



# Annual Report 2018



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## **PRINCIPAL**

In 2018 the Mount Claremont Primary School (MCPS) completed a formal Public School Review (PSR) process and was acknowledged as an effective school. The PSR identified the “*school demonstrates effective practice in creating the conditions required for student success.*”

The School Council was successful in its application to become an Independent Public School in 2019. The Council has ensured improving outcomes for students is at the heart of core business. The school is fortunate to have significant financial support from the active P&C Association.

The School Curriculum and Standards Authority (SCSA), the Western Australian Curriculum and Assessment Outline (WACAO), Early Years Learning Framework, National Quality Standards in Early Childhood and the Department of Education Focus 2018 have provided the school with the strategic direction to plan, act and review the Mount Claremont Primary School Business Plan 2018-2020.

Students’ academic performance, physical health and wellbeing, social-emotional development and the arts are valued by the staff and school community. We educate and care about the individual needs of students.

I would like to acknowledge the efforts of the School Council, P&C Association, and Community Partners and hardworking staff that are always willing to go the extra step for our students.

Schools Online [www.det.wa.edu.au/schoolsonline/](http://www.det.wa.edu.au/schoolsonline/) and MySchool [www.myschool.edu.au/](http://www.myschool.edu.au/) provides information about our school and its community.

On behalf of Mount Claremont Primary School, I commend this report to you which outlines the school’s performance, our achievements and directions for the future.

*Tracey Oakes, Principal 2018*

## **SCHOOL COUNCIL**

For Mount Claremont Primary School 2018 was a year that recognised the hard work and efforts of the whole school, both staff and parents over a number of years. Mount Claremont Primary School was granted Independent Public School (IPS) status for 2019, a fantastic milestone in our journey.

During the year, the Council focused on two main areas of priority – reviewing and setting out the school’s Business Plan for 2018-2021 and working towards achieving IPS status for Mount Claremont Primary School.

The Council, through the joint effort of parents and staff developed Mount Claremont Primary School’s Vision, Mission and Values which will drive strong student and community outcomes. The Council is committed in supporting the school achieve its vision.

The School Council consists of 4 parent representatives, the School Principal and 2 elected staff members. The Council held 8 meetings across the year, including an open Council meeting held in the second half of the year.

During 2018, the school council:

- Reviewed and endorsed the 2017 Annual Report, the school's Operational Plan 2018 and School Funding Agreement 2018
- Endorsed the Schedule of Contributions and Charges 2018
- Reviewed the School Performance 2018 presentation and outcomes
- Presented the Schools case for IPS status to the Department of Education
- Commenced planning for 2019 School Board requirements.

Thought the IPS process it was very evident to the council that the school and its community is highly engaged, this is a key theme that the Council wishes to build on in 2019 as it transitions to a Board. I would like to thank the council members, teachers and staff of Mount Claremont Primary School for continuing to improve student outcomes. On behalf of the council, I would like to particularly thank our Principal, Tracey Oakes for the huge amount of time that she invested into the IPS process.

*Scott Gladman, School Council Chair, 2018.*

## **PARENTS & CITIZENS ASSOCIATION**

The P&C operated the Mount Claremont Farmers' Market on the school grounds almost every Saturday morning throughout the year, bringing fresh produce to the community, contributing to fostering community spirit and raising significant funding for the P&C. The Farmers' Market together with the Royal Show Parking fundraising activities, were once again highly successful.

The P&C Association provided significant donations to the school in 2018, which included:

- Nature play areas
- Public announcement system
- Playground equipment
- Garden and grounds maintenance and new trees
- Contribution towards student ablution upgrade
- Teaching and learning programs
- Ongoing funding to support the long-term replacement of various assets
- Choir shirts
- End of year book awards
- Subsidising year 5/6 school camp

In 2018 the P&C also supported various sporting opportunities including swimming, Minkey, cross-country and athletics. Social events arranged by the P&C included the Sundowner, end of year Disco, Fathers' Day Camp Out and Meet & Greet. There were also class play dates organised by class P&C representatives.

The P&C continued to support the school through managing and subsidising the uniform shop. This service is supported through the provision of an online lunch service, which has been extended to include uniform purchases and school event activities.

Sincere thanks are extended to the executive and committee members, volunteers and organisers for their hard work and dedication for a successful year in 2018.

*Samantha Rawstorne, President, P&C Association 2018*

## **OUR SCHOOL**

### **Our Vision**

To foster an inclusive and caring school community which inspires students to be innovative and have positive approaches to learning.

### **Our Mission**

To work collaboratively to engage and educate students, parents and staff in a community focused environment which is rich in local history and to create a sense of place.

### **Our Values**

Belonging	We value every member of the school community.
Integrity	We are honest and fair in our actions.
Respect	We are courteous and considerate.
Resilience	We bounce back and grow through challenges.

### **Our Motto**

*We Care* guides our school community to expect successful students, high quality teachers and support staff, empowered leadership and strong governance.

Mount Claremont Primary School provides quality education from Kindergarten to Year 6 for families from Mt Claremont and surrounding suburbs. The school is located 7 km from the Perth within close proximity to the Swan River, Swanbourne and City Beaches, University of Western Australia, Campbell Barracks, Hospitals, Claremont Showgrounds and the Claremont Quarter shopping precinct.

In 2018 the student population increased to 260 students across 10 classrooms including two groups of kindergarten students. The school community is culturally diverse and reflects the global world in which we live. Students on entry to kindergarten are well cared for and ready for school. The majority of students in Year 6 transition to Shenton College.

The Index of Community Socio-Educational Advantage (ICSEA), 2018 is 1142 and Like School data is compared to Decile 1 (top band) schools. The National Assessment Program Literacy and Numeracy (NAPLAN) student performance data for the students is within or above expected levels of achievement in comparison to like schools, excluding Year 3 spelling (2018). The mean or average achievement score for Years 3 and 5 is subject to change in student cohorts. The On-Entry Literacy and Numeracy Assessment for pre-primary students was completed in term 1.

The class teaching programs are enriched by the provision of specialist teachers in; Physical Education, Visual Arts, Music, and Languages/Japanese. The Physical Education program provided experiences and opportunities for participation, team work and sportsmanship whilst continuing to foster and value individual effort. Students participated in outside school activities including athletics, swimming, Minkey, hockey and tennis.

