, probable motivation, consequences and administrative decision. The PBS team met to discuss these additions to create an updated ODR. Once the team had reached consensus, a soft roll out began in Term 4, 2021, to give staff the opportunity to trial the new form and gather feedback before finalising the form for use in 2022. The soft launch included providing professional learning to staff on the use of the form. The soft launch was successful as the form was effective in collecting, analysing and reporting data.

### OFFICE DISCIPLINE REFERRAL FORM

<b>Student:</b> _____		<b>Room:</b> _____	
<b>Referring Staff:</b> _____		<b>Date:</b> _____	
<b>Time:</b> _____			
<b>Location:</b>			
<input type="checkbox"/> Classroom #	<input type="checkbox"/> Quadrangle	<input type="checkbox"/> Junior area	
<input type="checkbox"/> Oval	<input type="checkbox"/> Verandah	<input type="checkbox"/> Toilet	
<input type="checkbox"/> Undercover area	<input type="checkbox"/> Library	<input type="checkbox"/> Other: _____	
<b>Unproductive Behaviour: (Requiring office referral)</b>			
<input type="checkbox"/> Abuse, threats, harassment or intimidation of students			
<input type="checkbox"/> Physical aggression towards students			
<input type="checkbox"/> Abuse, threats, harassment or intimidation of staff			
<input type="checkbox"/> Physical aggression towards staff			
<input type="checkbox"/> E-breaches			
<input type="checkbox"/> Damage to or theft of property			
<input type="checkbox"/> Possession, use or supply of illegal substance(s) or objects			
<input type="checkbox"/> Possession, use or supply of substances with restricted sale			
<input type="checkbox"/> Negative behaviour- other (provide full description)			
<input type="checkbox"/> Repeated minor behaviours			
<input type="checkbox"/> Other			
Description: _____			
_____			
_____			
Others involved: _____			
<b>Possible Motivation:</b>			
<input type="checkbox"/> Avoid adult(s)	<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Unsure	
<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Other	
<input type="checkbox"/> Avoid tasks/activities	<input type="checkbox"/> Obtain peer attention	_____	
<b>Intended Restorative Action (teacher):</b>			
<input type="checkbox"/> 1:1 counsel session	<input type="checkbox"/> Contact parent	<input type="checkbox"/> IBP	<input type="checkbox"/> Other: _____
<b>Value to be reinforced:</b>			
<input type="checkbox"/> Safe	<input type="checkbox"/> Aspiring	<input type="checkbox"/> Inclusive	<input type="checkbox"/> Lifelong Learner
<b>Action taken by administration:</b>			
<input type="checkbox"/> Counsel w/student	<input type="checkbox"/> Reprimand	<input type="checkbox"/> Loss of privilege	
<input type="checkbox"/> Parent contact	<input type="checkbox"/> In-school suspension	<input type="checkbox"/> Withdrawal	
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Out of school suspension	<input type="checkbox"/> Contact agency	
<b>Administrative comments and/or Follow Up:</b>			
_____			
_____			
_____			
<input type="checkbox"/> Record on SIS	Sign: _____		Date: _____

## Calista Captain's Club

The establishment of Calista Captain's Club began in 2021, when the PBS team were discussing ways in which we could encourage expected behaviours across the school, in addition to the whole school rewards, merit certificates and faction rewards. The PBS team decided to build on the current encouragement system to acknowledge students with exceptional behaviour. Students who receive the Captain's Club award are driven by the core values of being Safe, Aspiring, Inclusive and a Lifelong learner. This award is presented every semester and recipients are chosen based on both student and staff voice. Every semester two students per year level are chosen and are presented with a certificate and enamel badge at a school assembly, as well as an invitation to a special lunch with the principal. The addition of this award has been successful, as students have been striving to consistently display the expected behaviours.



## Art Competition

The PBS team collaborated with the Visual Arts teacher to hold a PBS art competition. This was an important phase to gain student voice for the visuals that would be created to represent PBS at Calista. The art competition invited students from all year levels to develop a piece of art which they believed reflected PBS at Calista. Once all pieces of art were submitted the school community was given the opportunity to vote on their favourite artwork. A winner was finalised after analysing the results, which would be the key influence in designing the PBS logo and visuals for the school. The piece of art was sent to a graphic designer who was able to begin working on this art digitally in 2021, to be finalised in 2022. All students who entered the competition were recognised with a certificate at a school assembly. This was a great competition which allowed input school-wide.



## Additional Visuals

As a result of the art competition, the school received a logo to represent PBS at Calista. Over time the PBS logo will be instantly recognisable by the school community. This logo was added to visuals to reflect PBS professionally across the school. Classroom and playground posters were created to reflect the expected behaviours, as well as including the logo. The PBS Leader and ICT Leader collaborated to add the 4 school values Safe, Aspiring, Inclusive and Lifelong Learner onto the school merit certificate. The addition of these values with a checkbox beside each ensures that staff are acknowledging expected behaviour, as well as creating further exposure of expected behaviours to the school community.



## Positive Behaviour Acknowledgement Certificate

A positive behaviour acknowledgment certificate was developed to promote communication within the school community and to recognise students meeting expected behaviours. There is no limit in regard to how many can be given out, staff are encouraged to give these out when they see a behaviour that should be recognised. These were developed in 2021, ready to launch in 2022.

The PBS team is guided by the team implementation checklist and aims for strong communication with all stakeholders. The team will continue implementing PBS effectively throughout 2022, building on current practices and using data to inform change.

<p><b>POSITIVE FEEDBACK note</b></p> <p>Calista Primary School</p> <p>Hello,</p> <p>I wanted to let you know that your child:</p> <p>_____</p> <p>_____</p> <p>From: _____</p>	<p><b>SCHOOL VALUE DISPLAYED</b></p> <p><input type="checkbox"/> Safe</p> <p><input type="checkbox"/> Aspiring</p> <p><input type="checkbox"/> Inclusive</p> <p><input type="checkbox"/> Lifelong Learner</p> <p><b>SAIL</b></p> <p>SAFE ASPIRING INCLUSIVE LIFELONG LEARNER</p>
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# Calista's 2021 in Photos



## Health and Wellbeing - Tammy Aitken (Health & Wellbeing Leader)

This past year Calista has placed some focus on staff mental health and wellbeing due to the changes we have experienced from Covid restrictions. As a result of current events, it has been difficult for staff to get together and support each other as they have done in the past. It was important to still remain connected and think about their wellbeing during these challenging times. A wellbeing board was created in the staffroom with ideas and photos of how staff are maintaining their own wellbeing. Staff sent photos of activities they are doing outside of school to be displayed. A special morning tea was organised for International Tea Day with formal teacups and cakes. Where possible, regular communication morning tea events were held to keep the routine of coming together and ensure good communication was maintained.

