



CARRAMAR PRIMARY

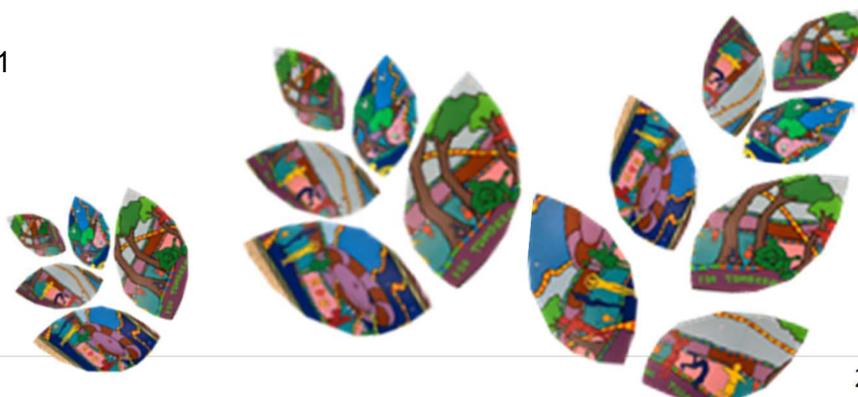
Annual Report 2021



Respectful Responsible Learners

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Carramar Primary School is located approximately 33 kilometres north of the Perth central business district, within the North Metropolitan Education Region. The school opened in 2005 and became an Independent Public School in 2011. Facilities at the school are modern and the grounds and all resources are very well maintained. The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1041 (Decile 3). Community support is very evident through the work of the very dedicated P&C and School Board. The school is part of the Wanneroo Education Network and has ongoing positive engagement with the City of Wanneroo, with significant support of the Year 6 Student Leaders program.

FROM THE PRINCIPAL

On behalf of the Carramar Primary School staff, I am pleased to present the 2021 Annual Report which outlines details of student performance in the focus areas of the school's Business Plan along with a summary of Specialist Learning Areas and a snapshot of significant events that took place during the year.

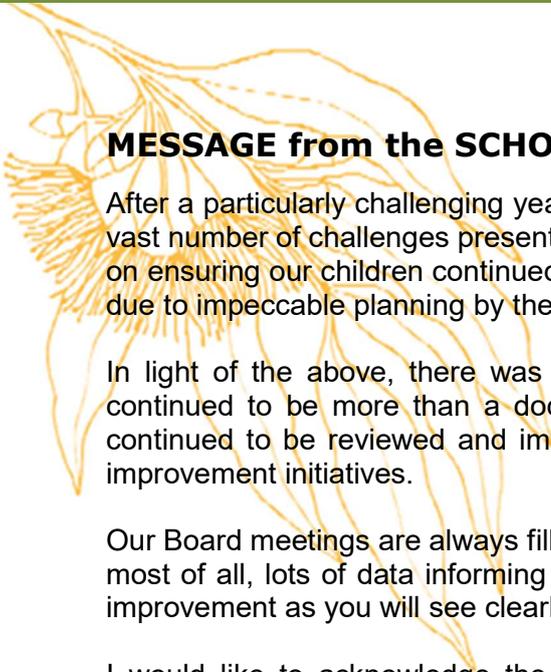
The vision for Carramar Primary School continues to be reflected in every aspect of the day to day management and operations of the school: *building a learning community where students, parents and staff work together to develop partnerships that foster lifelong learning; developing the whole child through quality learning experiences and providing opportunities for every student to become a positive contributing member of the community.*

The new Business Plan began implementation in 2021 with a strong focus on the cultural, social and emotional wellbeing of our students to ensure they feel safe and motivated to learn. Operational Plans focused on the three pillars of our Business Plan: *Student Learning, Staff Development and Community Partnerships*, with the ultimate goal being to provide every student with a pathway to success, by strengthening support and building capacity of our staff, and partnering with our families to support the engagement of all our students.



Although 2021 had a slightly delayed start, with the ongoing impact of the worldwide pandemic, Carramar Primary had an extremely busy and successful year. The Public School Review in Week 6 provided an excellent beginning to the year. The reviewers had no hesitation in validating the rigorous self-assessment that was presented, demonstrating the pride that Carramar Primary takes in working together with the school community to provide a high quality education for all students in a caring and supportive environment. The dedicated and professional staff continued to work together, in partnership with our families, to provide many enriching learning experiences for our students. Our School Board and P&C worked closely with the school to build excellent community spirit and a sense of shared belonging.

Maree James



MESSAGE from the SCHOOL BOARD

After a particularly challenging year in 2020, we were well placed to continue to adapt to the vast number of challenges presented by COVID-19 in 2021. All staff remained totally focused on ensuring our children continued to be educated as expected and this has been a success due to impeccable planning by the school administration.

In light of the above, there was no room for complacency as the School Business Plan continued to be more than a document that is simply produced to meet requirements. It continued to be reviewed and improved at all levels and drives the school's activities and improvement initiatives.

Our Board meetings are always filled with enthusiastic conversation, important decisions and most of all, lots of data informing decisions; highlighting areas of excellence, and areas for improvement as you will see clearly demonstrated in this report.

I would like to acknowledge the stellar contribution that the P&C have provided in their coordination of many great events in 2021 to ensure the parent community are involved with the school, whilst contributing much needed funds for various learning tools for our students.

I am extremely proud to be leading the Carramar Primary School Board and look forward to what we can achieve in 2022.

Alex Dunster PRESIDENT

MESSAGE from the P & C

I am proud to hold the position of President of the Carramar Primary School P & C, and have a hard working team to support me: Vice President Louise Graham, Treasurer Andrea Cassar and Secretary Rachael Woodfield. We are a small group of dedicated parents who work together to support our school to enhance the education journey of all students.

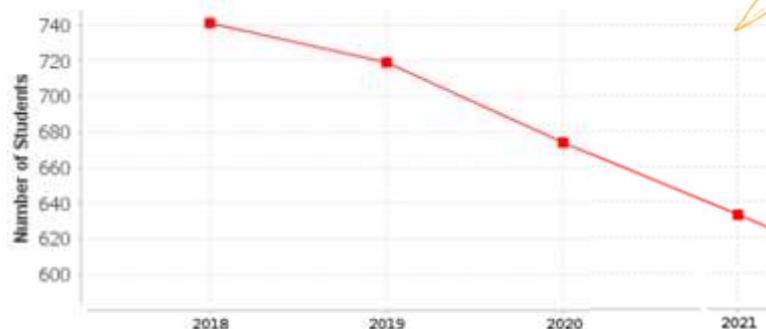
Our enthusiastic fundraising committee work tirelessly throughout the school year, and in 2021 continued to provide exciting COVID Safe events, such as Colourthon, Sausage Sizzles, Bake Sales, Raffles, Twilight Markets, Sports Spectacular, Mother's and Father's Day stalls and so much more. These events provided an opportunity for our community to come together and support the school with funding for various programs and learning opportunities such as: Athletics and Reading Eggs across all year levels, contributing to the Year 6 camp, outdoor blinds for the Early Childhood area, Swimming Lessons for Years 1 - 6, sunscreen for all classes, sporting equipment and Book Awards. A stationary drive at the end year was a great success, providing families an opportunity to access everyday items needed for their children.

The P&C are also responsible for the coordination of the Uniform Shop and Ashton Scholastics. The Uniform Shop is open once a week and online ordering options are available for busy parents unable to come into school. Updates have been made to our uniform, with high quality clothing to promote our school. Second hand uniform options, generously donated by the parents, are also available at very affordable prices. Scholastics is offered to staff and students and earns reward points which are used to purchase new books and resources.

We have some exciting fundraisers planned for the future and the team look forward to working together to continue our support of our school, students and families.

Simone West PRESIDENT

ENROLMENTS



	2018	2019	2020	2021
TOTAL (excluding Kin)	741	719	674	633

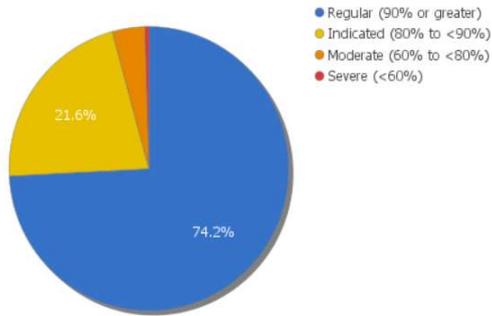
In 2021 Carramar Primary enrolled 633 full time Pre-Primary – Year 6 students and 63 Kindergarten students. Decline in student numbers from 2018 to 2021 is aligned to the growth of recently opened Grandis Primary, aging population within the suburb of Carramar and limited housing availability within the Carramar intake area.

DESTINATION SCHOOLS – 2021 YEAR 6 STUDENTS

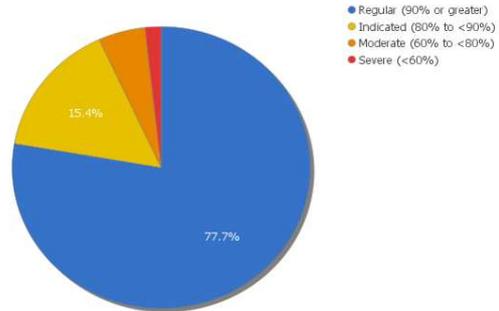
Destination Schools	Male	Female	Total
4192 Joseph Banks Secondary College	27	16	43
4144 Woodvale Secondary College	3	5	8
1404 Quinns Baptist College	1	4	5
1309 St Stephen's School	3	2	5
4125 Wanneroo Secondary College	1	4	5
4211 Alkimos College		3	3
4153 Belridge Secondary College	1	2	3
4172 Kinross College		3	3
4140 Ocean Reef Senior High School	1	1	2
4213 Bob Hawke College		1	1
4057 Carine Senior High School		1	1
1366 Lake Joondalup Baptist College	1		1
1383 Mater Dei College		1	1
1520 Northshore Christian Grammar Sch	1		1

ATTENDANCE

Attendance Profile 2021 Semester 1 Compulsory



Attendance Profile 2021 Semester 2



Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	93.2%	68	19	1		76%	24%
Y01	90.2%	49	25	4	1	74%	26%
Y02	92.4%	63	16	2	1	76%	24%
Y03	92.3%	74	20	5		74%	26%
Y04	92.6%	86	19	5	1	72%	28%
Y05	92.3%	68	19	3		76%	24%
Y06	92.1%	66	20	4		79%	21%

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	92.9%	69	19	2	1	65%	35%
Y01	91.5%	58	12	4	4	69%	31%
Y02	93.7%	67	10	2		70%	30%
Y03	91.9%	71	15	9	3	56%	44%
Y04	92.8%	84	16	6	1	62%	38%
Y05	92.7%	73	13	3	2	65%	35%
Y06	92.7%	67	12	6		67%	33%

The overall attendance rate for 2021 was 92%.

