



2022

Annual Report
CAPEL PRIMARY SCHOOL



2022 ANNUAL REPORT



There is something very special about Capel PS: everybody who walks through our school notices that our children are beautifully behaved, well-mannered and aspirational. Our community is supportive of our endeavours to give our students the very best education, which we do through our values of resilience, personal best, independence, respect and caring. Our staff are hardworking and committed to the children at Capel PS, investing in whole school evidence-based approaches, that see the students continue to receive the best education. Our mission at Capel PS is simple: create an ever-better learning environment based on a collaborative culture with shared values and a clear moral purpose, in order to secure the future for our students.

2022 has been a year like no other. This was the year that COVID really hit us, and it is hard to imagine we started the year not being able to meet, have assemblies, have an interschool athletics carnival or even staff meetings. 2022 was the year most of us finally caught the dreaded COVID and we had to adapt to ever changing rules and get used to wearing masks all the time. We were all very adaptable. I would like to thank and acknowledge the amazing work from each family. You all did an amazing job helping our students with being organised and fronting up each morning with ever changing rules. The students at Capel PS are a very resilient lot: they all bounced back in a remarkable way.

The students have demonstrated that daily they can be independent and can successfully complete tasks by themselves, like getting from the school gate to the classroom. We have communicated through SchoolStar, SMS, newsletters and Seesaw to maintain regular parent contact. Parents have adjusted to having teacher contact at the end of the school day, allowing students to really developed their independence.

We continue to work very closely with our School Board and our P&C and we thank each organisation and members for a very professional and active approach which has really supported our school in many different ways. The P&C have provided many enjoyable activities and initiatives throughout 2022. It really does "take a village to raise a child," and the Capel village is crucial to Capel PS: the connection, nurturing, engagement and support is so important to having a thriving, successful school.

We have the most fantastic staff at Capel PS. Their willingness to support and challenge the students ensures we are continually striving for our "Personal Best" and the highest level of achievement. This year I have been particularly proud of our staff, who have managed to keep the school open for business regardless of circumstance, be it COVID or sickness. At the start of the year, in the throes of COVID, we persisted, where many others didn't, with our Public-School Review. A School Review is a thorough accountability process that gives assurance to the local community that Capel PS is delivering high quality

education to students. The school came out with an excellent review in all 6 domains, but what really stood out was the teacher quality domain. The reviewers found that teaching staff at Capel PS share the belief that strong partnerships with the families leads to a better engagement of students and that our teachers are enabling students to reach their potential.

Stewart Harris Acting Principal

2022 School Review Affirmations

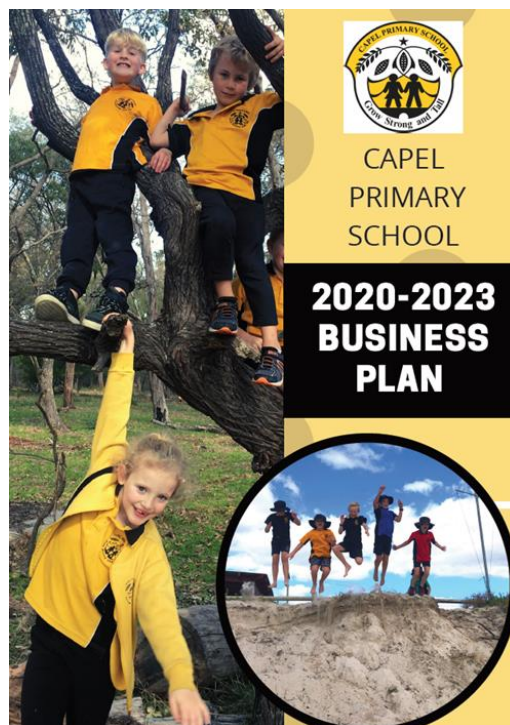
We had our Public School Review early in 2022. The reviewers spoke to the Staff, parents, community and students and these are the affirmations from our school review:

- ▶ Collaborative teaching teams and the use of moderation tools such as Brightpath and SCASA Judging Standards, are leading to strengthening of comparability in teacher judgments across the curriculum.
- ▶ Staff provide a firm knowledge of the achievement profile of all students.
- ▶ The capacity and confidence of staff to share their practise has grown in recent times and added to the embedding of whole school process.
- ▶ The collaborative teaching model ensures uniformity of approach of practise.
- ▶ Students love their school, the experiences, they are able to access and appreciate the efforts of staff to provide them with leadership opportunities, such as the "black shirt leaders" program.
- ▶ Families report feeling heard and subsequently informed when communicating with the school.
- ▶ The health and wellbeing of staff and students is managed by a supportive administration team. Evidence such as retention of staff and a focus on providing a contemporary learning environment confirms this.
- ▶ Staff can clearly articulate the personal and leadership strength of the school's administration team and appreciate their collected effectiveness.