The music program students participated in community singing, choir and musical festivals. Instrumental Music Schools Service (IMSS) provided students with the opportunity to learn brass or clarinet.



In Visual Arts, students work with a variety of media and develop creativity, displaying their work in the school, Royal Agricultural Society Show.

Japanese is taught to students from Years 3 to 6 with a focus on speaking, listening and cultural experiences.

A range of Digital Technology is available for the students to conduct their learning via different platforms such as classroom interactive LED panels, notebooks and iPads.

The Health, Wellbeing and Pastoral Care of students, staff and families are supported through the Defence School Mentor Program, School Chaplain, School Psychologist, and School Health Service.

The school grounds and facilities has extensive areas for students to play and explore; playgrounds, shade sails, grassed playing fields, basketball courts, vegetable gardens, well-resourced library, multi-purpose undercover area for physical education and performing arts, and shared access to Mt Claremont Oval.

Before and after school care is provided onsite by Camp Australia in a dedicated room. Extra-curricular activities include a range of activities provided by private companies; Redage Basketball, Tennis, Emperor Chess Club, Kiddo-UWA, Young Engineers Club, Chinese Language.

#### Highlights in 2018

- Father's Day Camp Out
- Student Leadership Fundraising
- Class Assemblies
- Social dance program
- Variety of incursions and excursions
- Sport events
- Students visiting from Japan
- Year 5/6 Leadership Camp



## STUDENT ACADEMIC PERFORMANCE SUMMARY 2018

The Mount Claremont Primary School Business Plan set targets for student improvement. The school's Operational Plan 2018 provided the curriculum, assessment and reporting framework for staff to ensure a whole school approach.

The 2018 National Assessment Program Literacy and Numeracy (NAPLAN) results show the percentage of Mount Claremont's (MCPS) students achieving in the top 20%, middle 60% and bottom 20% of the nation in areas as tested. The WA Like Schools is the comparative data from statistically similar schools (Band 1) to MCPS.

Students tested in 2018 performed within or above the National Minimum Standards of achievement in Literacy and Numeracy.

Mount Claremont achievement performance is above WA Public Schools and Australian Schools. Student progress from year 3 to 5 in the stable cohort is within or above expected levels of achievement in comparison to Like Schools, excluding spelling.

In 2018, the student performance target to sustain an average score (mean) to be at or above the achievement in comparison to WA Like Schools was varied. In Literacy, Year 3 the target was not achieved and plans for improvement continue to be a focus. In Literacy, Year 5 the target was achieved successfully. In Numeracy the target was achieved for Year 3 and Year 5.

Year 3 student performance is within expected levels of achievement in numeracy, writing, reading, grammar and below expected levels of achievement in spelling.

Year 5 student performance is within expected levels of achievement for numeracy, reading writing, grammar and spelling. In Year 5 Numeracy 75% of students performed in the top 20% was well above Like Schools.

*Above Expected* – more than one standard deviation above the predicted school mean.

*Expected* -within one standard deviation of the predicted school mean.

*Below Expected* – more than one standard deviation below the predicted school mean

<b>LITERACY</b>	<b>Mount Claremont School Mean</b>	<b>Australian Schools Mean</b>	<b>WA Public Schools Mean</b>	<b>WA Like Schools Mean</b>
<b>Year 3 2018</b>				
<b>28 students</b>				
Reading	460	434	423	477
Writing	424	407	400	441
Spelling	427	418	411	455
Grammar	460	432	424	479

<b>LITERACY</b>	<b>Mount Claremont School Mean</b>	<b>Australian Schools Mean</b>	<b>WA Public Schools Mean</b>	<b>WA Like Schools Mean</b>
<b>Year 5 2018</b>				
<b>21 students</b>				
Reading	550	509	502	552
Writing	515	465	460	501
Spelling	540	503	500	538
Grammar	555	504	500	553

Reading	National	Year 3 MCPS	Year 3 WA Like Schools	Year 5 MCPS	Year 5 WA Like Schools
Top	20%	40%	39%	40%	43%
Middle	60%	56%	55%	60%	52%
Bottom	20%	4%	6%	0%	5%

Writing	National	Year 3 MCPS	Year 3 WA Like Schools	Year 5 MCPS	Year 5 WA Like Schools
Top	20%	20%	31%	35%	35%
Middle	60%	76%	65%	65%	59%
Bottom	20%	4%	3%	0%	5%

Spelling	National	Year 3 MCPS	Year 3 WA Like Schools	Year 5 MCPS	Year 5 WA Like Schools
Top	20%	21%	34%	40%	41%
Middle	60%	67%	57%	60%	54%
Bottom	20%	13%	9%	0%	5%

Grammar	National	Year 3 MCPS	Year 3 WA Like Schools	Year 5 MCPS	Year 5 WA Like Schools
Top	20%	28%	35%	45%	37%
Middle	60%	68%	60%	50%	57%
Bottom	20%	4%	6%	5%	5%

#### Reading:

- Year 3 and Year 5 performed above the national average in comparison to Australian Schools and WA Public Schools.
- Year 3 and Year 5 results are within expected levels of achievement..
- Stable cohort progress from Year 3 to Year 5 is above Like Schools.
- The longitudinal trend line in years 3 is stable and 5 shows an increasing upward trend of improvement.
- Year 3 level of achievement below Like Schools.
- Year 5 level of achievement is similar to Like Schools.
- Student achievement of top 20% in Years 3 and 5 is similar to Like Schools.

The focus on whole school explicit teaching of reading strategies, comprehension and synthetic phonics is to be further developed. Critical Literacy Path to English, WA Curriculum and the MCPS Operational Plan 2019 will provide guidance for teaching, learning and assessment.

#### Writing:

- Year 3 and year 5 performed above the national average in comparison to Australian Schools and WA Public Schools.
- Year 3 and Year 5 results are within expected levels of achievement.
- Stable cohort progress from Year 3 to Year 5 is above Like Schools.
- Student achievement of top 20% in Years 3 and 5 is similar to Like Schools.

- The longitudinal trend line in Year 3 and Year 5 needs to be sustained and improved.

