

# Capel Primary School 2020 Annual Report





# 2020 ANNUAL REPORT

Dear Parents & Community Members,

Welcome to the annual report as we reflect on the year like no other ..... 2020.

It is well documented that we are in the midst of a world-wide pandemic that we didn't predict, we didn't plan for, and we would have preferred it to have disappeared without impacting on our lives. However, we worked our way through 2020 as best we could, based on the best information at each point in time.

The world that we knew changed in front of us.

In every crisis there are "learnings" that we take, we build on and implement for the better.

COVID indirectly helped to make our students more independent, more caring and more respectful. It made us reflect on our lives, our use of resources and to value what we have. Who could have foreseen the change in students through parents dropping them at the gate, allowing them to order from the canteen by themselves, make their way to the classroom without anyone holding their hand and successfully unpacking their bag and being ready for class, ahead of time.

To see such a profound change is enlightening and rewarding. Through COVID, we, in partnership with our parents and school community achieved a goal that surprised us, a change that we hadn't contemplated trying to implement.

Our approach to 2021 is based on our "learnings" as we continue to do what is best for the students, and we continue to work with parents in ensuring each child has the best opportunities. We are very mindful of retaining our "community ethos", the country feel that is prevalent at Capel. We have been a central point of this community for over 100 years and we don't want to lose that special feeling, that community involvement that is certainly a part of our life. We will continue to "pivot" and be "flexible" in how we negotiate the pandemic pathway and we will continue to put the best interests of our students at the forefront of our thinking.

However, in reflection on the 2020 school year the most noticeable achievement from my perspective is the success we have enjoyed with a "new team" of teachers where all classes from Year 1 to Year 6 saw a new staff member work collaboratively with an experienced Capel teacher.

These staff brought new skills and new experiences. They brought fresh ideas and asked great questions. They formed strong working relationships with their new colleagues and they quickly adjusted to our Positive Behaviour Philosophies and strategies.

And the school continued to be successful, with strong attendance, high levels of positive behaviour and engagement and continuous academic improvement. Our whole school practices, outstanding leadership from Mr Harris and Mrs Cuomo and the efforts of our experienced staff in our great learning environment ensured our students continued to receive the best opportunities ..... in a difficult year.

We must not discount how difficult 2020 was for everyone, however we look forward with optimism to 2021 and building on our "learnings".

Regards  
Ron Crabbe  
Principal



## **2020 Initiatives**

### **English:**

Results in recent years had shown our Writing results were declining. As we were already doing Sounds Write in the early years, we thought Talk for Writing complemented this program. We initially trained three staff at a Capes Network organised training in 2018, who then mentored their teaching partners. Then in 2020 we had a trainer from Dyslexia Speld Foundation (DSF) complete the two-day course for all Capel staff as well as ten staff from other local schools. With the interruption of Covid, the second training day was delayed several months, but this gave staff more time to trial it in their classrooms.



We recommenced using Brighthouse Writing as an assessment tool and for making judgements about student writing. We were able to look at the data for the Year 6 cohort from 2017 and compare it with their current data. The mean score went from 294 to 427 with an effect size of 1.94 which is significant.

	MEAN	STANDARD DEVIATION	NUMBER
Pre-test	294.6	68.1	25
Post-test	427.6	68.7	25

### **Standardised Growth Score**

PRE-TEST	POST-TEST	EFFECT SIZE
Term 2 2017	Term 4 2020	1.94

Tier 3 intervention was expanded with more adults trained in using the Multilit programs. During Term 2 with some of our students still at home, staff were able to continue the program remotely. This regular contact was very beneficial for these students.

Upon reviewing the profile of students at risk, the data identified a weakness in phonemic awareness. We are trialling the Heggerty program in Kindy and with Year One SAER students to reinforce this area and we plan to provide additional support across K, PP, and Year 1 & 2.

### **Health & Hygiene**

We installed extra hand basins around the school and added hand dryers to each toilet block to improve hygiene. We employed a Whole School Hygiene Officer (WHO) through additional funding that was provided. WHO managed the extra cleaning requirements, supported classrooms as needed and monitored sick students and staff. The level of staff sick leave greatly reduced as hygiene practices were improved and sick children were encouraged to stay home.

### **Lunch times:**

The additional hygiene/cleaning standards led to us “separating the lunch break” for students. This strategy was implemented to meet COVID guidelines. Students in Years 4-6 completed their 20 minute activity and then ate lunch. Students in Years 1-3 ate first and then went to an activity. The older students thrived on this change with a quieter lunch break being evident and their hunger seemed to build. We were able to staff this initiative without an increase to staff duty commitments.

The “Be Active” lunch time program was adjusted throughout the year to offer a greater range of activities. Term One is athletics personal best practise, Term 2 includes nature play in the bush and playgrounds and also winter sports, Term 3 includes 3 days of activities and two days of free play. A greater range of activities were offered to all students including an anti-cotton wools program in Term 4 that included a “Wheels Program”.