The Health and Wellbeing Coordinator remained visible on their allocated day in the staffroom for a quick chat and support. This proved to be very effective in providing an opportunity for staff to share anything that was causing them stress with a colleague (who understood their context and troubles).

Resources for the new Challenges and Choices Health Program were organised and made available for staff to access in order to teach the program. Staff reported positively the ease of which the resource could be implemented into teaching and learning.

A Health and Wellbeing Committee was set up to increase staff consultation and ease the relaying of information back to phase groups. This was not as successful as planned and the committee was disbanded at the end of the year.

Important days such as 'R U OK?' Day and 'Bullying No Way Day' were brought to light.

Posters were displayed around the school and the school leaders shared information during our school assemblies or PA announcements. Students enjoyed the wellness week activities of yoga, playdough, reading under trees and bubbles during break times.

The school chaplain continued her role within the school. A new process for using a timetable to allocate students a timeslot worked particularly well and ensured consistency for the students. It also meant administration staff were aware of who was allocated time. The chaplain created a summary from their session with each student which was sent to their Line Manager and the school Deputy. This allowed the school to keep a record of who was seen and what activities were included in each session which allowed all parties involved to keep track of students and their needs.

The Health and Wellbeing coordinator is committed to making health and wellbeing more visible and prominent around the school. As well as ensure all staff and students are aware of the importance to care for one's own health and wellbeing for the future.



# ICT & STEM Committee - Projects and Achievements - Elaina Lam (ICT/STEM Leader)

The Information Computer Technology and S.T.E.M. Committee accomplished and implemented a great range of changes across Calista Primary School. This included implementing a 1:1 iPad program, upskilling staff in how to deliver the Digital Technologies curriculum, creating and sharing lesson ideas and resources for staff to use with their students and offering ways to embed the ICT capabilities into our teaching and learning.

In 2021 Semester 1, we introduced a trial 1:1 iPad program, with a set of leased iPads, among three classes in year 2, 3 and 5. This allowed teachers to trial different methods for delivering the curriculum using a range of applications on the iPad. The teachers who were part of this trial were also part of the ICT & STEM committee. This allowed us to work closely together to create a streamlined way to introduce and demonstrate to the students how to handle the devices, and how to use them creatively and productively. We were able to showcase to parents and students that the iPads were not just tools for absorbing content, but to create content as well. Through this 1:1 iPad trial we were able to determine a set of rules and procedures that could then be demonstrated to other staff in the school and allow them to use the iPads in their own room in a 1:1 manner as well. By the end of Semester 1, we showcased to staff the range of creations our students had made on the iPad which displayed their learning in class in different mediums. This allowed our staff to see the different ways we could use the iPads to differentiate for our student learning.

In Semester 2 or 2021, we leased an additional class set of iPads and began to have other classes timetabled to use the iPads for 2 hours per week. We had staff member observe one of the 3 trial classes closest to their own teaching year level for them to watch the processes and procedures that were to be followed to ensure an easy implementation of iPads in the classroom. We established routines with staff and students on how to handle iPads, distributing them and putting them away. We established timetables that enabled all classes an even amount of time to use the devices during the English and Maths blocks. Staff were then given PL on a range of simple Apps that could be used in class with students for long term projects and units as well as short term, single lesson activities.

**THINK**  
Break down the problem and understand what your goal is.

**PLAN**  
Write down or sketch your ideas and choose the best one.













**CREATE**  
Choose the right materials and tools and make your idea!

**TEST**  
Try out your creation. It's OK to fail! How can you make it better?

**SHARE**  
Borrow ideas, discuss solutions, collaborate on projects and share your thinking.

**IMPROVE**  
Keep trying! Fail, adjust, fail again and make it better!

## USEFUL COMMON IPAD ICONS

 <b>ADD ELEMENTS</b> Photo, video, audio, shapes, text box, tables & graphs.	 <b>FORMAT</b> Change: font, size, colour, lock object, rotate, remove backgrounds.	 <b>SHARE</b> Airdrop, add to files, email, message, open in a different app.	 <b>MORE</b> Overview of document options. For example: Markup.	 <b>INPUT PHOTO</b> Add photo to a document such as Sketches.	 <b>EXPORT</b> Also known as Save As... Export documents as a PDF, Word Doc etc.
 <b>SCREEN MIRROR</b> Pull down from top left screen to airplay onto another device.	 <b>SCREEN RECORD</b> Record your screen to film instructions or show something.	 <b>CAMERA</b> Add photos to resources or for activities.	 <b>AIRDROP</b> Turn Airdrop on and off. Make your iPad receive from anyone or no one.	 <b>WIFI</b> Turn the Wifi off and on, change or check your connectivity.	 <b>TIMER</b> Use this to open an alarm or set a timer quickly from the task bar.

