



2022 ANNUAL REPORT

2022 saw Cervantes Primary School return to a new normalcy with COVID restrictions being gradually eased throughout the year. We did have students and staff effected by the virus throughout the year but teaching and learning continued with limited interruptions. By the beginning of Term 2, parents and visitors were allowed back onto school grounds and we welcomed them back for our traditional celebrations of Mother's Day Afternoon Tea, a Learning Journey afternoon, Father's Day Breakfast, Faction Athletics Carnival and Portfolio Picnic.

Miss Hayley Curtin joined us to teach in the Junior Class, Miss Gemma Harris Chester agreed to teach the ECE DOTT day and Mrs Kassie Folley joined the CPS team as an Education Assistant. Our teachers continued to strive for excellence and further developed their understanding of high impact teaching strategies. The staff utilised collaborative time to further understand behavioural and emotional difficulties students may experience, an explicit teaching framework and continued to review the whole school policies and strategies in the various learning areas. We introduced Multi-Lit programs to support the students having difficulties in learning to read and spell.

Unfortunately our chaplain, Audrey Crompton was on long service leave in Term 1 and then moved back to Perth, and we were unable to find a replacement.

Sporting Schools funding enabled the students to work with Tennis, Football and Athletic coaches throughout the year. Students in the Senior Class participated in the Winter Carnival hosted by Leeman PS. Cervantes Primary School won the Interschool Athletics Handicap Shield for the second year in a row.

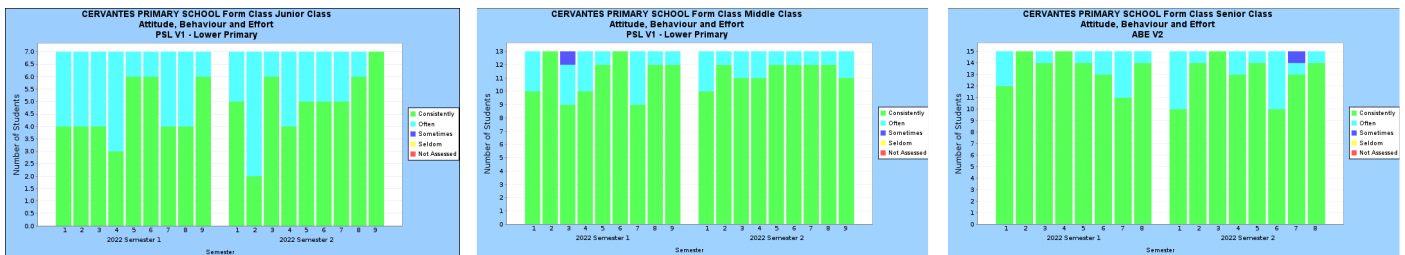
The Senior Class attended camp in Perth during week one of Term 4. The students and their families took turns to bake and sell Morning Tea on a Wednesday to raise funds for their camp activities. The students were lucky to visit Perth Zoo, Perth Hills Discovery Centre, WA Museum, Nostalgia Box (Electronic Games Museum) and the Constable Care Centre.

Our year finished with a Bushfire Emergency East and North of town. All students and staff were evacuated and the school was closed for a day and a half. DFES had also encouraged residents to evacuate town. Thankfully the firefighters were able to control the fire in time to keep everyone safe. School was reopened for the last day of the year and we were able to reschedule the Kindergarten Graduation Ceremony and Year 6 Graduation Dinner and celebrate our year at the Beach Party.

STUDENT SUCCESS AND WELLBEING

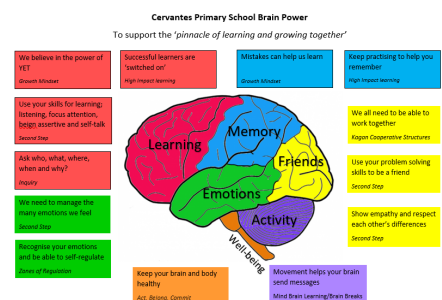
Provide for the wellbeing of all students

We met our target for the Attitude, Behaviour and Effort (ABE) sections on Student Reports to show a minimum of 80% of our students identified as consistently (green) and/or often (light blue) demonstrating all pointers. In 2022 a majority of our students consistently showed positive attitudes towards their learning, followed the school and classroom expectations and gave their best effort in their work. It is expected that the younger students will demonstrate these pointers less consistently (especially in Semester 1) as they learn the expectations of school life.



The Year 4 to 6 students participated in the Student Wellbeing and Engagement Census and the results were mostly in the High to Medium Wellbeing category. As you can see from the emotional wellbeing section table below, students have high wellbeing in the area of happiness, satisfaction for life and absence of sadness. The 17% in the low range indicates that two students experience difficulties in this area and they are supported individually. We continue to invest time in Health lessons, using the Zones of Regulation and the Second Steps programs across the school to support all students to manage their emotions. At Cervantes Primary School we use numerous strategies to support the wellbeing of the child as seen on our CPS Brain Power diagram.