## **2020 Review of Programs and Targets**

### **Behaviour Management:**

During 2020 we introduced the PBIS app, a digital means of giving students individual behaviour points. These points are automatically tallied so students have an up to date record of the points they have received. Students can then use their classroom store or the whole school store to redeem their points for rewards they would like. Some popular rewards during the year were; time on the trampoline, cleaning the fish tank, 3D printing, Pizza with the Principal, Chocolate with the Chaplain and free time.

	2014	2015	2016	2017	2018	2019	2020
After Sch TLC	5	10	12	12	18	16	24
In-Sch Suspension	8	5	4	1	1	8	2
Suspension (Number Of)	20	13	9	9	2	7	4
Suspension Days	45	18	18	15	7	16	7
Number of Students Suspended				5	1	5	4
Clubs TLC 1/2							29
Clubs TLC 3/4/5/6	31	32	35	24	46	38	31
Year 4/ 5/6 Buddy Class	12	12	13	3	12	11	

In 2020 Clubs was rebranded with more activities added. We involved more staff as under COVID restrictions it was difficult to include volunteers. Mini Clubs was continued for Years 1 & 2, with students attending behaviour club if they needed to reflect and practice showing the PIRC’s.

We continued with the strategy of commencing CLUBS from the first week of the year. This allowed us to ensure our behaviour expectations and positive rewards commenced immediately. Our PBS reflection were strategically placed around the school and used for low level behaviours and for an opportunity to have “quiet time”. After school detention was used for conferencing students as an alternative to suspension. Staff continue to be proactive in contacting parents and working alongside them to ensure a positive approach to student behaviour.



The number of students attending TLC is reducing again down to 31 students in Years 3, 4, 5 & 6. Of these 31 students, there were only five students who went to TLC four or more times. The behaviours requiring students to attend TLC are generally more low key and for minor incidents in the playground or receiving too many bumps in the classroom.

For the Junior classes, 29 students spent time in TLC in 2020. Of this number only five students attended four or more times. Often their behaviours were for not following instructions, being silly on the mat or leaving the classroom without permission.

**Attendance:**

With uncertainty throughout the year, a number of families chose to keep their students home for periods of time, doing online learning. But by the end of Term 3, we had 100% of the student population doing face to face learning.

The overall attendance rate of 91.2 was similar to previous years. With increased hygiene practices, there were less wide spread bouts of illness, resulting in better attendance for many students.

	Sem 1, 2016	Sem 2, 2016	Sem 1, 2017	Sem 2, 2017	Sem 1, 2018	Sem 2, 2018	Sem 1, 2019	Sem 2, 2019	Sem 2, 2020
<b>Overall Attendance</b>	94.5%	91.7%	93.8%	92.4%	92.6%	91.6%	91.9%	92.5%	<b>91.2%</b>
<b>Unexplained absences</b>	9%	15%	16%	13%	10%	14%	12%	24%	<b>28%</b>
<b>At risk - severe</b>	1	3	5	2	8	9	7	3	<b>4</b>
<b>At risk- moderate</b>	11	19	8	19	23	19	25	19	<b>31</b>
<b>ATSI Attendance</b>	90.2%	85.2%	87.8%	91.7%	86.1%	80.6%	86%	91.8%	<b>96.7%</b>

**BUSINESS PLAN:** Our Business plan targets are to improve the attendance of identified at risk students, decrease the percentage of students in the at risk categories of severe and moderate and improve the percentage of unexplained absences.

We have had success in the past but even though there were challenges in 2020, we managed to engage most students and improve their levels of attendance.

Of the 4 students whose attendance was “at severe risk”,

- Two students left but did not re-enrol in another school for a period of time.
- One student was battling with some health issues and their attendance was improving in Semester 2.
- One student had a range of factors affecting their attendance.

The number of students at risk ‘moderate’ has remained fairly stable over time, but 31 was the highest number for a while. The message at school was clear, if you are unwell then stay home. So the higher number here accounts for that policy. The students with on-going health issues including mental health concerns, stayed home more. But by the end of the year, several students whose attendance had been severe had improved their attendance considerably. For example, two new students went from 55% to 98%, three Pre-primary students went from around 50% up to 80%, a Year 5 boy went from 47% to 70%.

The unexplained absences were considerably higher as there was less face to face contact between teachers and parents, with parents encouraged to stay off school grounds. Although teachers were encouraged to be proactive in contacting families to discuss attendance, they often have trouble getting a response. Forms are usually sent home twice a term as another means of getting notification from parents about a child’s whereabouts but this practice was reduced for parts of the year.

Even though the student population of Capel is fairly transient, we have managed to maintain high overall attendance rates. Our attendance strategies often mean new students to Capel improve their attendance levels once they have settled in. Starting the week with Breakfast Club and bacon and eggs and finishing the week with Clubs has always been a positive motivator for good attendance.