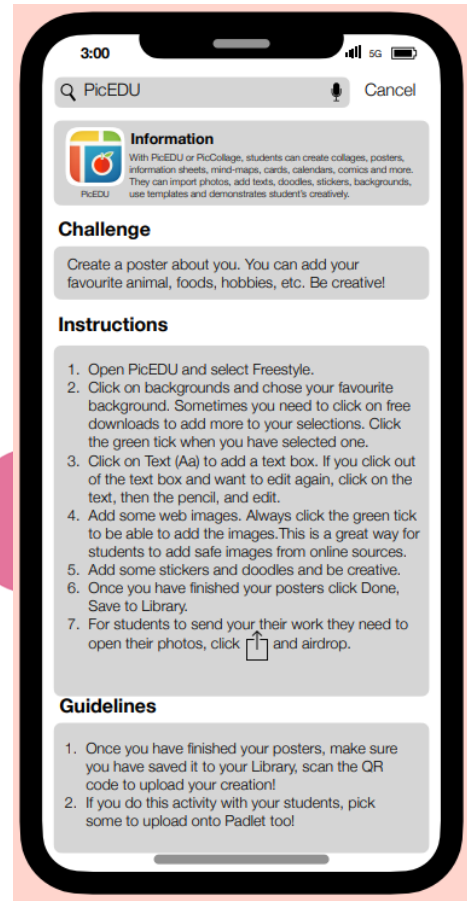
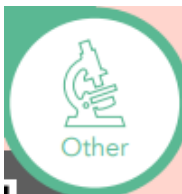
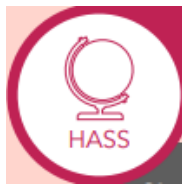
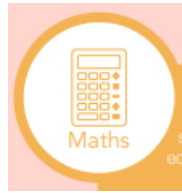
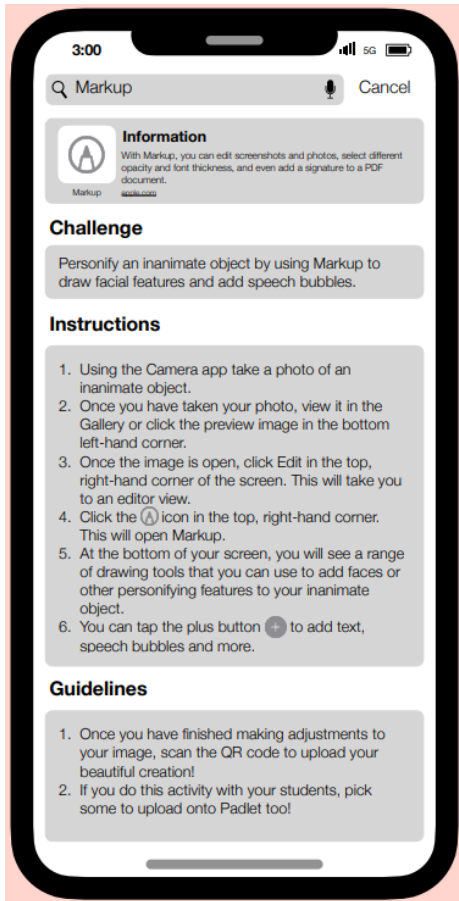
The ICT & STEM committee also worked on creating simple 'How To' videos for staff and students to refer to when using different Apps in class. These videos allowed staff to work individually on resources that their students could use in class on the iPads but could also be used in class during instructional time when introducing a new Application to students. A Digital Technologies and ICT Capabilities checklist was created for each year level. The checklist detailed what needed to be achieved in each year level and a list of suggested activities and learning that could be completed with students in order to have students practice the needed skill.

**TEACHER SKILL CHECKLIST**

MANAGING YOUR DEVICE	WORKFLOW	CREATING WITH IPADS	COMMUNICATE
<input type="checkbox"/> Print from the iPad	<input type="checkbox"/> Airdrop files and media	<input type="checkbox"/> Change the font	<input type="checkbox"/> Download information from websites.
<input type="checkbox"/> Close Apps on the iPad	<input type="checkbox"/> Use Apple Classrooms	<input type="checkbox"/> Adjust text size	<input type="checkbox"/> Share links (through Airdrop) across devices
<input type="checkbox"/> Screenshot	<input type="checkbox"/> Share documents to share work out	<input type="checkbox"/> Pick and change colours for text	<input type="checkbox"/> Share Digital Content Online
<input type="checkbox"/> Use Text-to-Speech	<input type="checkbox"/> Recieve documents for collecting work	<input type="checkbox"/> Pick and change colours for objects	<input type="checkbox"/> Share Digital content with other iPads
<input type="checkbox"/> Use Speech-to-Text	<input type="checkbox"/> Manage files and sort them on the iPad	<input type="checkbox"/> Resize images and other media	Follow copyright laws and procedures for:
<input type="checkbox"/> Find the search bar and use it	<input type="checkbox"/> Airplay my screen through AirServer	<input type="checkbox"/> Insert and create Media Placeholders	<input type="checkbox"/> Images and work from a third-party source
<input type="checkbox"/> Identify common icons		<input type="checkbox"/> Use multiple Apps for one project	<input type="checkbox"/> Images and work of our own Intellectual Property
<input type="checkbox"/> Connect and reconnect to the internet		<input type="checkbox"/> Record Video	
<input type="checkbox"/> Split Screen Apps		<input type="checkbox"/> Record Audio	
		<input type="checkbox"/> Screen Record (with and without Audio)	
		<input type="checkbox"/> Use Photo Mark Up	
		<input type="checkbox"/> Lock and Unlock objects in a document	

As Calista previously did not report on Digital Technologies, many of our staff were unsure of how to measure student achievement in this subject area. By creating a checklist with clear and measurable goals and tasks, staff were able to create lessons and demonstrate the skills needed to ensure their students were being taught the necessary skills. By the end of 2021 we had our three trial classes with students who were able to independently work on the iPads using a range of Applications to create and complete projects such as video presentations, short movies and posters. Across the other classes we now had students that were able to confidently use a device across different subject areas to show what they have learnt in class.

In the beginning of 2022, the ICT & STEM designed a coaching plan for staff at Calista Primary School in order to ensure all staff were upskilled to the same level with the iPads. As part of the coaching plan, we divided staff into three groups based on their year level and then based on factors including readiness to learn and workload we then created a checklist of skills that we wanted all staff to be able to achieve and use confidently and independently. The ICT & STEM committee also created a series of small Staff Challenge documents. These were simple 1-page documents which had instructions on how to use a specific application for a purpose. The document also gave ideas for other activities and lessons where the App could be used. Staff could then share their final creations from the challenge and once they felt confident to do the App challenge with their students, share what they had made as well.



The ICT & STEM committee are also currently in the process of refurbishing an unused room in the school and converting into a practical Makerspace for classes to use. The purpose of this space is to be used as a dedicated area for classes to create and make projects. We have planned to fit out the room with a permanent greenscreen filming set up with the equipment needed to film videos and take photos. Additionally, the room will also house new robotics technologies we have purchased. These will be able to be used in the maker space for students to practice sequence and block coding with different robotic equipment. We hope that the Makerspace can be used by all classes as a creative and energetic project space for future lessons.

ICT Student Acceptable Use Agreement Student Declaration  
When I use digital technologies,



# 2021 Review of Cultural Awareness at Calista Primary School - Sophie Tonks (Cultural Awareness Leader)

The Cultural Responsiveness Committee was formed in 2020 in response to the implementation of the Cultural Standards Framework; but has since developed into a committee that endeavours to acknowledge, celebrate and engage all students from a variety of cultural backgrounds.