Emotional wellbeing	High	Medium	Low	High	Medium	Low
Happiness	8	3	1	67%	25%	8%
Optimism	6	6	0	50%	50%	0%
Satisfaction with life	8	3	1	67%	25%	8%
Emotion regulation	4	6	2	33%	50%	17%
Absence of sadness [^]	8	2	2	67%	17%	17%
Absence of worries [^]	6	4	2	50%	33%	17%



Maintain high expectations in Literacy and Numeracy learning

We had eight Year 5 students and five Year 3 students participate in NAPLAN testing in 2022. The results demonstrated that at least 75% of our students are achieving an average to high standard of achievement. It is noted that this was the first NAPLAN that has been completed by the Year 5 students as the 2020 testing was cancelled. The students in the Low 20% Bands are all being supported individually. We had nine students participating in the MultiLit programs to support their literacy learning and we introduced the Bond Blocks program in the Middle Class to support basic fact knowledge.

2022 NAPLAN Band Summary					
	Reading	Writing	Spelling	G & P	Numeracy
Top 20%	1	2	2	4	1
Within Average Bands 60%	8	7	8	6	10
Low 20%	3	3	1	1	1
Below Minimum Standard					

Subject	Number of students gaining A or B Grade	
English	9/39	23%
Maths	16/39	41%
Science	12/39	30%
HASS	14/39	36%

Ensure learning is relevant for individual students so they can progress

A measurement of progress, is for all students to improve on their individual scores achieved in annual standardised tests: Reading - 100% of our PP to Year 6 students progressed over the year, shown in PM Benchmark results. There were 8 of 37, Pre-primary to Year 6 students tested who scored below standard in PAT Comprehension and were receiving individual support. Midwest Phonological Test - 100% of Kindergarten and Pre-primary students reached a satisfactory to high level of achievement in this testing.

Sound Waves Spelling— 7 of 25 students were below standard, while 8 students were well above standard.

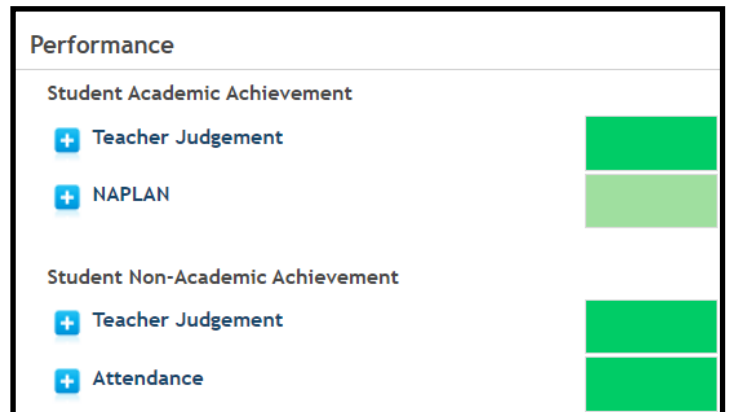
Mathematics—100% of students in PP to Year 6 showed progress in iMaths testing, while 21 of 24 students in Year 2 to Year 6 achieved a satisfactory or high standard in PAT Mathematics testing.

EXCELLENCE IN TEACHING AND LEADERSHIP

Ensure the best practices in teaching are maintained

Cervantes Primary School teachers have continued to refine and follow whole school strategies and an instructional framework using evidence based methods. This chart is a summary from the 2022 Schools Performance Monitoring tool available from the Department of Education. The darker green indicates we are performing well above expected level and lighter green above expected performance.

Staff are involved in whole school professional learning on a regular basis and have the opportunity to share best practices throughout the year.



Use collaboration to provide the pinnacle of learning

Teachers and Education Assistants meet during Early Close each fortnight to build upon their skills and knowledge. During 2022, the following were some the topics that were covered:

Term 1	Term 2	Term 3	Term 4
Reading Strategy	Writing Strategy	BeYou– Mentally Healthy Communities	Mathematics scope and sequence
Student at Educational Risk	Writing Moderation	Bond Blocks– Mathematics	Student Report writing
Principles of Effective and Explicit Instruction	Student Engagement	Anxiety	Spelling and Phonics Strategy
Sustainability and Caring for Country	HASS	SAIS Dashboard and NAPLAN data	Reading Strategy
	Science	NQS– Early Childhood	

Data drives decision making

School Board members and staff are involved in reviewing data on a regular basis throughout the year at a whole school, class and individual level. The cycle of planning, monitoring and assessing is utilised to maintain a continuous focus on improving student performance.

A Data Wall and electronic Monitoring Information System of student achievement levels in each of the learning areas allows for clarity. This information was used to have professional conversations and share strategies that could be best used to support individuals and groups of students.

RELATIONSHIPS AND ENGAGEMENT

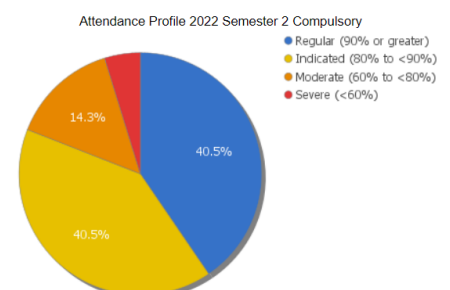
Maintain strong family engagement in their child's education

We had 19 parent responses to the School Survey. 53% of the responders Strongly Agreed and 47% Agreed that 'This school works with me to support my child's learning. 100% of the responders answered positively to all aspects of the survey, with a maximum of 3 responses who neither agreed or disagreed on several questions.