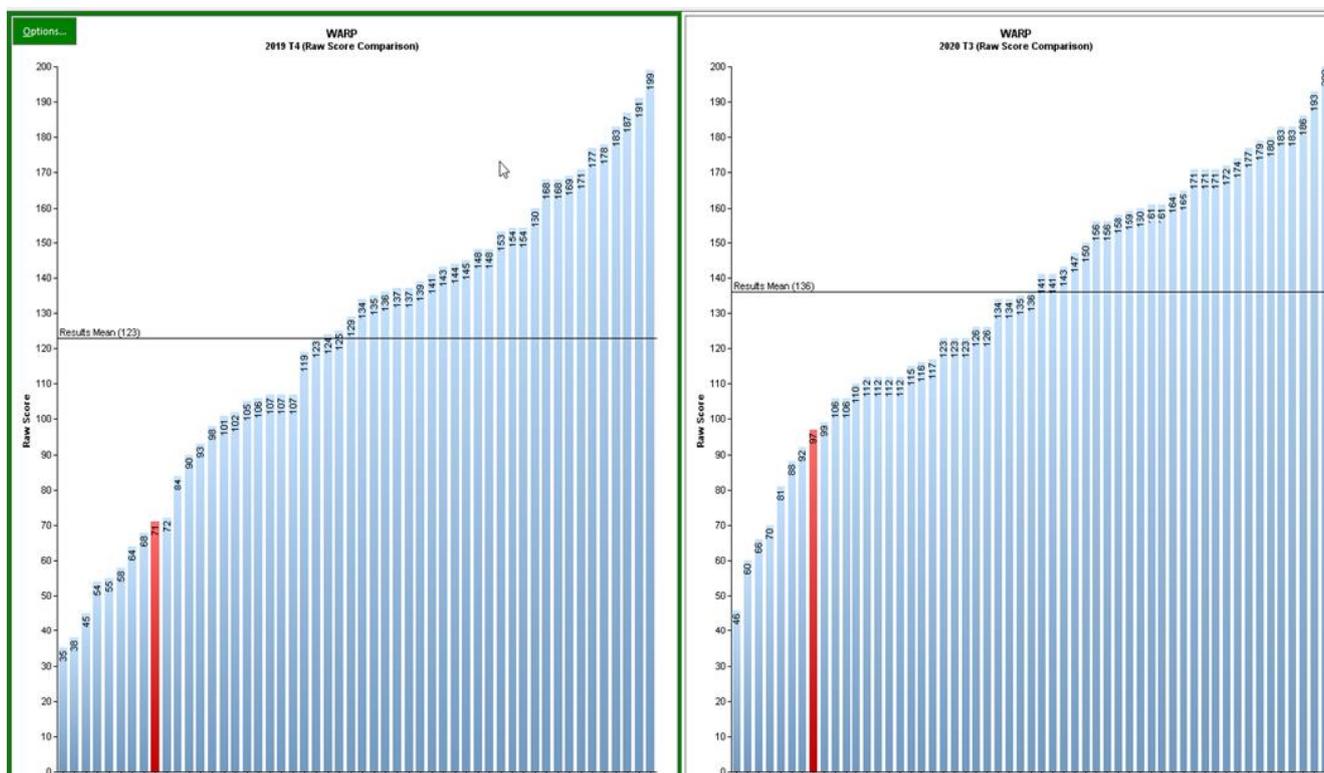
## School Performance 2020:

The use of a program called GradeXpert has allowed us to store data in one location, making it easier for all staff to interrogate the data and make decisions based on this. We have an assessment schedule for each year level so data is added throughout the year. As there was no NAPLAN testing during 2020, the school was well placed to use this data collected throughout the year to inform school decisions.

### English:

Reading fluency was assessed using the WARP each term. This was the second year of collecting this data. In 2019 the whole school mean score was 92 words / minute, in 2020 the mean score was 111 words/minute. Fluency rates are used to place students into the Multiliteracy Intervention program, but a significant number of students in each year level are achieving at a low level so we need to look at what else can be done in the classroom as Tier 2 intervention to improve these numbers.

The graphs below show the data for the 2020 Year 5 students. In term 4 2019 their mean was 123 words/minute, then in Term 4 2020 it was 136 words/minute. We will see over time if this is the expected level of progress.



Since implementing Sounds Write in the early years we have tracked the spelling results using the Schonell spelling tests. We now have data for several years.