The main purpose of the committee is to support the school to be culturally responsive.

*“Cultural responsiveness is the ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different to one’s own, and demonstrating this ability with proficiency. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships. It is about building mutually respectful, solid relationships with the local community; valuing the strengths of the local Aboriginal community; and working collaboratively with the local community to set the directions and priorities for Aboriginal students in the school. It is about being responsive to the diverse needs, backgrounds, experiences and knowledge of Aboriginal students; and being able to use these as a basis to facilitate learning opportunities.”*

The committee is composed of numerous staff who work as leaders in the school to develop and sustain an individual and school-wide focus on improving education outcomes for all students. As a committee, we set high expectations for students and track their educational progress. The committee works to foster positive participation, communication and interaction between staff, students, their parents and families, and the local community. The committee has developed an Acknowledgement of Country and is integrating the use of traditional language in lessons to build a school environment that is welcoming for Aboriginal students and reflects community aspirations for their children. Through planning, coordinating and delivering events in the cultural calendar (such as Harmony Day, NAIDOC Day and Christmas events) we create opportunities to engage parents, families and the community. These events help to provide learning opportunities that allow connections to be made between each student’s home and school experiences. The committee develops resources that build on the knowledge, skills and prior experiences that students bring with them to the classroom to ensure learning is relevant, connected and appropriate to achieve education success.

## CRC Meetings

The CRC schedules, develops the agenda for and chairs numerous meetings throughout the term. We have been able to invite community members to join these meetings to discuss upcoming events and give an authentic voice to concerns and enquiries relating to the goals and events of the CRC; in this way we are developing collaborative partnerships with colleagues and the wider community. For example, our committee has been attended by the school’s AIEO and Indigenous staff members to assist in planning NAIDOC Day events.

## Acknowledgement of Country (AOC)

The AOC was developed by the CRC for the whole school to use. The particular AOC we use at Calista was developed in line with the guidelines from the Department’s Welcome to Country and AOC Protocols document. This recognition assists in **developing strong partnerships** with Aboriginal communities throughout Western Australia. It also demonstrates the commitment of the Department to **support culturally responsive practices and behaviours** by providing opportunities for all staff and students to **develop understanding and respect** for Aboriginal histories, peoples, cultures and languages. Staff have been provided with a laminated copy of the school’s AOC, a digital copy is online at the school’s Connect page and spare copies are available in the staff room. In addition, staff were

provided with an opportunity during NAIDOC week to create an AOC by them and their students that they could use in their classroom. As a result of the development and implementation of the AOC, an AOC is now being carried out at all staff meetings, assemblies and ceremonies.

## Harmony Day

Harmony Week is a State Government multicultural community relations initiative whose purpose is to celebrate Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. Calista Primary School conducted a Harmony Day event on Wednesday the 24th of March 2021. The day began with a Harmony Day Assembly that included the national anthem, a whole school song and student and administration address. The day was structured with



Year groups rotating through several activities. These included international sports, an international food fair (including fried rice and spring rolls) and dances from around the world. Classroom teachers were also provided with Harmony Day activities they could carry out in class with their students. There was a display of Chinese lanterns around the school quadrangle that students had been working on in their Chinese lessons. The day concluded with buddy classes coming together to participate in collaborative craft activities.

## NAIDOC Day

As part of the CSF our committee sort to provide opportunities for the school to foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families and the local Aboriginal community by hosting a NAIDOC Day event. Calista Primary School conducted a NAIDOC Day event on Thursday the 5th of August 2021. The day began with a smoking ceremony; this was conducted by a community member who also works as a staff member and included some of our Aboriginal students. This was followed by a student-lead ceremony including an AOC undertaken by students and a Welcome to Country undertaken by a local Aboriginal community member, who was also a family member of some of our students. This member spoke about the importance of NAIDOC Day and told a traditional story. The ceremony was addressed by our Principal before ending. The rest of the day was structured with Year groups rotating through several activities. These activities were facilitated by teaching staff, community members and student volunteers. This was an empowering opportunity for our students who were very keen to volunteer their time to run activities. These included Noongar sports, craft activities braiding friendship bracelets, painting leaves, and learning about the Noongar seasons. There was a kangaroo stew and damper at the Arts Centre as well as a performance of the Wandju song. The day ended when classes spent time with their buddy classes talking about the importance of Yarning Circles and discussing what they had learnt from a QR code scanning activity from earlier in the week where they learnt about native animals and plants. This year's NAIDOC Day theme was Heal Country. We applied our knowledge of this theme to co-



ordinate all activities to reflect on how Aboriginal Australian's used the land sustainably. To reflect this, we worked with sustainable resources and ICT and the community member spoke about connection to country and was specific to talk about the Calista area. In the lead up to NAIDOC Day, we offered to consult with community members, parents, YAC students and staff and our Indigenous Staff at the school. A letter was drafted that invited local families to meet the CRC to discuss their role in the NAIDOC Day event and how they might like to volunteer. We invited our Aboriginal staff members, including our AIEO to our meetings to help consult. Every Thursday our Aboriginal upper-school students attend the Young Achievers Club where they undertake cultural activities with an outside agency. The committee saw this as an opportunity to consult with our student stakeholders about what they would like to do and see at a NAIDOC Day event. This resulted in high student buy-in for activities and many students ended up speaking at the ceremony and facilitating activities on the day. Resources were developed based on the resources produced by the SBS Learn team who worked closely with the National NAIDOC Committee. Teachers were encouraged through the use of the resource to set clear classroom ground rules and work together to create a safe space to develop mutual respect and understanding between the members of your classroom community.



## Christmas Concert

Calista Primary School conducted an evening Christmas Concert on Thursday 9th of December 2021. The Christmas Concert at Calista was a massive undertaking that was executed wonderfully by staff and students and received well by the community. This was a fantastic opportunity to invite our Calista families to a smoking/drug and alcohol-free event where they could witness their children perform. This event was hosted by the Year 3 class, Room 18. The concert took place on the Oval in front of the undercover area. Students completed a full school day and went home before returning to the school later that afternoon at 4.30pm accompanied by their families. Students had been working hard for weeks creating decorations and rehearsing their Christmas carols in their year groups. A backdrop, speakers and microphones were set up at the base of the hill as the stage area. The concert began with a welcome, Acknowledgment of Country Song (sung by Kindy) and Santa's arrival. The first half of the concert was performed by the Junior school and the second half was performed by the Senior school – with a 15-minute interval. There was a BBQ set up on the Quadrangle with a sausage sizzle ready to purchase, alongside cold cans of cool drink. It was a great way to end the year for the committee and for the school. The feedback the committee received was positive and constructive and will assist in the planning of future events.





