



Caralee

Community School



ANNUAL REPORT

2021





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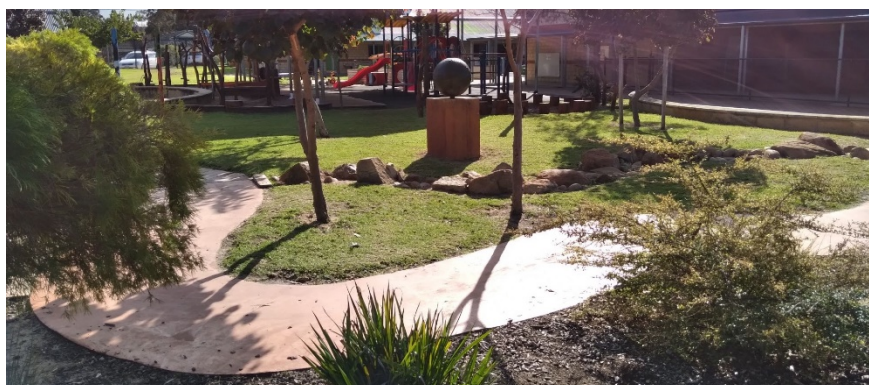
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PRINCIPAL'S INTRODUCTION

It is with great pleasure that I present the 2021 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 2021 and identifies areas for improvement for the years to come.

We look forward to 2022 as a time to build further on the great foundation that has been laid in 2021.

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 have the opportunity to 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. In order to achieve this, the following beliefs and values are sought and practised.

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 work place 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 19% Indigenous student population
- Diverse proportion of students from different socio-economic backgrounds

Successive years have seen the school grow to approximately 338 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 2021. 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 coffee van for World Teachers Day to thank our teachers and support staff
- Conducted the biennial Caralee community twilight fete as well as a number of other fundraising activities
- Donated \$35,000.00 towards the Caralee 'Wellbeing Hub'.

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 2021 resulted in:

- Creation of a Wellbeing Hub facility by obtaining a \$90 000.00 donation from Willagee MP Peter Tinley
- Implementation of inter-school selection and whole school communication plans
- Parking and verge safety improvements
- Establishment of a crossing guard



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 centre 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 implement



The Major Focus in Developing Quality Teaching and Learning Practice at Caralee Is Based On:

Student Centered and 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.

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 and food support
- 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 and Re-use Tuesday
- Environmental Waterwise and recycling programs
- Out of School Hours Care provision in the undercover area & library with Camp Australia
- Innovative homework program in partnership with Willagee Library, Imagined Futures and Fremantle Foundation
- Imagined Futures Caralee Ideas Hunterz wellbeing program for children
- Student Teacher training programs with Murdoch, UWA & Notre Dame Universities
- Landmark Telethon Kids/Meerilinga early years' program for Aboriginal pre-kindergarten 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 of 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 and the new Business Plan 2019 -21 was ratified by the School Board. The School Board agreed in 2021 that the Business Plan should be extended to 2022 due to the impact of the COVID-19 pandemic and progress will be reviewed in 2022.



REVIEW OF SCHOOL PRIORITY AREAS FOR 2021

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.

IMPACT OF THE COVID 19 GLOBAL PANDEMIC

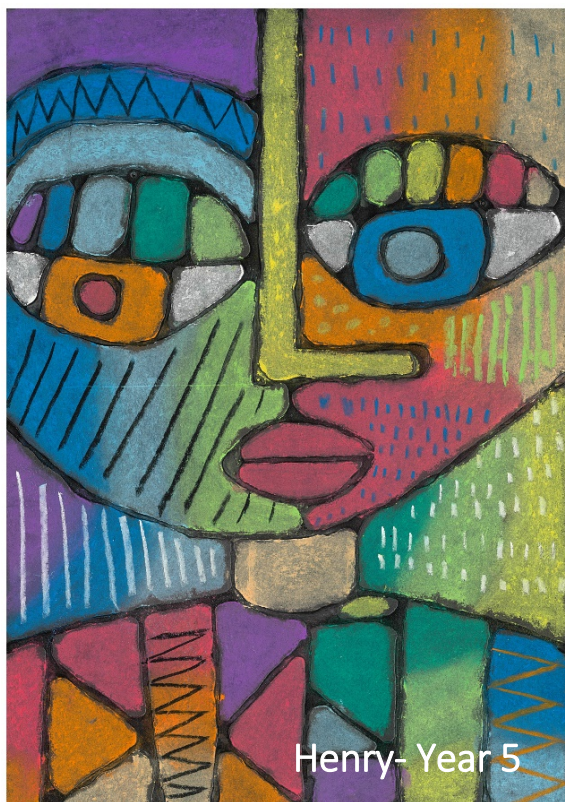
The global COVID 19 pandemic and associated shorter lockdowns for 2021 did not have the same level of disruptions as was the case in 2020 to school programs and events. It must be noted that student attendance was greatly affected in 2020 and did not return in 2021 to pre-pandemic levels where our students attended at rates higher than similar schools. Of particular 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 2021

