CAPS Coolgardie

Annual General Meeting

Principals Report

30th of May 2013
Principals Report

2012 and 2013 has been a real blessing and also character building. There has been a dramatic change in staff turnover since 2012 but it has not affected the vision and mission rather strengthened it. The school had its second annual staff retreat in Esperance prior to the commencement of the 2013 school year. The retreat assisted in the formulation of the CAPS values that will drive and guide the character development of each student. The core values are respect, initiative, confidence, citizenship, endurance, hard work, reliability, Integrity and discipline.

The continuation of the enrichment program continues into 2013 as well as the tutoring and basketball programs. However new initiatives such as CAPS service has been introduced which requires students to work of nominal hours each term by participating in gardening, peer reading or rubbish pick up. Parents will also be given communication logs daily and weekly to inform them of their child's progress in behavior and homework completion. The outdoor education program established in 2012 is continuing and more resources will be allocated to building the program in 2013. Another exciting program is the music program in which every student from pre-primary to year 12 are learning how to read music and play string instruments.

The school has looked to improve the monitoring and delivery of homework, developing a uniform approach to class routines and structures and planning and instructional delivery. A focal point of 2013 is attendance and in particular students maintaining 90% attendance. If students drop below parent/principal meetings are held and the class attendance percentages are posted daily in order to motivate and improve individual and school attendance. The behavior of the student cohort continues to improve and this is affecting positively on the learning environment within the classroom by increasing time on tasks.

Data driven instruction will be an integral component of teaching and planning for 2013 as well as whole school planning in the areas of literacy and numeracy. A whole school literacy strategy is the establishment of a reading program for all students from primary to secondary, in order to provide more opportunity to read at school and at home. Professional learning opportunities have increased for teachers in comparison to 2012 and the benefits have already been seen in teacher collaboration and instructional delivery.

The school has two year 12 students undertaking WACE stage 2 courses and 6 year 10 and 11 students enrolled in WACE stage 1 and stage 2 courses. The WACE courses on offer for WACE students are Modern History, Human Biological Sciences, Physical education studies, Accounting and Finance, Western Art music, English and Mathematics.

The year ahead will pose many challenges but I know that the Lord is always with us and will continue to strengthen our staff to accomplish his plan and purposes for CAPS Coolgardie.

In Christ

Kurtis Leslie
Principal
Genesis (Early Childhood Learning Centre) - Miss Kylie Meredith

The Class numbers have fluctuated from 12-15-12 but currently are at 14 students and daily average is 8. In bible class we are using Child Evangelism Fellowship (CEF) material ‘Work on your Attitude’. Students have been learning about the wrong behaviour (dark sinful heart) and the right behaviour (clean heart – obeying God).

In English students are doing a phonics program called Lighthouse Educational Ministry (LEM). There are 3 distinct learning levels.
- Green – Reading multiple blend sounds (5 students)
- Red – learning 4 single sounds per week (consisting of year 1’s that are currently below level)
- Yellow – Pre-primary & Kindy learning 2 sounds a week
In addition the students are using Magic 100 words to increase their sight words for Literacy.

In Maths the students are learning number, so how to present it using different methods such as tally, number line, ten frame, digit, word and picture. The students have been grouped according to ability and the groups and content are listed below.

Group 1 – Counting on by creating a number sentence (2 students)
Group 2 – Counting on using number line (2 students)
Group 3 – Number recognition and sequencing (10 students are different levels)

Romans (Junior Primary) - Miss Jessica Whitby

This year Junior Primary are using a range of different methods to learn. Children have been working on their knowledge of sounds, blends and phonics using the Letterland, LEM and words their way (word sort) programs- all which work together to reinforce their knowledge.

Junior Primary have also been using the first steps book to aide in the development of reading and writing. They have been completing guided, shared and independent reading tasks each day, as well as spelling, writing and phonemic awareness activities. Children are given homework Monday through to Friday.

There have been improvements in the children’s learning in English. Consistent reading every day is vital for a child’s development and each student has been given the opportunity to read every day in school, as well as take home readers home to read. Attendance is vital to success and this year every child whose attendance has been good has improved in their reading (jumped up reading levels), spelling and writing and the children who have consistently completed homework have also jumped quite a lot in their learning.

In mathematics, Junior Primary continues to use the AICS resources for assessment and content as well as the GO books, which are all aligned with the Australian Curriculum. AICS focuses on number development as well as addition, subtraction and multiplication skills. Children have completed
number work every day in school with their DO NOW work and class counting and have the opportunity to focus on a different topic each week in order to develop their skills.

**Kings (Upper Primary Class) - Mrs. Rebecca Gohodzi**

The beginning of 2013 posed challenges with high student turnover (lost 4 students), behavior and a high rate of absenteeism with some students averaging 60% for term 1. Behavior issues meant time was lost addressing these issues. However, there has been a total turn around in the students’ behavior and attendance. This has had a positive impact on the students work. Students are more focused and are more motivated to do their work. There has been a remarkable improvement in their reading and writing. They are now doing the Australian Curriculum and are coping very well. We have integrated IT into literacy and each student has progressed from PMI levels to Lexile levels which has engaged students’ interest to read.