# Student Information

## Attendance Overall:

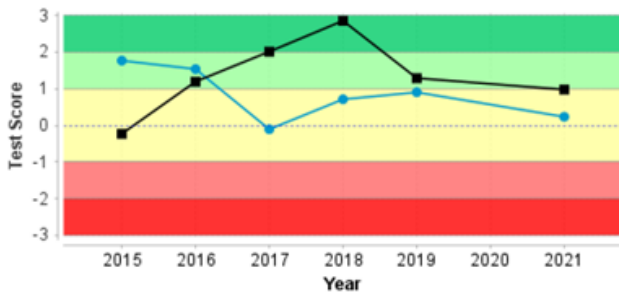
### Primary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	91.9%	91.6%	92.7%	84.1%	80.8%	79.5%	91.2%	89.9%	91.6%
2020	91.7%	91.8%	93.2%	81.1%	79.2%	77.6%	90.8%	90.1%	91.9%
2021	90.6%	90.9%	92.4%	80.6%	78%	76.8%	89.5%	89%	91%

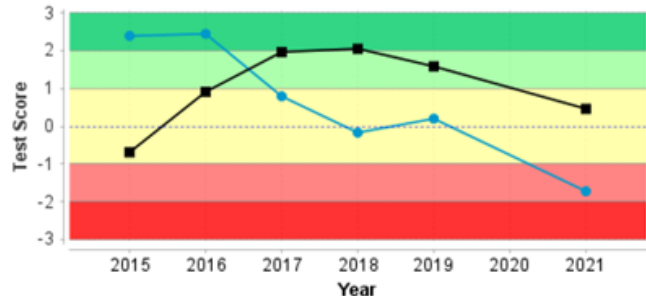
Although our overall attendance is above the required standard of 90% and above that of like schools; it is still below the percentage of all WA Public Schools. It will be our focus over the course of the 2020-2023 Business Plan to ensure that we have a focus on attendance and increase our percentages.

# Student Achievement NAPLAN

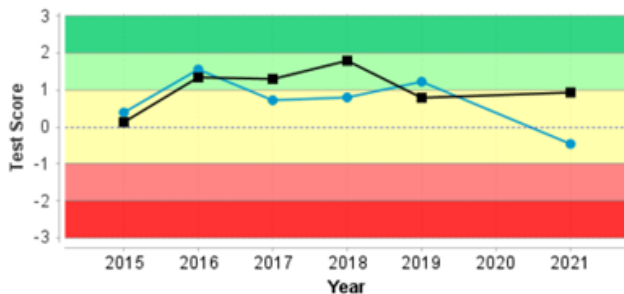
Grammar & Punctuation Performance



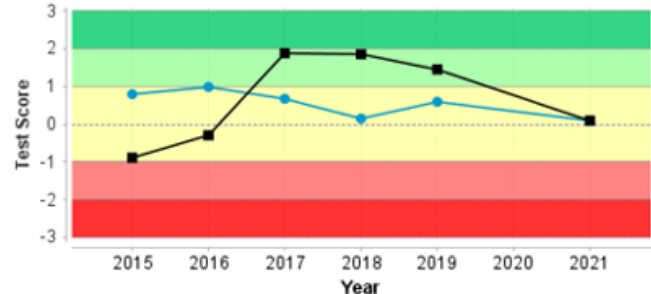
Spelling Performance



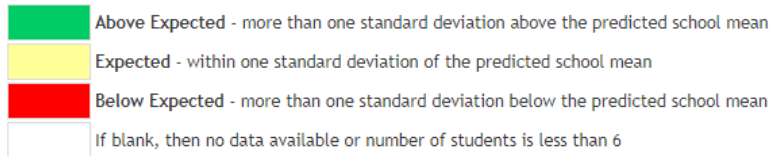
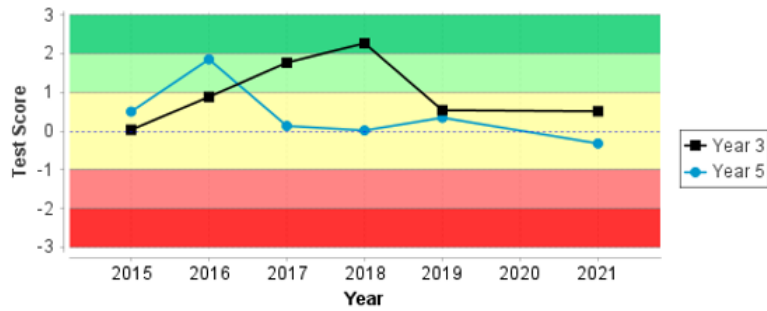
Numeracy Performance



