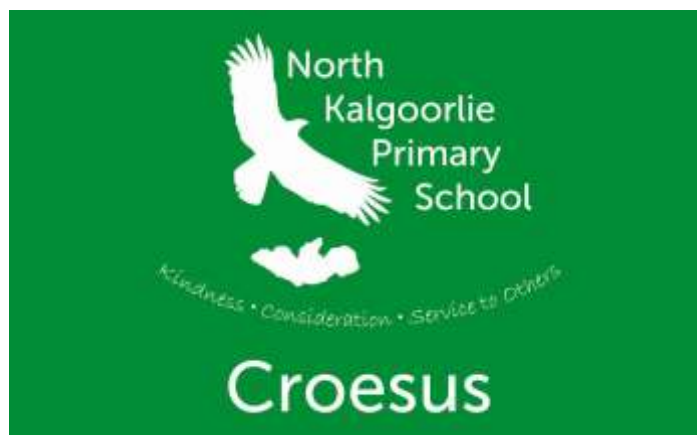




Annual Report

2023



Athletic Carnival Champs - 24 Year Drought Broken!

Introduction

The Annual Report for North Kalgoorlie Primary School provides parents and the wider community with information about our school, the learning programs we offer and the performance of the student population. The report identifies our many successes and achievements, as well as areas where we hope to improve. The report is made up of:

- Section One – School Overview - This section of the report provides information about school context, our students, the staff and the curriculum we offer. This section also includes data on a range of operational matters such as attendance, student destinations and enrolment trends.
- Section Two – Student Progress and Achievement – In this section of the report, information is provided on the student’s academic performance in the 2023 school year, along with highlights of the school year.

Principal’s Report

Throughout 2023 we continued with the school’s main drive of providing a well-rounded education. Our primary focus is building and maintaining settled classrooms, where teachers work through a daily plan—teach—evaluate cycle. We’re also conscious of constantly providing avenues for other important elements of schooling. This includes: developing an interesting playground to learn social skills and spend time with friends, specialist teacher subjects, voluntary clubs (e.g. choir), incursions, excursions and the usual array of carnivals and special days.

A school strength is staff stability, in both teaching and non-teaching roles. This was tested somewhat this year, with a higher than average teacher absentee rate, coupled with significantly reduced recruitment options and the availability of relief teachers. To assist with this, the school will recruit a permanent relief teacher, as our first port of call for teacher absences. 2024 will also see an increase in the amount of education assistant time across all years, to allow teachers to better cater for the range of ability levels.



Section One – School Overview

Our vision, mission and beliefs

SCHOOLVISION	SCHOOLMISSION			
<p>We provide every student with an education to succeed in our changing world. Our students reflect our four core values of responsibility, respect, caring for others and personal best. They are successful learners who are confident and creative global citizens.</p>	<p>At North Kalgoorlie Primary School our mission is to provide engaging and challenging educational experiences that target all students. Our whole school coordinated approach to learning will ensure that all students have the opportunity to succeed, regardless of background, gender, culture or ability. A safe environment, where expectations and boundaries are clear and consistent, will underpin the learning environment and four core values. We will work together to develop innovative strategies and programs that respond to the needs of our students and community because we believe every child matters.</p>			
<p>Our School Beliefs</p>				
<p>At North Kalgoorlie Primary School we believe that children learn best when...</p>				
<p>The school has professional school leaders and staff who are well supported. This happens when...</p> <ul style="list-style-type: none"> - we have strong, effective leadership. -there are high quality teaching and learning programs. - there is a whole school approach to improve teacher quality. - teachers have a deep knowledge of subject content of the Western Australian Curriculum and pedagogical practice. We have dedicated and accountable staff who are willing to work in a team and follow school plans and policies. - relevant and high quality professional development is available for all staff. - effective communication between all parties occurs. -every new teacher is presented with an induction package. - regular teacher peer reviews and classroom observations occur. 	<p>They are provided with opportunities to learn in a supported and engaging environment. This happens when...</p> <ul style="list-style-type: none"> - explicit teaching takes place in all subject areas. - teaching and learning adjustments are made in planning. - students are challenged and learning styles are recognised. - clear and consistent behaviour expectations are reinforced by all staff (NKPS Responsible Behaviour Plan). - a range of resources are provided to support the teaching and learning programs. The classroom environment is welcoming, open and engaging -students feel safe, secure and positive about school. (Kids Matter, Paths). 	<p>They have the opportunity for reflection and self-assessment. This happens when...</p> <ul style="list-style-type: none"> -there is accountability and engagement of students in their learning. - students have a shared responsibility for their learning. - goal setting and regular reviews occur e.g. rubrics for assessment. - effective, timely and constructive feedback is given. - there are formal and informal opportunities for teachers, parents and students to discuss student achievement. - effective regular written reporting on student achievement occurs. 	<p>Parents are involved in their child's learning and ensure they are ready for school. This happens when...</p> <ul style="list-style-type: none"> - students attend school regularly and arrive on time. - students are well rested and fed prior to and during the school day. - they attend school with the appropriate resources and equipment. - our school community works together to promote the safe use of social media by students. - parents engage with school programs and policies e.g. home reading, dress code, behaviour policy. - parents are aware of school activities through newsletters and website. -there is mutual respect and effective communication between parents and staff. - parents participate in their child's education. 	<p>The learning program caters for inclusivity and differences. This happens when...</p> <ul style="list-style-type: none"> - we believe every child can learn. - we have a differentiated curriculum that challenges all students (TAGS, IEPs, SAER). - target setting at whole-school and class level occurs. - all teachers are informed of individual needs of relevant students i.e. special needs. - students' cultural, gender and social context is recognised and catered for. -clearly articulated processes are in place to manage behaviour in classroom. (123 Magic) - students are supported to develop resilience and emotional regulation. -outside agencies are accessed as the need arises.