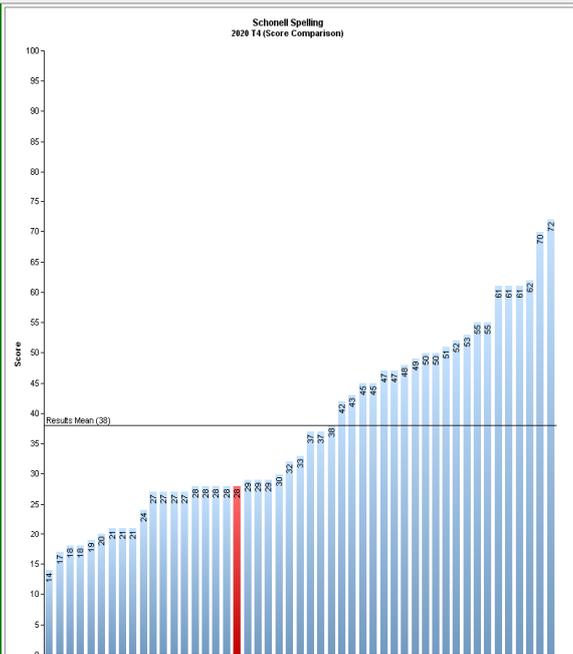
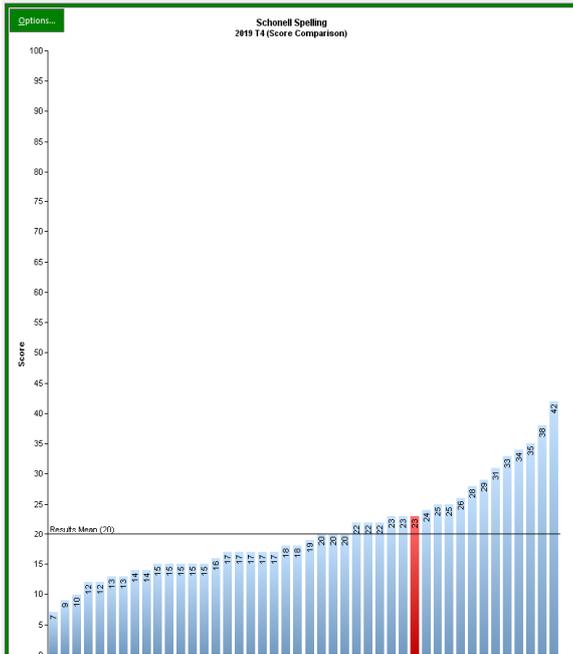
- In Term 4, 2019 the whole school mean was 34 words correct or a spelling age of 8 years 5 months.
- In Term 4, 2020 the whole school mean was 39 or a spelling age of 9 years 1 month.

This is a pleasing improvement.

When we look at year level data, the graphs below show the results for the Year 2 students. This cohort improved from a mean of 20 to 38 in one year, which is going from a mean spelling age of 7 years to a mean spelling age of 8 years 10 months in only a one-year period.