Writing Performance

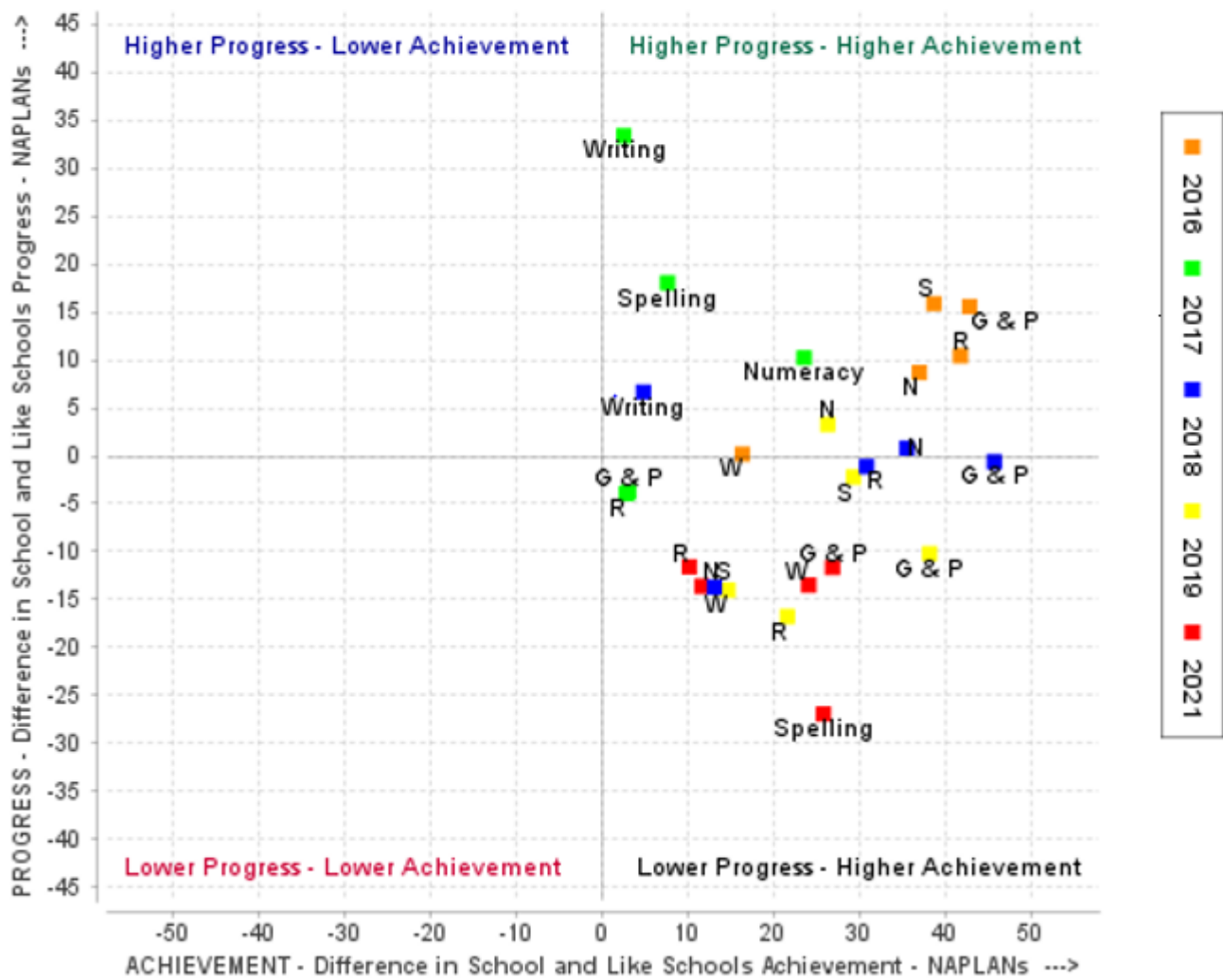


### Reading Performance



## Student Progress and Achievement Compared with Like Schools

### NAPLAN Year 3 to Year 5 Longitudinal



## NAPLAN Comparative Performance Summary

Year 3	Performance				
	2016	2017	2018	2019	2021
Numeracy	1.3	1.3	1.8	0.8	0.9
Reading	0.9	1.8	2.3	0.5	0.5
Writing	-0.3	1.9	1.8	1.4	0.1
Spelling	0.9	2.0	2.0	1.6	0.5
Grammar & Punctuation	1.2	2.0	2.9	1.3	1.0

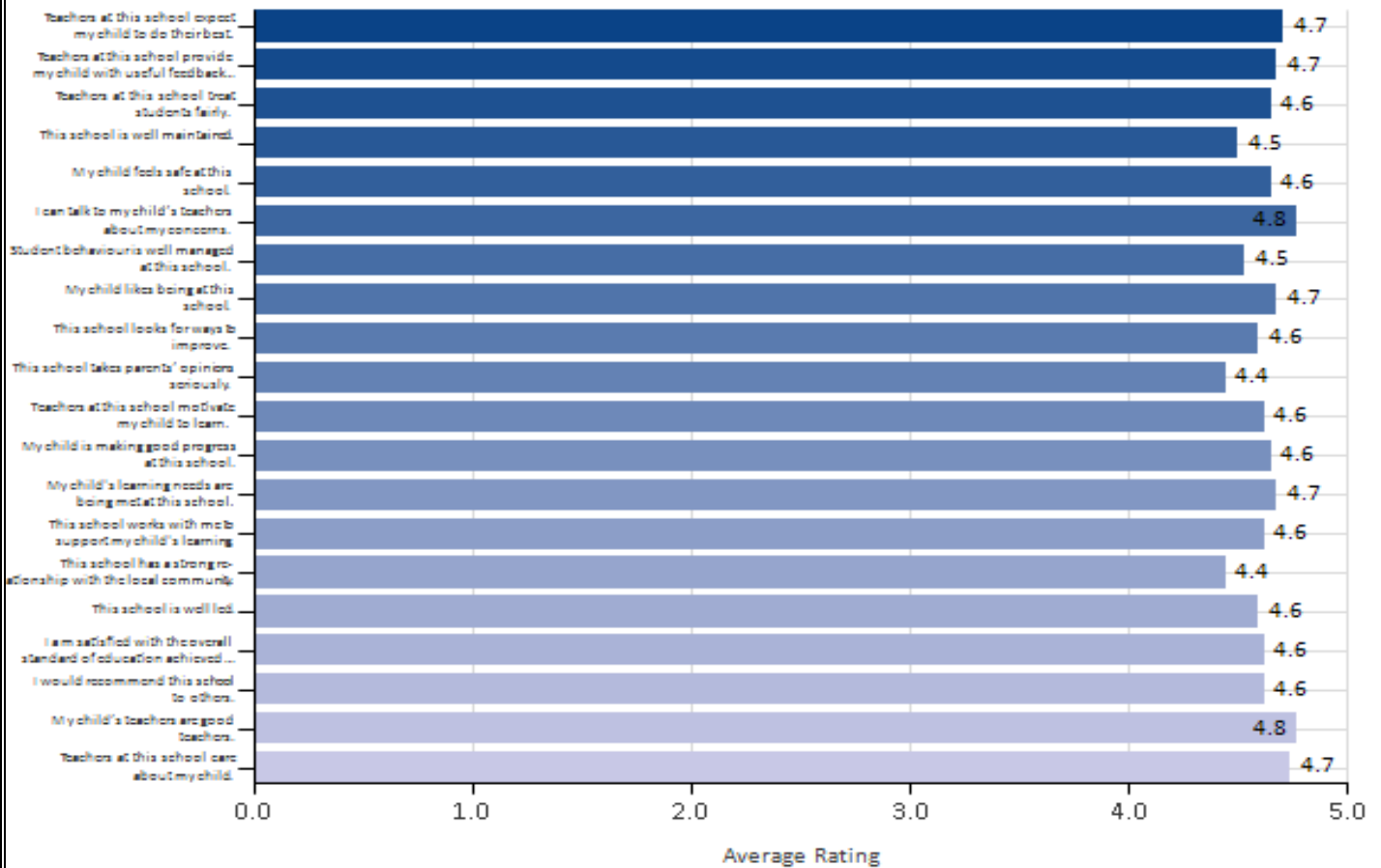
Year 5	Performance				
	2016	2017	2018	2019	2021
Numeracy	1.6	0.7	0.8	1.2	-0.5
Reading	1.9	0.1	0.0	0.3	-0.3
Writing	1.0	0.7	0.1	0.6	0.1
Spelling	2.4	0.8	-0.2	0.2	-1.7
Grammar & Punctuation	1.5	-0.1	0.7	0.9	0.2