Business Plan 2021-2024 Targets

These targets are what we are working towards. Throughout the report you will find references to these targets. In red is where we currently stand

Student Performance Improvement Targets

Academic

Literacy

student achievement in Spelling (PLD)

- 75% Stage 1 Target 2 by end of PP
- 75% stage 3 by end of year 3
- 75% Stage 5 by end of Year 6

Numeracy

- 80% of P, Yr3 & Yr6 students achieve all of age appropriate milestones (Milestone Maths)

STEM

- 35% of Year 6 in 70th+ percentile PAT Science
- 5+ students achieve distinction in CSIRO 'Bebras Challenge'

Non-Academic Targets

Attendance & Retention (P3)

- Close gap between attendance of aboriginal and non-aboriginal students by 5% (current av. 12%)
- Increase Aboriginal student attendance to 85%
- 50%+ Year 6 students transition to KBCHS (current av.40%)

Social & Emotional Well-Being

- 80% attendance at welcome night
- Improve level of resilience Years 3-6 from 2021 results (Harvard Resilience Survey)

Staff

Our school is fortunate to maintain stability within staffing, both teaching and non-teaching. This allows us to embed consistent practices across the school and establish a settled and focused learning environment for much of every school day. Experienced teachers provide leadership for our curriculum areas, including specialist programs and presents the opportunity to build on students' knowledge and skills over years. In 2023 we were required to make changes mid-year in two of the classrooms, with the departure of staff.

2023 changes in staffing were:

Mrs. Mel Murray (Year 5 teacher—Semester Two), Miss Meehan Pryce & Mr Connor Pollard (Year 2 teachers - Term 3), Miss Karlee Thompson (AIEO), Miss Rhianna McCallum (education assistant) Mrs. Lexie Bowes (education assistant)

The school continued with the collaborative teaching practice of teachers working in phases of learning, particularly in the monitoring and moderating of progress. The phase leaders were:

Kindergarten/Pre-Primary - Mrs. Julie Doust,

Years 1&2 - Mrs. Caroline Kelly

Years 3&4- Mr. Luke Riseberry

Years 5&6- Miss Chantal Smart

Five specialist teachers were employed across the school for the following subjects:

Japanese language - Mrs. Christine Roberts

Science - Mr. Mitchell Feleppa (P-Year 6)

Technology - Mrs. Justine Hounslow (Years 4-6)

Physical Education - Miss Madeline Jackson (K-6)

Music - Miss Jacinta Henderson (P-Year 6)

2024 Plans:

We were unable to recruit a Music specialist. The Arts, including Music, will be taught by classroom teachers. Some will “swap” classes, so a teacher with greater expertise teaches the Music and the other take on a subject with their class.

Departing staff:

Miss Hannah Kyriakakis (PP)

Miss Jenelle Tremain (Yr1/2)

Mr. Connor Pollard (Yr2)

Mrs. Sarah Sims (Yr2)

Miss Pam Clark (Yr2 - on leave)

Ms. Jacinta Henderson (music specialist)

New teachers will be:

Miss Erin Gilbert (Year 1)

Mrs. Janice McConnell (Kindy)

Mrs. Karen Needham (PP)

Miss Georgia Potts (Education assistant)

Miss Denise Westberg

Mr. Mitchell Stuart (Physical Education)

School Board

The School Board was led by board chairperson Kathleen Copeland and had the following members:

Parent representatives

Natasha McCormack, Jessica Stockdale, Derek Fowler, Damien Dickinson

Community Representatives

Robert Sterry, Michelle Campbell,

School representatives

Elisabeth Gooding, Joanna Stuart, Kylie King, Jan Rowling, David Roberts

The board's role is to provide governance and ensure the school is delivering an appropriate quality of education and directing funds and resources to support this. A number of school staff presented reports to the board to highlight student achievement and school performance. This included:

- Early Childhood: Teaching Programs and Student Progress - Kindy - Miss Margaret Miller & Mrs. Kylie King. Pre-Primary - Mrs. Julie Doust, Miss Hannah Kyriakakis & Mrs. Louise Hurst
- NAPLAN analysis - Mrs. Joanna Stuart (Deputy principal) & Mr. Luke Riseberry (Year 3/4 Phase leader))
- Student Attendance - Mrs. Elisabeth Gooding (Deputy Principal)
- School Finance - Mrs. Lynda Basley (Corporate Services Manager)

Surveys

Parents













At term three parent open night we conducted our annual survey of parents, to gather their thoughts on the school's performance. Here is the percentage responses from approximately 80 completed surveys.

Please rate the items below by ticking your	Strongly disagree	Disagree	Neither	Agree	Strongly agree
Teachers at this school expect		1	2	37	60
Teachers provide my child with useful feedback		1	3	48	48
Teachers at this school treat students fairly.			5	33	62
This school is well maintained.			1	36	63
My child feels safe at this school.		1	4	23	72
I can talk to my child's teachers about my concerns.			5	28	67
Student behaviour is well managed at this school.	1	1	9	41	48
My child likes being at this school.			6	23	71
This school looks for ways to improve.		1	4	48	47
This school takes parents' opinions seriously.	1	1	6	42	50
Teachers at this school motivate my child to learn.		1	2	36	61
My child's learning needs are being met at this		1	1	43	55
This school works with me to support my child's learning.			4	42	54
This school has a strong relationship with the local community.			8	46	46
This school is well led.		1	4	23	72
I am satisfied with the overall standard of education achieved at this school.			1	42	57
I would recommend this school to others.			2	23	75
My child's teachers are good teachers.				23	77
Teachers at this school care about my child.			1	25	74













Students

In term Two an extensive student survey was conducted. Teachers use this to analyse the “tone” of the class and discuss with colleagues any adaptations they can make. Here are four key questions from the survey













Year 1-2

I am well behaved	 78%	 19%	 3%
I feel safe in my class	 74%	 21%	 5%
My class is well behaved	 39%	 49%	 12%
I feel safe in the school yard	 65%	 27%	 8%

