



Caralee
Community School

Annual Report
2022

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Principal's Introduction

It is with great pleasure that I present the 2022 Annual Report for Caralee Community School. This report provides parents and the wider community with information about the school's activities and performance over the past year.

Caralee Community School has very dedicated and professional staff who work in collaboration with a supportive parent community. The report highlights our school results and outcomes for 2022 and identifies areas for improvement for the years to come.

We look forward to 2023 as a time to build further on the great foundation that has been laid in 2022.

Mr Jason Shapcott

Mr Jason Shapcott • PRINCIPAL



Our Vision for Caralee

Caralee Community School opened in 2005 as a result of the amalgamation of Carawatha and Willagee Primary Schools. The Fremantle Language Development Centre (FLDC) operates on the same site.

Caralee embodies the shared vision of 'Believe You Can'. The school is recognised for its inclusive community and engaging programs across all learning areas. At Caralee we strive to instill the value of lifelong learning, where the academic potential of every child can be realised with appropriate support. We believe it is essential that students can develop the courage, confidence and self-discipline to succeed across all areas of the Western Australian Curriculum.

Students are empowered to be responsible, be respectful and be their best as part of our positive behaviour approach. Through our exciting and innovative programs, students learn to value the arts, physical and emotional wellbeing, environmental awareness, and the appreciation of cultural diversity.

The school is at the heart of the local community of Willagee which fosters in students a sense of belonging, respect for others and inclusivity. The involvement of parents and partner organisations in school activities is high, creating a strong partnership, which enhances educational and wellbeing outcomes for students in an ever-changing world.



School Ethos

Caralee Community School is committed to working in partnership with the extended school community to provide a caring, safe, stimulating and inclusive environment where all students work towards achieving their personal best. The school ethos, including the teaching and learning program of Caralee, is based upon the teaching, learning and assessment principles derived from the School Curriculum and Standards Authority K-10 Outline. To achieve this, the following beliefs and values are sought and practiced.

Decision Making/Management

We value and practice:

- Input from all stakeholders
- Collaborative planning and decision making
- Open, honest and accountable decision-making processes
- The implementation, consolidation and reinforcement of initiatives to ensure effective learning
- Shared responsibilities.

Work Environment

We aspire to be:

- Collaborative, purposeful and professional
- Positive, supportive, safe and secure with effort and contributions acknowledged.
- Functional with safe workplace practices.
- A place where the values, rights and contributions of all members of the school community are respected.

The Learning Process

We believe in:

- Learning as a lifelong process that is the shared responsibility of students, teachers, parents and the community
- Problem solving, discovery, action and reflection
- Catering for individual differences
- Happy, supportive and positive learning environments
- Child centered, developmental learning
- Learning where the motivation and purpose is clear
- An eclectic approach to teaching and learning
- Providing students with experiences that are collaborative, exciting, stimulating and purposeful
- Involving the school community in the learning process.

As Individuals

We believe in:

- The pursuit of knowledge and a commitment to the achievement of individual potential
- Self-acceptance and self-respect
- Respect and concern for others and their rights
- Social and civic responsibility
- Environmental responsibility.





School Community

Student Profile

Students and families at Caralee come from a wide range of cultural backgrounds.

These include:

- Over thirty differing nationalities, first and second generation
- Approximately 17% Indigenous student population
- Diverse proportion of students from different socio-economic backgrounds

Successive years have seen the school maintain over 300 full-time enrolments.

Staff Profile

Caralee maintains a strong cohort of experienced staff with who support a growing number of young and energetic early service teachers. Our staff demonstrate commitment to each child's right to access the curriculum and the right of each child to learn in a positive environment. The leadership at Caralee is shared and based on skill and commitment. Accountability is understood, shared and demonstrated by all staff. Staff at Caralee demonstrate a conscious awareness of building a strong positive relationship with all students and every effort is made to maintain open and honest communication between staff, parents, students and the community.

Parent Support Groups

Parents are valued members of Caralee Community School and are an integral part of the school culture; they are involved in classroom activities, canteen, school committees and fundraising. The school continues to encourage more parent involvement and participation in the life of the school through the P&C and School Board.

Parents & Citizens Association (P&C)

The P&C played a significant role at Caralee in 2022. P&C activities included:

- Provided financial support for several school programs including graduation and class awards
- Managed and operated the canteen open 5 days a week serving healthy and nutritious meals
- Managed and operated the on-site uniform shop
- Support of the Gee Dads (Fathering Project) activities
- Annual staff appreciation activities for World Teachers Day to thank our teachers and support staff
- Conducted twilight sundowner for families as well as several fun and profitable fundraising activities
- Community building events including Mother's/Father's Day stalls, story writing competition and colour run.

School Board

The School Board consists of the principal, three staff members, two parents and two community members. The board meets once a term and takes part in:

- Reviewing the school's objectives, priorities, and general strategic directions
- Monitoring finances and approval of contributions and charges
- Reviewing policies and plans such as the Board code of conduct and School Dress Code
- Promoting the school in the community.

School Board initiatives for 2022 resulted in:

- Practical completion of a Wellbeing Hub facility funded by a Local MP grant and P&C donations
- Update of various school plans including interschool sports, healthy food & drink, and communication
- Additional parking and verge safety improvements
- Promotion and support for the annual Parent Open Night including a free sausage sizzle for all who attended.



Student Learning

Early Childhood Education

The Kindergarten (K) consisted of two groups of students who were offered 30 hours of teaching each fortnight. The Pre-Primary (PP) consisted of two PP classes. Our Early Childhood programs are developmental in nature and feature up to date resources and programs. These are clearly selected to maximise the learning opportunities of each individual child and are derived from the Early Years Learning Framework, National Quality Standard and SCSA K-10 Outline. The Early Childhood classrooms are contemporary buildings and are structured to support the developmental learning programs provided by our Early Childhood teachers.

Primary

Students study the full range of subjects appropriate to their year and ability level. There is a strong focus on literacy and numeracy at the center of all learning programs. We provide specialist programs for primary students in the areas of Physical Education, Languages (Italian) and The Arts (Drama, Music & Visual Arts). The Western Australian Curriculum subjects of English, Mathematics, Science and Humanities & Social Sciences (HASS) have all been fully implemented.

The Major Focus in Developing Quality Teaching and Learning Practice at Caralee is based on:

Student Centered & Collaborative Learning Program

Provision is made to cater for a wide range of individual learning styles and opportunities are provided for all students to meet their physical, emotional, social and academic needs.