Regular Attendance improved in Semester 2.

The Carramar Primary Attendance Strategy was used to monitor students at “Indicated Risk” and those with Severe Non Attendance. (5 students)

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	92.4%	92.6%	92.7%	92.9%	84.6%	79.5%	92.4%	92.4%	91.6%
2020	94.6%	93.9%	93.2%	88.5%	90.1%	77.6%	94.5%	93.8%	91.9%
2021	92.2%	92.4%	92.4%	94.2%	84.1%	76.8%	92.2%	92.1%	91%

Carramar Primary continues to be ‘slightly above’ both Like and WA Public Schools with the attendance of Aboriginal students. In 2021 this improved to be 94%.



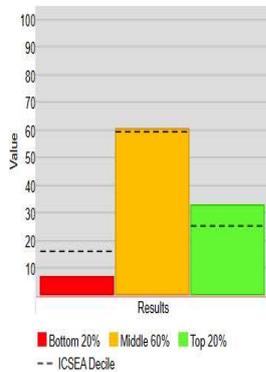
SYSTEM RESULTS



ON ENTRY PRE-PRIMARY

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools

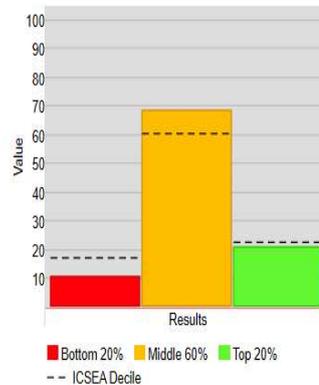


Reading and Numeracy results were most pleasing.

Compared to schools with similar ICSEA, Carramar had less students in the Bottom 20% for both Reading & Numeracy; the same in the Middle 60% for Numeracy, but more for Reading; more in the Top 20% for Numeracy but slightly less for Reading.

On-Entry - Reading

Results compared to ICSEA Decile including data from other schools

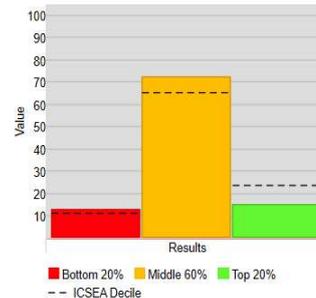


Compared to 'like schools', On Entry Writing results demonstrated slightly more students in the Bottom 20%, more in the Middle 60% and less in the Top 20%.

This information formed the basis for teaching and learning programs and intervention programs in Pre-Primary.

On-Entry - Writing

Results compared to ICSEA Decile including data from other schools

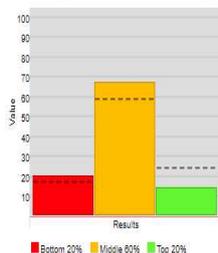


ON ENTRY YEAR 1

Cohort: CARRAMAR PRIMARY SCHOOL Year 2 (2022) Reporting Period: Semester 1, 2021

On-Entry - Reading

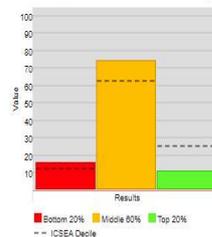
Results compared to ICSEA Decile including data from other schools



Cohort: CARRAMAR PRIMARY SCHOOL Year 2 (2022) Reporting Period: Semester 1, 2021

On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



On Entry Module 2 is used for Reading and Writing forms part of our Assessment Schedule.

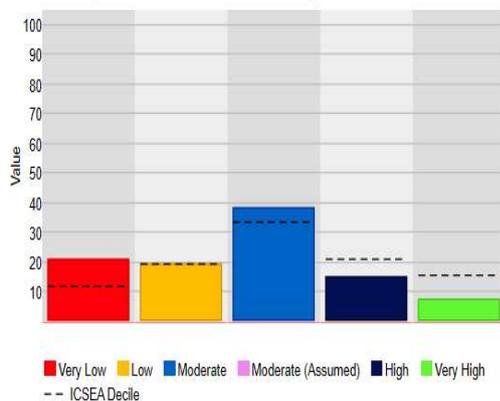
Compared to 'like schools', On Entry Year 1 Reading and Writing results demonstrated slightly more students in the Bottom 20%, slightly more students in the Middle 60% and less in the Top 20%.

This information shaped the teaching and learning programs in Year 1.

ON ENTRY PROGRESS: PRE- PRIMARY 2020 - YEAR 1 2021

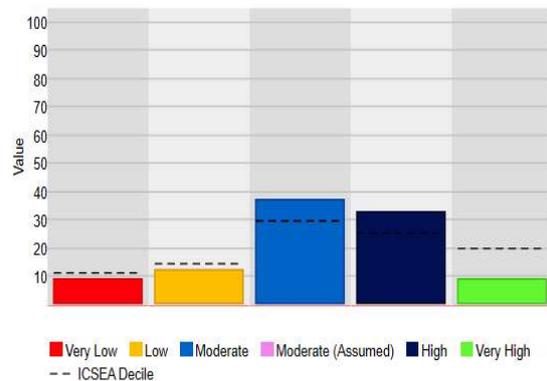
On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



On-Entry - Writing

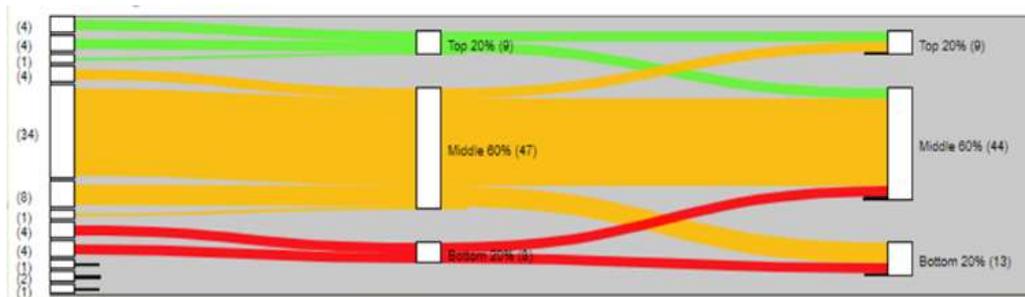
Results compared to ICSEA Decile including data from other schools



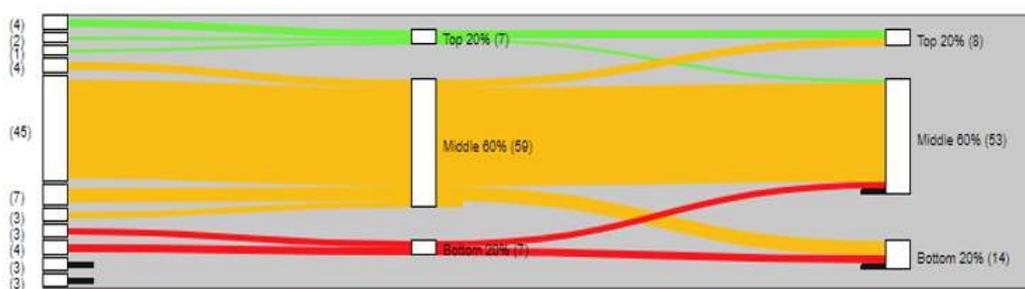
On Entry Reading demonstrated more students made Very Low Progress, similar numbers made Low and slightly more made Moderate progress.

On Entry Writing celebrated more students making Moderate and High progress from Pre-Primary to Year 1 when compared to schools with similar ICSEA.

TRACKING STUDENTS TWICE TESTED: READING



TRACKING STUDENTS TWICE TESTED: WRITING

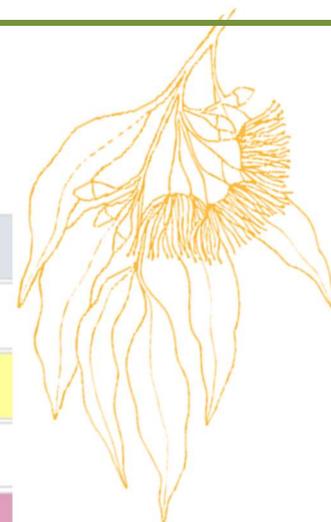


In Reading, we celebrated eight students who advanced in their rankings; four who tracked from the Middle 60% to the Top 20% and another four students who tracked from the Bottom 20% to the Middle 60%. Four students regressed from the Top 20% to the Middle 60% and eight students from the Middle 60% to the Bottom 20%.

In Writing, we celebrated seven students who advanced in their rankings: four who tracked from the Middle 60% to the Top 20% and another three students who tracked from the Bottom 20% to the Middle 60%. One student regressed from the Top 20% to the Middle 60% and seven from the Middle 60% to the Bottom 20%.

NAPLAN

	2020	2021
Overall Absolute Achievement		0.3
- Trend		↔
- Change		
Overall Relative Achievement		-0.53
- Year 3		-0.16
- Year 5		-0.54
- Year 7		
- Year 9		
Overall Progress		-0.53
- Numeracy		-0.31
- Reading		-0.28
- Writing		-0.08



Overall Relative Achievement

Year 3, Reading Writing and Numeracy Relative Achievement was within half a standard deviation against the expected mean scaled score.

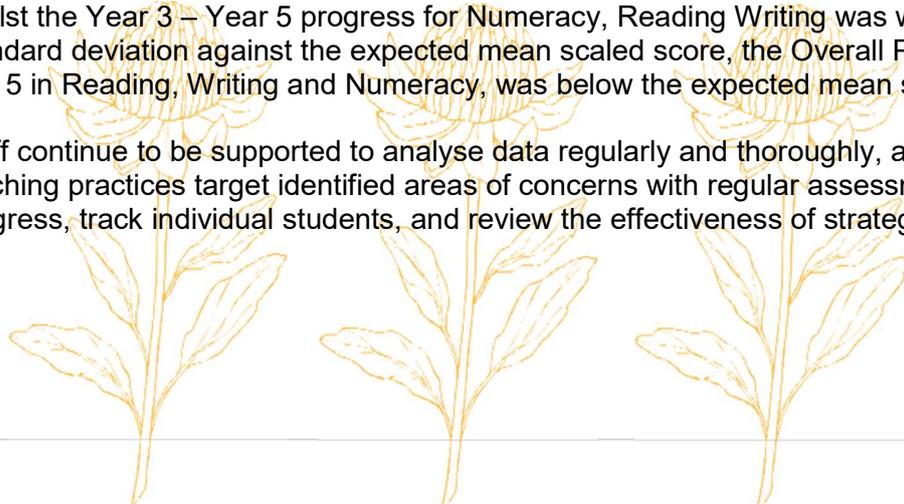
Year 5 was more than half a standard deviation below the expected mean. There was a decline in Numeracy results for Year 5 in 2021 which may have contributed to the lower achievement overall in Year 5.