Business Plan Targets 2020-23

Our Business plans targets are below and when we interrogate our 2022 Student Achievement data we can see we are exceeding these targets.

- 90% of students will achieve at or above the Australian Minimum Standard in NAPLAN.
- Of the stable cohort in Year 5, increase the percentage of students in the top 20%.
- NAPLAN Data will show stable cohorts results as equal to or better than like schools.
- 85% of stable cohort makes moderate or better progress between PP on entry and Year 3 NAPLAN.



2022 Student Achievement and Progress


Data informed/evidence-based planning

What school-based and systemic evidence is used to inform whole-school approaches to literacy, numeracy and pathway planning?

School-based data comes from a range of sources, and this is guided by the Capel Primary Assessment Schedule which guides our whole school processes. The assessment schedule is organised from K-6 and explicitly lists the assessments that need to be completed and when they are to be entered into Xuno. All staff can then easily access this data in GradeXpert and provides individual, year group and whole school information as well as student progress. For example, here is the assessment schedule in Year 4. In Literacy the data collated includes Literacy pro tests, Schonell Spelling, Brightpath writing and WARP. In Numeracy it includes Stepping Stones quarterlies, Brightpath number and NAPLAN Mathletics tests. Students also complete Brightpath Science testing from Year 3-6.

Capel Primary School

Assessment

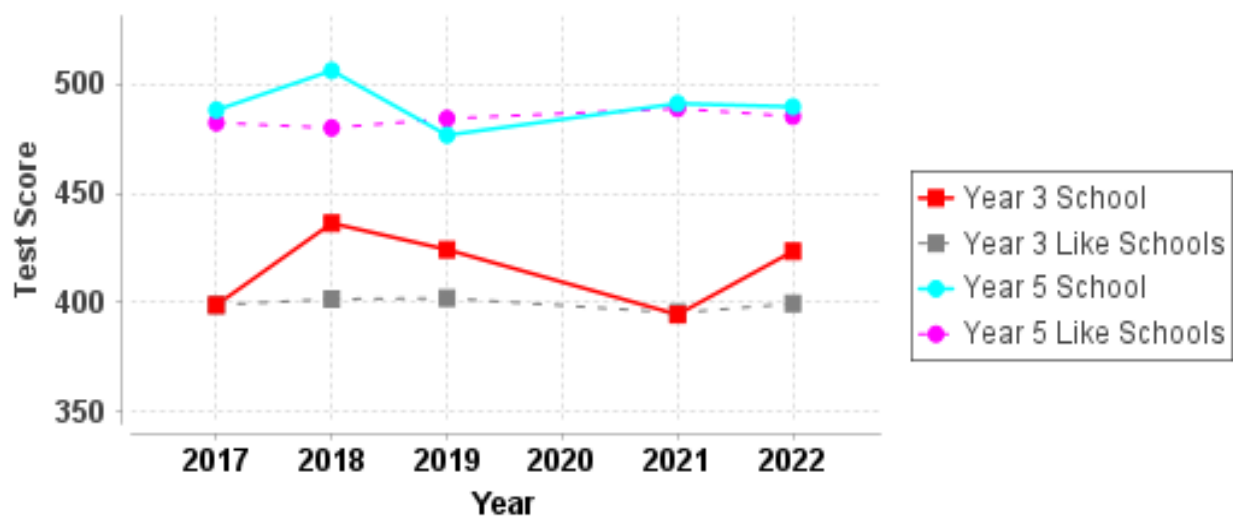


Schedule 4 - 6

	Term 1	Term 2	Term 3	Term 4
4				
LITERACY				
Literacy Pro	✓	✓	✓	✓
Schonell Spelling				✓
Brightpath writing- online	Narrative		Persuasive	
NAPLAN Style tests		✓		
WARP	✓	✓	✓	✓
NUMERACY				
Stepping Stones Quarterlies	✓	✓	✓	✓
Brightpath Number		✓ (early)		✓ (early)
NAPLAN Maths- Mathletics	✓			