Positive Child Orientated Environment

A safe secure and attractive school environment has been created that provides opportunities for the students to explore, create, experiment, construct and experience a wide range of recreational pursuits.

High Care

The physical, social and emotional wellbeing of each child is paramount. Teaching practices encourage students to take responsibility for their own learning and behaviour in a safe and nurturing environment.

Teachers and parents work together to forge strong working relationships that are built on mutual respect, trust and always have the best interests of the child at heart.



Inclusivity

All children have the right to learn in an environment that is free of discrimination, abuse, or exploitation. Individual needs and differences are recognised, encouraged, and supported. A significant percentage of our students come from diverse backgrounds. Aboriginal Education is embedded in the curriculum through a SCSA K-10 Outline cross-curricula priority and the school provides Italian within the Languages curriculum.

Facilities and Features

Caralee has excellent facilities to cater for all students' educational, social and physical needs. Caralee also has well planned age level classrooms, activity areas, Library, Art and Music rooms. A purpose-built Science Lab was completed and available for use in the second half of 2019. The early childhood and primary areas of the school have ample open space, netball/basketball courts, tennis facilities and engaging play equipment for all age levels.

The use of technology to support learning is strongly advocated by the school. The school also utilizes interactive LCD screens and/or white boards in all classrooms and at all levels, including well equipped computing resources for students. A substantial closed covered assembly area provides an excellent venue for school assemblies and facilitates for a wide range of school and extra curricula activities.

Student Learning *Continued*

Special Initiatives and Programs

In our day-to-day teaching and learning we include an extensive array of programs to cater for the needs of our diverse student population.

These include:

- Targeted learning support in numeracy and literacy
- Academic Extension groups including PEAC testing and identification
- Specialist Italian language program
- Desktop, laptop and iPad IT computer resources for each phase of learning
- Reward Day Programs
- Comprehensive screening program to identify and plan for students at risk
- Comprehensive and consistent Positive Behaviour Support (PBS) program
- School Chaplain & associated support programs
- Student Support Officer social play program through sport
- Volunteer and mentor programs
- Breakfast Club, Bread Run and food support for children and families
- Values Program incorporating TED (Treat Everyone Decently) the Bear at assembly.
- 0 – 4 Early Years Playgroup Partnership with Meerilinga
- School Choir & Specialist Music
- Sustainability focus with vegetable garden & solar panels
- Environmental Waterwise and Tuesday recycling programs
- Out of School Hours Care provision in the with Camp Australia
- Innovative homework program in partnership with Willagee Library with City of Melville & Australian Schools Plus
- Student Teacher training programs with Murdoch, UWA & Notre Dame Universities
- Landmark Telethon Kids/Meerilinga early years' program for Aboriginal pre-kindy children and families
- Specialist Visual Arts talented and gifted program and public exhibitions
- Rio Tinto sponsor partnership for school camp



Inclusion & Students with Special Needs

Specialist teachers and Special Needs Education Assistants work with children in small groups and in 'one-to-one' situations depending on the level of adjustment required in the best interests of individual children. At times we have been able to attract funding for extra teaching staff for 'one-to-one' and small group programs which further supports our students with diagnosed disabilities and learning difficulties.

The Student Resourcing System allows the school greater determination to make adjustments for the needs of students with diagnosed disabilities. Integration of students from the Fremantle Language Development Centre in the playground and 'buddy' classes provides expertise from FLDC staff to work with our staff to support students who may have difficulties with literacy.

Preparing for the Future

Due to residential changes in Willagee and the need to cater for our ever-changing student population, the school is continually re-examining its role, delivery and place in the community.

This task involves considering many aspects including demographics, history, tradition, cultures, current and future stakeholders. It is incumbent on the school to meet these challenges and make the changes necessary to prepare our school for the future.

With this task in mind, staff and the School Board agreed to transition to a new Business Plan based on the School Improvement and Accountability Framework in 2018. This model of business planning provided the best opportunity to align our vision and goals with a changing demographic and future challenges in education. A community and parent consultation process was conducted for the current Business Plan 2022-25 which was ratified by the School Board and is in place going forward.

Review of School Priority Areas for 2022

Our priority areas are Literacy and Numeracy. Our students are working well, and our stable cohort of students are progressing at or above the expected level of performance based on whole school assessments and NAPLAN data. Individual student results that do not meet these targets can often be explained by reasons of transiency, attendance and disadvantage. We do not use these factors as excuses but rather an incentive to work hard to give each child, regardless of their circumstances, every opportunity to succeed and improve. It is our goal to see a continued improvement in literacy and numeracy for all students and in particular our Aboriginal students.

Student Learning **Continued**

Impact of the Covid 19 Global Pandemic

The global COVID 19 pandemic and associated conditions for 2022 did not have the same level of disruptions as was the case in 2021 for school programs and events. It must be noted that student attendance was greatly affected during this period and did not return in 2022 to pre-pandemic levels where our students attended at rates higher than similar schools. Of note is Aboriginal student attendance which remains lower than previous high levels and is a focus for ongoing improvement as noted in the targets below.

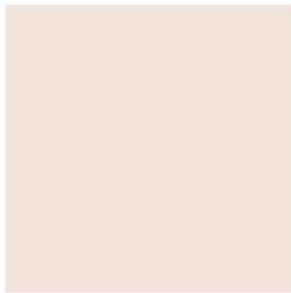
School Improvement Targets For 2022

The Business Plan and operational planning are annually reviewed with planning for 2022 based on relevant data and staff input the year before. Specific targets with percentages and planning for individual students are contained in annual operational plans based on NAPLAN and school-based assessments. The following priority areas and targets were established as part of our Business Plan 2022-25 planning and consider the socio-economic.

Target

- Achievement across all NAPLAN assessments to be similar to, or above, like schools.
- Progress across all NAPLAN assessments to be similar to, or above, like schools.
- Increase overall student attendance and Aboriginal student attendance to be similar to, or above, like schools.
- Student and staff wellbeing data shows improvement.
- Increase stakeholder engagement with the biennial Parent National School Opinion survey.
- Improve School Board Self-Assessment survey results.
- Provide increased opportunities for students to co-design, contribute and provide feedback in relation to their education and school environment.
- Increase the number of collaborative partnerships within and outside our school community that support student learning, wellbeing and engagement.







School Management

Caralee Community School and Fremantle Language Development Centre (FLDC) operate on the same site and complement each other in management and the teaching and learning programs offered. Both schools contribute towards various programs and initiatives for students on this site. Caralee is classed as a level five school with students from kindergarten to year six. Fremantle LDC is classed as a level five school with students from kindergarten to year 3 with a number of classes located at satellite schools.