Continue focus on the improvement in writing. Plans for improvement include explicit guidance for teaching, learning and assessment. Increase teacher moderation of text types, assessment rubrics and student feedback. Ensure readiness for NAPLAN Online in 2019.

### **Spelling:**

- Year 3 and year 5 performed above the national average in comparison to Australian Schools and WA Public Schools.
- Year 3 results were below expected levels of achievement and Like Schools.
- Year 5 results were at expected levels of achievement and similar to Like Schools.
- The longitudinal trend line in Year 3 and Year 5 needs to be improved.

The focus is to improve spelling results in 2019. Key strategies are :continue to implement a structure synthetic phonics program in the early years, engage in professional learning, refine and explicitly teach a whole school scope and sequence of spelling, rules and dictation, create more alignment between language conventions and writing.

### **Grammar:**

- Year 3 and year 5 performed above the national average in comparison to Australian Schools and WA Public Schools.
- Year 3 and Year 5 results are within expected levels of achievement.
- Year 3 achievement is below Like Schools.
- Year 5 achievement is similar to Like Schools.
- Stable cohort progress for Year 3 to Year 5 is above Like Schools.
- The longitudinal trend line in Year 3 and Year 5 needs to be improved.

The focus is to improve grammar results. Key strategies are to; refine and follow a whole school scope and sequence for grammar, use the Critical Literacy Path to English, provide explicit feedback to students in writing, further professional learning to increase teacher knowledge and practice.

### **On Entry Assessment**

Pre-primary student achievement target for Reading 0.5% was achieved by 80 % of students. The pre-primary student performance is well above data compared to WA Schools. The school will continue to build on the progress and achievement of students in the early years by the explicit teaching of literacy.





## NUMERACY 2018

Numeracy	National	Year 3 MCPS	Year 3 WA Like Schools	Year 5 MCPS	Year 5 WA Like Schools
Top	20%	32%	38%	75%	46%
Middle	60%	60%	55%	25%	51%
Bottom	20%	8%	7%	0%	3%

	Mount Claremont School Mean	Australian Schools Mean	WA Public Schools Mean	WA Like Schools
Numeracy Year 3	448	408	403	450
Numeracy Year 5	551	494	490	537

The 2018 Mount Claremont's school mean is above the Australian Schools, WA Public Schools mean scores tested in Numeracy in years 3 and 5.

- Year 3 and Year 5 results are within the predicted and expected levels of achievement.
- Year 3 achievement score is similar to Like Schools.
- Year 5 achievement score is above Like Schools.
- Year 5 achieved 75% in top 20% and well above Like Schools.
- The stable cohort of students from year 3 (2016) to year 5 (2018) demonstrated less progress than Like Schools due to high levels of achievement in Year 3 and 5.
- The longitudinal trend line in years 3 and 5 continues show an increasing upward improvement.

### On Entry Assessment

Pre-primary student achievement target for Numeracy 0.6 was achieved by 90% of students. The pre-primary student performance is well above data compared to WA Schools. The school will continue to build on the progress and achievement of students in the early years by the explicit teaching of numeracy.

The Numeracy focus is to sustain and improve achievement in mathematics. Key strategies include; structured and explicit numeracy block, IXL mathematics, professional learning and moderation of achievement standards in mathematics.

In comparing literacy and numeracy NAPLAN results with the grade allocation for English and mathematics there are some discrepancies. Teachers will continue to engage in moderation sessions to compare student work samples by judging standards supported by the School Curriculum and Standards Authority (SCSA). Moderation tasks will continue to ensure a more consistent allocation of grades at MCPS.

### Stable Cohort Performance

The stable cohort refers to students tested twice in NAPLAN in Year 3 2016 and Year 5 2018 at MCPS.

In 2018 the stable cohort continues to make more progress than WA Like Schools in all assessments except for spelling and numeracy. Numeracy progress is affected by the high

achievement scores in Year 3 and 5. Students are “topping the test”. The 16% transiency rate affects the school’s annual and longitudinal results

The stable cohort progress from On-Entry Assessment in Pre-primary 2015 to Year 3 NAPLAN 2018 in Numeracy and Reading shows moderate to high progress for 90% of students.

### **Gender**

The achievement and progress of male and female students is similar across NAPLAN. There are no distinct differences in student performance relating to gender.

### **English as Additional Language/Dialect (EALD)**

The NAPLAN progress of EALD students in stage 1 and 2 is consistently above Like Schools. However, EALD students required significant support as stage 1 and 2 learners. In 2018, a Learning Support Teacher was appointed to lead teachers and provide support to EALD students.

### **CURRICULUM and ASSESSMENT**

In accordance with the MCPS curriculum, assessment and reporting schedule a range of agreed assessments and data has been gathered to inform planning for student improvement and monitor progress. A whole school assessment schedule is in place and is reviewed annually. School self-assessment data has been gathered by teachers from K-6 to inform classroom planning.

### **TEACHING and LEARNING AREA REPORTS**

#### **SCIENCE**

The science program is based on Primary Connections and the WA Science Curriculum. Students from pre-primary to year 6 were assessed against the Western Australian Curriculum. Science is taught in an integrated way across the curriculum and learning also takes place in our community with links to the ‘Friends of Lake Claremont for sustainability and the establishment of the Outdoor Classroom project from K-6. Students’ curiosity, willingness to explore and ask questions is encouraged. This year we employed an additional teacher to support the teaching of science in mixed classes from years 4-6.

For Science Week students from pre-primary to year 6 and staff worked collaboratively to engage the school community in a week of science talks, science investigations and student presentations and a science quiz.

This year the school was fortunate to have the Science Lab completed in semester 1, this will be a great resource in the teaching of science and provide opportunities for hands on learning and investigations.

We develop strong partnerships with parents of science backgrounds to assist with science knowledge and raising the profile of science. MCPS also has strong partnerships with Shenton College in the area of STEM.

### Highlights:

- Early childhood vegetable gardens and worm farms
- Science week; including science challenges and presentations from parents.
- STEM challenge for year 4 students at Shenton College in term 4
- Lake Claremont Environmental Studies –revegetating the Lake Claremont area



### HUMANITIES and SOCIAL SCIENCE (HASS)

The WA HASS Curriculum and Scope and Sequence provided the framework for teachers to engage students in an inquiry based approach. Integrated learning, research projects and digital technologies, provided students with a range of opportunities to engage in learning. History and Geography are taught in pre-primary to Year 6, Civics and Citizenship in Years 3 to 6 and Economics and Business in Years 5 and 6.