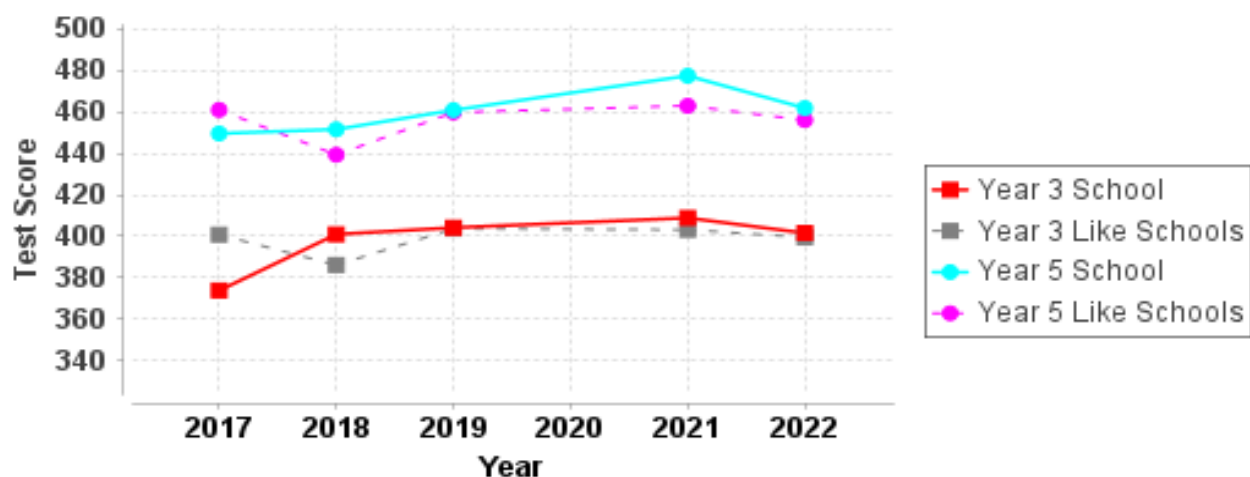
2022 Reading Performance

Average Reading Score

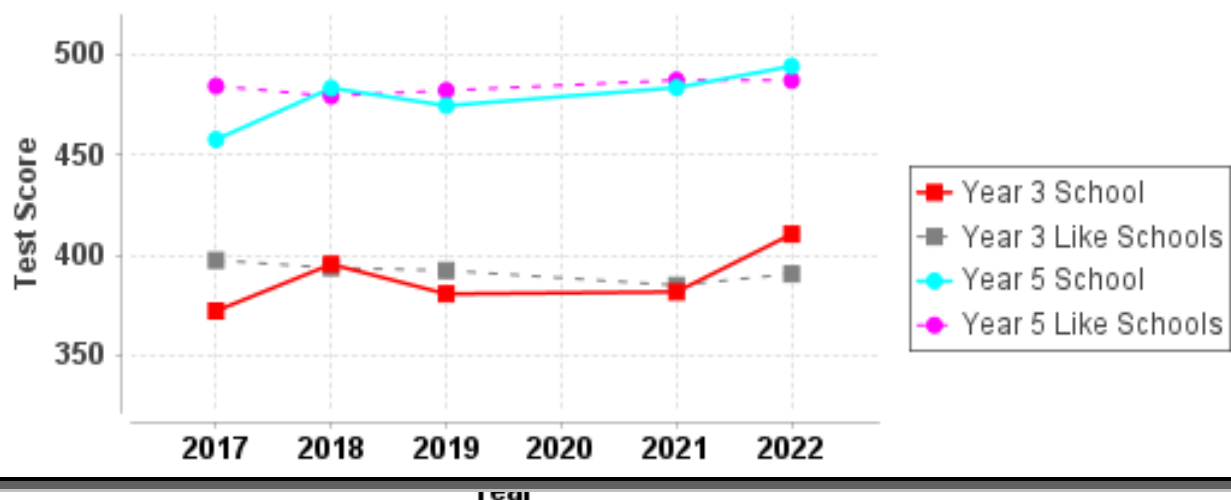


2022 Writing Performance:

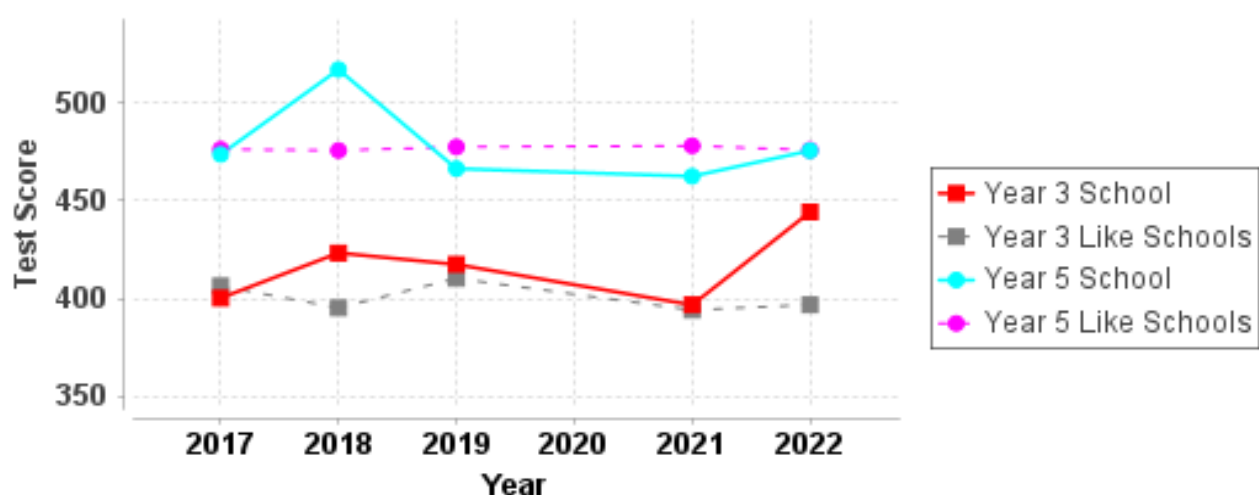