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.

# School Parent Survey Data



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Again, this year the Parent Survey data was extremely positive with ranges between 4.4 and 4.8. It can be determined from this that parents believe that the school is doing the best job that it can across a wide range of assessable areas.

As the level of positivity was high, we can only aim to look at those lower ranking areas and endeavour to try to improve these.

As a result we have decided to focus on the following:

**1. The school has a strong relationship with the Community 4.4**

Over the past two years, Covid has had a significant impact on the number and types of activities which build community relationships. During the latter part of 2021 we were able to reintroduce gatherings such as Assemblies, sports carnivals and other gatherings in a modified fashion. As a result the school introduced Junior and Senior Assemblies with half of the school attending each week. This allowed parents to attend as well as it reduced numbers. The same was done at Carnivals. We did manage to have our first ever evening Christmas Concert. This was conducted on the oval with parents bringing a picnic. The event was a huge success with the majority of families attending. The consensus is that this will occur again in 2022 and beyond. The School Board is an area of significant need due to resignations as their children have gone on to Secondary school. A call for nominations will need to occur early in 2022.

**2. The school takes parents opinions seriously 4.4**

The School Survey is conducted annually and parent's opinions are sought. The major issue for us as a school is that the uptake of the survey is not large. We have decided to look at other means of gauging parent thought and opinion and ways that we can collect this data. We have listened to parent opinion in regard to communication and have commissioned the creation of a new school website which is expected to launch in Term 1 of 2022. We will include on this site the facility to order uniforms and canteen food, pay voluntary contributions and communicate attendance as suggested by some parents.

**3. The school is well maintained 4.5**

The school is 57 years old and has all of the issues of an older building. A number of grants and funding from the Department of Education have enabled us to make some minor improvements in 2021. These included the painting of outdoor areas of the school such as verandas and posts. We were also fortunate to obtain a shade grant which allowed us to put up a number of shade sails around the quadrangle area to provide cool areas for students to sit. We are hopeful to be able to find some way of refurbishing our undercover area in 2022 and will be pursuing avenues to enable this to come to fruition.

**4. Student behaviour is well managed at this school 4.5**

In an effort to ensure that behaviour is managed in a unified and positive way the school has been working since 2019 on the implementation of West Australian Positive Behaviour in Schools (WAPBS). This is a process which is aimed at bringing students, staff and the wider community on board to work on the explicit teaching of positive behaviours. 2021 has seen us make steady progress towards the finalisation and implementation of a behavioural matrix and a set of guidelines which determine the way of being at Calista PS. This has seen the number of severe behaviours greatly decrease and in turn the number of sanctions and suspensions. The school has pivoted its thinking from reactive to proactive.

The school will continue to implement the survey annually and will take action to improve on those areas highlighted as having need. We will also put thought into how we can increase the number of surveys which are completed in order to get a more realistic picture.

## 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.

2021 school destinations of the 2020 student cohort

Year Level :  Male: 25 Female: 41 Total: 66

Destination Schools	Male	Female	Total
	0		
4031 Gilmore College	16	24	40
1353 Kolbe Catholic College	1	4	5
1333 The King's College	2	3	5
4054 Rockingham Senior High School	2		2
4002 Applecross Senior High School		1	1
4199 Coastal Lakes College		1	1
4176 Comet Bay College	1		1
4198 Harrisdale Senior High School		1	1
4025 John Curtin College Of The Arts	1		1
4192 Joseph Banks Secondary College	1		1
4034 Melville Senior High School		1	1
1466 Peter Carnley Anglican Comm Sch		1	1
4208 Ridge View Secondary College		1	1
1322 Rockingham Montessori School		1	1
4128 Safety Bay Senior High School		1	1
1406 Tranby College		1	1
4159 Warnbro Community High School		1	1

## 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. For 2021 we started a new model; selecting a discreet group of student leaders and another of Faction Captains. This along with the inclusion of Head Girl and Boy positions has added additional depth to the tasks assigned. We have been extremely fortunate in 2021 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 2021



## Calista Primary School

Student Leaders - 2021

Principal: Mrs Cathy de Thierry

Deputy Principals: Mr Hank Kordas, Mr Brendan Wall, Mrs Sophie Eddie

Teacher: Mrs Erica Cook



**Front Row:** Prince Jalil, Samantha Canlas, Mia Cuffe-Hodges, Sienna Scopinich  
**Back Row:** Steele Donnelly, Hudson Stuart, Kaleb Balman, Roman Leef

# Calista Primary School Faction Captains 2021



## Calista Primary School

Faction Captains - 2021

Principal: Mrs Cathy de Thierry

Deputy Principals: Mr Hank Kordas, Mr Brendan Wall, Mrs Sophie Eddie

Teachers: Mrs Erica Cook, Miss Teana Jenkins



**Front Row:** Sienna Scopinich, Alivia Thomas, Natarlia Ciancio, Khloe Dorey, Telisha Ryan  
**Back Row:** Lucas Campbell, Roman Leef, Harry Goddard, Gabriel CurraNagasawa, Tyler Pigdon

# 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.



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.