Year 3-4

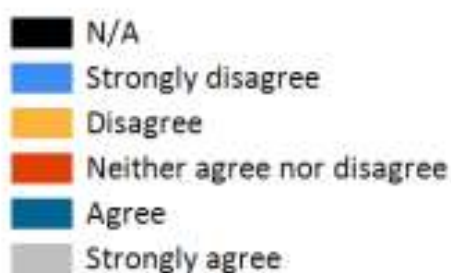
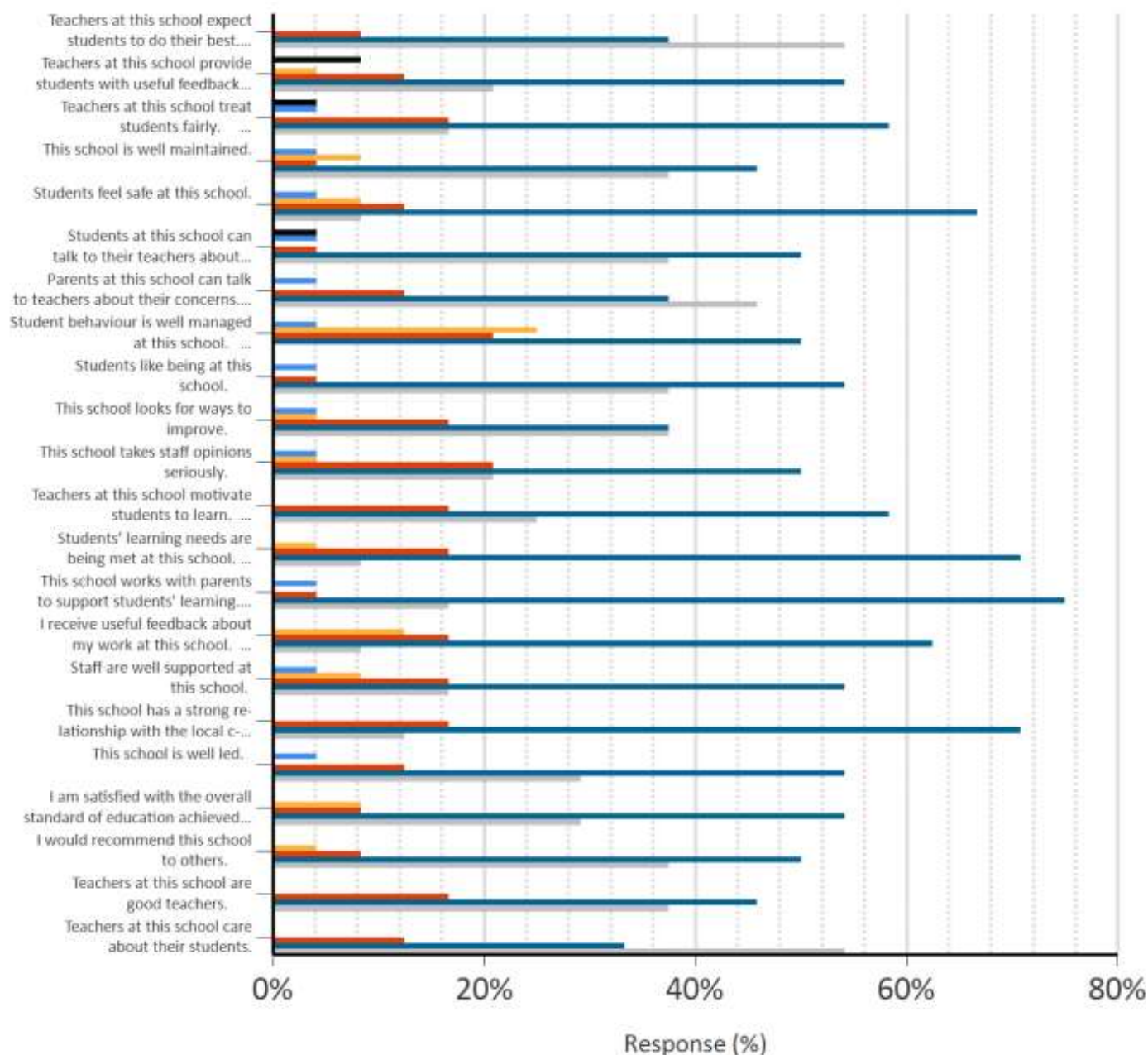
I am well behaved	 68%	 28%	 4%
I feel safe in my class	 83%	 16%	 1%
My class is well behaved	 18%	 75%	 7%
I feel safe in the school yard	 63%	 32%	 5%

Year 5-6

I am well behaved	 64%	 35%	 1%
I feel safe in my class	 68%	 27%	 5%
My class is well behaved	 14%	 77%	 9%
I feel safe in the school yard	 66%	 26%	 8%

Staff

This survey was conducted in term Four. Results of this are analysed in a staff meeting.



Student Numbers: Pre-Primary - Year 6

Student numbers have stayed fairly stable since 2021 and predicted numbers for 2024 are looking similar. There has been a small increase in Aboriginal enrolments, increasing to 10% of the student population.

2021	2022	2023
432	421	423

Student Destinations Year 6 Graduates

Our Regional Network has a target of 80% retention of students from state primary school to state high school. This year 46% of our students will be transitioning to Kalgoorlie-Boulder Community High School (KBCHS). The school will continue to play an active role in accepting visits from KBCHS staff and students, promoting their school

Destination School	Male	Female	Total
KBCHS	17	10	27
JPC	7	20	27
Goldfields Baptist	0	0	
Perth: Non Government	1		1
Perth: Government		3	3
Regional: Non-Government		1	1
	25	34	59

Student Attendance

Overall attendance rates have fallen below 90% and is short of our Business Plan Targets. While the figures aren't where we want them to be, the targeted input by the school has seen some individual attendance rates rise significantly. A number of strategies are used to maintain and monitor attendance, including:

- Teacher—parent contact
- Case management of attendance concerns
- Home visits
- Attendance meetings with school administration

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	93%	91.3%	92.4%	79.3%	82.2%	76.8%	91.7%	90.5%	91%
2022	87.5%	87.4%	88.3%	75.9%	78.3%	69.5%	86.6%	86.7%	86.6%
2023	88.1%	89.4%	90.3%	76.1%	79.8%	74.3%	86.9%	88.5%	88.9%

2024 Plans

- Employ additional non-teaching staff to monitor and manage attendance and case management.