#### Highlights of 2018

- ANZAC Day Service
- Outdoor Classroom Day
- Harmony Day

### DIGITAL TECHNOLOGY

The development of technology has always played an important role in our society and our world needs enterprising students who can make discerning decisions about the development and use of technologies. Digital Technology is currently a focus learning area to ensure we are providing our students with the best possible learning opportunities preparing them for the future.

The WA Curriculum describes technology as two distinct but related subjects:

*“Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.”*

*(School Curriculum and Standards Authority 2018)*

The staff continued to fine tune the teaching and learning of Digital Technologies with the intention to develop a whole school approach and participate in a range of professional development opportunities. Our students further developed skills to manage digital resources and apply their skills within other Learning Areas.

Staff engaged in professional development aimed to further develop knowledge and skills in using relevant digital resources.

During the year, staff developed a structured, co-ordinated, whole school approach to teaching Digital Technology from K-6, developing year level overview and planner based on the Scope and Sequence. The collaboration, sharing of expertise and skilful development of year level overviews was thorough.

Formal assessment and reporting processes was conducted.. In preparation for this, staff participated in moderation sessions within and across several schools using the School's Curriculum and Standards Authority Judging Statements to guide decisions, refine and confirm assessment standards and judgements. Staff have indicated interest in further developing skills in using digital resources aimed to enhance teaching and learning in the classroom and continued moderation activities in 2019.

The leadership team and Digital Technology committee continued to develop improved strategies to better manage changing learning needs and technology. Strategies such as re-configuring digital storage, Wi-Fi access and purchasing additional interactive whiteboards, iPads, laptops and robotic devices are some effective changes.

Students participated in a range of digital activities sometimes integrated across the curriculum developing digital knowledge and skills required for their year level. Their enthusiasm in digital projects and learning about new technology is a valuable asset to learning. Digital Citizenship incursion on cyber safety was presented to groups of students during term 3 to support their learning about cyber safety and how to be critical users of digital technology.

Mount Claremont Primary School staff collaboration and engagement in all initiatives was always professional with a goal to improve and achieve higher standards for all our students.

2019 will be a year to further fine tune our overviews, further develop staff skills and broaden our student learning in Digital Technology.

## **THE ARTS – MUSIC**

The Music Program was based on the curriculum's Scope and Sequence, with focus on the strands of 'Making' and 'Responding'.

Music in kindergarten was provided by the class teachers as part of their program while students from pre-primary to year 6 participated in a specialist music program provided by music teacher, Mrs Anita Buchanan.





Classroom music activities for all year groups included singing, moving to music, playing classroom instruments, rhythm/drum circle, creating and composing, and reflecting on their own performances and the music of others. All students were encouraged to perform in front of their peers to help build confidence while also focusing on appropriate performance and audience etiquette. We create a safe environment with a 'no put downs' policy and students are given positive feedback from their class peers.

Pre-primary to Year 2 participated in many action and game songs with a big focus on moving in time with the beat. Recorder was introduced to the new cohort of Year 3s using the Black Belt Recorder Program and was continued in the upper years. Students passing each level and receiving their 'belts' (coloured curling ribbons) to put on their recorders. We also used the Kaboom Percussion Resources, 'Sticks' and 'Body Percussion', for the first time in the middle and upper primary classes.

Every Friday morning from 8:45am, the whole school gathers in the undercover area for half an hour of community singing to practice songs for special events and assemblies and to give out Golden Star awards.

The Instrumental Music School Services program (IMSS) again provided specialised tuition in Brass and Clarinet for selected students in Years 5 and 6. The IMSS students performed confidently at several special events.

Students in Years 3 to 6 were invited to join the school choir. Students were not auditioned, as we believe that all students should have the opportunity to sing together for enjoyment, while also improving their aural and vocal skills. The choir performed at the Graduation Ceremony in the new choir shirts. These were generously provided by the P & C.

#### Highlights this year:

- Class assemblies – always begin with Advance Australia Fair and conclude with a whole school song. Class teachers prepared an amazing variety of classroom performances.
- ANZAC Service – the choir sang 2 songs which featured several soloists, the year 6 Clarinet and Brass students played hymns, a bugler sounded, 'The Last Post', and the whole school community along with parents and special guests, also sang together.
- Children Sing Festival in the Octagon Theatre - the children loved singing *Supercalifragilisticexpialidocious* and *A Million Dreams*, on stage in front of their parents.
- Massed Choir Festival in the Perth Concert Hall – the choir sang in harmony and performed choreography on stage with 9 other choirs.
- Music Count Us In – the whole school sang *One Song* at the same time as thousands of students from all over Australia. The choir and Instrumental students also performed to showcase the music we have in our school.
- Mount Claremont's Got Talent - Heats were held at lunchtimes and Finalist Performed in a game show style event in front of family and friends.
- Our school got Choir Shirts for the first time.
- Graduation Ceremony – featured piano soloists, a vocal duet, Choir featuring year 6 members as soloists, Brass & Clarinet groups, Year 6 class item and whole school songs.



- Book Awards Assembly – each class prepared a Christmas themed item, the Choir performed and we had our final whole school song for the year, *Rockin around the Christmas Tree*, including groovy dance moves.

## VISUAL ARTS

Students from pre-primary to year 6 participated in a visual arts program for one hour per week provided by a specialist visual arts teacher. The program is based on the WA Curriculum and the interrelated strands of 'Making' and 'Responding' to Visual Arts. During lessons, students were involved in creating artworks using many different art forms such as drawing, painting, collage, mixed media, print-making, sculpture and 3D construction. Students were given the opportunity to respond to artworks of their own, their peers and other artists.

Students' artworks were featured around the school through art displays, school poster competitions, class assemblies, the art exhibition and the Graduation Ceremony. Class teachers supplemented visual arts through an integrated learning program.

Students from year 5 to year 6 attended an excursion to Cottesloe Beach to view the 'Sculpture by the Sea' exhibition. This visit became the stimuli for their sculpture art projects throughout the year.

Students worked on their Book Week posters during June and July for the school-based poster competition. The winners were announced at the Book Week Assembly and students they were presented with their certificates and prizes.