The combined Overall Relative Achievement for Year 3 **and** Year 5 was more than half a standard deviation below the expected mean

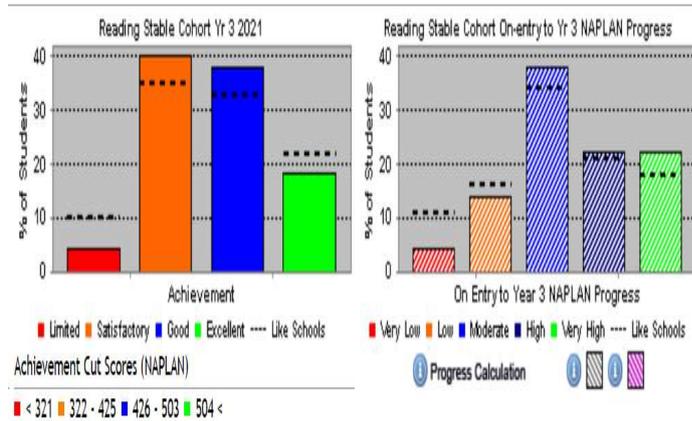
Overall Progress

Whilst the Year 3 – Year 5 progress for Numeracy, Reading Writing was within half a standard deviation against the expected mean scaled score, the Overall Progress from Year 3 to 5 in Reading, Writing and Numeracy, was below the expected mean scaled score.

Staff continue to be supported to analyse data regularly and thoroughly, and ensure teaching practices target identified areas of concerns with regular assessments to monitor progress, track individual students, and review the effectiveness of strategies used.



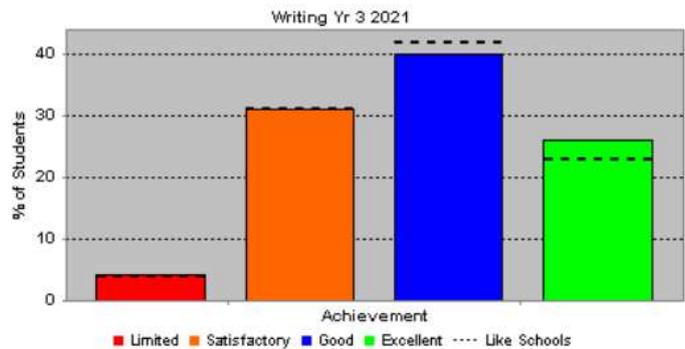
NAPLAN YEAR 3



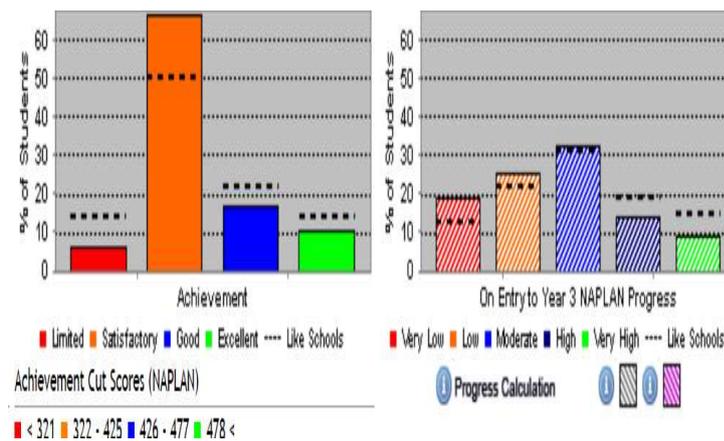
- ❖ Year 3 Reading demonstrated, a higher percentage of students with Satisfactory and Good Achievement, and a slightly less percentage with Excellent Achievement, when compared to 'like schools'.
- ❖ The percentage of students who made Very High and High Progress was higher than 'like schools'.

- ❖ **ACTIONS**
Continued analysis of data and tracking of students to ensure the teaching and learning programs target identified areas of concern.

- ❖ Year 3 Writing results demonstrated that the percentage of students with Satisfactory Achievement equalled that of 'like schools'. A higher percentage of students demonstrated Excellent Achievement.

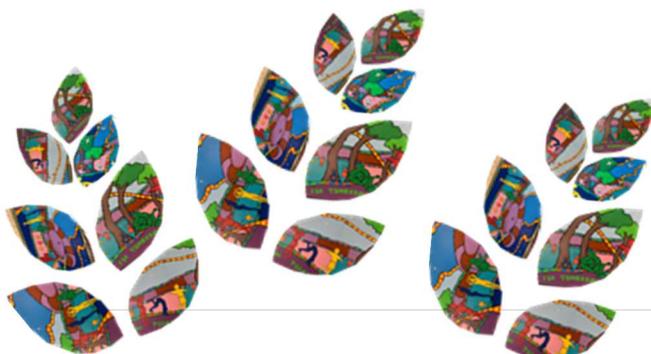


- ❖ **ACTIONS**
Continued analysis of data and tracking of students to ensure the teaching and learning programs target ongoing improvement.

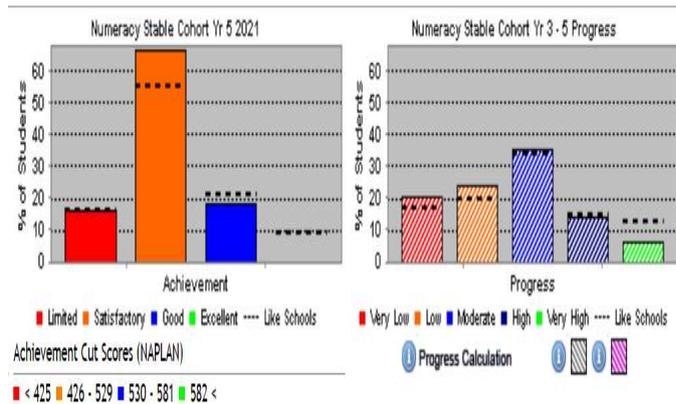


- ❖ Year 3 Numeracy results demonstrated a higher percentage of students with Satisfactory Achievement, and slightly less for both Good and Excellent Achievement against 'like schools'.
- ❖ The percentage of students in the stable cohort who made Moderate or High Progress equals that of 'like schools'. The number making Very Low and Low progress is higher.

- ❖ **ACTIONS**
Continued analysis of data and maths teaching practices to ensure identified students' needs are targeted and planning and strategies are reflective of Effective Maths Lessons.



NAPLAN YEAR 5



- ❖ In Numeracy, compared to 'like schools', the percentage of students with Satisfactory Achievement, was higher, however, no students achieved at an Excellent level.
- ❖ The percentage of students in the stable cohort who made Moderate or High Progress equals that of 'like schools'. The number making very high progress is less.

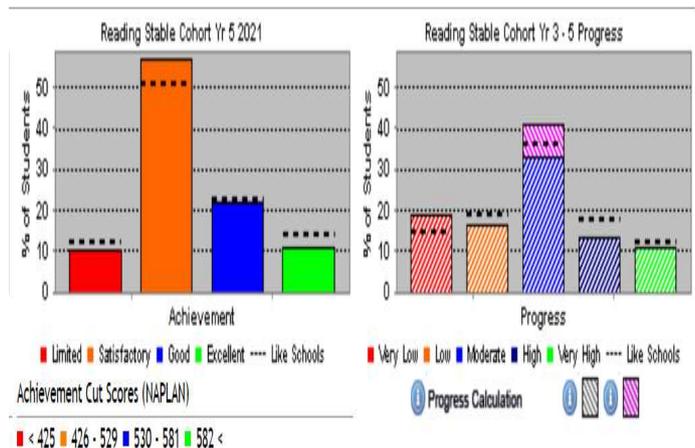
ACTIONS

Closer analysis of data and maths teaching practices to ensure planning and strategies are reflective of identified students' needs and common areas of concerns are targeted.

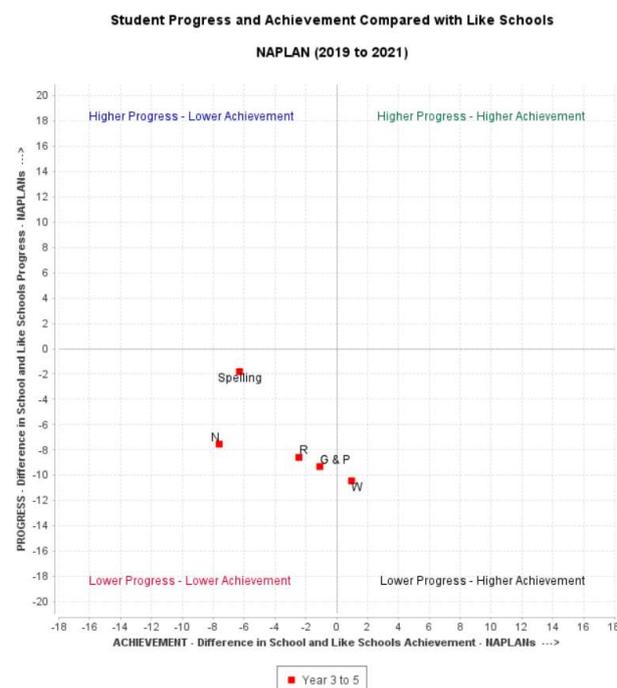
- ❖ In Reading, a higher percentage of students demonstrated Satisfactory Achievement when compared to 'like schools'. A similar percentage demonstrated Good Achievement.
- ❖ The percentage of students who made Very High Progress is similar to 'like schools'.

ACTIONS

Continued analysis of data and tracking of students to ensure the teaching and learning programs target identified areas of concern.