Behaviour Management

Philosophy

Behaviour management in schools serves a two-fold purpose:

1. To teach children how to regulate their own behaviour
2. To provide a calm and organised learning environment

School Processes and Strategies

- Classroom teachers have school wide structured processes to guide them and build these into their own classroom behaviour programs.

Many teachers have adopted '1-2-3 Magic' as a behaviour management technique

- Structured process to follow for inappropriate behaviour (i.e. time out, buddy class, referral to office)
- A matrix of behavioural expectations designed by the Positive Behaviour in Schools committee lays out the expectations of students both in class and the playground

Suspensions						
	2018	2019	2020	2021	2022	2023
Suspension Incidents	5	21	18	14	3	17
Total Days	6	35	50	25	4.5	34

Incentive

A range of school wide programs are in place to encourage and acknowledge students to follow the four expectations. These include:

- Class 'Dojo' points (points displayed on the interactive whiteboard and displayed alongside a character chosen by students)
- 'Gotchas' (an acknowledgment slip. Children collect ten and receive a small prize)
- Visits to the office for good work (four visits earns a certificate)
- Assembly merit certificates (from classroom and specialist teachers)
- Blue letters of Commendation



NORTH KALGOORLIE PRIMARY SCHOOL
 GARDNER STREET
 KALGOORLIE 3413
 PHONE: 08 8521 0000
 FAX: 08 8521 0001
 PRINCIPAL: Ms. Carol Roberts
 1000 10 0176 000 200

Letter of Commendation

Dear Parent/Teacher
 Student Name _____
 Subject Area/ Room _____ Date _____

It is my pleasure to inform you that _____ should be commended for the following:

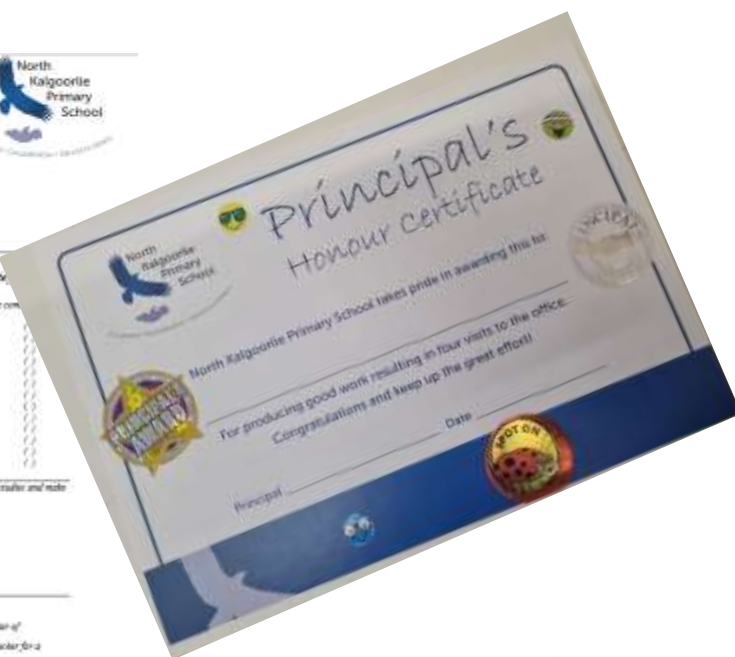
Outstanding achievement
 Continued high performance
 Consistent effort
 Excellent behaviour
 Excellent participation in class
 Contribution to class activities
 Preparedness for class
 Improved performance
 Improved behaviour
 Improved completion of homework
 Improved punctuality and attendance
 Improved co-operation
 Other _____

It is always a pleasure to commend students who work hard at their studies and make the most of their schooling.

Yours faithfully,

 CLASS TEACHER

Acknowledgment Form
 I am pleased to sign and return _____ Letter of
 Commendation/Acknowledgment form. I return it to classroom teacher for a
 stamp in my record.
 Parent Signature _____



Expected behaviour- School rules

Be respectful

Be responsible

Be caring

Be your best

Classroom rules

Classroom teachers will

- develop a set of classroom expectations in their PATHS lessons at the beginning of each year
- display these clearly around the room
- refer to the rules throughout the year

School rules provide a common understanding and framework across the school community. With our behavioural expectations we are seeking to develop self regulation and a moral mandate to instil the four expectations that will equip children with values the community holds in high regard.

Be respectful

Use manners

Look after school & property of others.

Follow instructions straight away.

Use appropriate language

Keep the school neat and tidy

Walk on verandahs and in hall

Walk bicycles, scooters and skateboards through the school grounds



Be responsible

Follow school dress code

Wear a hat outside

Stay on school grounds unless you have permission to leave

Make safe choices

Go to undercover area if you arrive before 8.25am.

Be caring

Treat others as you would like to be treated

Smile and say hello.

Use kind words

Wait & take turns.

Encourage and help others when they need it.

Be your best

Wear your uniform with pride.

Always be on time.

Show a positive attitude.

Always do your best.

Try to solve your own problems before asking for help.