The annual art exhibition of students' work showcased the creative talents of our students and was enjoyed by parents, family members, staff and students.

A highlight for a number of students this year was having their artwork selected for entry in the 'Cat Art' and 'Poultry Art' competitions at the Perth Royal Show and seeing their drawings and paintings displayed in the Cat and Poultry Pavilions. One of our senior students was awarded 'highly commended' in the Year 5 and 6 age category for her beautiful chalk pastel drawing of a cat. A selection of 'Dairy Cow' paintings from our Year 2 students also created a colourful display at the Royal Show in the Farm 2 Food Pavilion.

## DANCE

The school utilised the skills and expertise of dance instructors from Humphries Dance Studio to provide a social dance program for students from pre-primary to year 6. The program is based on the WA Curriculum –Dance and the interrelated strands of 'Making' and 'Responding'.



## PHYSICAL EDUCATION

The Physical Education curriculum comprises of movement and physical activity. Students in kindergarten were taught fundamental movement skills through structured games and play based activities led by their class teacher. All students from Pre-Primary to Year 6 participate in a physical education program provided by a specialist physical education teacher.

Fundamental movement skills (FMS) provided a solid learning base for students in Pre-Primary - Year 2, whilst the focus for Year 3 - 6 students moves towards putting those skills into complex game scenarios. All senior students (Year 3-6) participate in a senior sport session every Wednesday afternoon for an additional hour. This provides senior students with an opportunity to prepare for any upcoming carnivals or sporting events.

The physical education teacher, staff and parent community worked in collaboration to provide:

- After school swimming training (Year 3-6)
- Junior Swimming Fun Day (Pre-Primary-Year 2)
- Senior Faction Swimming Carnival (Years 3-6)
- Interschool Swimming Carnival
- In-term swimming lessons (Pre-Primary - Year 6)
- Cross Country Training (Years 3-6)
- Faction Cross Country Carnival (Years 3-6)
- Interschool Cross Country Carnival
- After school athletics training (Years 3-6)
- Faction Athletics Carnival (Kindy - Year 6)
- Interschool Athletics Carnival (Years 3-6)
- Faction Jumps & Throws Carnival (Year 3-6)
- Interschool Jumps & Throws Carnival
- Winter sport match vs Jolimont PS (Year 4-6)
- Lightning Carnival (Year 4-6)
- Cricket Cup (Year 6)
- KIDDO UWA – Fundamental Movement Skills Program (before school, Year K-2)
- Tennis Program (before school)
- Redhage Basketball Program (before school)
- Senior sport program (Years 3-6)

Mount Claremont Primary School students participated enthusiastically in all sporting events during 2018. Senior students also represented our school with great pride when competing at interschool level, always demonstrating wonderful sportsmanship and working positively as part of a team. The additional training sessions run before and after school have also increased student and school performance at such events.

It has been an extremely pleasing year with many highlights to draw from. Students displayed improvement in skills and outstanding sportsmanship during the 2018 Physical Education program.



## LANGUAGES - JAPANESE

It was the first year for the WA Curriculum-Japanese in Year 3 to be implemented in full. Perhaps the best part for the students was preparing and eating Japanese food, with the help of our volunteer parents. Next year they will continue with the new curriculum in Year 4.

This year the curriculum covered

- Year 3 – Semester One *Nature* – about animals, and Semester Two *Nourish* about food. Students were assessed on Communicating and Understanding.
- Year 4 – Semester One *Shelter* – comparing home and life at home in Japan and Perth, and Semester Two *Me, Myself And I* – a focus on themselves. Students were assessed on Viewing, Reading and Responding, Writing, and Listening, Responding and Speaking.
- Year 5– Semester One *Community – Places And Spaces*, and in Semester Two – *Community – Services*.
- Year 6 – Semester One and Two -*Out and About: Weather and Seasons*. The curriculum included a unit on *Self Introduction* to enable students to speak to our Japanese visitors. Students prepared and taught a lesson to junior students.
- Students in Years 4 to 6 were assessed on Viewing, Reading and Responding, Writing, and Listening, Responding and Speaking.

In term 4 the school hosted two sets of visitors from Japan. Educators from Japan included Mr Kazutaka Fujimori, District Director of the Yabu City Board of Education and the Deputy Principal of Takinoya Elementary School. A positive outcome for both schools was achieved as Mount Claremont Primary School was selected to become a partner school in 2019.

A large group of Year 11 students from Kaho Senior High School visited the school as part of their studies to share art some Japanese and Australian culture. A special 'make your own' lunch was greatly enjoyed and supported by volunteer parents.

## PASTORAL CARE and WELLBEING

Student's positive behaviour was celebrated with Star Awards in the classroom and Golden Star Awards were presented to students during community singing and assemblies. Students reached the goal of Super Star for outstanding positive behaviour and received a medallion to highlight their achievement. Merit certificates from classroom and specialist teachers acknowledged the progress and achievement of successful students at assemblies.

A collaborative team approach between the school, parents, child, Chaplain, Defence School Mentor, school psychologist, agencies and service providers was utilised to provide support for students at educational risk. Teaching students Protective Behaviours continues to be a priority for the school.



## **CHAPLAINCY**

The School Chaplaincy Service is a partnership with Youthcare WA. The Chaplaincy program operates two days a week. The Chaplain organised peer mediation and student support, student pastoral contact, pastoral support for parents, improved student engagement, provided lunchtime activities, chess club and assisted with student supervision during carnivals, excursions and special events.

The Chaplain provided whole class programs in years 4 to 6 covering Resilience and Self-efficacy using games and stories. She worked one on one and in small groups to address social/emotional issues, using board games, art therapy, shadow cards, cooking and shoulder to shoulder “walk and talk” strategy.

The Chaplain sought assistance and support for students and families in need. The partnership continues with Freshwater Bay Rotary Club providing annual Citizenship and Caring award and financial support for families in need.

## **DEFENCE SCHOOL MENTOR PROGRAM**

After funding was granted, the Defence School Mentor (DSM) program was started Term 3. The role of a DSM is to provide support to students of Australian Defence (ADF) members and their families, particularly during their transition into and out of a school on posting or during parental absences due to deployment, exercises or courses.