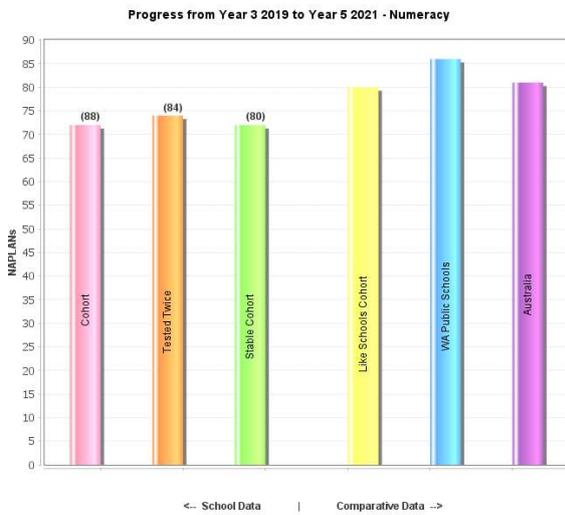
PROGRESS & ACHIEVEMENT YEAR 3 - YEAR 5 2019-2021



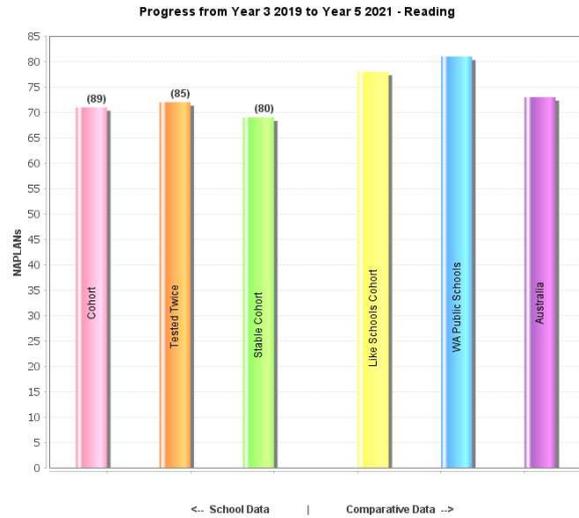
- ❖ Carramar demonstrated Lower Progress and Lower Achievement in all NAPLAN assessments, except Writing.
- ❖ In Writing, Carramar demonstrated Lower Progress but Higher Achievement.
- ❖ ACTIONS
Teaching and learning programs will reflect thorough analysis of data. Students' needs and common areas of concerns will be targeted and regular assessments will monitor progress.

PROGRESS

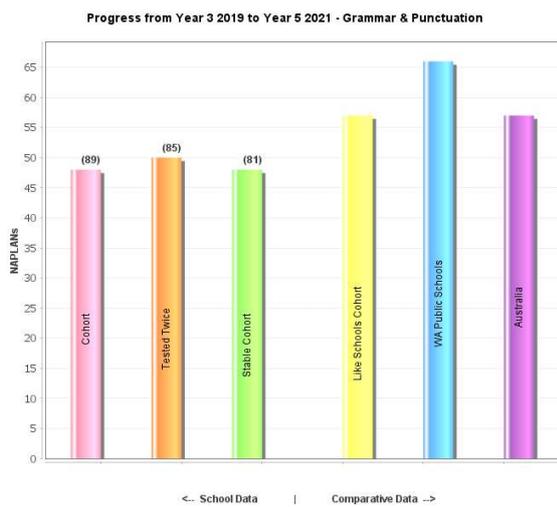
NUMERACY



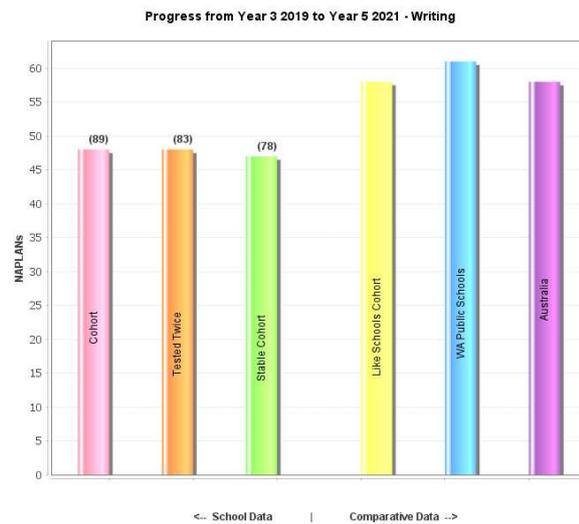
READING



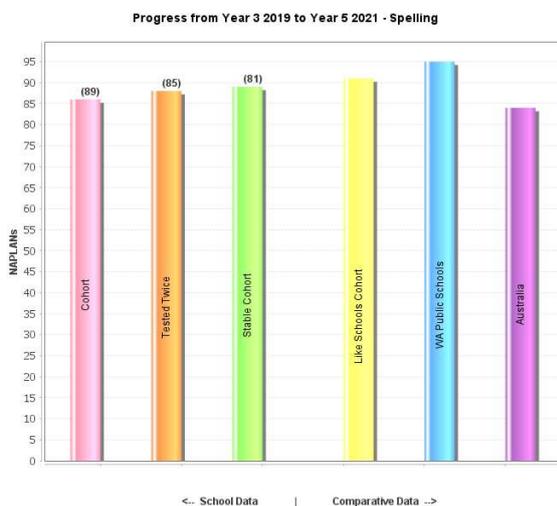
GRAMMAR & PUNCTUATION



WRITING



SPELLING

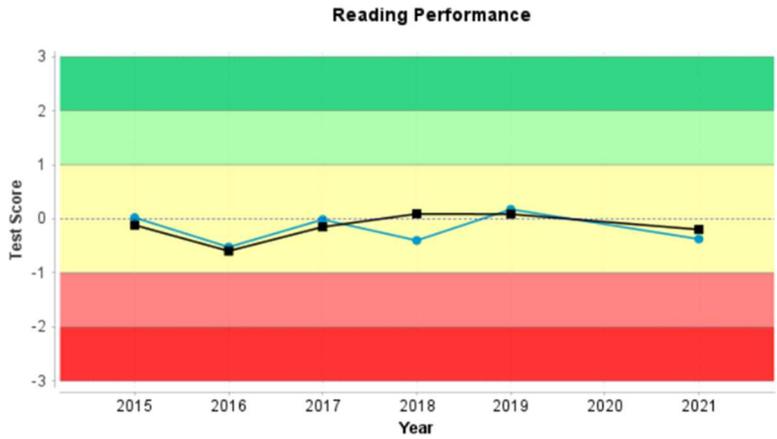


❖ When compared to 'WA Public Schools, the Stable cohort demonstrated Lower Progress in all NAPLAN assessments.

❖ **ACTIONS**
Teaching and learning programs will continue to reflect through analysis of data. Students' needs will be identified. Common areas of concerns will be targeted. Regular assessments will monitor progress.

LONGITUDINAL DATA

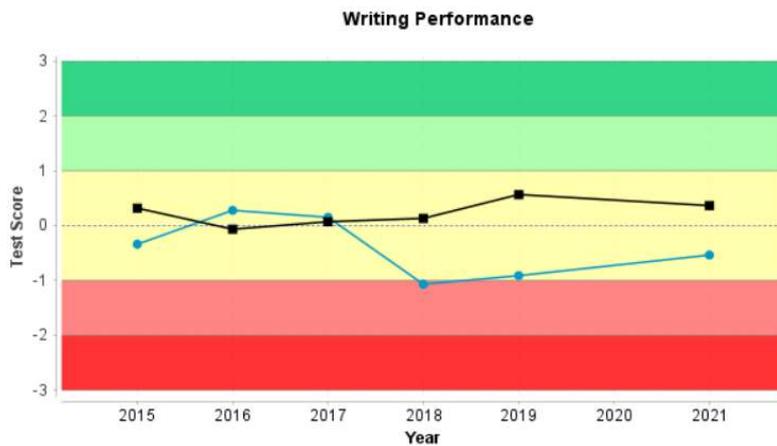
READING



Year 3 and Year 5 are both tracking within 1 standard deviation.

There is a slight downward trend of tests scores, which will be monitored as part of ongoing data analysis.

WRITING

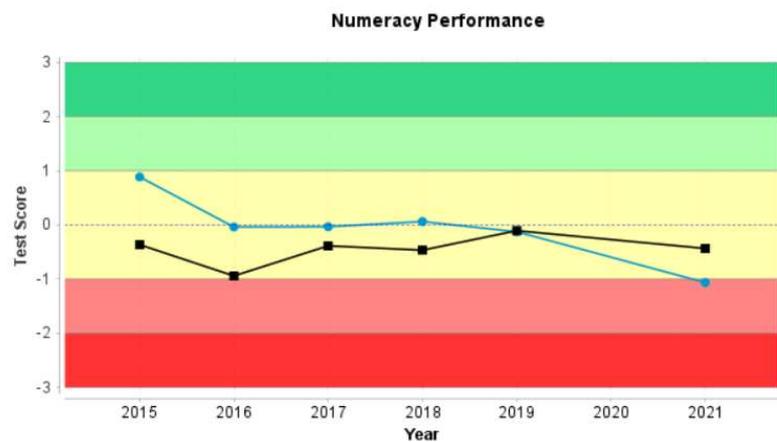


Year 3 and Year 5 are both tracking within 1 standard deviation.

An improvement in Year 5 test scores since 2019 is noted.

A contributing factor to this improvement is attributed to the focus on the use of technology within the Writing process, following a downward trend in Writing performance in 2018.

NUMERACY



The Year 3 Numeracy Score is within 1 standard deviation, but the Year 5 Test Score is more than one standard deviation below predicted school mean.

There is a significant downward trend in Year 5 Test scores.

A change in Numeracy pedagogy over the past two years will be reviewed and teaching practices will continue to be monitored as part of ongoing data analysis.