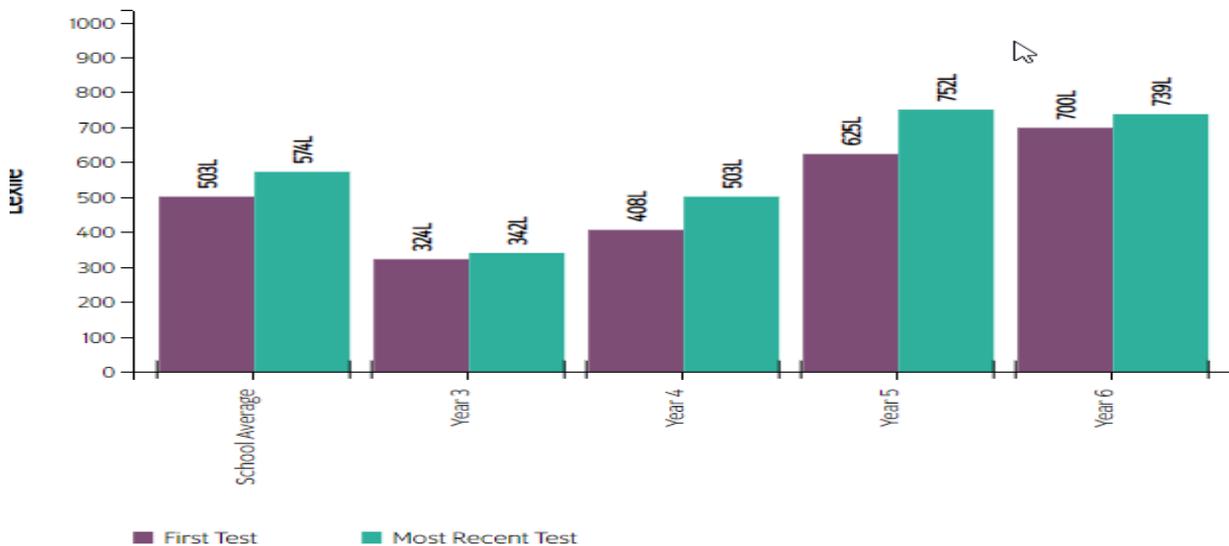
T4 2019 MEAN-20

T4 2020 MEAN-38



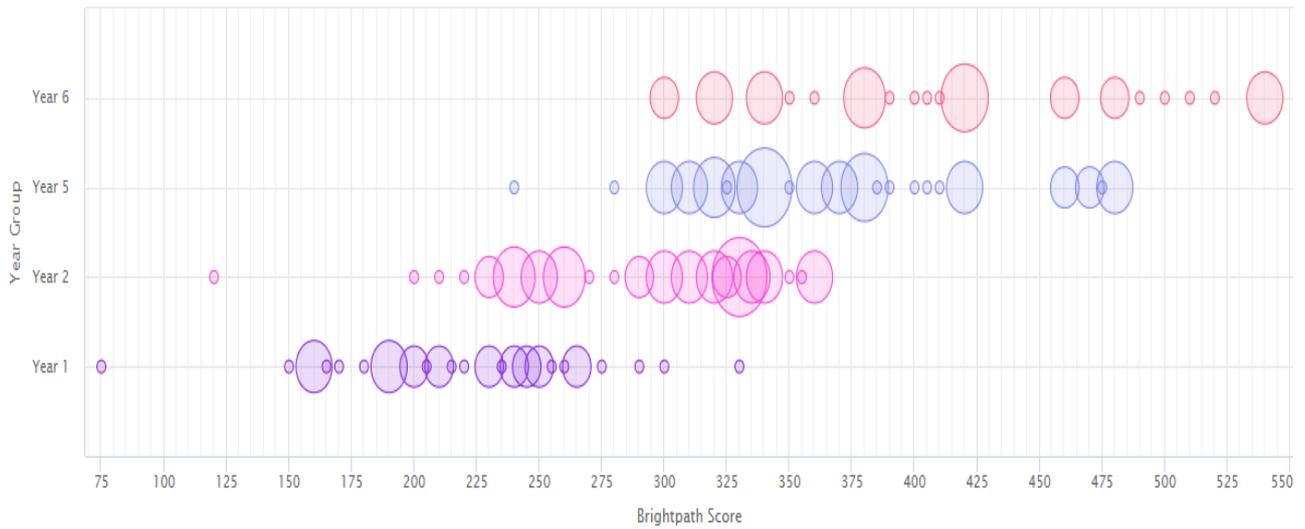
Literacy Pro is used by students in Years 3-6. Students read books at their Lexile level and complete comprehension activities. The Literacy pro test is completed four times a year to track their process in improving their Lexile level. The graph below shows the school mean went from 503 Lexile at the beginning of 2020, up to 574 Lexile at the end of 2020. The most significant gains were made by the Year 4 and 5 students, improving by close to 100.

Capel Primary School - 246842



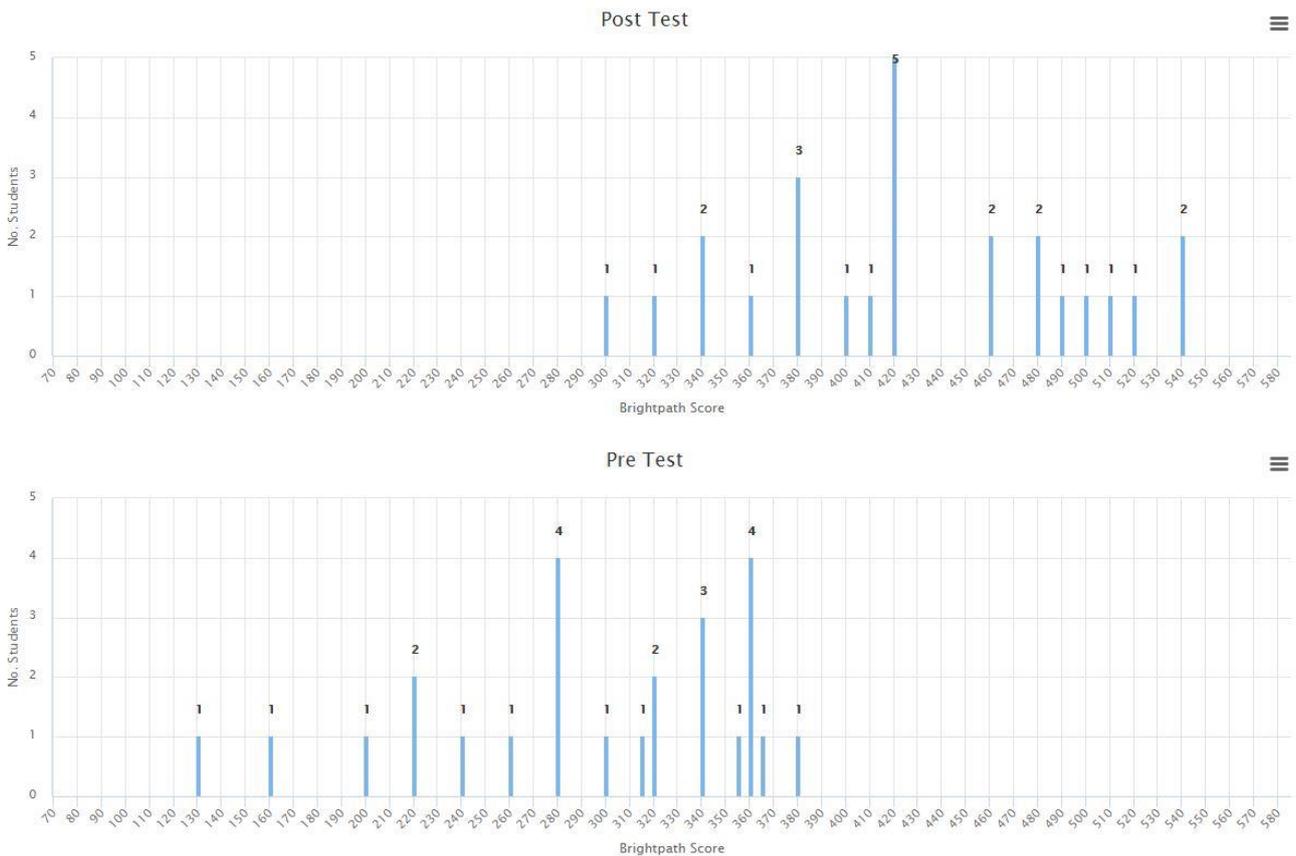
Teachers used the Brightpath writing scales to assess their students writing in term 4. Years 1, 2, 5 & 6 completed a narrative assessment. Each year level had a wide range of scores. It was particularly pleasing seeing the numbers of students in Years 2, 5 & 6 achieving at the higher end of the scale. The table below shows the range of scores, with large bubbles indicating more students at the same level.