Financial Planning

The school had an operating budget of \$4,098,264.34 (including reserves) for the 2022 financial year. This included state and federal grants, submissions, fees and donations, and a carry-over of \$58,596.78 (cash) and \$59,551.00 (salary) from 2021. This money was allocated to cost centres by the Finance Committee after consideration of all budget submissions and expended in the following way in accordance with finance committee decisions. Some school revenue including FTE (staff allocation) was converted to salary pool to undertake and fund school development initiatives. See more details on the School Budget and Annual Accounts for 2022 page.



Analysis

Most funds were expended across the learning areas, with greater funding allocated to the priority areas of English, mathematics, and student engagement. Amounts were allocated to reserve accounts to cover future planning in areas of need, e.g., Photocopier replacement, furniture replacement and repair, minor works programs. A summary of the school revenue and expenditure is provided at the Financial Summary as of 31 December 2022 on following pages. The school received a rating of 'Good' in the most recent Financial Audit conducted in 2015.

Participation Rates

Attendance data from 2022 indicates that the school achieved an 85.5% attendance rate which was lower than our target but comparable to the 'like' school percentage. Caralee exceeded the target for attendance pre-pandemic, and we aim to do so again as pandemic conditions recede. The attendance rate of Indigenous students was higher compared to 'like' schools pre-pandemic but was lower in 2022 which affected the overall school result. Attendance issues tended to be confined to a relatively small group of students and is an ongoing focus for improvement for 2023 and beyond. The administration team worked closely with the parents in their efforts to address attendance concerns for this small group of students.

Enrolment Trends

The school opened in 2005 with slightly over 220 students which has increased steadily over the years. Enrolments peaked at 370 when year seven was a primary school cohort (now high school). Caralee had enrolled at the end of 2022 to 326 students. It is encouraging that we continue to meet our target of more than 300 FTE enrolments, and we aim to grow with the community as housing developments continue. Strategic planning using City of Melville data suggests this target remains sustainable and the School Board is working on strategies to promote the school to new residents. Most of our graduating year six students enrolled at Melville Senior High School (SHS) for their secondary schooling with several students enrolling at various government and private secondary schools including Kennedy Baptist College and Seton College. Over the past few years, we have experienced a high percentage of our graduating students gaining places in specialist secondary schools for arts, academics, vocations, and sports at John Curtin College of the Arts and Melville SHS.



Staffing

Staffing Full Time Equivalent (FTE)

Teaching Staff	24.2 FTE
Support Staff	18.07 FTE
All Staff	42.27 FTE

Teacher Qualifications

All staff meet the professional and regulatory requirements to teach in Western Australian schools and are registered with the Teacher Registration Board of Western Australia.

Professional Learning

All teachers participated in Professional Learning during early close sessions and pupil free days. Often teachers attend courses in their own time. This learning is based around teacher needs, performance management and linked to School Business & Curriculum Planning and DoE requirements and priorities.



Parent, Student & Teacher Satisfaction

Caralee Community School regularly surveys parents, teachers, and students both formally and informally to canvas a range of issues and directions so we can gain feedback on all facets of our operation. The data collected helps us to monitor opinions about our performance, track trends and identifies areas for improvement. The biennial National School Opinion Survey (NSOS) was conducted in late 2021 due to the 2020 NSOS being cancelled due to COVID-19. The 2021 survey findings concluded that the school community was provided assistance and encouragement in all its endeavours and that the school also enjoyed a high level of support based on positive survey responses. Issues and/or concerns were discussed at school, P&C and School Board level and all relevant issues addressed. The number of parent respondents for the 2021 survey was lower than previous years which was attributed to the community having recently completed a number of P&C surveys and being very busy in the lead up to Christmas holiday period. For school staff, the respondents indicated that they find the school to be a safe and supportive environment with the number of positive survey results only slightly down on 2018 despite the impact of the pandemic. The least positively rated item overall related to staff and student feedback. This is a focus of school improvement planning and part of our ongoing Performance Management and Development feedback cycle for teachers. The next NSOS survey will be conducted in 2023.

Student Performance

Student performance data is collected and analysed in an ongoing cycle throughout the school year. NAPLAN data is one component in the school data analysis cycle. Student performance in years 3 and 5, across all learning areas, is above like schools based on the 2022 Longitudinal Performance Summary data presented.

NAPLAN testing for Australia was suspended for 2020 due to the COVID-19 pandemic so that data is not presented. School's Online does not present comparative data for 2022 so My School results are shown. We note significant improvement in Year 5 NAPLAN Writing from 2021 to 2022 based on an improved typing program being implemented and our Talk for Writing whole school approach.



Comparative Performance for Year 3

Year 3	Performance				
	2017	2018	2019	2021	2022
Numeracy	409	409	379	398	389
Reading	393	401	390	424	414
Writing	404	398	411	430	412
Spelling	399	415	376	431	410
Grammar	421	409	394	444	419