GRADE ALLOCATIONS



- Pre-Primary: All grade allocations are **below** like schools
- Year 1: Maths, English and Science grade allocations are **above** like schools
- Year 2: Maths & English grade allocations are **above**; Science & HaSS are **below**
- Year 3: Maths, English and Science grade allocations are **above** like schools
- Year 4: English, Science and HaSS grade allocations are **above** like schools
- Year 5: All grade allocations are **below** like schools
- Year 6: English, Science and HaSS grade allocations are **below** like schools

NAPLAN ALIGNMENT TO GRADE ALLOCATION

	2021 (2)				
	Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *
Year 3					
Mathematics / Numeracy	97 (98%)	73% (9%)	72% (1% Below)	20%	8%
English / Reading	97 (98%)	68% (10%)	63% (5% Below)	13%	24%
English / Writing	97 (97%)	54% (13%)	48% (6% Below)	1%	51%
Year 5					
Mathematics / Numeracy	91 (98%)	67% (10%)	60% (7% Below)	38%	2%
English / Reading	91 (99%)	71% (10%)	70% (1% Below)	12%	18%
English / Writing	91 (99%)	69% (10%)	70% (1% Above)	18%	12%

Compared to the WA Public School Mean, alignment results of Carramar Primary are relatively close, being between only 1-7% below.

Alignment of Grade Allocations compared to NAPLAN results have been brought to the teachers' attention.

ATTITUDE BEHAVIOUR & EFFORT

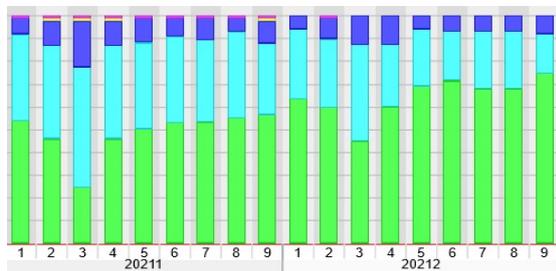
ABE	Description
1	Displays independence
2	Makes positive choices with confidence
3	Reflects on and talks about own learning
4	Displays perseverance
5	Expresses emotions appropriately
6	Respects the ideas feelings and needs of others
7	Resolves conflicts in a positive manner
8	Interacts with peers and adults in acceptable ways
9	Collaborates in group activities

Year 1 and 2: Students demonstrated difficulties with perseverance and reflecting on their learning.

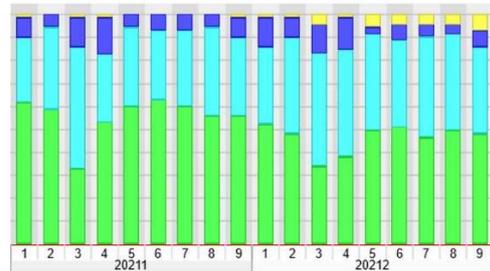
Year 3 & 4: 90% and above were able to Consistently or Often demonstrate all ABEs.

Year 5 & 6: Students demonstrated difficulties resolving conflicts and respecting others.

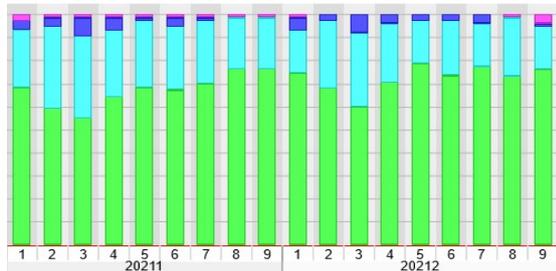
YEAR 1



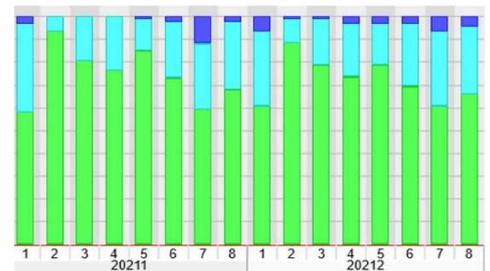
YEAR 2



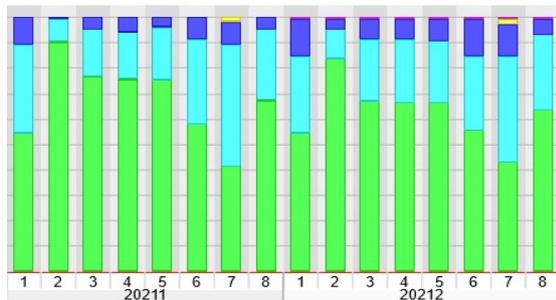
YEAR 3



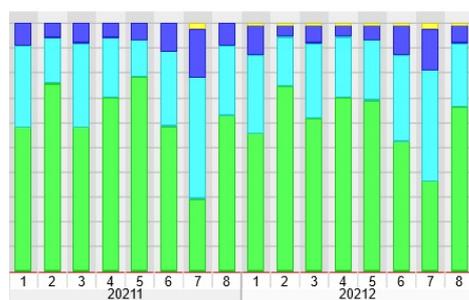
YEAR 4



YEAR 5



YEAR 6

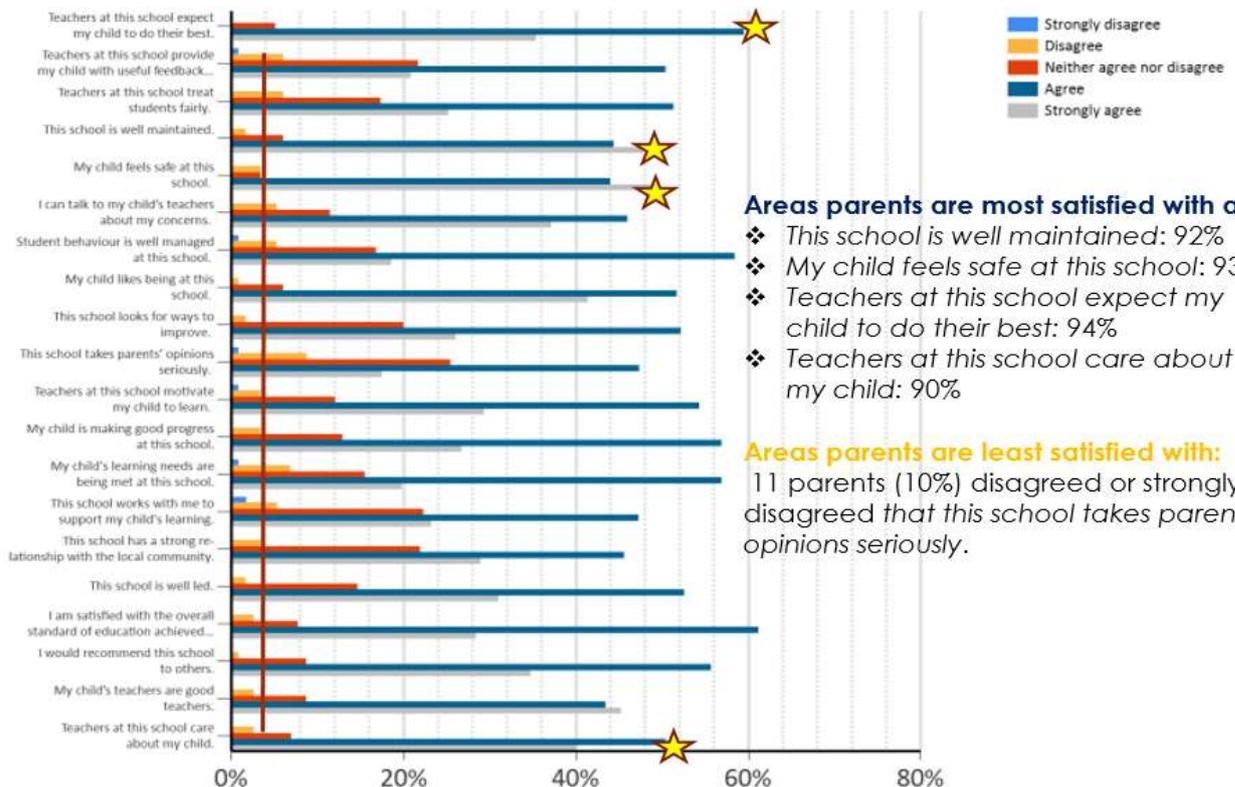
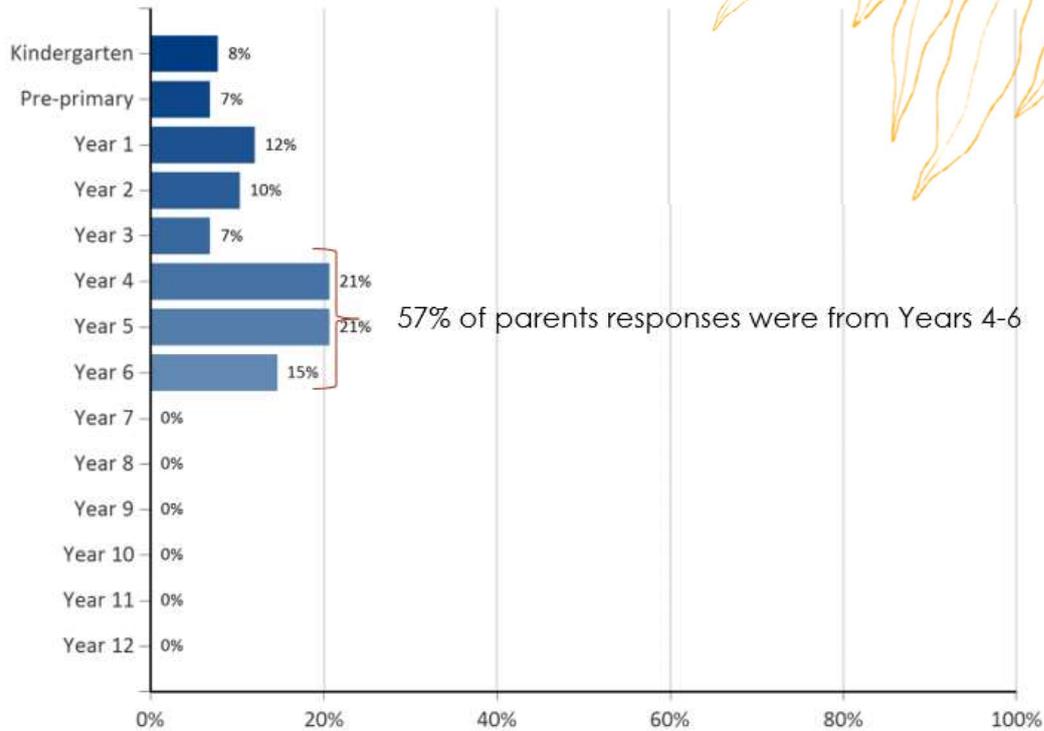


SURVEYS

NSOS PARENTS – 116 responses



What is the year level of the child you are considering when you answer this survey?