### All Students



With data over a period of time we can compare students' progress.

We compared the Year 6 student data in Term 4, 2020 with their data from Term 2, 2017, a period of two and a half years. The diagram below shows the comparative data with 2020 data being on the top.

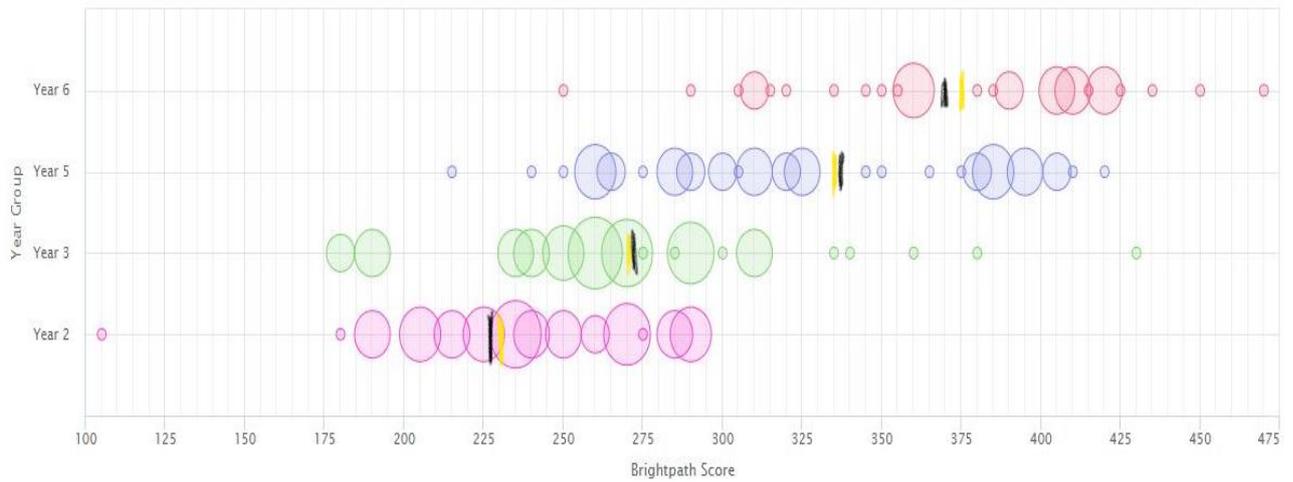


In 2017 when the students were in Year 3, the score range was from 130 to 380. The 2020 score range was 300 to 540.

**Numeracy:**

Capel PS participated in the Brightpath trial of Numeracy assessments. Students from Years 2 to 6 completed a Number and Algebra assessment, with very pleasing results.

### All Students



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	366	375	50.8	33	33
Year 5	332	325	55.7	43	43
Year 3	269	270	49.9	44	44
Year 2	231	239	37.8	43	43

On the graph above the Capel mean is indicated by a yellow line and the state mean is the black line. It was very pleasing to see our mean score for each year **was above or very close to the state mean**. The students found the number and algebra assessments challenging as the strands of measurement and space were not included within the tests. The students were also unable to listen to the questions as is the case in NAPLAN, therefore students with lower levels of literacy skills were disadvantaged.

The data shows, in most Year levels there was a large range from the lowest to highest score, with many in Year 3 at the lower end. We are therefore able to provide additional support in this area.