Financial Reports
December 2023

Goods and Services vs Salary expenditure



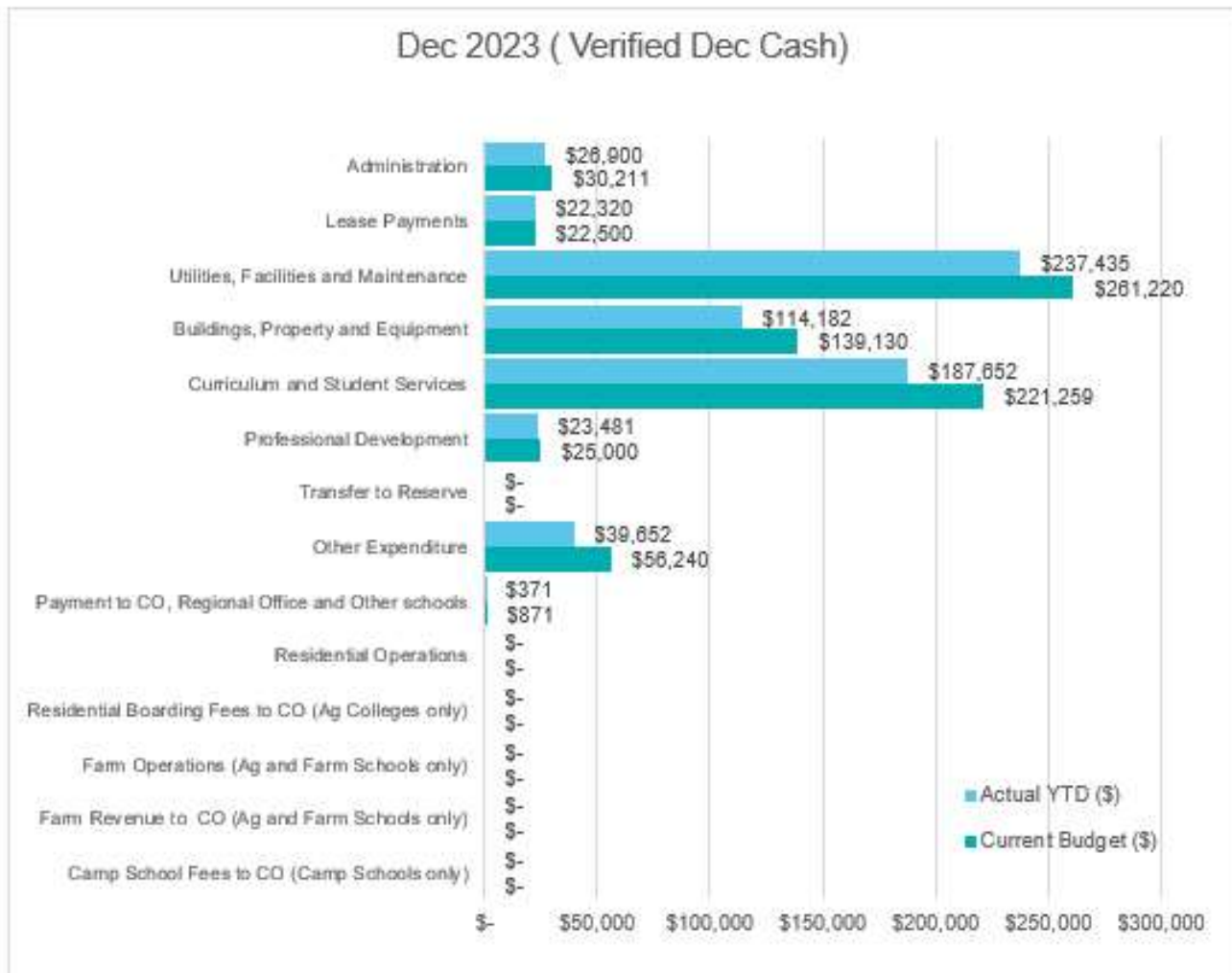
Locally Generated Revenue - Budget vs Actual