Average Writing Score



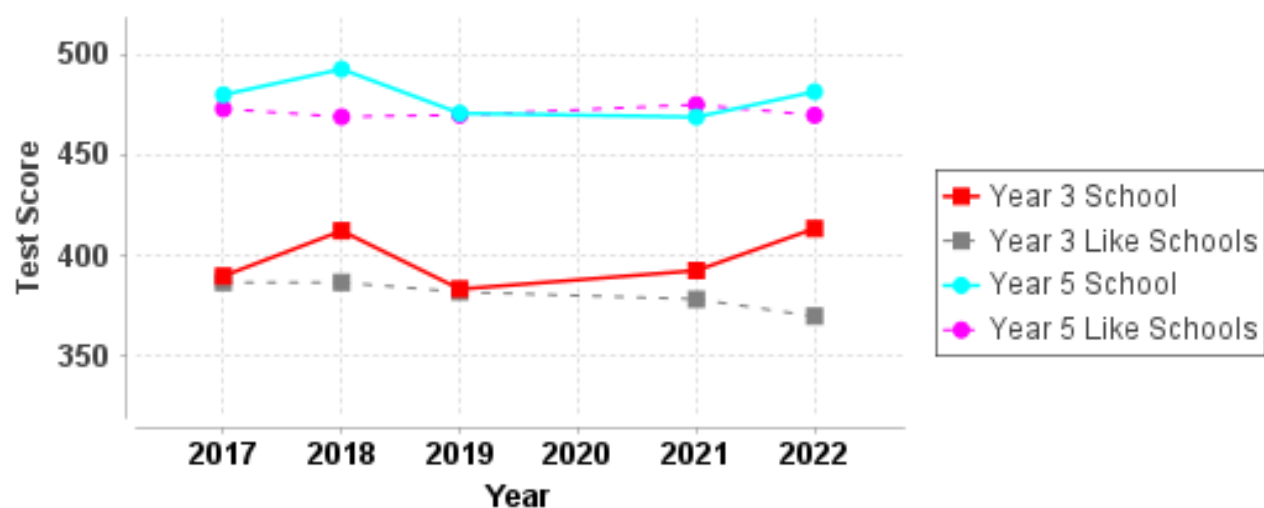
Average Spelling Score



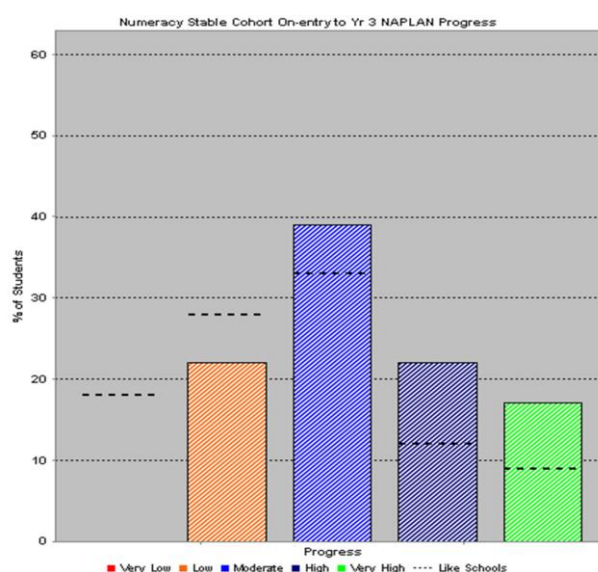
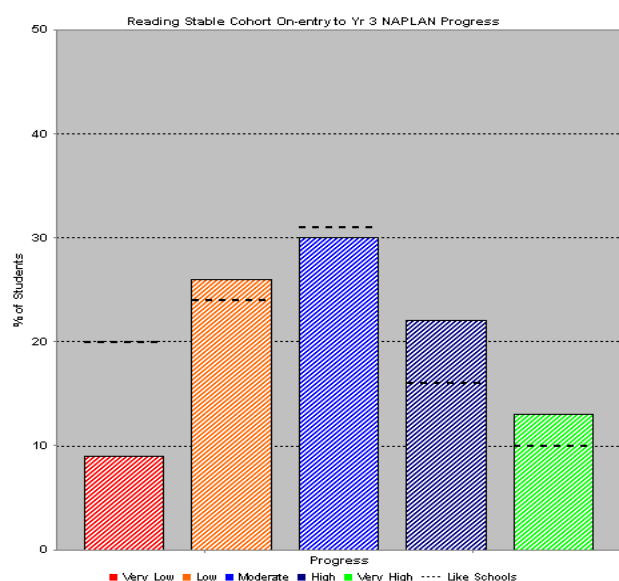
Average Grammar & Punctuation Score