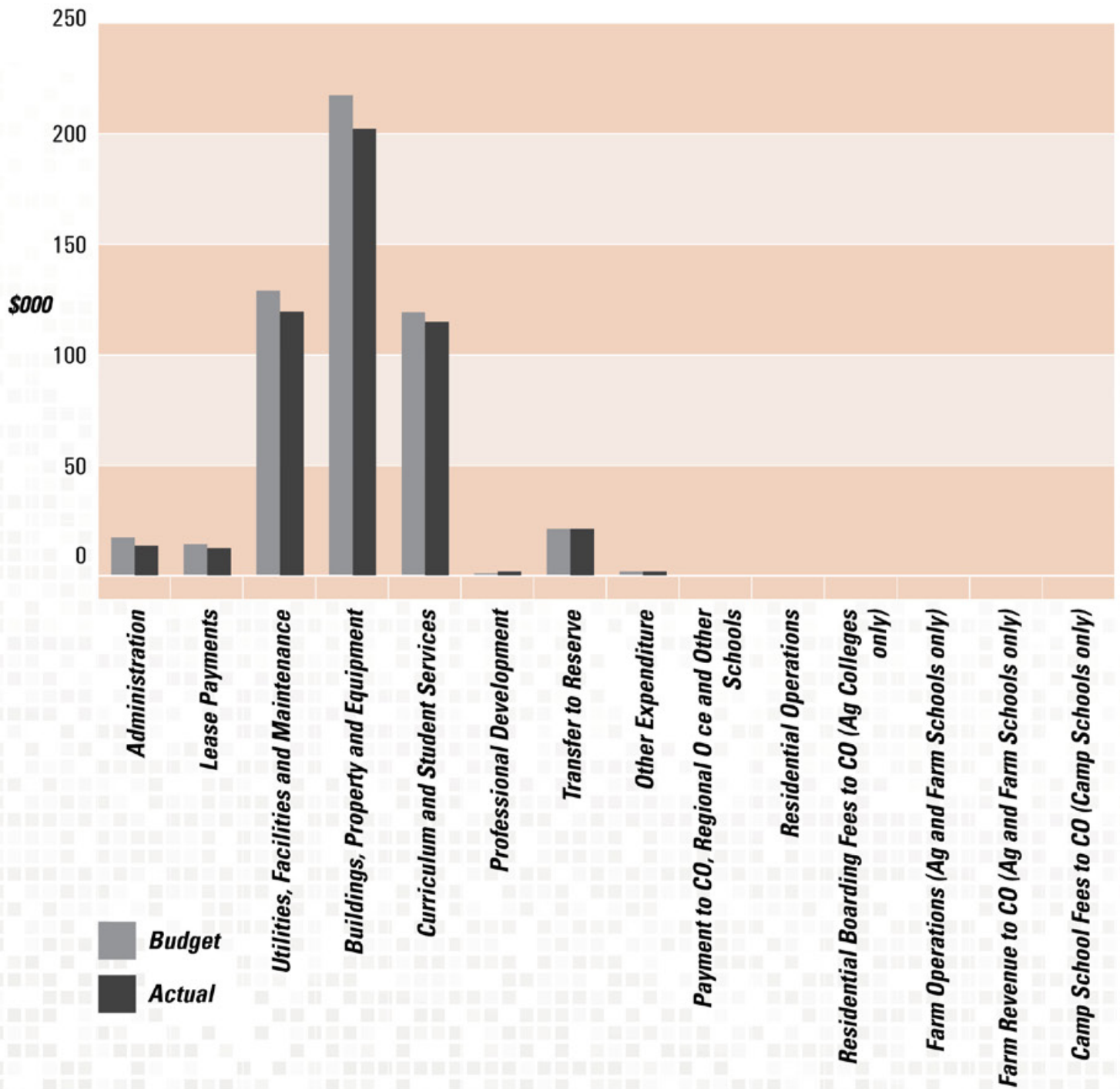
Comparative Performance for Year 5

Year 5	Performance				
	2017	2018	2019	2021	2022
Numeracy	473	495	470	456	483
Reading	471	477	473	466	485
Writing	444	465	460	444	469
Spelling	476	511	495	471	502
Grammar	464	498	464	453	481

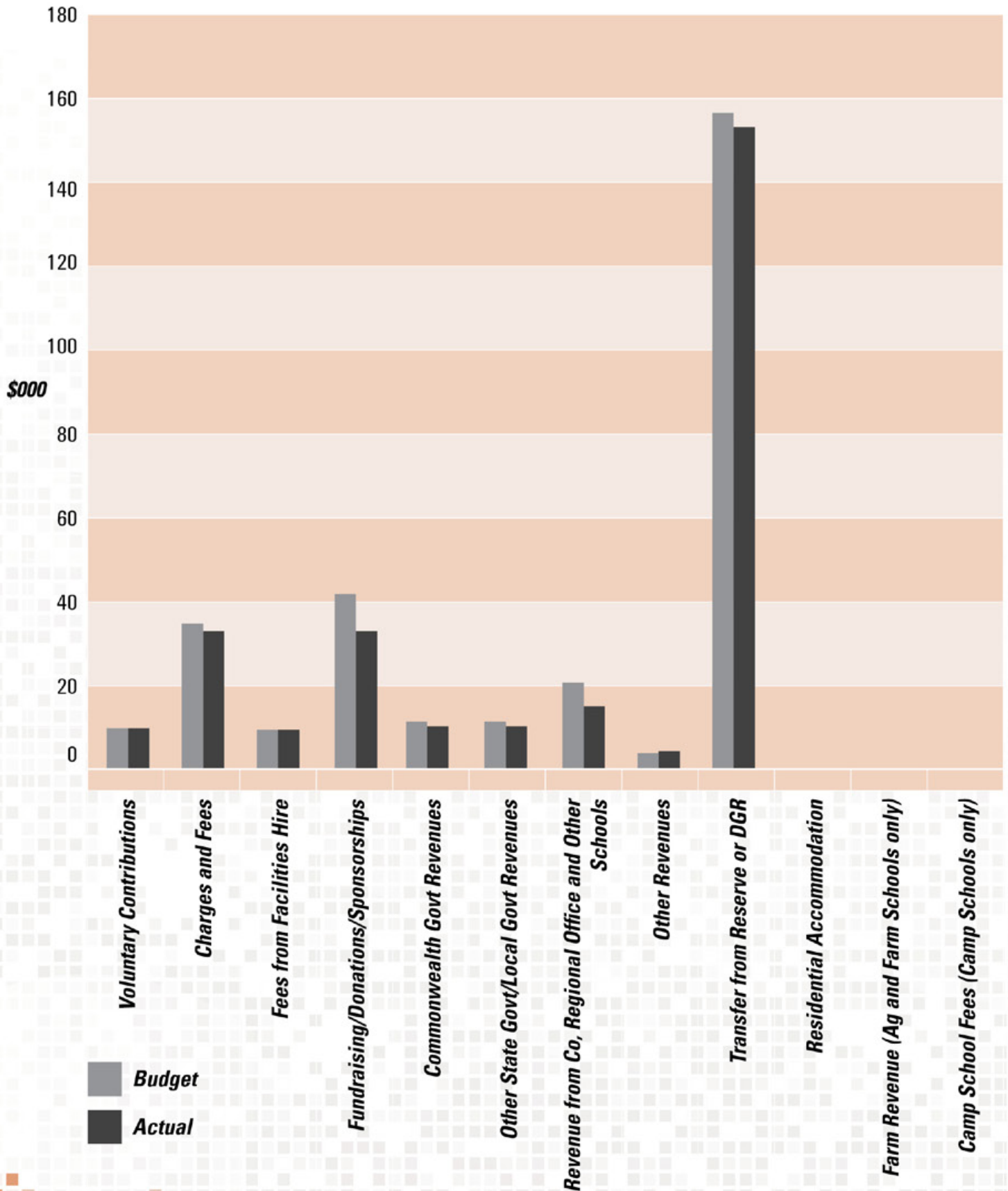
	Above Expected - More than one standard deviation above the prediction school mean
	Expected - Within one standard deviation of the predicted school mean
	Below Expected - More than one standard deviation below the prediction school mean