The Business Plan and operational planning are annually reviewed with planning for 2021 based on relevant data and staff input the year before. The following priority areas and targets were implemented as part of the Business Plan 2018 —21 triennium planning and take into account the socio-economic context of Willagee. Specific targets with percentages and planning for individual students are contained in annual operational plans based on NAPLAN and school based assessments:

School Targets 2019 - 2021

1. The achievement of students in literacy and numeracy in NAPLAN will be similar to the state average for public schools
2. The achievement of Indigenous students in literacy and numeracy will be similar to other students within Caralee CS for NAPLAN
3. The achievement of students in literacy and numeracy in Pre-primary will be similar to the state average for public schools
4. The progress of stable cohort of students between Year 3 & 5 in literacy and numeracy will be similar to 'like' schools
5. The attendance rate of students will reach the average for WA schools and Indigenous student attendance will increase
6. Increased incidences of positive student behaviour
7. Increased staff and student wellbeing over the period of this Business Plan
8. Increased positive National School Opinion Survey (NSOS) results for community, staff and students
9. Increased number of partner organisations supporting student wellbeing and learning
10. The survey of School Board effectiveness to be positive as it transitions from being a School Council



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 and Fremantle LDC is classed as a level five school with students from kindergarten to year 3 with a number of children located at satellite schools.



FINANCIAL PLANNING

The school had an operating budget of \$4,098,264.34 (including reserves) for the 2021 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 2019. 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 2021 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. Extra funding was directed towards paving outside the Arts block and more nature play structures for children to play on. A summary of the school revenue and expenditure is provided at the Financial Summary as of 31 December 2021 on following pages. The school received a rating of 'Good' in the most recent Financial Audit conducted in 2015.

PARTICIPATION RATES

Attendance data from 2021 indicates that the school achieved an 87.1% attendance rate which was lower than our target which is the comparative 'like' school percentage. Caralee exceeded the target for attendance in 2017 and 2018 and we aim to do so again in the future once pandemic conditions recede. The attendance rate of Indigenous students was previously higher compared to 'like' schools but was lower in

2021 which affected the overall school result. As with behavioral issues, attendance issues tended to be confined to a relatively small group of students and is an ongoing focus for improvement in 2022 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 and has increased steadily over the years. Enrolments peaked at 370 back when year 7's previously attended primary school. Caralee had enrolled at the end of 2021 to 338 Full Time Equivalent (FTE) enrolments. 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 is sustainable and the School Board is working on strategies to promote the school to new residents. The majority of our graduating year six students enrolled at Melville Senior High School (SHS) for their secondary schooling with a number of 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.



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 or within the expected range for 'like' schools with the exception of year 5 writing. NAPLAN testing for Australia was suspended for 2020 due to the COVID-19 pandemic so that data is not presented. For both cohorts over the years tested, the general trend for achievement across most subjects has steadily improved. Although encouraged by our comparative success against 'like schools' in most subjects, analysis of the year 5 writing showed students were hampered by the material being typed rather than hand written for the first time. The school has typing programs and lessons in place to address this shortfall for all students in 2022 and beyond.

Comparative Performance for Year 3

Year 3	Performance			
	2017	2018	2019	2021
Numeracy	1.3	1.2	-0.2	0.5
Reading	0.0	0.2	-0.5	0.8
Writing	0.8	0.9	0.6	0.7
Spelling	0.5	1.1	-0.5	1.3
Grammar & Punctuation	0.8	0.5	-0.5	1.3