Average Numeracy Score



2022 On-entry to Year 3 progress



2022 Review of Programs and Targets

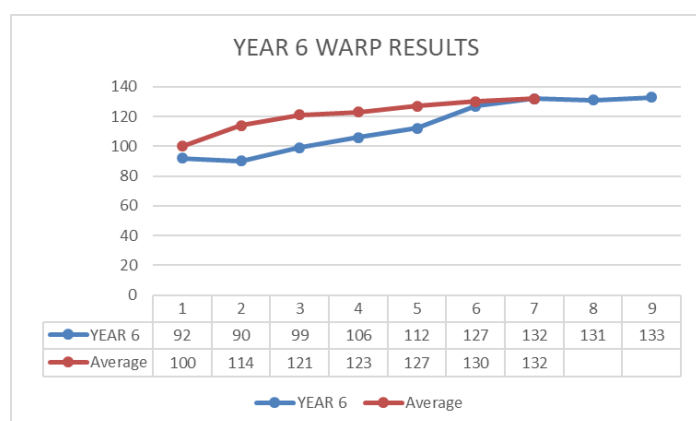
Our Year 3 students NAPLAN results in 2022 were particularly strong. This cohort of students have experienced our whole school programs and processes since they began compulsory schooling in Pre-primary. The On-entry progress graphs show the percentage of students making moderate or better progress from PP to Year 3 was 65% in Literacy and 79% in Numeracy. This strength in Numeracy is also seen when comparing our students with all students across Australia. 26% of our Year 3 students were in the Top 25% and 10% of our students were in the bottom 25% across Australia. In other test areas we also had low percentages of students in the bottom 25% Nationally which means our programs are ensuring students are not falling behind.

Our Year 5 NAPLAN results in 2020 were not able to be compared with their Year 3 results as this test was not completed. These results were not as strong as the Year 3 results, and they reinforce the need to improve our Reading programs. We started this in 2022 by providing professional learning for the entire staff in Talk for Reading. A couple of teachers had trialled this earlier so we are hopeful this will have a positive impact.

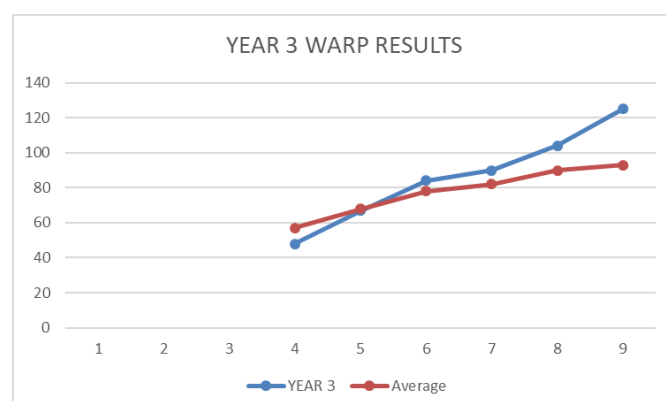
Our achievement trends are fairly stable, with Capel achieving equal to or higher than like schools. We also have smaller percentages of students at or below the minimum standard. For instance in Year 3 Numeracy we had 6% at or below whereas like schools had 23%, for Year 5 we had 17% and like schools had 18%. When we look at Reading which is now a school priority, Year 3 reading had 16% at or below whereas like schools had 22%. For Year 5 Reading we had 21% and like schools had 20%. This data confirms the need to continue to work on this area.

By looking at the data closely by gender, it is showing some concerns with boys level of achievement in Writing in Year 3 and all Literacy areas in Year 5. This will need to be addressed in our future Business plan

Another assessment measure for Reading is WARP (Wheldall assessment of reading passages) data. Through assessing every student from Year 2-6 each term, we have rich data to determine which students require intervention and which cohorts of students may need to be reviewed.



The Year 6 data shows with targeted intervention both at an individual and class level, this cohort has gone from being well below the expected average to being in line with the average.



The Year 3 data shows this cohort, through introducing Talk for Reading and daily fluency reads, has achieved above the expected average.