Goods & Services Expenditure - Budget vs Actual



Locally Raised Revenue - Budget vs Actual

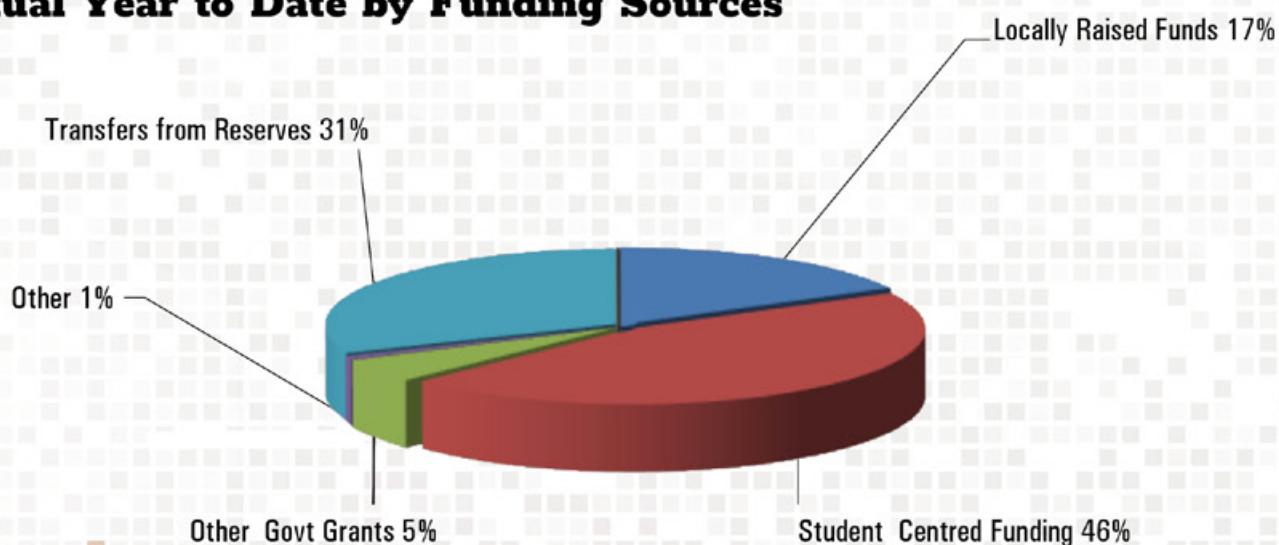


Financial Summary as at 31 December 2022

Revenue

	Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,768.00	\$ 9,583.30
2	Charges and Fees	\$ 34,642.00	\$ 32,537.69
3	Fees from Facilities Hire	\$ 9,318.00	\$ 9,318.19
4	Fundraising/Donations/Sponsorships	\$ 41,458.00	\$ 32,871.82
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 11,260.00	\$ 10,010.00
7	Revenue from Co, Regional Office and Other Schools	\$ 20,466.00	\$ 14,955.29
8	Other Revenues	\$ 3,783.00	\$ 4,019.62
9	Transfer from Reserve or DGR	\$ 155,958.00	\$ 152,337.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 286,653.00	\$ 265,632.91
	Opening Balance	\$ 47,366.00	\$ 47,365.78
	Student Centred Funding	\$ 221,976.00	\$ 221,975.99
	Total Cash Funds Available	\$ 555,995.00	\$ 534,974.68
	Total Salary Allocation	\$ 3,537,481.00	\$ 3,537,481.00
	Total Funds Available	\$ 4,093,476.00	\$ 4,072,455.68

Actual Year to Date by Funding Sources

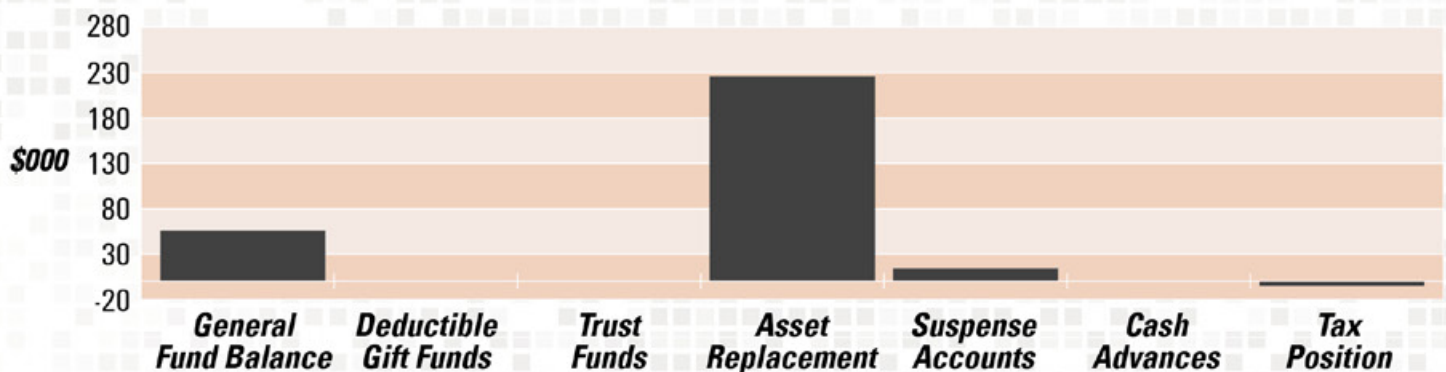


Financial Summary as at 31 December 2022

Expenditure

	Cash & Salary Allocation	Budget	Actual
1	Administration	\$ 16,917.00	\$ 12,683.33
2	Lease Payments	\$ 13,584.00	\$ 11,770.58
3	Utilities, Facilities and Maintenance	\$ 125,924.00	\$ 117,561.58
4	Buildings, Property and Equipment	\$ 214,460.00	\$ 198,965.35
5	Curriculum and Student Services	\$ 117,869.50	\$ 112,742.65
6	Professional Development	\$ 952.00	\$ 1,593.54
7	Transfer to Reserve	\$ 21,053.00	\$ 21,053.00
8	Other Expenditure	\$ 1,581.00	\$ 1,733.14
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 512,340.50	\$ 478,103.17
	Total Forecast Salary Expenditure	\$ 3,417,071.00	\$ 3,417,071.00
	Total Expenditure	\$ 3,929,411.50	\$ 3,895,174.17
	Cash Budget Variance	\$ 43,654.50	