Comparative Performance for Year 5

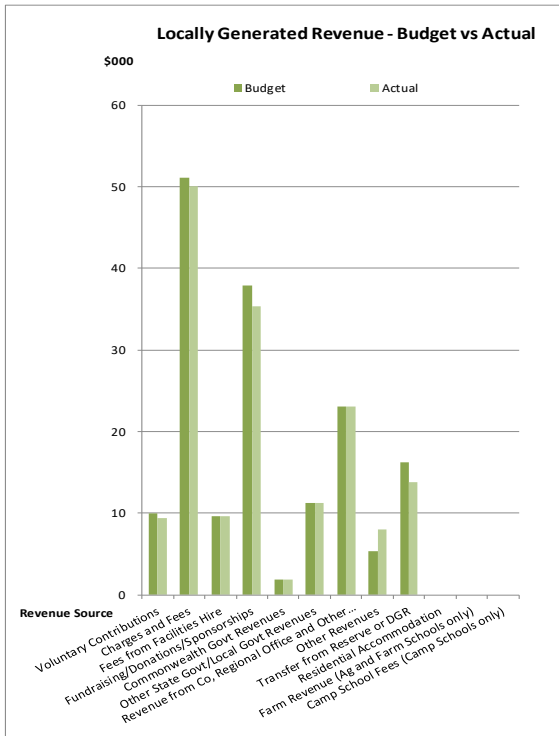
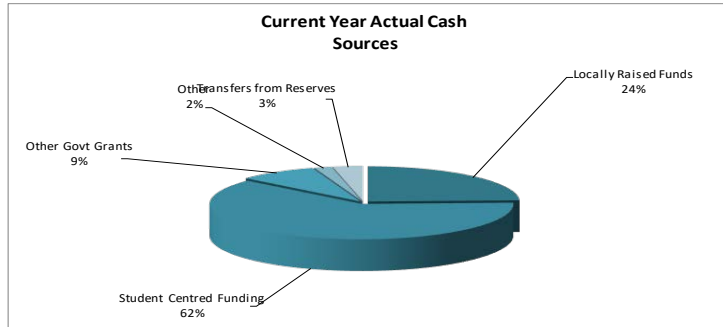
Year 5	Performance			
	2017	2018	2019	2021
Numeracy	0.8	1.5	-0.5	-0.9
Reading	-0.6	-0.9	-0.6	-0.3
Writing	-0.5	0.7	0.4	-1.6
Spelling	-1.1	1.1	0.8	-0.1
Grammar & Punctuation	-0.4	0.4	-0.6	-0.5

	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
	If blank, then no data available or number of students is less than 6

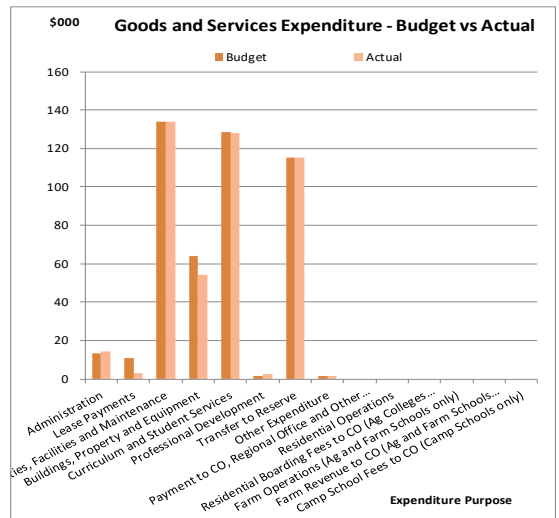
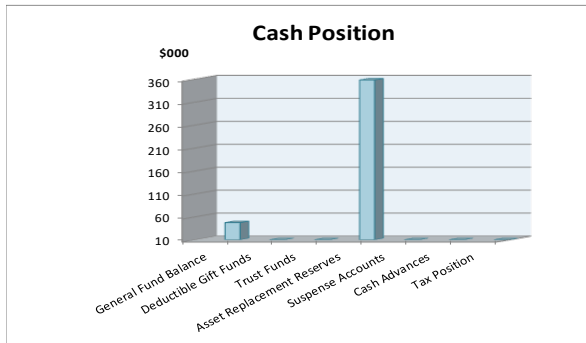
FINANCIAL SUMMARY AS AT 31 DECEMBER 2021

Caralee Community School Financial Summary as at 31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,921.00	\$ 9,410.00
2	Charges and Fees	\$ 51,123.75	\$ 50,104.10
3	Fees from Facilities Hire	\$ 9,666.00	\$ 9,666.32
4	Fundraising/Donations/Sponsorships	\$ 37,930.00	\$ 35,304.03
5	Commonwealth Govt Revenues	\$ 1,872.00	\$ 1,872.07
6	Other State Govt/Local Govt Revenues	\$ 11,260.00	\$ 11,260.00
7	Revenue from Co, Regional Office and Other Schools	\$ 23,061.00	\$ 23,060.76
8	Other Revenues	\$ 5,384.64	\$ 8,048.70
9	Transfer from Reserve or DGR	\$ 16,283.00	\$ 13,801.33
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 166,501.39	\$ 162,527.31
	Opening Balance	\$ 72,398.00	\$ 72,397.93
	Student Centred Funding	\$ 264,738.00	\$ 264,737.67
	Total Cash Funds Available	\$ 503,637.39	\$ 499,662.91
	Total Salary Allocation	\$ 3,735,206.00	\$ 3,735,206.00
	Total Funds Available	\$ 4,238,843.39	\$ 4,234,868.91