During the time since a DSM was appointed, students were involved in many projects. For the Centenary of Armistice commemoration, students coloured poppy for display. The wider school community was also involved in knitting and crocheting poppies for future displays and commemorations. The DSM helped out in classrooms each week, giving support to teachers and building a rapport with defence students in their class.

The Bears to School program gives support to teaching and learning in an engaging way to connect to the stories of our past and help share Australia's Great War Story in every classroom. The school was grateful to receive donations of bears from the Defence Health, The Rotary Club of Freshwater Bay and the Mount Claremont Primary School P&C Association.

Students used their lunchtimes to make Christmas cards to send to deployed personnel overseas at Christmas. It proved to be a very popular activity with students from pre-primary to Year 6 wanting to help. On behalf of the DSM program, a Christmas care parcel was also organised and sent, with ideas given to the school community to also contribute.

The last two weeks of term saw the farewell of some families who were posting interstate and overseas. Students were given a farewell pack to take with them to their new school. Students were also treated to a pizza lunch to celebrate the end of term.





## STUDENT LEADERSHIP

The year 5 and 6 students engaged in discussion about the roles of good leaders in preparation for peer selection of Year 6 school leadership positions: Head Girl and Head Boy, Faction Captains, Care Captains and Music Captains.

Leadership highlights included

- Leading school events
- Termly fundraising for charity
- Environmental awareness projects
- Year 5 and 6 Camp at Point Walter
- Buddy program supporting younger students
- Public speaking at school and community events
- Rehabilitation of Lake Claremont



## PRIMARY EXTENSION AND CHALLENGE

The PEAC program provided enrichment and extension activities for exceptionally able children in Years 5 and 6. Year 4 students were assessed in Term 2. Students identified in the 98th percentile and above were eligible to nominate for a PEAC course. Mount Claremont Primary School has a PEAC centre on the school site providing convenient access for our students. The PEAC teachers are part of our school community and we are fortunate to have their expertise to support gifted and talented students.

[www.northmetropeac.wa.eu.au](http://www.northmetropeac.wa.eu.au)

## STUDENT ACHIEVEMENT, NON-ACADEMIC

The goal at Mount Claremont Primary School is to ensure that learning experiences are meaningful and directed towards the pursuit of excellence. Students are encouraged to develop a love of learning and set goals to show progress and celebrate achievement.

### Attendance Targets

The 2018 attendance target rate to be at or above 95% was achieved with an attendance rate of 95.8%.

	School	WA Like Schools	WA Public Schools
2018	95.8%	95.4%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	89.3%	7.9%	2.8%	0.0%
Like Schools 2018	88.7%	9.4%	1.7%	0.2%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

The percentage of students identified as maintaining regular attendance at 89.3% was above WA public schools 77% and achieved. The percentage of unauthorised absences



continues to decrease. However, students attending vacations during the school term is of concern. The student transiency reduced in 2018 to 16.8%. A global workforce for parents has an impact on the school's transiency rate.

### **Destination Schools**

2019 school destinations of the Year 6, 2018 student cohort.

Destination Schools	Male	Female	Total
4168 Shenton College	12	11	23
1249 John XXIII College	2	3	5
1042 Methodist Ladies' College		2	2
1171 Scotch College	2		2
1041 Christ Church Grammar School	1		1
1193 Hale School	1		1
4198 Harrisdale Senior High School		1	1

### **NATIONAL SCHOOL OPINION SURVEY 2018**

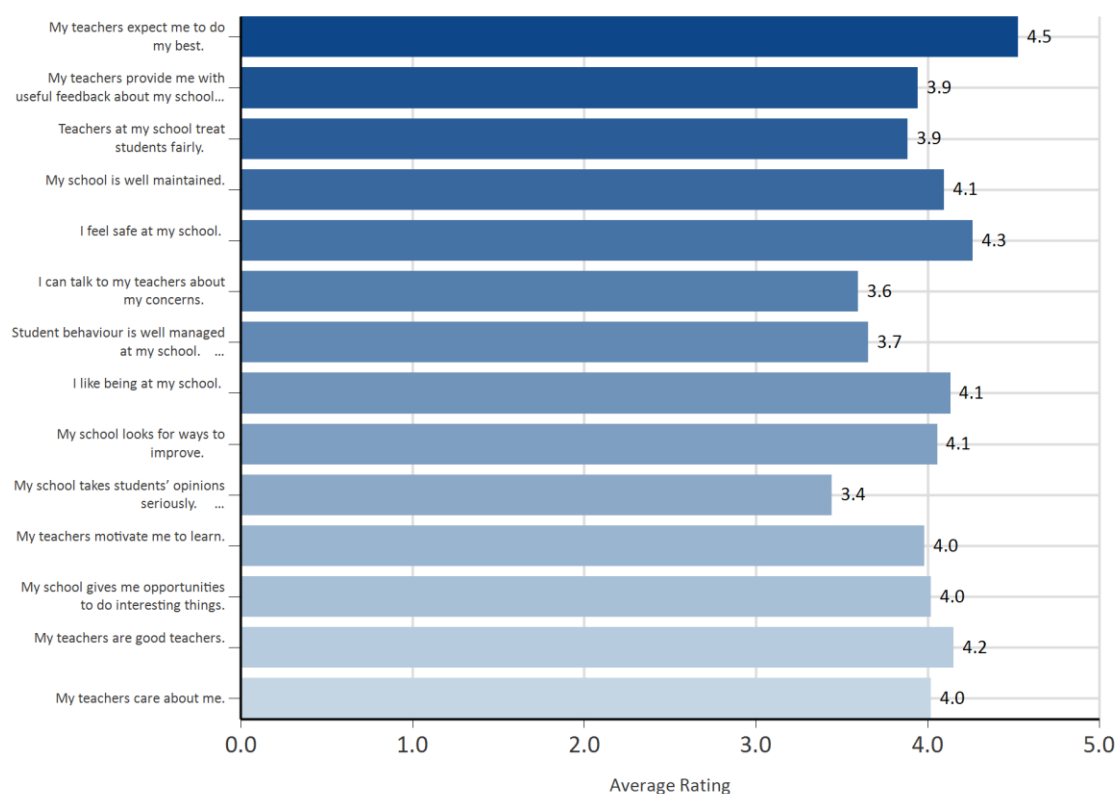
The parents, staff and students in Years 5 and 6 participated in the National Schools' Opinion Survey, Mount Claremont Primary School 2018. The target of a satisfactory rating of 3 or more was achieved in each survey. In summary the data reflects a positive response from students, parents and staff.