2022 Behaviour Data:

	2014	2015	2016	2017	2018	2019	2020	2021	2022
After Sch TLC	5	10	12	12	18	16	24	18	15
In-Sch Suspension	8	5	4	1	1	8	2	3	6
Suspension (Number Of)	20	13	9	9	2	7	4	4	8
Suspension Days	45	18	18	15	7	16	7	8	21
Number of Students Suspended				5	1	5	4	2	5
Number of Students who attended Senior TLC 3/4/5/6	31	32	35	24	46	38	31	32	47 (ALL)

2022 Behaviour Management:

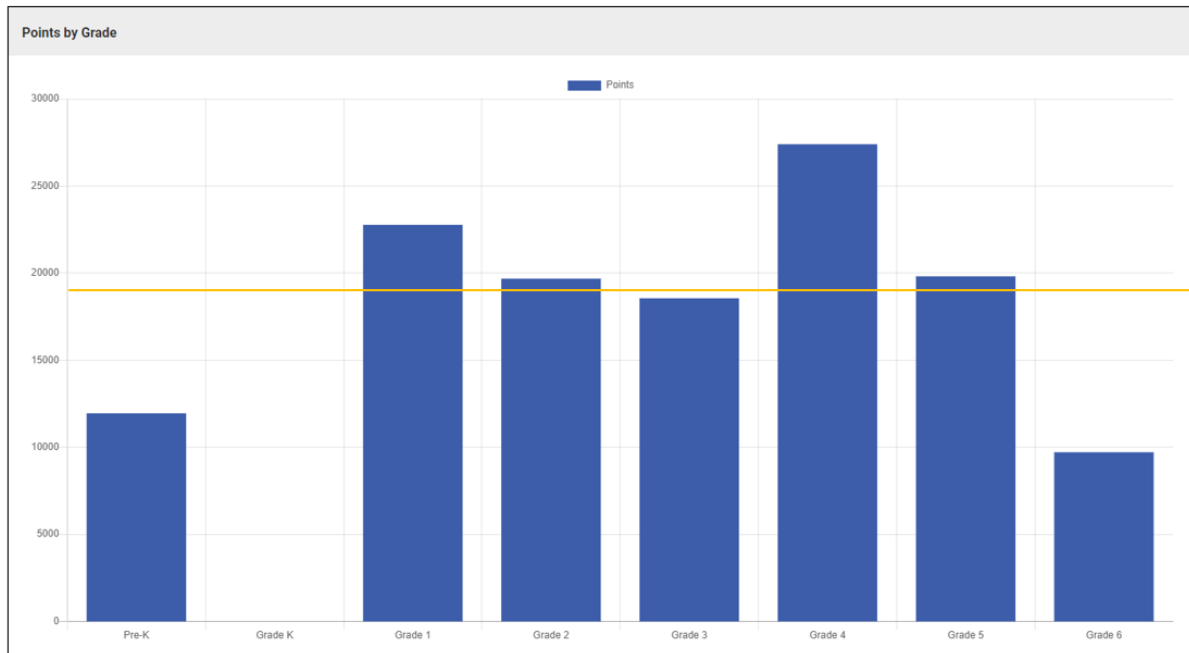
Personal Best	Independence	Respect	Caring
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During 2022 we continued to use the PBIS rewards app, a digital means of giving students individual behaviour points. These points are automatically tallied so students have an up-to-date record of the points 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. In 2022 Clubs groups was increased to 13 to provide a range of activities. 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 (TLC) behaviour club if they needed to reflect and practice showing the school values 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 TLC 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.

Av points 2021: 15,000
2022: 18,500

PBS Points Given 2022



The average of PBS points given was an incredible 15,000. Students spent their points on a variety of items from trampoline time to dessert with a deputy and helping in another classroom.

Attendance:

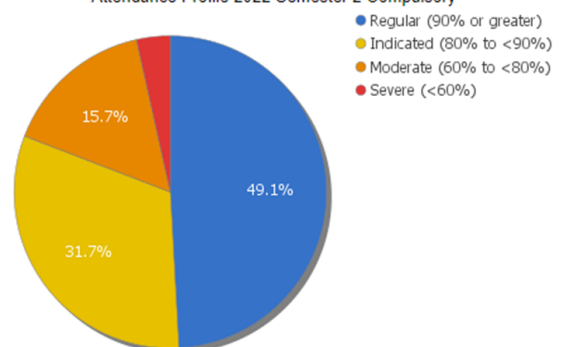
The overall attendance rate of 87.1% was lower due to COVID throughout the year however the rate was still one of the best attendance rates in the Capes Network. Our aboriginal attendance rate was 89.6% which was the best in the SouthWest District.