Areas parents are most satisfied with are:

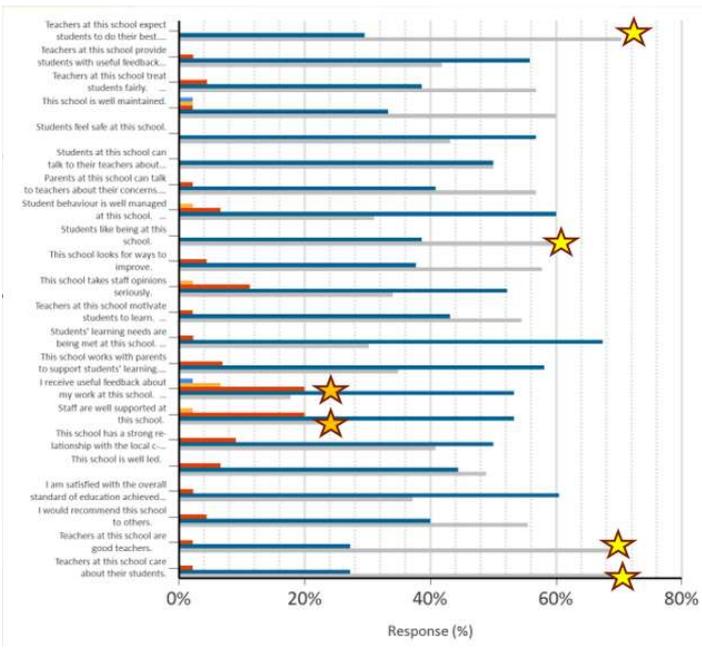
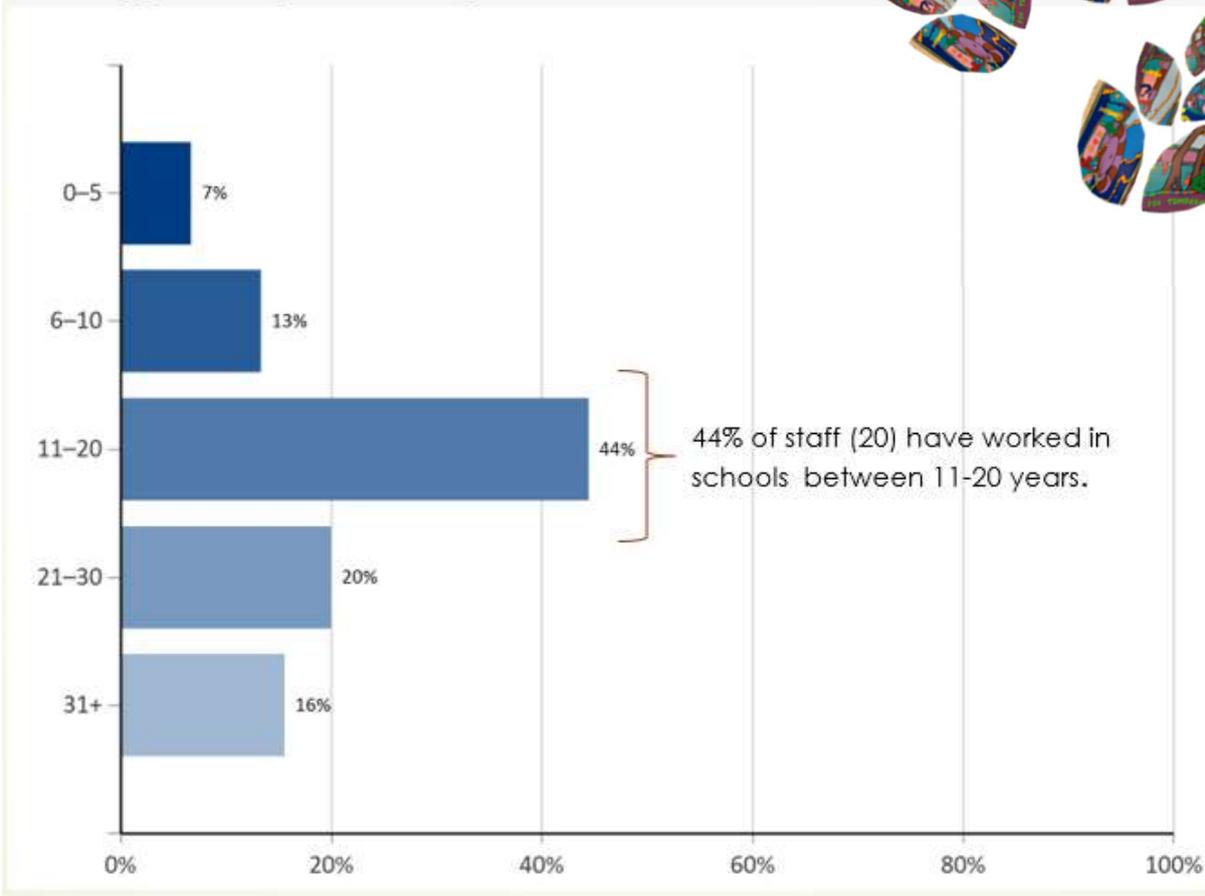
- ❖ This school is well maintained: 92%
- ❖ My child feels safe at this school: 93%
- ❖ Teachers at this school expect my child to do their best: 94%
- ❖ Teachers at this school care about my child: 90%

Areas parents are least satisfied with:
 11 parents (10%) disagreed or strongly disagreed that this school takes parents' opinions seriously.

NSOS STAFF: 45 responses



How many years have you been working in schools?



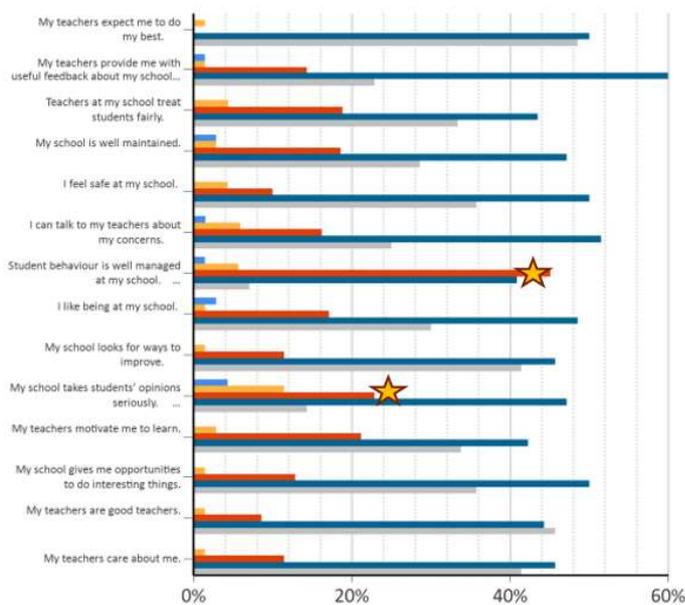
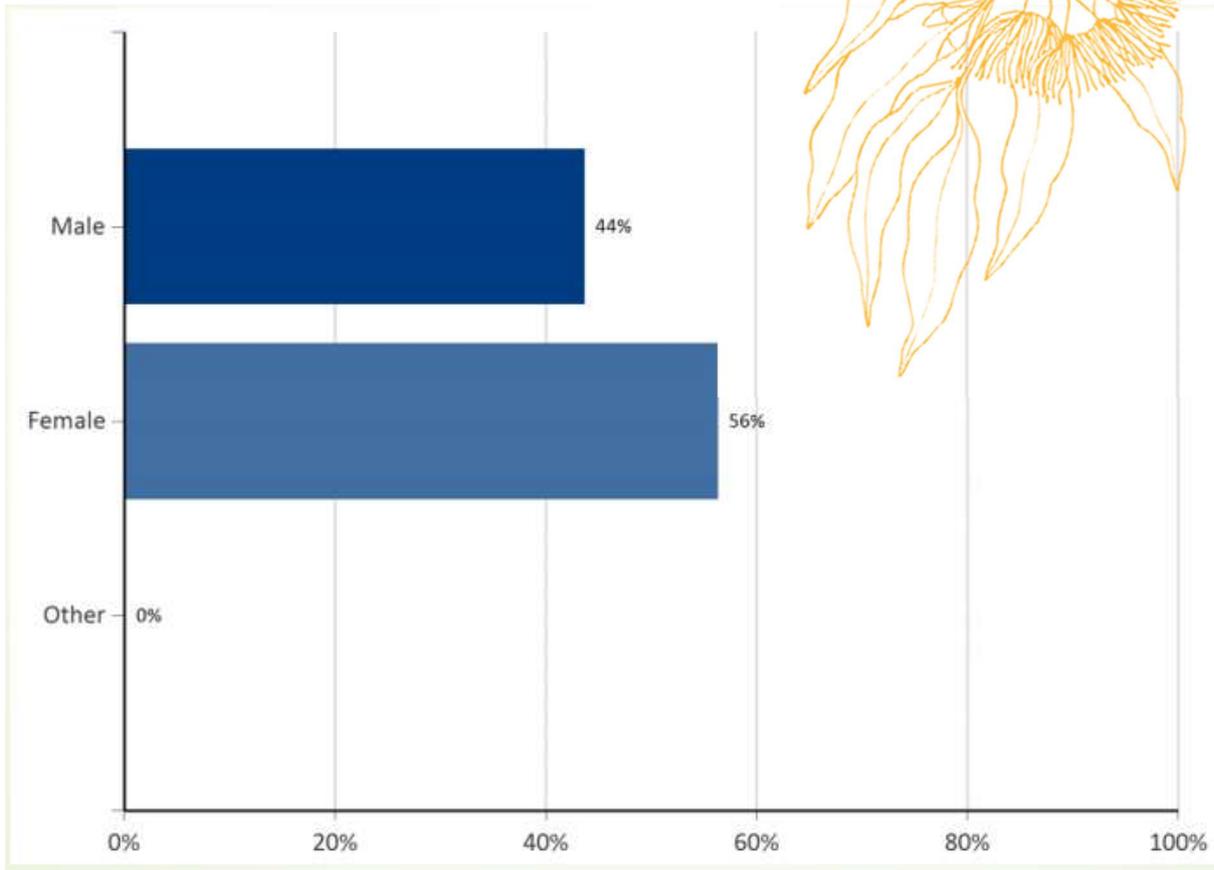
Areas of strongest agreement:

- Expectations: Teachers at this school expect students to do their best: 100%
- Students like being at this school: 100%
- Teachers at this school are good teachers: 97%
- Teachers at this school care about their students: 97%