Cash Position Components



Financial Summary as at 31 December 2022

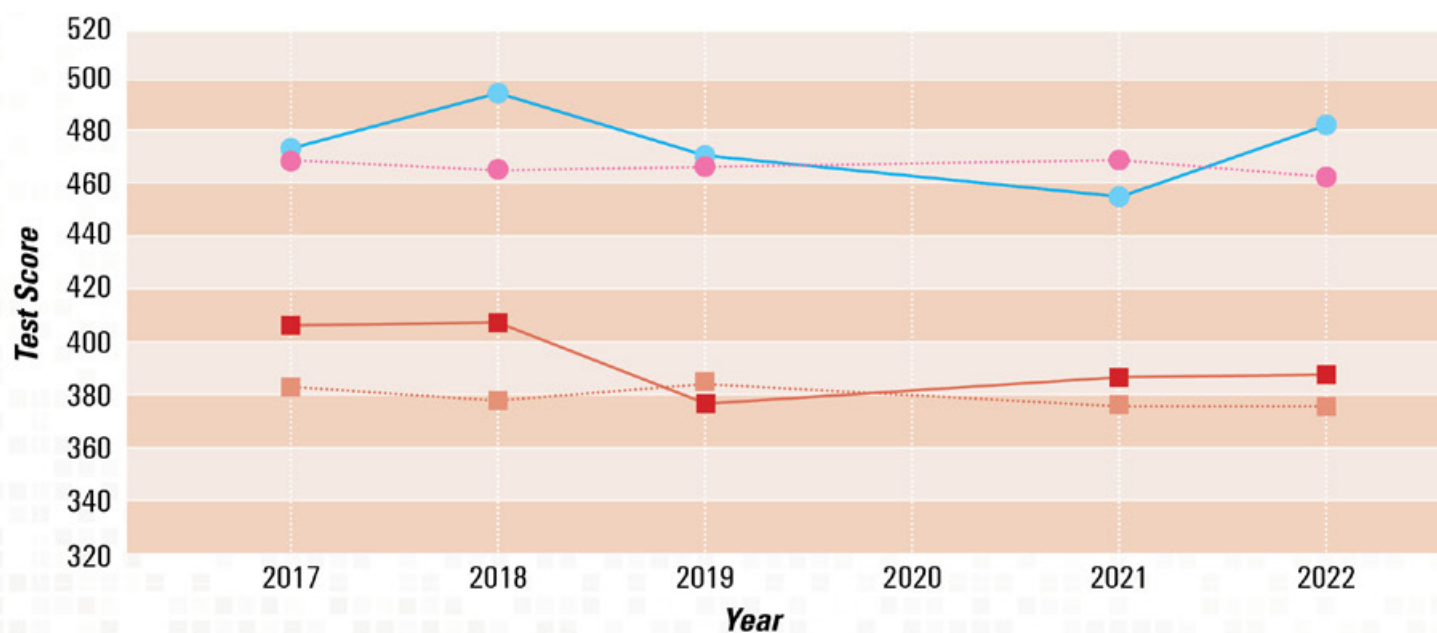
Cash Position Components

	Bank Balance	\$ 289,746.12
	Made up of:	
1	General Fund Balance	\$ 56,871.51
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 227,014.45
5	Suspense Accounts	\$ 7,450.16
6	Cash Advances	\$ -
7	Tax Position	(\$ 1,590.00)
	Total Bank Balance	\$ 289,746.12