Financial Reports

December 2023

Goods and Services Expenditure - Budget vs Actual

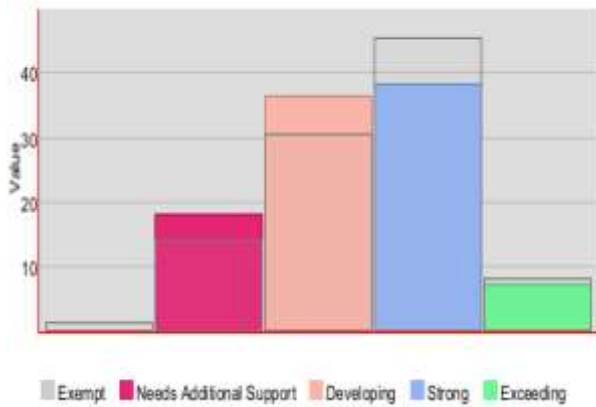


Section Two Student Achievement and Progress

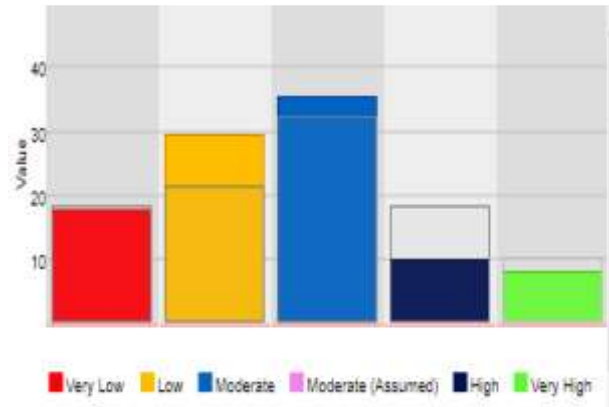
NAPLAN

Numeracy

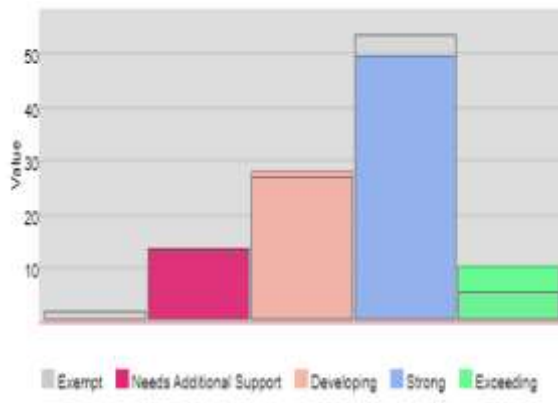
Year 3 Achievement



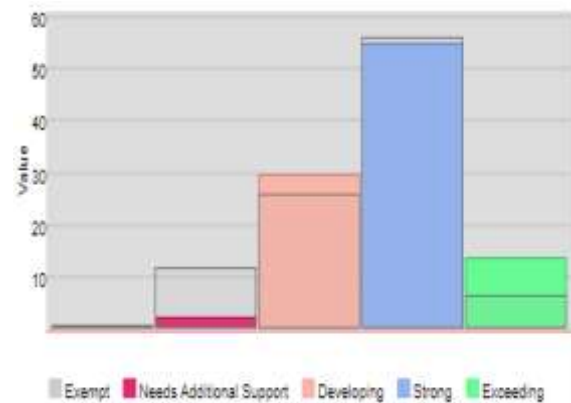
Year 3 Progress



Year 5 Achievement



Year 5 Stable Cohort



Comparative Performance—Numeracy

Numeracy	Performance				Performance	Students
	2017	2018	2019	2021	2023	2023
Year 3	0.2	0.1	-0.3	1.5	-0.6	55
Year 5	0.2	-0.3	-0.3	0.5	0.2	61

- 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

Findings

Year 3 results were within the range of expected results, but a little lower than similar schools. Year 5 stable cohort had twice as many students in the exceeding range and minimal numbers needing additional support, when compared to similar schools.

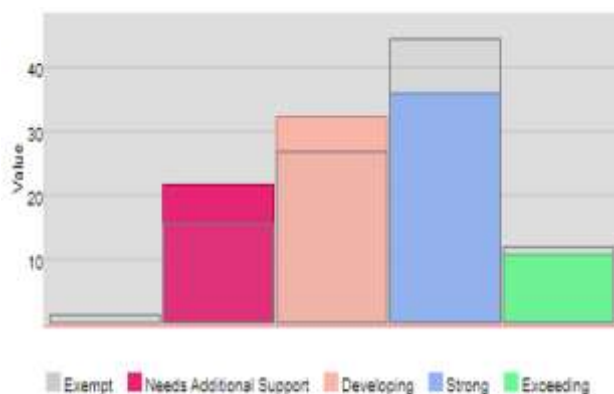
Recommendations

School will invest in professional learning with Dr Paul Swan

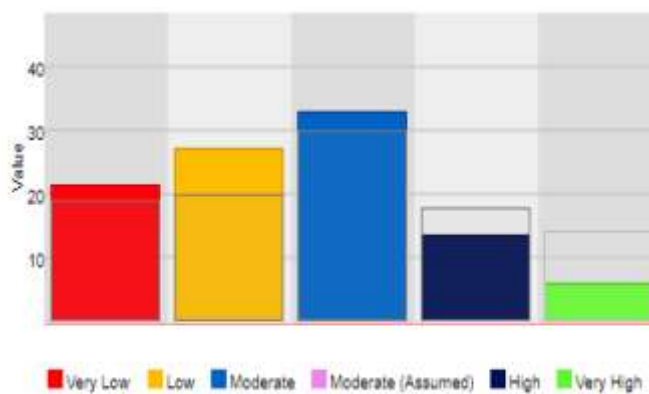
Early years (Years 1&2) will have small focussed lessons with education assistant support. These will focus on basic facts

Reading

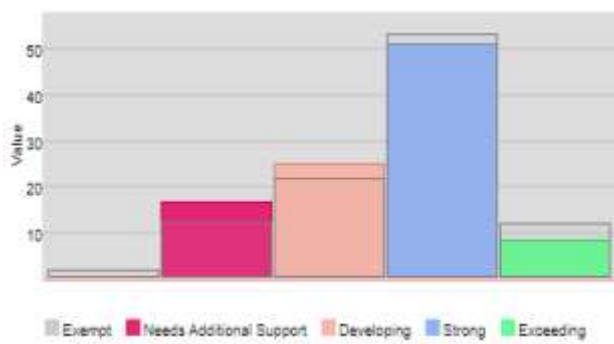
Year 3 Achievement



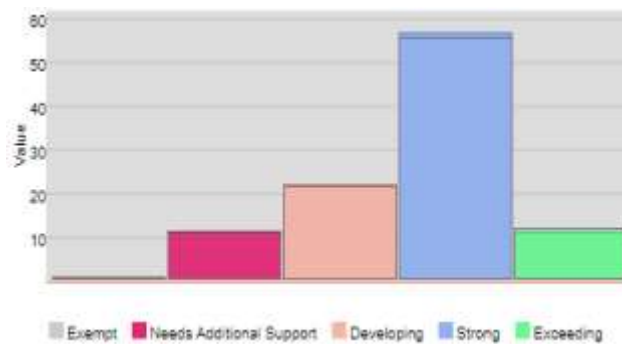
Year 3 Progress



Year 5 Achievement



Year 5 Stable Cohort



Comparative Performance - Reading

Reading	Performance				Reading	Performance	Students
	2017	2018	2019	2021		2023	2023
Year 3	-0.1	0.0	-1.3	1.0	Year 3	-0.5	56
Year 5	0.5	0.2	1.1	1.3	Year 5	-0.5	61

- 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

Findings

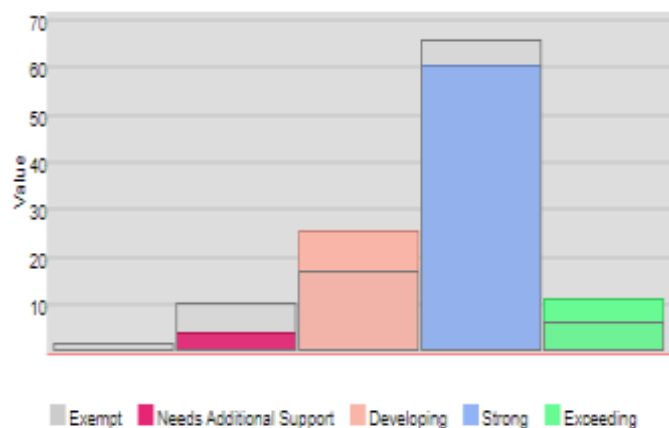
- Year 3 & 5 are both in the expected level range, though slightly under average compared with similar schools.
- Year 5 stable cohort is equal to similar schools
- Year 3 progress is lower in the high and very high progress zones.