The strengths identified are; the school sets high expectations, a positive school culture, staff, students and parents like being part of the school and good relationships.

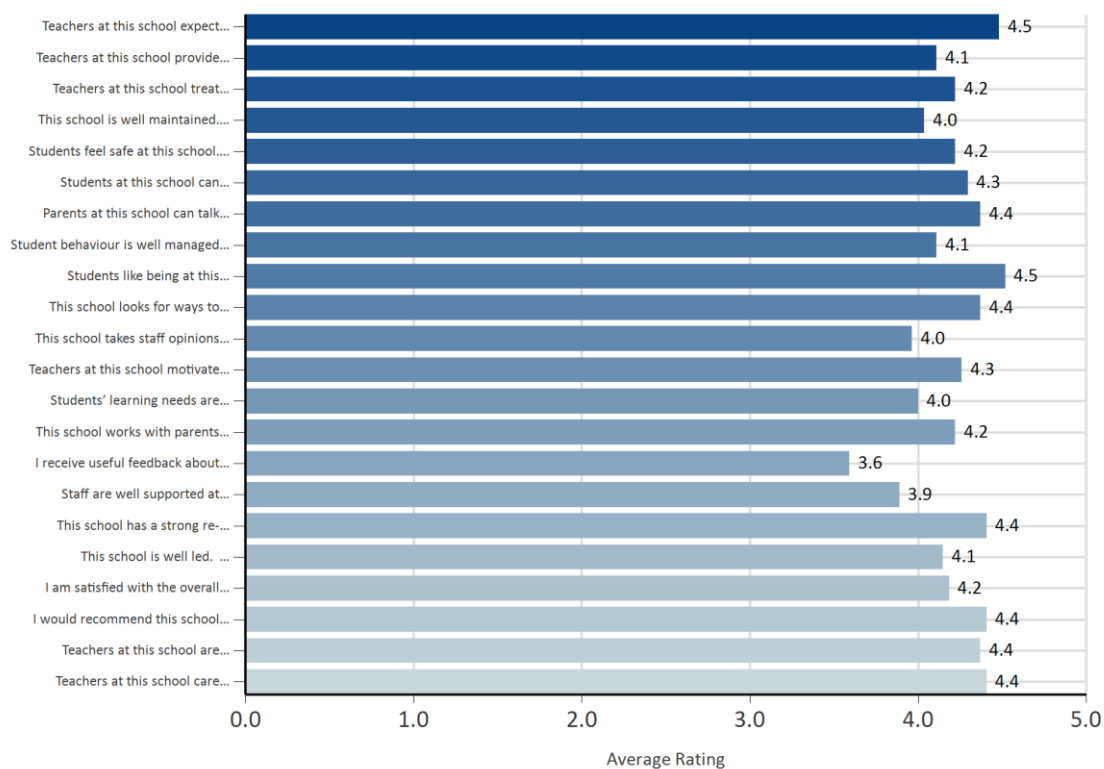
Strategies planned for improvement are; seek student and parent opinions and feedback in the development of policies; provide quality feedback to teachers through classroom and peer observations and improve communication through the use of digital tools.



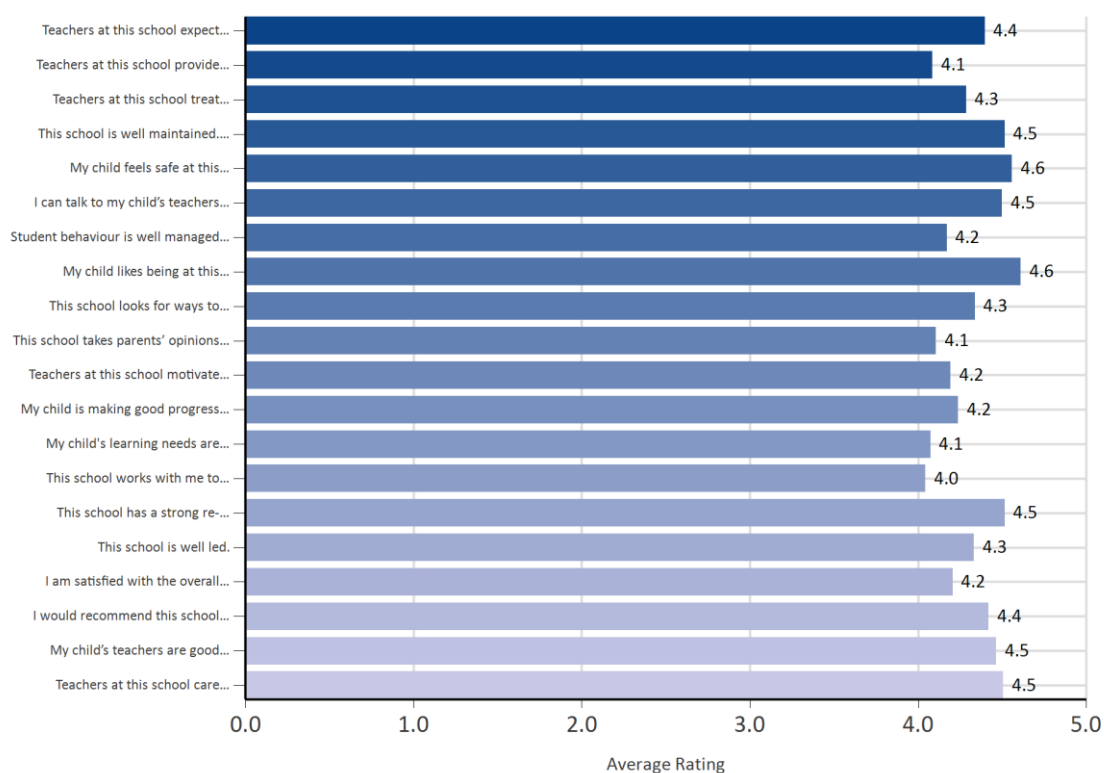
## STUDENT SURVEY The average rating is 3.9.