2022 - Semester 2 Collection




Term View (Optional):

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	91.7%	19	3	4	1	91%	9%
PPR	86.7%	22	14	7	1	96%	4%
Y01	86.9%	15	14	8		77%	23%
Y02	89.2%	17	12	4	1	91%	9%
Y03	87.8%	17	10	2	3	87%	13%
Y04	86.1%	27	15	8	2	85%	15%
Y05	86.8%	25	16	7	1	90%	10%
Y06	87.0%	18	10	9	2	80%	20%
Compulsory	87.1%	141	91	45	10	87%	13%

Attendance Profile 2022 Semester 2 Compulsory



Reports

-  Attendance Summary Report
-  Longitudinal Attendance Report
-  Increasing Unauthorised Absence Report

[Conflicts and Faults](#) 1
[Possible Data Entry Mistake](#) 1

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.



2022 was a very challenging year for all schools in Western Australia as it was the year COVID finally hit on mass. We worked hard as a school to continue to engage most students and maintain their levels of attendance.

The number of students at risk 'moderate' has remained stable over time, but 45 was the highest number for some time. 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.

The unexplained absences were pleasing at 13% as teachers worked hard to know why students were not at school. Teachers were proactive in contacting families to discuss attendance. Forms are sent home twice a term as another means of getting notification from parents about a child's as well as SMS notifications when students are not at school.

Even though the student population of Capel is 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.



Finance and Budget

Our focus in 2022 was staffing! Our school has always prided itself on delivering smaller than average class sizes where students are given the support they need to achieve. We were able to deliver this given that the funding level was lower than we have seen in past years (due to reduced student numbers).

Having invested heavily in buildings & infrastructure over recent years, we are already a well-resourced school with enviable grounds and facilities. We have had the budget flexibility to channel funds to staffing and virtually cease funding to building & infrastructure projects.

Voluntary Contributions and Charges

2022 saw a change to our cost structure where Reading and Mathematics programs were incorporated into the voluntary contribution P-Yr6.

K	Voluntary Contribution	\$35
P-Yr 6	Voluntary Contributions	\$60
P-Yr 6	Integrated Learning (ICT/Cooking & supplementary materials	\$15

Our financial target is for 70% of families to support the school by paying their Contributions & Charges. This has been achieved when looking at the overall collection rate across the school of 71%.

- Incentive prize of an iPad offered for prompt payment with Booklists or by March.
- Convenient payment options made available - EFTPOS, Direct Deposit
- Statements issued quarterly plus newsletter reminders

We continue to promote enhancements to student learning experiences (made possible by payment of Voluntary Contributions) as incentive for payment.

Voluntary Contributions and charges collection rates:

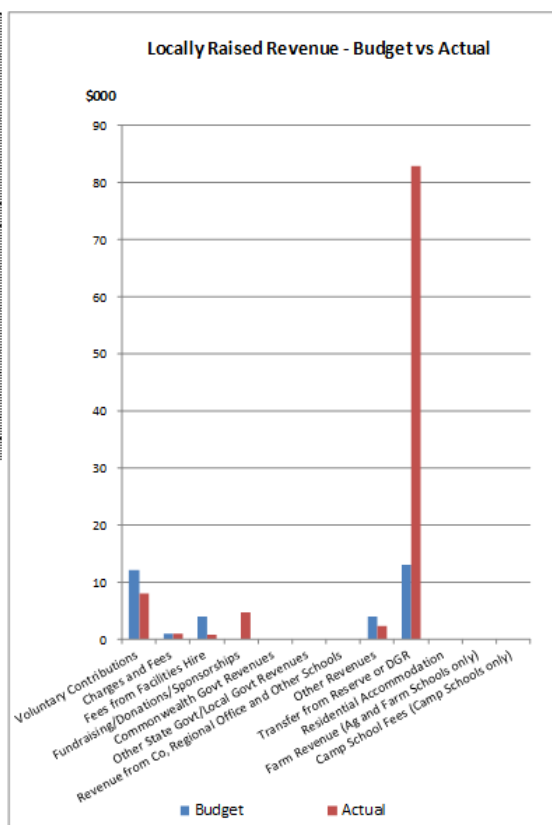
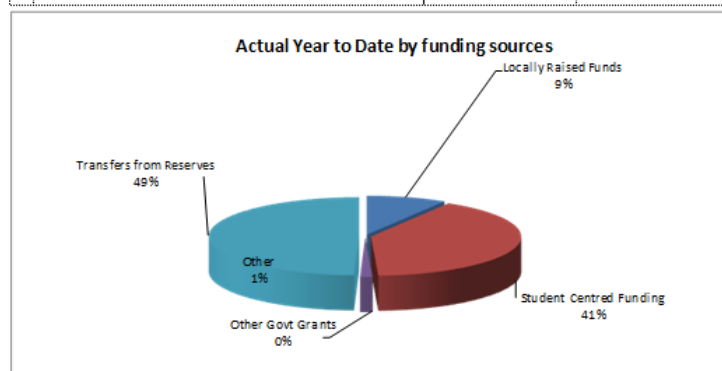
YEAR	PAYMENTS INCLUDED	PERCENTAGE
2017	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	72.65%
2018	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	72.15%
2019	Voluntary contributions, Mathletics, ICT, Integrated learning & Reading eggs	74.44%
2020	Voluntary contributions, Online Maths Program, Online Reading Program, Integrated learning/ICT/Cooking & Supplementary Materials	64.11%
2021	Voluntary contributions, Online Maths Program, Online Reading Program, Integrated Learning/ICT/Cooking & Supplementary Materials	69.34%
2022	Voluntary contribution incorporating online school programs	71.59%