Recommendations

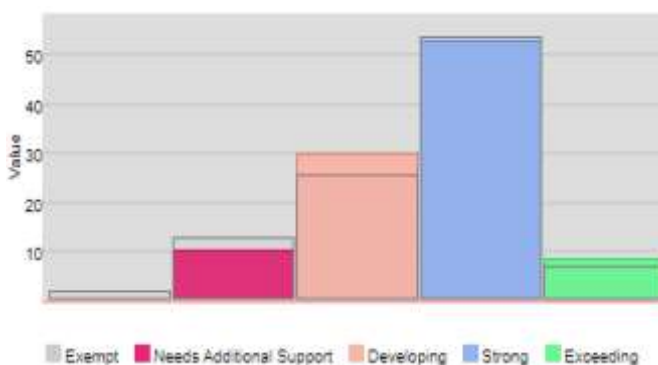
- Choose an assessment tool for Years 3-6 reading comprehension to measure progress and identify those needing further support.

Writing

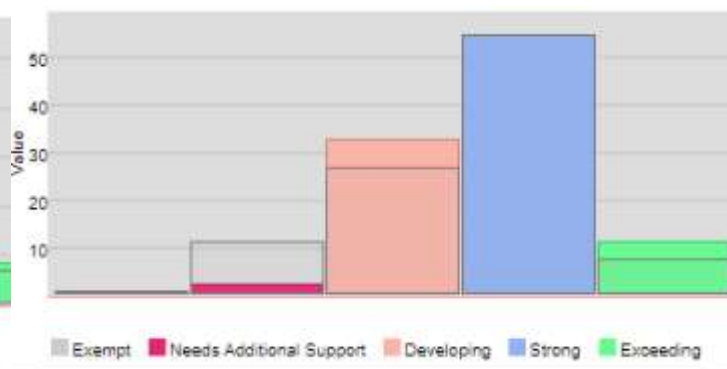
Year 3 Achievement



Year 5 Achievement



Year 5 Stable Cohort



Comparative Performance - Writing

Writing	Performance				Writing	Performance	Students
	2017	2018	2019	2021		2023	2023
Year 3	0.8	0.4	0.4	1.3	Year 3	0.7	55
Year 5	0.4	-0.2	-0.2	0.3	Year 5	0.3	61

	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

Findings

- Year 3 & 5 are both in the expected level range, and slightly above average in Year 3 compared with similar schools.
- Year 5 stable cohort has a very low number in needing additional support and above average in exceeding compared with similar schools
- Writing is our highest performing field .

Recommendations

- Invest in teacher Professional Learning in teaching writing skills, including Upper primary 'Seven Steps for Successful Writers.'

Specialist Curriculum Areas

Digital Technology

2023 Program Overview

One hour Digital Technology specialist lessons delivered to Pre-primary-Year 2 classes weekly
One hour Digital Technology specialist lessons delivered to Year 4-Year 6 classes fortnightly
One hour Digital Technology lessons delivered to Year 3 classes weekly by classroom teachers
Further development and tweaking of the NKPS scope and sequence for Digital Technologies and ICT Capabilities
Support time factored into my timetable to support classroom teachers and enable coaching BYOi teachers to help them refine their skills and develop their confidence using iPads with their class
Continuation of Next Learning iPad professional development through virtual and in-person support
BYOi iPad sessions with parents showing them how to add restrictions and permissions to family iPads

Achievements & Highlights (can including any relevant data)

Observing a higher level of computer literacy across all school years compared with the previous year
Increase in Year 3-6 students ICT capabilities using iPads in their classroom
Increased confidence in planning engaging and effective lessons by teaching staff as a result of coaching
Increased competency of staff using core Apple apps as a result of coaching and students coming in with a higher level of digital literacy
Boost in use of digital technology in Kindy due to technical support, newly purchased ipads, junior styluses and content support
Combination of online (3 terms) and face-to-face support (1 term) with Shane McGurk from Next Learning to provide professional development for teachers and exciting learning opportunities for students
Participation in the SolarBuddy Program thanks to a \$3,500 grant from Lynas Rare Earth to run with Year 3, 4 and 6 students
Year 5 students participated in the Western Power Circuit Breakers Program and created their own renewable energy community networks for the future
Participation of Years 3-6 in two rounds of the CSIRO Bebras Challenge
Enrolment in the First LEGO League to be hosted in 2024
Enrolment and completion of the StorySchool Program via invitation from Apple targeting 'How can Apple technologies support the development of more creative and compelling communicators?'

2024 Plans

Complete online delivery of professional learning by Next Learning
Apple Teacher Certification to be achieved by all Next Learning participants
Next Learning structure to change- Intensive support for participants lasting a term rather than year
Lego competition held at NKPS with one other school
First LEGO League professional development and participation in the competition in May 2024

Specialist Curriculum Areas

Digital Technology in Action



Specialist Curriculum Areas

Digital Technology



Specialist Curriculum Areas

Phys Ed

2023 Program Overview

- One hour Physical Education lessons delivered to Pre-Primary-Year 6 classes weekly
- One hour FMS to the Pre-Primary classes weekly delivered by the classroom teachers and EA's
- Inclusion of out of school coaching and incursion opportunities throughout the year
- Continuation of all sports carnivals, including high levels of participation in all interschool carnivals

Achievements & Highlights (can include any relevant data)

- Throughout the year we have had high levels of participation at all carnivals, with the Year 5 and 6's having strong competition in the Eagles Fever Cup, Winter Lightning Carnival and Summer Lightning Carnival
- Faction carnival was won by Croesus
- Swimming Carnival was won by Imperial
- Cross Country was won by Ivanhoe, although numbers were low due to high numbers of sickness
- New sports equipment has been purchased with the help of a \$2,900 grant thanks to Sporting Schools Online

Incursions:

- Goldfields Giants made weekly visits to teach a variety of year levels during Term 2
- Football West provided a whole day clinic for Junior Primary classes
- Cricket WA provided a whole day clinic for most classes by providing representatives from the Perth Scorchers

2024 Plans

- Looking into streamlining the learning with Early Childhood and the use of FMS, revisit KIDDO
- Using the Term 1 grant that has been applied for to expose students to new sports, such as Squash and using our community ties to deliver the programs
- Introducing staff/student sports with the Upper Primary students

Specialist Curriculum Areas

Phys Ed in Action



Specialist Curriculum Areas

Science

2023 Program Overview

One hour of science lessons for each class from Pre-Primary to Year 6 each week.