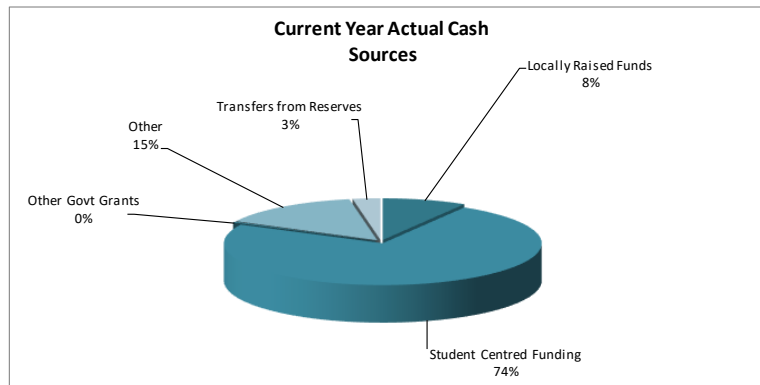
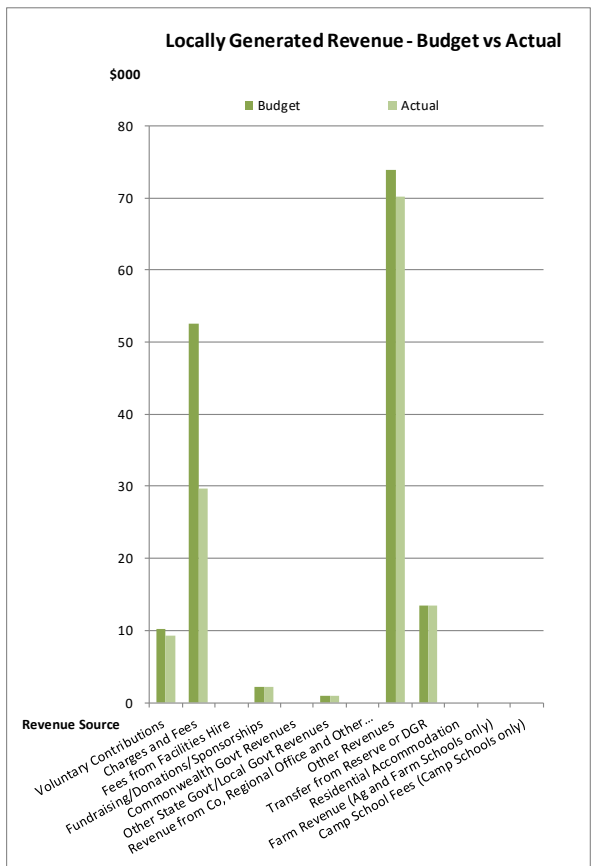


**Calista**  
Primary School  
"Steering towards the future"  
- Since 1964 -

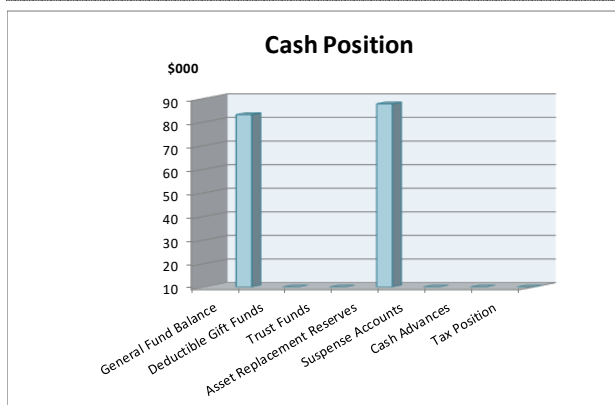
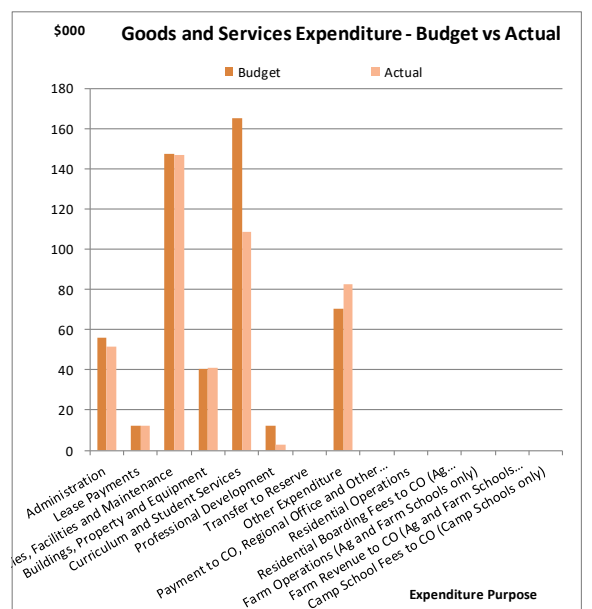
# Financial Summary as at 31 December 2021

**Calista Primary School**  
Financial Summary as at  
31/12/2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 10,210.00	\$ 9,300.00
2	Charges and Fees	\$ 52,516.76	\$ 29,721.01
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 2,230.51	\$ 2,230.51
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	\$ 73,959.11	\$ 70,197.75
9	Transfer from Reserve or DGR	\$ 13,520.60	\$ 13,520.60
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 153,436.98</b>	<b>\$ 125,969.87</b>
<b>Opening Balance</b>		<b>\$ 48,381.07</b>	<b>\$ 48,381.07</b>
<b>Student Centred Funding</b>		<b>\$ 354,184.39</b>	<b>\$ 354,184.39</b>
<b>Total Cash Funds Available</b>		<b>\$ 556,002.44</b>	<b>\$ 528,535.33</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 556,002.44</b>	<b>\$ 528,535.33</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 56,138.52	\$ 51,291.60
2	Lease Payments	\$ 12,199.40	\$ 12,135.83
3	Utilities, Facilities and Maintenance	\$ 147,418.23	\$ 146,907.83
4	Buildings, Property and Equipment	\$ 40,300.30	\$ 41,227.72
5	Curriculum and Student Services	\$ 164,941.02	\$ 108,570.53
6	Professional Development	\$ 12,000.00	\$ 2,739.14
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 70,184.16	\$ 82,603.51
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 503,181.63</b>	<b>\$ 445,476.16</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 503,181.63</b>	<b>\$ 445,476.16</b>
<b>Cash Budget Variance</b>		<b>\$ 52,820.81</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 177,751.67</b>
Made up of:	
1 General Fund Balance	\$ 83,059.17
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 87,675.74
5 Suspense Accounts	\$ 9,701.76
6 Cash Advances	\$ -
7 Tax Position	\$ (2,685.00)
<b>Total Bank Balance</b>	<b>\$ 177,751.67</b>