To provide motivating and engaging learning experiences

Students were again involved in a wide variety of activities inside and out of the classroom throughout the year. In the School Climate component of the Student Wellbeing Survey, the Year 4 to 6 students indicated that 75% had a High Wellbeing rating and 17% a Medium Wellbeing rating. The attendance data varied between Semester 1 and 2, with different students identified as 'At Risk'. A majority of the absences in Semester 2 were due to students being unwell, family sickness or extended holidays. The overall Attendance Rate for Semester 2 was 86.1%.

Engagement with school	2021	2022	2022	2022	Year	
Important adults at school	10	2	83%	17%	2022	
Connectedness to adults at school	8	2	67%	17%	17%	2022
Emotional engagement with teachers	9	2	75%	17%	8%	2022
School climate	9	2	75%	17%	8%	2022
School belonging	8	2	67%	17%	17%	2022
Peer belonging	8	2	67%	17%	17%	2022
Friendship intimacy	11	1	92%	8%	2022	



Make positive links with community and health support personnel

The staff have worked hard on refining our Student At Educational Risk (SAER) identification and support processes. Unfortunately, in 2022 there was limited access to the Health Services due to their COVID-19 protocols. Students were referred to the appropriate person when they required extra support.

The students participated in many extra-curricular activities, incursions and excursions, including sporting opportunities (tennis, athletics, AFL, netball or soccer, cross country), Constable Care Puppet Show, Japanese Drumming performance, Lego building, celebrating Book Week, Keep Australia Beautiful Council – Marine Clean-up, visiting the Pinnacles and Lake Thetis, Carnaby Cockatoo visit, Fire Station and Museum. Families were involved in events throughout the year for Mother’s Day and Father’s Day, and to discover more about their child’s achievements at a Learning Journey and Portfolio Picnic.



ASSET AND RESOURCES

We maintained our Human Resources at a high level and accommodated for three classrooms. Six teachers were ably supported by three experienced Education Assistants across the classrooms. We were again supported by the DOE to provide extra cleaning and supplies throughout the year to keep students and staff healthy.

The P&C supported the school with their annual donations towards the library, interactive board leases, online applications, book awards and Year 6 Graduation Dinner. Our Tronox donation was utilised to purchase Mathematics resources, STEM board for the Junior Class, Lego kits and a woodworking table. We were also fortunate at the end of the year to receive funding from Plico for our Kitchen Garden project.

Our budget, seen in the tables below, was directed mainly to Salaries and to the Curriculum and Student Services in the Cash allocation, with an average of \$1,958 spent on each student to support their learning.

Staff Information

	No	FTE
Administration Staff		
Principals	1	1.0
Total Administration Staff	1	1.0
Teaching Staff		
Other Teaching Staff	6	3.4
Total Teaching Staff	6	3.4
Allied Professionals		
Clerical / Administrative	2	0.9
Gardening / Maintenance	1	0.8
Other Allied Professionals	4	1.8
Total Allied Professionals	7	3.5
Total	14	7.9

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 2,520.00	\$ 2,520.00
Charges and Fees	\$ 2,600.00	\$ 2,600.00
Fees from Facilities Hire	\$ 227.00	\$ 227.27
Fundraising/Donations/Sponsorships	\$ 14,741.00	\$ 14,741.21
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ -	\$ -
Revenue from Co, Regional Office and Other Schools	\$ 1,600.00	\$ 1,600.00
Other Revenues	\$ 1,522.00	\$ 1,522.95
Transfer from Reserve or DGR	\$ -	\$ -
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 23,210.00	\$ 23,211.43
Opening Balance	\$ 73,937.10	\$ 73,937.10
Student Centred Funding	\$ 175,110.00	\$ 175,109.55
Total Cash Funds Available	\$ 272,257.10	\$ 272,258.08
Total Salary Allocation	\$ 1,009,390.00	\$ 1,009,390.00
Total Funds Available	\$ 1,281,647.10	\$ 1,281,648.08

Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 9,965.00	\$ 6,103.14
Lease Payments	\$ 11,647.00	\$ 9,050.42
Utilities, Facilities and Maintenance	\$ 53,004.00	\$ 39,245.39
Buildings, Property and Equipment	\$ 12,246.00	\$ 11,110.64
Curriculum and Student Services	\$ 113,492.00	\$ 85,271.90
Professional Development	\$ 3,985.00	\$ 2,912.15
Transfer to Reserve	\$ 9,300.00	\$ 9,300.00
Other Expenditure	\$ 7,288.00	\$ 6,687.30
Payment to CO, Regional Office and Other Schools	\$ 29,120.00	\$ 23,583.45
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 250,047.00	\$ 193,264.39
Total Forecast Salary Expenditure	\$ 852,047.00	\$ 852,047.00
Total Expenditure	\$ 1,102,094.00	\$ 1,045,311.39
Cash Budget Variance	\$ 22,210.10	

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