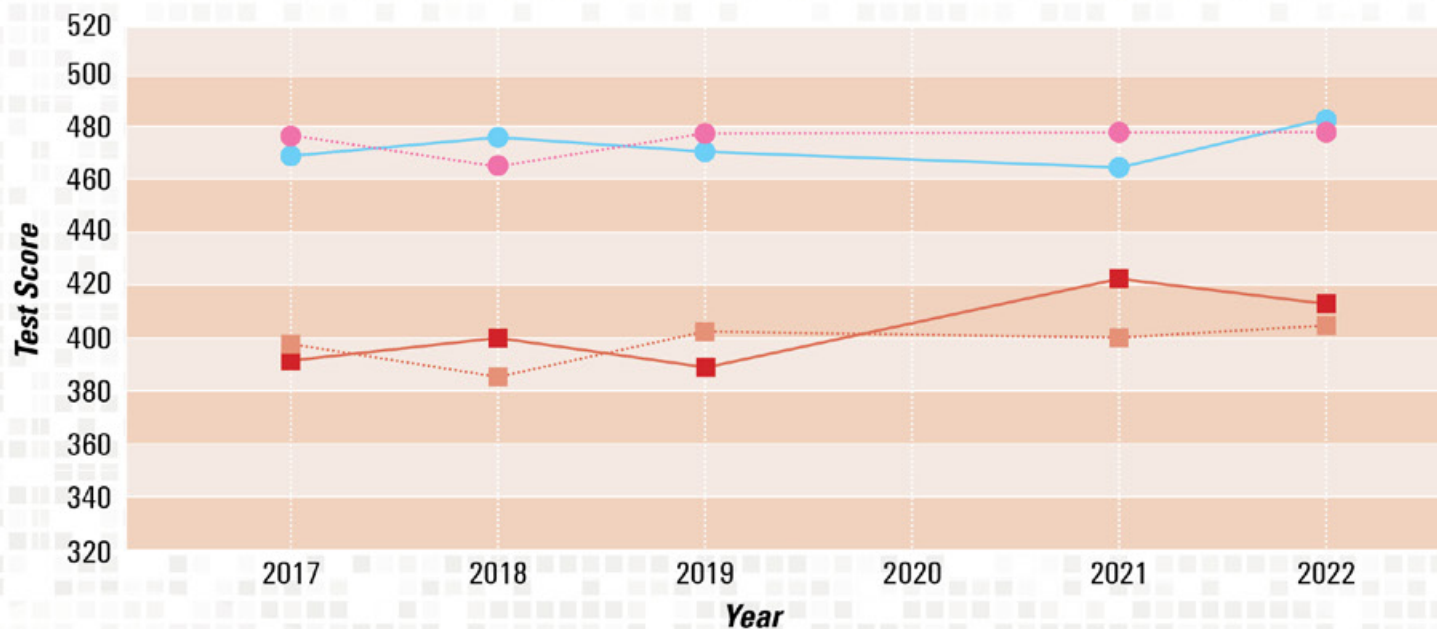


2022 Longitudinal Performance for Year 3 & 5

Average Numeracy Score



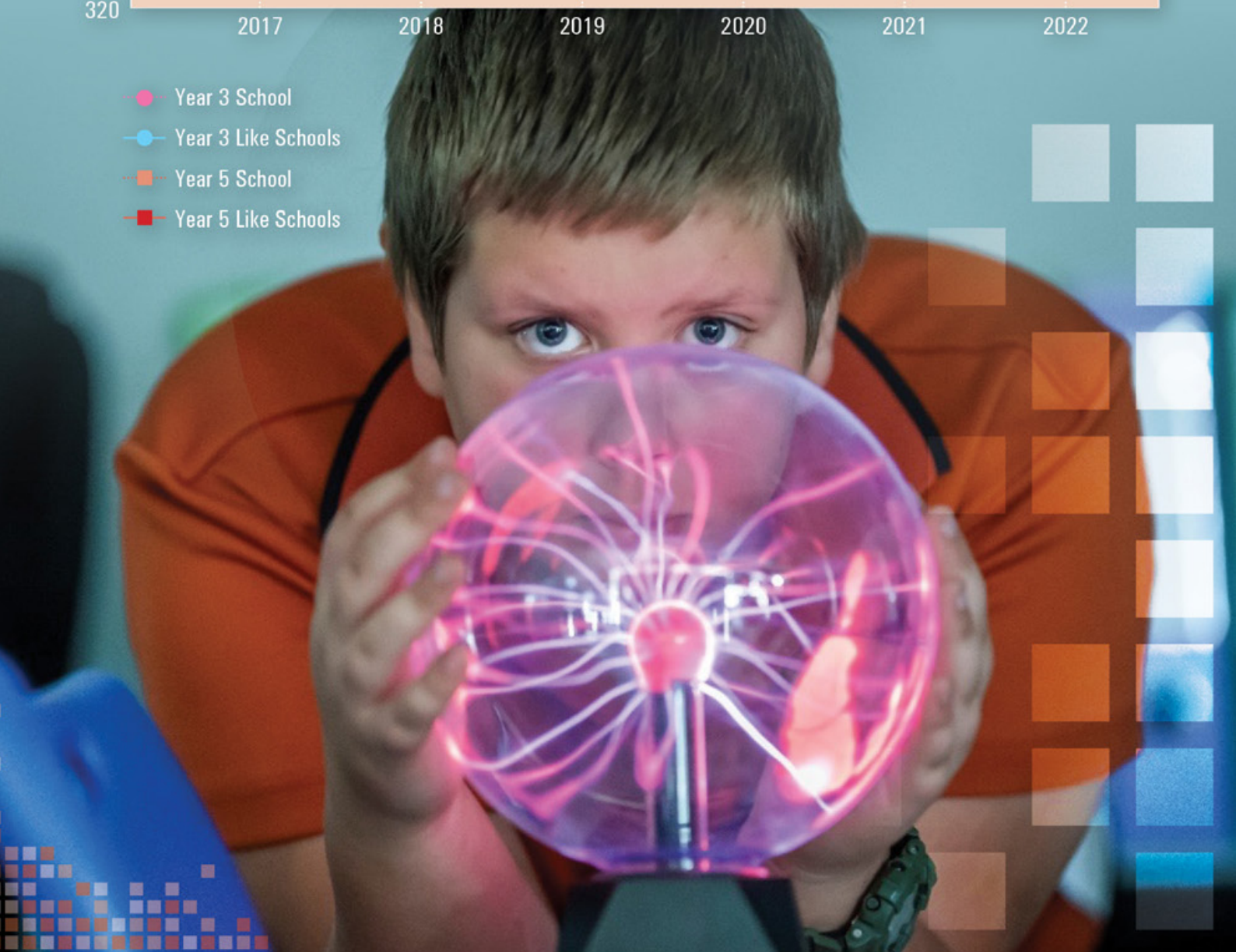
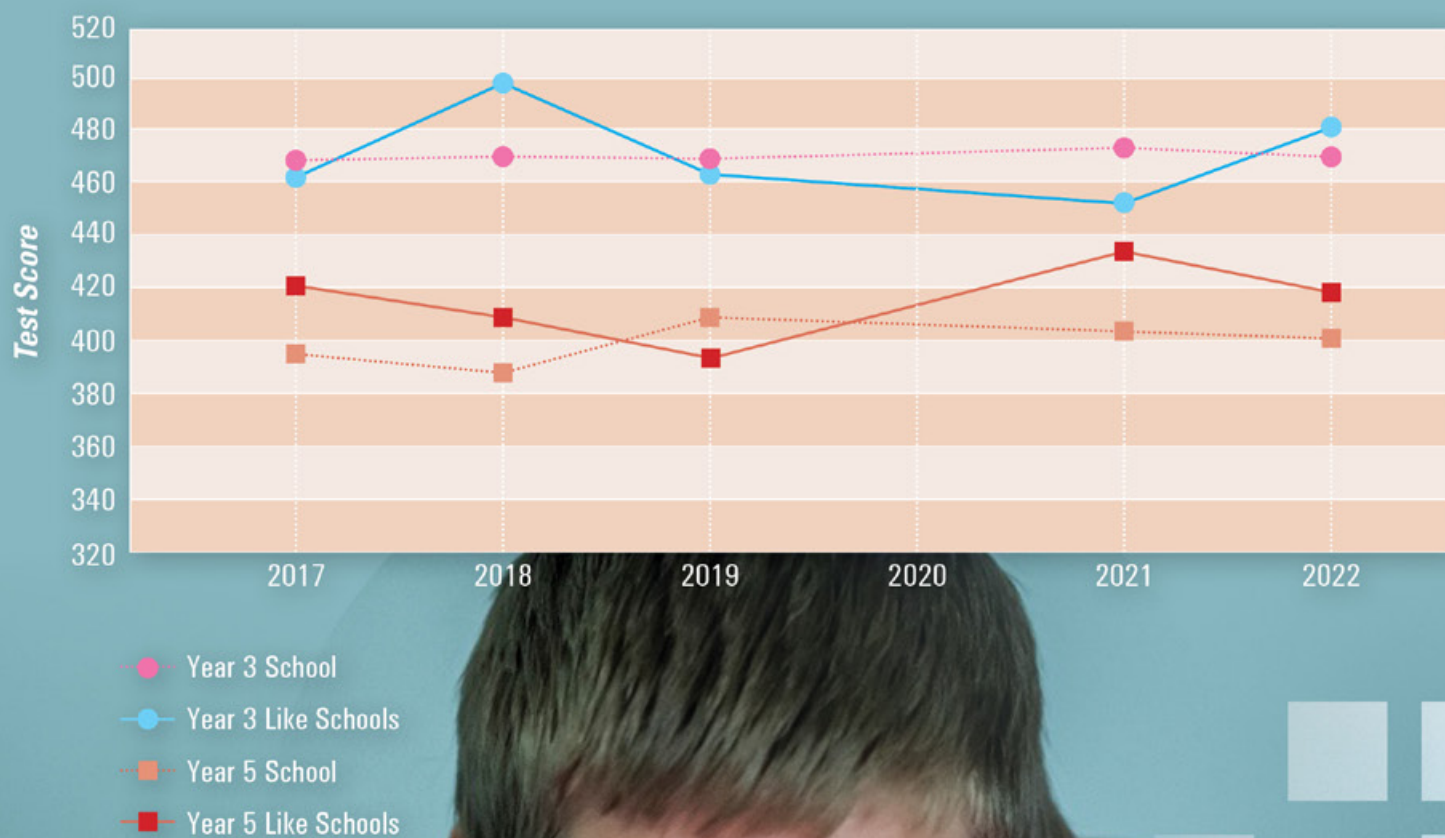
Average Reading Score