Areas of least satisfaction:

- 12 staff disagree or strongly disagree that they receive useful feedback about their work at this school
- 10 staff do not feel well supported at this school

NSOS STUDENTS: 71 responses

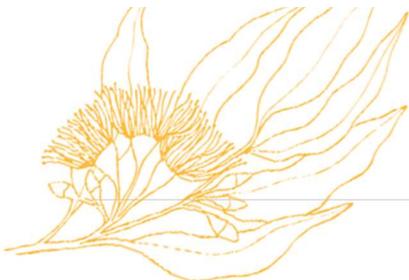


Areas of strongest agreement:

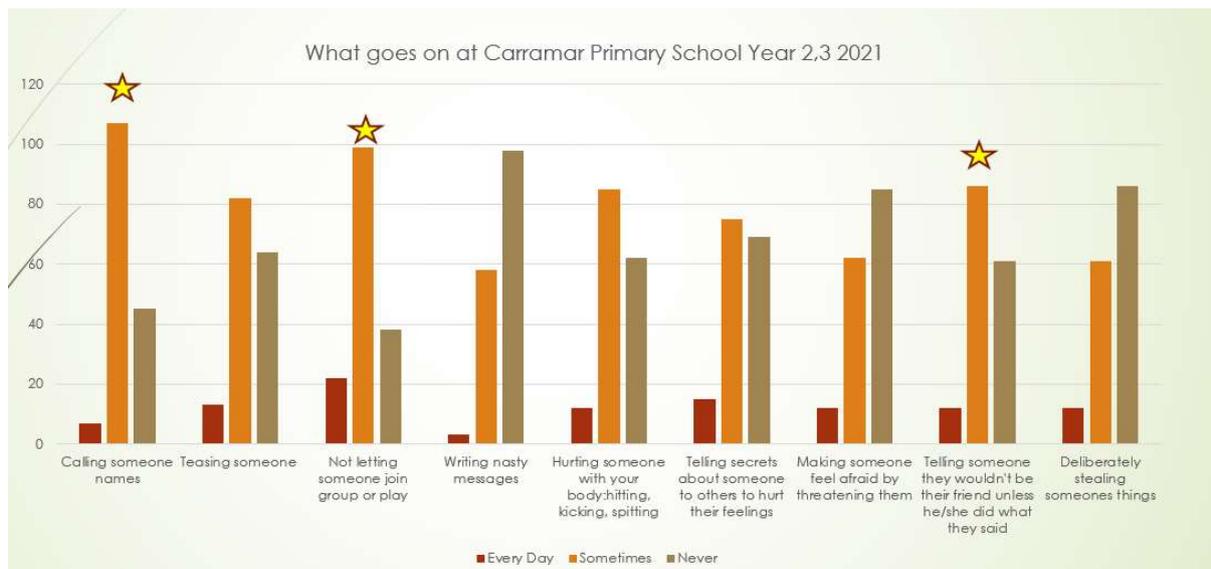
My teachers expect me to do my best: **99%**
87% of students believe their school looks for ways to improve.
83% of students believe teachers provide them with useful feedback about their schooling
88% believe their teachers are good teachers and care about them.

Areas of least satisfaction:

Student behaviour is well managed: **52%**
 Student opinions are taken seriously: **38%**

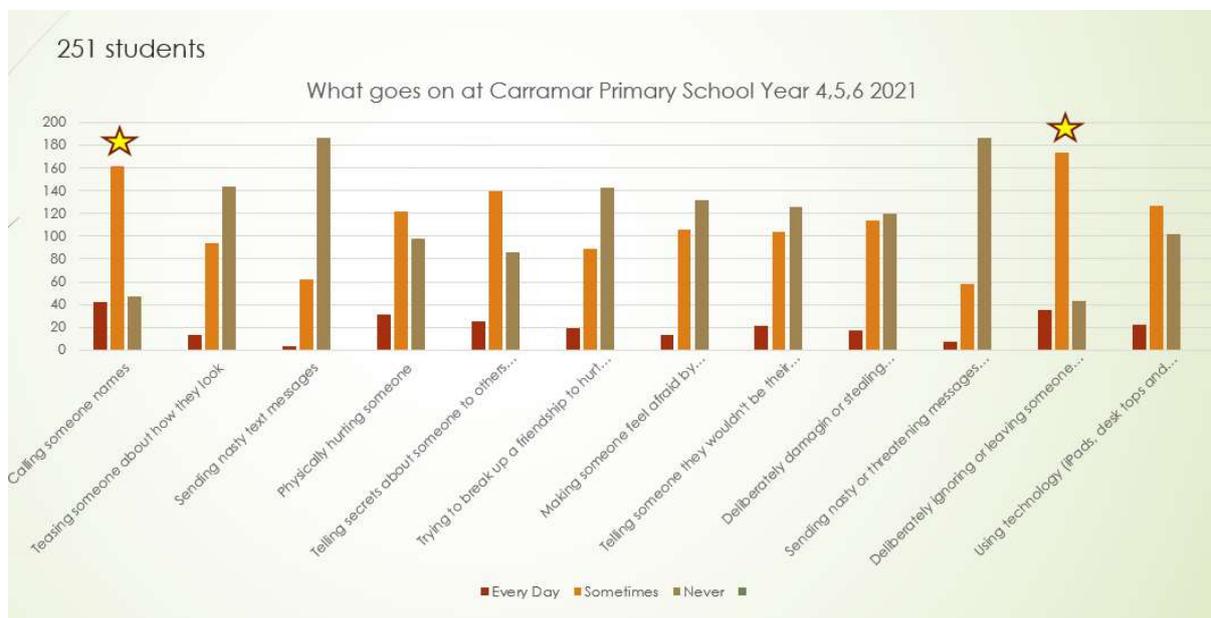


WHAT GOES ON AT CARRAMAR: Year 2 & 3 (159 students)



'Calling someone names', 'Not letting someone play' and 'Telling someone they wouldn't be your friend unless you did what they said' are behaviours that "sometimes" occur the most within these year levels.

WHAT GOES ON AT CARRAMAR: Year 4, 5 & 6 (251 students)



'Calling someone names' or 'Deliberately leaving someone out' are behaviours that "sometimes" occur the most in these year levels.

We celebrated our focus on supporting our Year 4-6 students to use technology respectfully with 'Sending nasty text messages' and 'Sending nasty or threatening messages' ranked the highest behaviours of "never" occurring within these year levels.

Business Plan Targets

TARGET	OUTCOME
EARLY CHILDHOOD <ul style="list-style-type: none"> ❖ KINDERGARTEN ASSESSMENT TOOL (KAT): 95% of students will achieve mastery of KAT Level 2 by the end of Kindergarten ❖ ON ENTRY Reading & Writing: Mean progress of stable PP-Year 1 cohort will be at or above expected range relative to school's ICSEA 	<p>Evidence regarding this target was not available due to inconsistent assessment procedures. Target has been reviewed for 2022.</p> <p>This target was partially met. Reading progress for stable cohort was Very Low – Moderate; Writing progress for stable cohort was Moderate to High.</p>
NAPLAN <ul style="list-style-type: none"> ❖ Mean progress of the stable PP-Year 3 cohort exceeds that of the state average in Reading, Writing and Numeracy. ❖ Student achievement in all domains of NAPLAN will be at/above the expected range, relative to the school's ICSEA. ❖ Student progress of stable Year 3-5 cohort in all domains of NAPLAN is above WA Public schools 	<p>This target was partially met. Reading progress was High – Very High. Numeracy progress was Very low – Moderate.</p> <p>This target was not met When compared to 'like schools', Lower Achievement in all NAPLAN assessments, except Writing.</p> <p>This target was not met. CPS demonstrated Lower Progress in all domains of NAPLAN against WAPS.</p>
GRADE ALLOCATIONS <ul style="list-style-type: none"> ❖ English Maths Science & HaSS: Grade allocations will be at/ above expected range relative to school's ICSEA. 	<p>This target was partially met. -some but not all year levels.</p>
ABE: ATTITUDE BEHAVIOUR <ul style="list-style-type: none"> ❖ Percentage of Consistently and Often ratings will be above 90%. 	<p>This target was partially met. - met in Year 3 & 4. Perseverance and Reflecting on learning: not met in Year 1 & 2. Resolving conflicts and Respecting others: not met Year 5 & 6.</p>
ATTENDANCE <ul style="list-style-type: none"> ❖ Number of students attending 90% is at/above the range relative to school's ICSEA. 	<p>This target was met</p>
SURVEYS <ul style="list-style-type: none"> ❖ NSOS: Students, Parents and Staff in the categories of opinions; behaviour; feeling safe and feedback to increase 2021-23. ❖ What Goes on at Carramar: Percentage of negative responses in middle and senior years will decrease 2021-2023. Questions relating to <i>name calling; telling secrets, deliberately hurting, ignoring or leaving out</i> to be closely reviewed. 	<p>This target was met</p> <p>Name calling, and deliberately hurting, ignoring or leaving out were two behaviours that are 'sometimes' seen every day.</p>

THE ARTS: MUSIC, VISUAL ARTS and DRAMA

MUSIC

Pre-primary – Year 4 students are involved in in-class Music lessons. The Year 3 and 4 program is based on composition and knowledge of the elements of music, and to respond to music with the Orff approach. Instruments included in our music resources for student use include: ukulele, guitar, recorder, xylophone and keyboard.



The Instrumental Program, IMSS, is available to selected Year 5 & 6 students following the annual Aptitude Test for all Year 4 music students. Tuition opportunities from IMSS teachers are available for classical guitar, flute, clarinet and trumpet ensembles.

Our IMSS students are also part of our Concert Band or Ensemble which is coordinated before school by our Music teacher and opportunities are provided for our IMSS students to perform at Music Assemblies and other special events throughout the year. Our Music teacher also offers an after school program for students to learn the keyboard and xylophone.



Choir is offered to Year 4, 5 and 6 (Senior Choir) and Year 3 (Chorus)



Performances included:

Term 1: ANZAC Commemorative Service

Term 3: WAGSMS: *Creating & Connecting Cultures*

Term 4: P & C Twilight Markets

Celebration Assembly & Year 6 Graduation.

Joseph Banks Secondary College (JBSC) continued their involvement with us and their band presented a showcase of the music programs that the JBSC has to offer. The Madijil Moorna Choir visited to assist us in learning Noongar Songs as part of our commitment to strengthening our knowledge of the Aboriginal Culture.