## STAFF SURVEY The average rating is 4.2.



## PARENT SURVEY The average rating is 4.3.



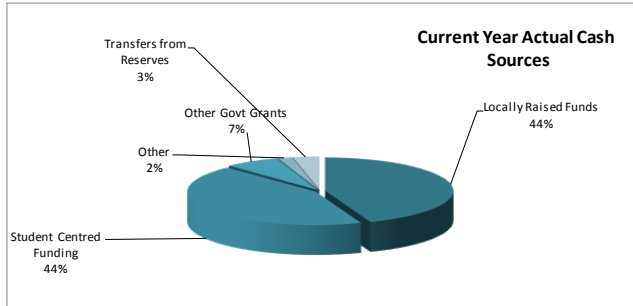
Year 6 Student Leadership Team 2018



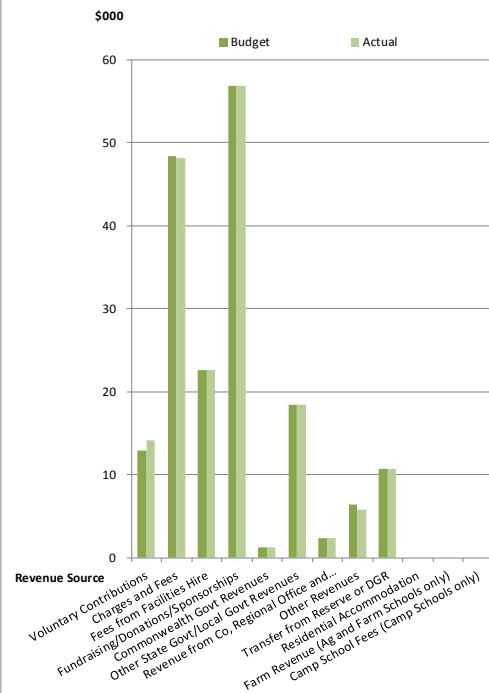
## Mount Claremont Primary School

### Financial Summary as at 31 December 2018

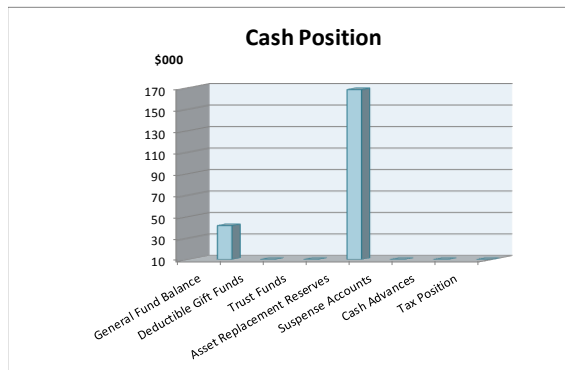
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 12,906.00	\$ 14,177.52
2	Charges and Fees	\$ 48,442.61	\$ 48,197.61
3	Fees from Facilities Hire	\$ 22,627.29	\$ 22,627.29
4	Fundraising/Donations/Sponsorships	\$ 56,862.57	\$ 56,862.57
5	Commonwealth Govt Revenues	\$ 1,272.75	\$ 1,272.75
6	Other State Govt/Local Govt Revenues	\$ 18,500.00	\$ 18,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,400.00	\$ 2,400.00
8	Other Revenues	\$ 6,457.51	\$ 5,851.64
9	Transfer from Reserve or DGR	\$ 10,759.40	\$ 10,759.40
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>\$ 180,228.13</b>	<b>\$ 180,648.78</b>
	<b>Opening Balance</b>	<b>\$ 47,045.52</b>	<b>\$ 47,045.52</b>
	<b>Student Centred Funding</b>	<b>\$ 139,892.50</b>	<b>\$ 139,892.50</b>
	<b>Total Cash Funds Available</b>	<b>\$ 367,166.15</b>	<b>\$ 367,586.80</b>
	<b>Total Salary Allocation</b>	<b>\$ 2,509,775.00</b>	<b>\$ 2,509,775.00</b>
	<b>Total Funds Available</b>	<b>\$ 2,876,941.15</b>	<b>\$ 2,877,361.80</b>



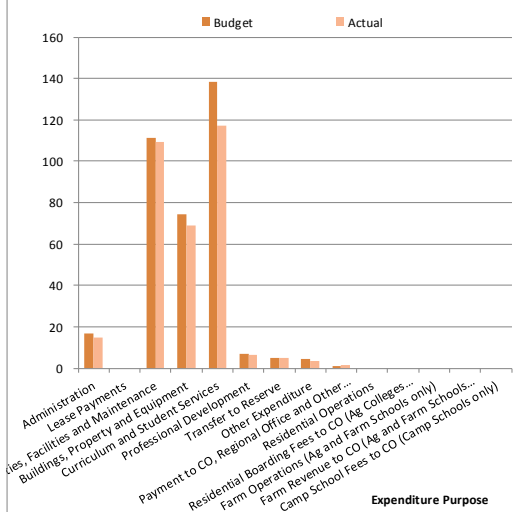
**Locally Generated Revenue - Budget vs Actual**



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 16,950.54	\$ 14,759.28
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 111,197.00	\$ 109,294.47
4	Buildings, Property and Equipment	\$ 74,425.45	\$ 68,770.14
5	Curriculum and Student Services	\$ 138,232.76	\$ 117,108.20
6	Professional Development	\$ 7,000.00	\$ 6,303.65
7	Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8	Other Expenditure	\$ 4,201.50	\$ 3,399.25
9	Payment to CO, Regional Office and Other Schools	\$ 1,000.00	\$ 1,416.15
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>\$ 358,007.25</b>	<b>\$ 326,051.14</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 2,370,261.00</b>	<b>\$ 2,370,261.00</b>
	<b>Total Expenditure</b>	<b>\$ 2,728,268.25</b>	<b>\$ 2,696,312.14</b>
	<b>Cash Budget Variance</b>	<b>\$ 9,158.90</b>	



**Goods and Services Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 210,166.07</b>
Made up of:	
1 General Fund Balance	\$ 41,535.66
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 168,130.80
5 Suspense Accounts	\$ 1,359.61
6 Cash Advances	\$ -
7 Tax Position	\$ 860.00
<b>Total Bank Balance</b>	<b>\$ 210,166.07</b>