- Year 3 School
- Year 3 Like Schools
- Year 5 School
- Year 5 Like Schools

2022 Longitudinal Performance for Year 3 & 5

Average Writing Score



2022 Highlights

CURRICULUM & TEACHING

- Literacy Committee revised and reviewed the whole school English plan with links to the Business Plan 2022-25
- Stepping Stones whole school mathematics program continued with positive results
- 2022 Year 3 and 5 NAPLAN results at or above the expected level for all subjects tested
- Sound Waves spelling & grammar program continued as a whole school approach
- Kindergarten to Year 3 Literacy Plan (Cracking the Code/ Letters & Sounds) continued based on PL with Statewide Services Outreach team
- Dept. Education WA Quality Teaching Strategy/Teach for Impact reviewed and aligned with the Caralee Teach for ALL instructional framework
- Year 6 students attained specialist/gifted & talented places in specialist high school & independent school programs
- Choir performances conducted and led by music specialist Mr Matt Ryder including Massed Choir and ANZAC service
- Instrumental Music School Services (IMSS) clarinet program continued
- Physical Education programs contributed to ongoing inter-school team success and results
- 'Count Us In' whole of Australia singing event coordinated for the whole school by Mr Matt Ryder
- Riverside Network moderation in mathematics conducted and supported by Riverside Coordinators/ Caralee teachers Rhiannan Longley and Richard Bilsborough



PARENT & COMMUNITY SUPPORT

- Successful partnership with City of Melville for the Willagee Library & Caralee Homework Club
- P&C 'Gee Dads' Fathering Project, dads & kids' events conducted with an inaugural camp out on the oval a great success
- Caralee Community School P&C raised significant funds to support learning programs
- Scholarships for year 5 & 6 students provided by generous philanthropic donors
- Telethon Kids (TKI) / Meerlinga early years' program for Aboriginal pre-kindergarten children and families
- Volunteer program to support class reading and learning activities continued
- Breakfast Club and bread run support by FLDC/Caralee staff and community volunteers
- Annual Book Week Parade conducted
- Innovative homework community partnership for the Willagee Library recognised as a flagship program for supporting student wellbeing & engagement at school and in the community
- Family picnic days resumed now COVID-19 has abated
- Successful P&C sundowner family event conducted in Term 4 supported by the school music program
- P&C remained highly profitable and provided financial support for several programs including graduation, class awards, and Gee Dads (Fathering Project)
- Continued support for a crossing guard for Winnacott St to improve student safety
- Improved road safety around the school based on parking and bollard improvements
- New Business Plan 2022-25 ratified by the School Board. Physical copies produced with financial support from Siobhan Micale of Yard Realty.



LEADERSHIP

- New Business Plan 2022-25 implemented after wide ranging community and staff consultation process.
- Caralee CS contributed to Network 20 and the Riverside Network of Schools
- Performance Management of all staff continued. Support provided accordance with AITSL Professional Standards for Teachers
- Professional Learning Community (PLC) continued with three groups (early, junior and upper) as part of a distributed leadership model
- Continued development of a PLC approach using early close time to focus on student results and improved learning
- Strong partnership with FLDC/Statewide Services Outreach for professional learning (PL) and collaboration for evidenced based early years programs and validation of research in mainstream setting
- Teacher Mrs Louise Warren managed & coordinated University pre-service teacher program
- A number of staff retired and were recognised for their many years of service and dedication to Caralee and public education. These staff included Ms Kaye Pestana, Mr Michael Rajecki, Mr David Christie and Ms Linda Dunn.

PROFESSIONAL DEVELOPMENT

- Literature based reading instruction professional learning provided for Year 4-6 staff
- Positive Behaviour Support (PBS) professional learning led by deputy principals and PBS team
- Caralee Instructional Model embedded in preparation for Dept. of Education rolling out a central approach in 2023
- Professional learning conducted by Statewide Services for Special Educational Needs (SEN) online reporting
- Continued professional learning and implementation of the Western Australian Curriculum and reporting to parents requirements
- Professional Learning Community (PLC) focus on collaboration and planning for 'Talk for Writing' lessons.
- Strong partnership with FLDC/Statewide Services Outreach for professional learning (PL) and collaboration for evidenced based early years programs and validation of research in mainstream setting
- Teacher Mrs Louise Warren managed & coordinated University pre-service teacher program
- A number of staff retired and were recognised for their many years of service and dedication to Caralee and public education. These staff included Ms Kaye Pestana, Mr Michael Rajecki, Mr David Christie and Ms Linda Dunn.



CONDITIONS FOR LEARNING

- New Positive Behaviour Support (PBS) student acknowledgement system implemented
- Attendance data affected by COVID-19 pandemic for 2022. Data indicates improvement is ongoing
- Continued monitoring of National Quality Standard (NQS) for Early Years education
- Ongoing Chaplaincy and pastoral care programs including student/parent staff support
- Ongoing focus on student social and emotional wellbeing in partnership with community and allied health groups
- Wellbeing Hub completed after significant School Board oversight and P&C fundraising support
- Koya Aboriginal Corporation support for KEP Boys run by Ira and Ricky Jetta.





Caralee
Community School