Looking specifically at the Year 6 data, **Capel's mean score was 9 points higher than the state mean at 375**. Student scores ranged from 250-470 with the median being 385. Whereas for the state the range was 80-550, with a median of 365.

### All Schools

	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Capel Primary School	375	326	385	418	51	33
All Schools	366	315	365	420	64	941

### COVID 19 survey

The COVID induced interruption to school life allowed us to evaluate historical practice and processes. A student survey provided feedback on many of these changes including; parents dropping students at

the front gate, split recess, split lunches, learning from home and the additional hygiene practices. From the survey results/student feedback we ceased the split recess but continued split lunches. With a majority of students being very happy to enter school grounds without their parents, we continued this practice as we identify higher levels of independence and lower levels of student and parent anxiety. The feedback from parents towards this strategy was very positive.

## **Finance and Budget**

2020 has seen some major infrastructure projects come to fruition.

- Shelter adjacent to under cover assembly area
- Additional verandas to rear/side of canteen and in front of Room 14/15
- Enclosure of junior outdoor area (providing another an additional Junior Primary learning area)
- Carpet to Library

## **Voluntary Contributions and Charges**

2020 saw a restructuring of some charges. Voluntary Contributions remained at \$15 but the number of charges was reduced from 4 to 3 with the merging of the ICT & Integrated Learning charges. The cost of each of the charges was increased to \$20. The Integrated Learning charge has also been applied to Kindergarten students for the first time. This replaces the list of supplementary items parents were to purchase (these items are now purchased by the school)

The School financial target is for 70% of families to support the school by paying their Contributions & Charges. Many families this year have faced hardship as a result of the Covid-19 pandemic. The Department advised as a result not to issue reminder notices for unpaid contributions and charges. We have however undertaken the following measures:

- ✚ Incentive prizes offered for prompt payment with Booklists at the start of the year
- ✚ Convenient payment options made available - EFTPOS, Direct Deposit
- ✚ Initial statement issued plus newsletter reminders

Pandemic conditions have reduced collection rates for Voluntary Contributions and Charges this year. We continue to promote enhancements to student learning experiences (made possible by payment of Voluntary Contributions and Charges) in an effort to encourage payment.

## **Voluntary Contributions and charges collection rates:**

YEAR	PAYMENTS INCLUDED	PERCENTAGE
2015	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	80.7%
2016	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	80.42%
2017	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	72.65%
2018	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	72.15%
2019	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	74.44%
2020	Voluntary contributions, Online Maths Program, Online Reading Program, Integrated learning/ICT/Cooking & Supplementary Materials	64.11%

## **Budget Strategy**

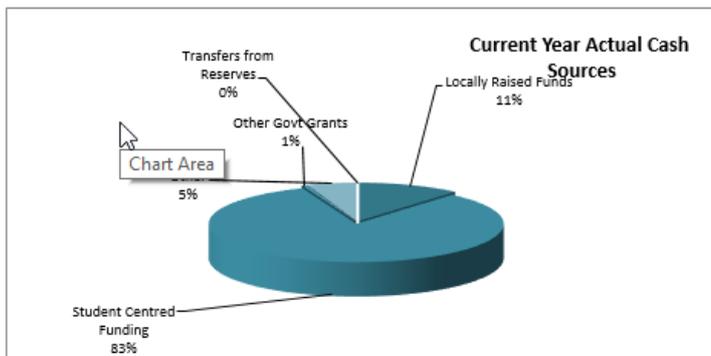
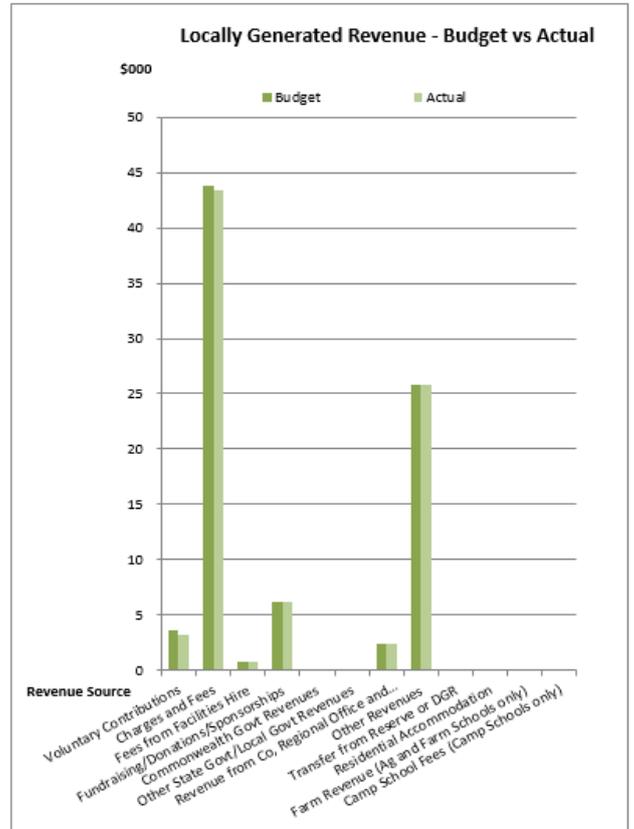
- Plan and monitor reserve accounts to provide for future infrastructure development and resources.
- Provide funding for optimal and sustainable staffing levels to achieve desired educational outcomes given that projected student numbers over the next few years are trending downwards.
- Provide additional resources to address targeted learning areas.
- To spend in areas that may result in future savings.
- To seek funding options such as grants outside of Student Centred Funding Allocation.