Budget Strategy

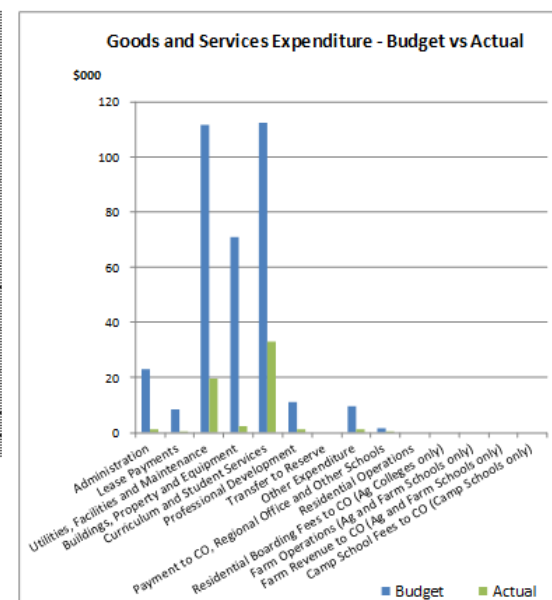
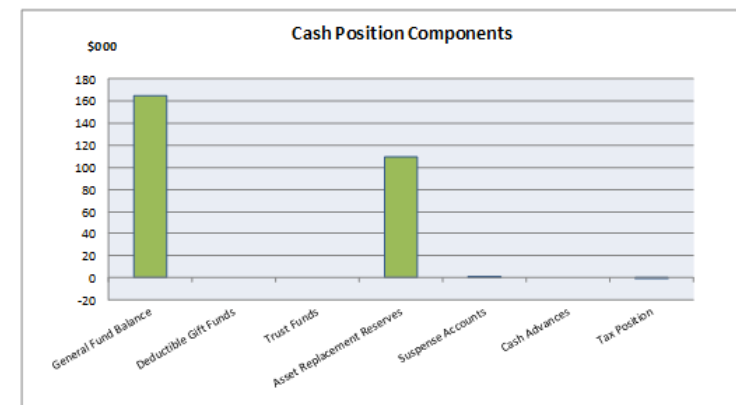
- Utilise & effectively manage reserve accounts to ensure provision of resources now and into the future.
- Fund optimal staffing levels to achieve desired educational outcomes (allowing for predicted reduction in student numbers over the next few years).
- Provide additional resources to address targeted 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-2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 12,110.00	\$ 8,045.00
2	Charges and Fees	\$ 990.00	\$ 1,060.00
3	Fees from Facilities Hire	\$ 3,900.00	\$ 800.00
4	Fundraising/Donations/Sponsorships	\$ -	\$ 4,611.27
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,884.00	\$ 2,215.77
9	Transfer from Reserve or DGR	\$ 13,000.00	\$ 83,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 33,884.00	\$ 99,732.04
Opening Balance		\$ 55,480.00	\$ 55,479.96
Student Centred Funding		\$ 262,000.00	\$ 68,085.00
Total Cash Funds Available		\$ 351,364.00	\$ 223,297.00
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 351,364.00	\$ 223,297.00



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 23,090.00	\$ 1,050.96
2	Lease Payments	\$ 8,541.00	\$ 390.45
3	Utilities, Facilities and Maintenance	\$ 111,789.00	\$ 19,639.25
4	Buildings, Property and Equipment	\$ 70,970.00	\$ 2,381.44
5	Curriculum and Student Services	\$ 112,299.00	\$ 32,884.74
6	Professional Development	\$ 11,000.00	\$ 1,154.55
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 9,506.00	\$ 1,088.24
9	Payment to CO, Regional Office and Other Schools	\$ 1,500.00	\$ 220.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 348,695.00	\$ 58,809.63
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 348,695.00	\$ 58,809.63
Cash Budget Variance		\$ 2,669.00	



Cash Position Components	
Bank Balance	\$ 273,152.30
Made up of:	
1 General Fund Balance	\$ 164,487.37
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 108,861.73
5 Suspense Accounts	\$ 372.25
6 Cash Advances	\$ -
7 Tax Position	\$ (569.05)
Total Bank Balance	\$ 273,152.30