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 13,147.18	\$ 14,403.50
2	Lease Payments	\$ 10,951.00	\$ 3,096.84
3	Utilities, Facilities and Maintenance	\$ 133,978.35	\$ 133,701.93
4	Buildings, Property and Equipment	\$ 64,058.13	\$ 54,372.63
5	Curriculum and Student Services	\$ 128,688.10	\$ 127,803.28
6	Professional Development	\$ 1,378.00	\$ 2,252.64
7	Transfer to Reserve	\$ 115,156.00	\$ 115,156.00
8	Other Expenditure	\$ 1,540.00	\$ 1,510.31
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	\$ 468,896.76	\$ 452,297.13
	Total Forecast Salary Expenditure	\$ 3,511,755.00	\$ 3,631,172.00
	Total Expenditure	\$ 3,980,651.76	\$ 4,083,469.13
	Cash Budget Variance	\$ 34,740.63	



Cash Position as at:	
Bank Balance	\$ 404,330.34
Made up of:	
1 General Fund Balance	\$ 47,365.78
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 358,298.45
5 Suspense Accounts	\$ (180.89)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,153.00)
Total Bank Balance	\$ 404,330.34

2021 HIGHLIGHTS

There were a number of highlights for 2021 as we strive for success for ALL students.

CURRICULUM & TEACHING

- Stepping Stones whole school mathematics program continued with very positive results
- 2021 Year 3 NAPLAN results above and at expected level for all subjects tested
- 2021 Year 5 NAPLAN results at expected level for all subjects tested with the exception of writing
- 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
- Year 6 students attained specialist/gifted & talented places in specialist high school & independent school programs
- Performing Arts choir performances conducted and led by music specialist Mr Matt Ryder
- School of Instrumental Music (SIM) clarinet program continued
- Physical Education programs contributing towards inter-school competition success
- 'Count Us In' whole of Australia singing event coordinated for the whole school by Mr Matt Ryder
- Riverside Network professional learning symposium for gifted and talented education (GATE) student identification and support.

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
- Caralee Community School P&C raised significant funds to support learning programs
- Scholarships for year 5 & 6 students by generous philanthropic donors
- NAIDOC week celebrations – Caralee participated in events at Melville Senior High School
- 0 - 4 Early Years Playgroup conducted in partnership with Meerilinga
- 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 after being run as a class event in 2020 due to COVID
- 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 successful resumed after being affected by COVID in 2020
- Very successful Twilight Fete conducted by the P&C
- P&C remained highly profitable and provided financial support for several programs including graduation and class award, Gee Dads (Fathering Project) and \$35,000.00 towards the Caralee 'Wellbeing Hub'
- School Board and P&C achieved inaugural crossing guard for Winnacott St due to increased traffic and safety concerns
- Improved road safety around the school based on parking and bollard improvements due to School Board lobbying and consultation with City of Melville.

LEADERSHIP

- Caralee CS contributed to Network 20 and the Riverside Network of Schools
- Two-year cycle for Performance Management of all staff continued. Judgements made in 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 led by Ms Keira Esten, Mrs Janine Wain and Ms Rhiannan Longley.
- 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
- Teacher Janine Wain promoted to part-time deputy principal after successful merit select process and WA Future Leaders Framework development program
- Early Years Language leader in place based on Statewide Services Outreach professional learning program
- Caralee continued as lead primary school partner in the Imagined Futures (formerly SWMPF) program
- Mr Michael Cranny retired after approximately 20 years of dedicated service as an Education Assistant (EA) at Willagee PS and Caralee CS.

PROFESSIONAL DEVELOPMENT

- Science of Reading provided for all staff by Fleur Aris from FLDC
- Positive Behaviour School 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 2022
- Professional learning conducted by Statewide Services for Special Educational Needs (SEN) online reporting
- Staff attended in their own time Mondays @ Murdoch University professional learning

- 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 after intensive professional learning in 2020.

CONDITIONS FOR LEARNING

- Continued focus on Positive Behaviour Support (PBS) to support & maintain high standards for student behaviour
- Attendance data affected by COVID-19 pandemic for 2021. Previous data indicates improvement ongoing
- Continued monitoring of National Quality Standard for Early Year's 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 approved after \$90 000.00 election funding commitment by local member of Parliament Peter Tinley to provide a space for wellbeing activities and programs in the school
- Membership of Imagined Futures (IF) South West Metropolitan Partnership Forum (SWMPF) for innovative Caralee Ideas Hunterz program