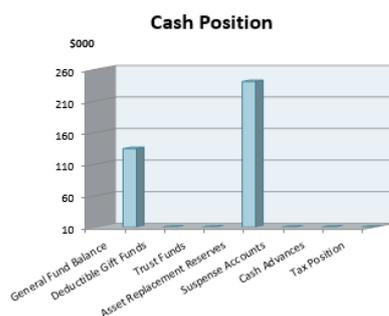
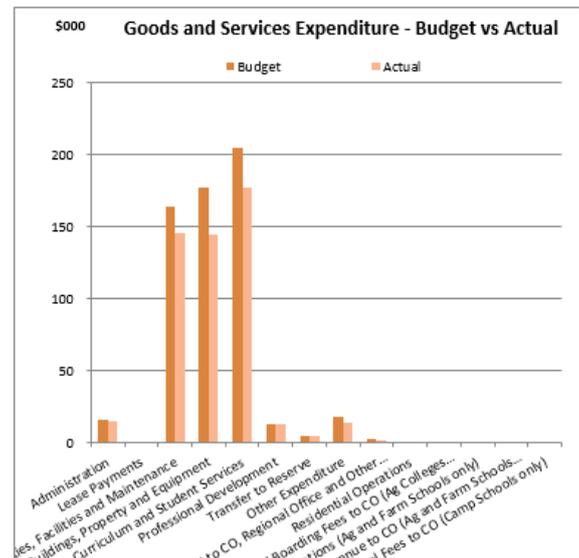
## Capel Primary School Financial Summary as at 31 December 2020

### Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 3,600.00	\$ 3,254.75
Charges and Fees	\$ 43,815.00	\$ 43,433.88
Fees from Facilities Hire	\$ 791.00	\$ 790.90
Fundraising/Donations/Sponsorships	\$ 6,198.00	\$ 6,198.32
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ -	\$ -
Revenue from Co, Regional Office and Other Schools	\$ 2,400.00	\$ 2,400.00
Other Revenues	\$ 25,749.00	\$ 25,757.27
Transfer from Reserve or DGR	\$ -	\$ -
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 82,553.00</b>	<b>\$ 81,835.12</b>
<b>Opening Balance</b>	<b>\$ 174,992.48</b>	<b>\$ 174,992.48</b>
<b>Student Centred Funding</b>	<b>\$ 393,954.00</b>	<b>\$ 393,953.94</b>
<b>Total Cash Funds Available</b>	<b>\$ 651,499.48</b>	<b>\$ 650,781.54</b>
<b>Total Salary Allocation</b>	<b>\$ 3,324,249.00</b>	<b>\$ 3,324,249.00</b>
<b>Total Funds Available</b>	<b>\$ 3,975,748.48</b>	<b>\$ 3,975,030.54</b>



Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 15,946.00	\$ 14,615.06
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 164,579.00	\$ 145,545.87
Buildings, Property and Equipment	\$ 177,964.48	\$ 145,112.09
Curriculum and Student Services	\$ 205,410.00	\$ 177,256.61
Professional Development	\$ 13,116.00	\$ 12,815.22
Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
Other Expenditure	\$ 18,450.00	\$ 14,477.25
Payment to CO, Regional Office and Other Schools	\$ 3,110.00	\$ 1,773.16
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 603,575.48</b>	<b>\$ 516,595.26</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 3,164,939.00</b>	<b>\$ 3,164,939.00</b>
<b>Total Expenditure</b>	<b>\$ 3,768,514.48</b>	<b>\$ 3,681,534.26</b>
<b>Cash Budget Variance</b>	<b>\$ 47,924.00</b>	



**Cash Position as at:**

<b>Bank Balance</b>	<b>\$ 360,590.10</b>
<b>Made up of:</b>	<b>\$ -</b>
<b>General Fund Balance</b>	<b>\$ 134,186.28</b>
<b>Deductible Gift Funds</b>	<b>\$ -</b>
<b>Trust Funds</b>	<b>\$ -</b>
<b>Asset Replacement Reserves</b>	<b>\$ 240,481.73</b>
<b>Suspense Accounts</b>	<b>\$ 3,539.09</b>
<b>Cash Advances</b>	<b>\$ -</b>
<b>Tax Position</b>	<b>\$ (17,617.00)</b>
<b>Total Bank Balance</b>	<b>\$ 360,590.10</b>