Further development of the Science scope and sequence at NKPS

An increase in the usage of STEM activities allowing more opportunity to relate topics to real world applications. Examples Creating Earthquake proof buildings.

Had a larger focus this year on Earth and Space and Physical Science Curriculum.

Increasing experiments allowing students more opportunity to develop their inquiry skills ability to draw conclusions about what they discover.

Achievements & Highlights (can including any relevant data)

Involved in the Synergy Solar Car Challenge, Year 6 students competed amongst themselves to design and build their own solar cars. The winning team then went on to represent the School at the Kalgoorlie Championship and finished in a well-deserved 2nd place.

Australian Earth Science Education were invited to the school for an incursion day, Spent the day with the Year 5 and 6 students teaching them about the composition of different rocks and the interesting world of Volcanos.

SciTech Weather Wall Year 4 students spent term 2 collecting weather reading using a range of equipment and charts to give detailed readings of the weather. Throughout the term the student's data was sent to SciTech and 7 regional news for their reports.

2024 Plans

Continued development of the NKPS scope and sequence with a focus on Chemical and Biological Science.

Enrolled in the 2024 Synergy Solar Car Challenge with the goal of taking 2 teams for the Kalgoorlie Competition.

Intending to take group of Year 6 students to Curtin University for the BASF Kids Lab.

Science in Action



Specialist Curriculum Areas

Japanese

2023 Program Overview

2 x 30 minute Japanese lessons delivered to Year 3-6 classes each week.

Continuation of Comprehensible Input approach to teaching and learning.

Introduction of commonly used Kanji across the Yr3 cohort to better prepare them for reading in following years.

Introduction of Duolingo Schools in Term 4 to support classroom learning and enable students to participate in independent learning.

Cross curriculum integration - most classes completing a Japanese based art lesson once a term. Each lesson was supported with background information and resources if requested.

Achievements & Highlights (can including any relevant data)

increased fluency of spoken Japanese within the classroom.

increased word count of written texts across all classes, with 85% of individuals improving by 40% or more.

increased comprehension of written texts; term 1 texts consisted of 2-3 phrases with 12-15 words while term 4 has texts with up to 200 words.

Identification of basic kanji and hiragana across all year levels.

Artworks provided by each class to create an engaging learning environment.

Students participating in Duolingo Challenges outside the classroom.

A total of 24 students committed to participating in a camp to Japan in 2024

2024 Plans

Continue with a Comprehensible Input approach based on research by Professors Stephen Krashen and Beniko Mason. To lower the affective filters which hinder learning, begin to use 'Story Learning' to further develop Japanese language acquisition for all students.

Continue to base methodologies based on the latest research in language acquisition.

Source relevant professional development to improve curriculum delivery.

24 students to participate in a camp to Japan in October for 10 days.



Specialist Curriculum Areas

Music

2023 Program Overview

First semester students were taught using the Music Room and Fun Music Company Resources.

I used the Fun Music Company resources designed for each year level with an aural, connect, sing and play and compose components. This is an interactive, online program.

Students learnt the keyboard using the Piano Adventures online program.

Students in the upper years used garage band throughout the year.

The whole school learnt the Ukulele, including the offsite Kindy using the Fun Music Company program.

The Year 3-6 classes were broken into half hour blocks twice a week

The choir performed at the ANZAC service, open night and end of year concert.

The Junior and senior choir were combined and gathered on Thursdays for half an hour..

A group of year six students were trained to set up for assembly practices and the assembly. Year 5 students have been trained for next year.

There was a focus on playing instruments and learning musical theory.

First semester classes learnt and performed jump jam at the assemblies.

Second semester a group of students would choreograph their own dance to perform at the assembly.

I used the Aural and Theory Workbook to introduce the junior years to Music Theory in a simpler fun way.

The upper years learnt Music Theory as a class using the Fun Music Company Theory 1 book.

All students were given the opportunity to create their own songs on the keyboard, use instruments, sing and perform.

All students in Years 3-6 were given the opportunity to learn the violin in class.

Lunchtime music lessons for flute, clarinet, trumpet, saxophone, trombone and violin. Students taught using the Tune A Day Books.

Peer tutoring by students in the year 5 and 6 classes to help with the younger classes on a Friday afternoon.

Achievements & Highlights (can including any relevant data)

The continued success of the number of students attending choir.

All students in K-6 learning the keyboard and ukulele.

Students being able to recognise and name the keys on the keyboard and being able to play simple songs.

Students being more confident to have a go at learning an instrument and being able to read music.

Students enjoying singing modern songs that they have an interest in.

Getting more boys involved in Choir

Students learning individual instruments and practicing them at lunch and during their class time.

Brass instruments taught by Mr Andinach.

Students learning the flute, clarinet, violin, saxophone, trumpet and trombone.

Students performing their instruments at open night

Dance and choir performance at open night

2024 Plans

Continue with purchasing more instruments. Eg saxophones

To create small ensembles, then eventually a school band

Continue with small groups of children choreographing dances and performing them at assemblies and open night.

Opportunities for children to practice their instruments during class and lunch time

Continue with a whole school choir.

Looking at trialling the new Music Room online program.

Ensembles, dance groups and choir performances

Specialist Curriculum Areas

Music in Action