The annual Carramar's Got Talent event was conducted as an online Talent Show, due to COVID Safety Protocols, whereby interested students from K-Year 6 were invited to record themselves "performing" an individual or group talent.



Many forms of the Arts were represented: Dance, Instrumental, Vocal, Drama, Gymnastics, as well as various hobbies, such as horse riding, roller skating and mountain biking.

VISUAL ARTS

Our Visual Arts program continued to provide students with valuable opportunities and develop their skills, techniques and interests by engaging in an array of exciting projects across the school. A big focus was the importance of recognising the cultural diversity of our school.

In collaboration with Year 6 staff, our City of Wanneroo (COW) Student Leadership Team continued their participation in the City of Wanneroo Students Leadership Project. Ideas and plans involving students from Year 1 to Year 6 were integrated into a whole school art project. The result was the creation of a beautiful 7 metre-diameter meeting circle representing the six Noongar seasons.



During NAIDOC Week an official opening ceremony was held. The area was named and the sacred ground cleared in a smoking ceremony carried out by local Indigenous Elder, Len Yarran. The whole school community (K-Year 6) and members from the Education Department and Local Council attended.



The Cultural Diversity initiative continued with all students through a series of sculpture and textile projects. This learning, planned and organised in collaboration with classroom teachers, was celebrated through an Art Exhibition on Open Night entitled "Connecting Cultures through Sculpture and Textiles"



DRAMA



Year 5 and 6 students continued to explore the elements of Drama through learning focusing on Voice, Movement, Situation and Character. They experienced a range of engaging and structured activities including whole class warm up games, small group and paired work. Students are encouraged to share and evaluate their work through performance and respond constructively to the work of others.

In liaison with our Music Specialist, student interest and enthusiasm was embraced and linked to our cultural studies into Drama lessons. Lunchtime and after school rehearsals were undertaken to support students to create a performance based on the theme 'Connecting Cultures'. Parents and local businesses were engaged and provided support. Students choreographed their own performance and developed costume ideas. They performed as part of the 2021 WAGSM at The Crown Theatre in Term 3. It was a magical evening and we are still receiving letters and emails from the school community congratulating us on the children's performances.



LANGUAGES



In 2021, students from Year 1 to Year 6 participated in the Languages program with Italian as the language taught. Students enjoyed participating in the **Education Perfect Italian Championships**, an online global Italian competition for Year 4-6. Students chose their own content and were awarded points for questions from the reading, listening and writing modes. Students enjoyed monitoring the live competition scoreboard and observing the live ranking of different schools around the world. Carramar Primary finished third place out of 35 schools in WA: 130,028 questions.

Our '**Festa Italiana**' day was a great success with Year 1 – 6 students and staff dressing up as "something" Italian. The focus for this special day was the students learning about the cultural aspects of Italian cuisine, the difference between gelato and ice-cream and how to order authentic gelato using manners & correct Italian grammar.



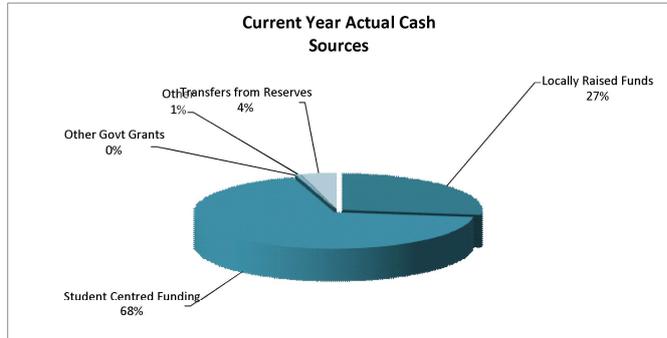
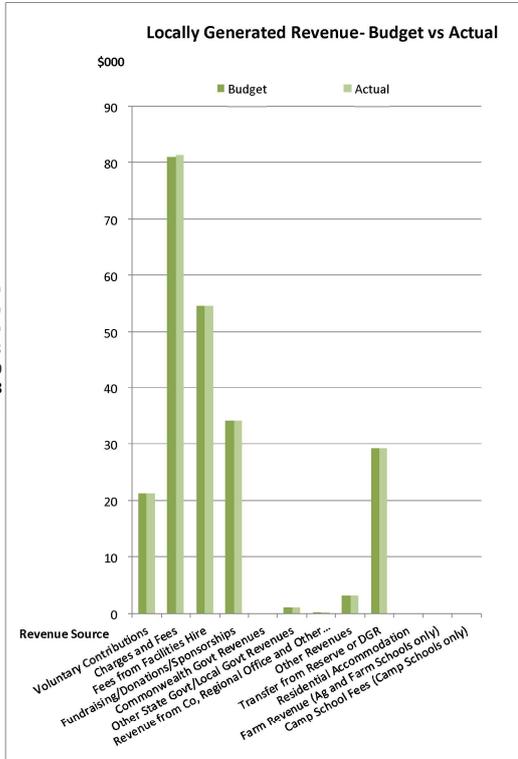
Students enjoyed the delicious gelato and conversing in Italian with Tino, from Amico Café.



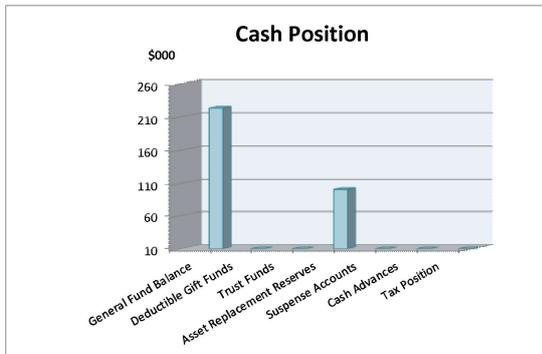
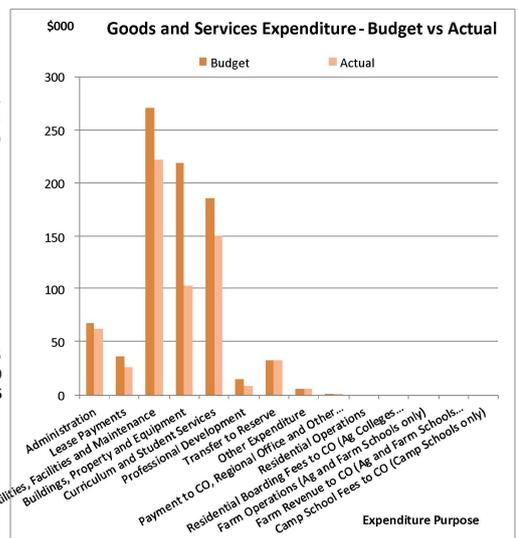
FINANCIAL REPORT

Carramar Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 21,139.50	\$ 21,138.50
2 Charges and Fees	\$ 81,081.00	\$ 81,316.82
3 Fees from Facilities Hire	\$ 54,545.00	\$ 54,545.44
4 Fundraising/Donations/Sponsorships	\$ 34,161.00	\$ 34,160.91
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 45.00	\$ 45.21
8 Other Revenues	\$ 3,164.00	\$ 3,165.91
9 Transfer from Reserve or DGR	\$ 29,187.00	\$ 29,187.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 224,322.50	\$ 224,559.79
Opening Balance	\$ 128,536.90	\$ 128,536.90
Student Centred Funding	\$ 478,838.00	\$ 478,837.89
Total Cash Funds Available	\$ 831,697.40	\$ 831,934.58
Total Salary Allocation	\$ 6,277,218.00	\$ 6,277,218.00
Total Funds Available	\$ 7,108,915.40	\$ 7,109,152.58



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 67,786.50	\$ 61,475.33
2 Lease Payments	\$ 36,000.00	\$ 26,261.02
3 Utilities, Facilities and Maintenance	\$ 270,075.00	\$ 221,790.74
4 Buildings, Property and Equipment	\$ 218,437.00	\$ 102,030.45
5 Curriculum and Student Services	\$ 185,516.00	\$ 150,296.09
6 Professional Development	\$ 15,000.00	\$ 7,962.81
7 Transfer to Reserve	\$ 32,120.00	\$ 32,120.00
8 Other Expenditure	\$ 5,443.00	\$ 5,430.51
9 Payment to CO, Regional Office and Other Schools	\$ 1,320.00	\$ 1,320.00
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	\$ 831,697.50	\$ 608,686.95
Total Forecast Salary Expenditure	\$ 5,665,793.00	\$ 5,665,793.00
Total Expenditure	\$ 6,497,490.50	\$ 6,274,479.95
Cash Budget Variance	\$ (0.10)	



Cash Position as at:	
Bank Balance	\$ 324,473.45
Made up of:	
1 General Fund Balance	\$ 223,247.63
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 100,581.99
5 Suspense Accounts	\$ 5,167.83
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (4,024.00)
Total Bank Balance	\$ 324,473.45

In 2021 Carramar Primary met the minimum expenditure requirements and received an overall rating of excellent in the four financial audit categories.

HIGHLIGHTS OF 2021

- ❖ Commemorative Path
- ❖ Public School Review
- ❖ Harmony Day
- ❖ PEAC Students
- ❖ Rugby Clinic
- ❖ Commemorative ANZAC Ceremony
- ❖ T20 Cricket Carnival
- ❖ Loose Parts Incursion
- ❖ Year 6 Karem Adventure Camp
- ❖ Colourthon
- ❖ Easter Hat Parade
- ❖ Our New Science Room
- ❖ Maths Professional Learning
- ❖ Easter Hat Parade
- ❖ Wanneroo Fire Brigade
- ❖ Carramar's Got Talent
- ❖ NAIDOC Week: *Koolungas Mia Kaardijin*
- ❖ World Teachers' Day
- ❖ WAGSM: Connecting Cultures
- ❖ Sports Extravaganza
- ❖ Science Week
- ❖ Book Week
- ❖ Faction Carnival
- ❖ Interschool Carnival
- ❖ Carramar PS Playgroup
- ❖ Dads of Carramar: 'Paper Planes and Pizzas'
- ❖ Outdoor Classroom Day
- ❖ Twilight Markets
- ❖ Open Night: "Connecting Cultures through Sculptures"
- ❖ Pre-Kindy Transition Sessions
- ❖ Kindergarten and Pre-Primary Christmas Concerts
- ❖ Celebration Assembly
- ❖ Graduation Assembly