There are students with a wide range of abilities ranging from Year 2 to Year 8 levels in Accelerated Literacy, so I had to organize my lessons utilizing rotation systems for numeracy and literacy. It has enabled me to work with students at their point of need. I have made use of differentiated learning to cater for varying abilities and have grouped students into reading groups according to their reading levels and made use of guided reading during independent work. I have used the gradual release system where students go and start working on the task once they understand the task and continue with those who need more help and support. My teaching has been driven by data collected from assessments, which inform my teaching.

My immediate goal is to get the students to work at their appropriate year levels and build their confidence. With these improvements they are closer to being competent to sit their NAPLAN tests. If they continue to work diligently when in high school, they would be capable of undertaking the WACE program.

**Music – Miss Eslee Hwang**

Since the beginning of this year, I have tried to expose the students to a musical environment that is engaging and stimulating.

I have been using a classroom music resource called, “Music Express” for kindergarten and primary classes. This resource is divided into 4 levels; fundamental, lower primary, middle primary and upper primary. This program allows me to use different grade books for different year levels. This resource has allowed the students to explore different elements of music.

The senior secondary classes have been learning elements of Western art music, which is the a common musical language studied in university. The reason I decided to focus on Western art music is because I wanted students to learn a musical genre that they are not familiar with. As a result, most of our high school students now can recognize musical elements and notation marks from a score.
My goal with these groups is to develop their understanding of Western music as well as Australian music for the purpose of enhancing interest in music and to develop the musical talents of each CAPS Coolgardie student.

We did not have many instruments to play during 1st term but since the beginning of this term, the Musica Viva group, one of the biggest international music organizations, has been very supportive of our school since last year and has managed to get more than 25 musical instruments donated to CAPS. The donated instruments include 3 violins a guitar and several ukulele’s. The instruments have enabled the secondary senior students to practice and apply the theory and knowledge they have covered since the beginning of this year. It has been great to teach music with the students at CAPS Coolgardie.

In term 2, I am planning on starting a string ensemble program after school to provide opportunities for students to learn and play classical string instruments and to apply what they have learned at school functions.

Musica Viva Instruments hand over and presentation night

Photo with a presenter from the Musica Viva

Sports and Physical Education – Mr. Tweni Ubor

From pre-primary to high school, students have continued to develop their motor skills, specific skill and technique, teamwork skills, sense of responsibility, understanding of fair play and the importance of being physically active. The participation in sporting enrichment activities has been good. Students have partaken in afterschool basketball, soccer, football and netball. The school coordinated and ran a successful 3-on-3 basketball tournament during lunchtimes for both primary and high school students.

The faction carnival took place in term 1. All students participated in wearing of faction colours, faction chanting and the faction football competition. Blue Faction celebrated admirably, while Green faction accepted defeat gracefully.

The CAPS Lion-hearts basketball girls went on a basketball/missionary trip to Leonora, Laverton and Mount Margret. The girls played several basketball matches and then joined with YWAM members to lead bible activities for the students.

The primary school basketball team played in the Goldfields Giants curtain-raiser basketball matches. Two of the Giants players - Jaycen Herring and Markhuri Sanders-Frison - kindly signed balls, conversed with CAPS students and partook in photographs (these two players also came to visit CAPS). The CAPS primary basketball team has gained greatly from these experiences. The primary school students also partook in a Western Force Tag Rugby coaching clinic and represented the school very well.

In addition one CAPS student (Illiam Nargoodah) successfully gained a scholarship to attend the Dean Kemp Football & Leadership programme (in conjunction with Saints Football Club). There was
plenty of positive feedback regarding Illiams conduct and application, and several high school students have since trained with and joined Saints FC.

**Outdoor Education – Mr. Arnold Bennett**

In outdoor education children have been participating in various outdoor activities, which have allowed them to see the importance of physical activity and how it can be implemented into their daily lives. Children have participated in nature walks and bike rides around the Coolgardie community. They have also been exposed to other sporting activities that have stretched them in many ways. Children have participated in lawn bowls, badminton and other team sports that require problem solving and communication skills and teamwork.

**Student Council – Miss Kylie Meredith**

In Term One the students, from grades 2-12, elected their first student council. The process involved students completing an application form, in which they had to state how they could have positive effect on school life. The candidates had to create a ‘vote for me’ poster and address the whole school in order to encourage votes. The election process involved ballot slips, election voting role, ballot box, and scrutineers.

Student council members meet once a week and are made up of 3 senior students and 5 primary students. The student council is currently planning a school newsletter (articles have been assigned and are due next Monday) and a movie night in week 7 (fundraising activity).
Reading promotion at CAPS – Mr. Darryl Shirt

TAKE HOME READING PROGRAM: Students have been developing greater confidence and better reading habits by being involved in our take home reading program. During Term 1 in 2013 the students have been engaged in a program of take home reading from the Junior years through to High school. How it has worked is that each English teacher has been able to select books at their reading level from class sets, from Ashton Lexile leveled books or from pre-selected sets of Library books within their reading level.

Students take home a book each night and read aloud to an adult or peer. They keep track of this reading by recording in a reading log the titles they read, how much they have read and getting the parents to sign that they have read the books. Students can also be asked to complete a short report on some of the books they have read by filling out a brief Book Review.

READING CLUB – Term 1: During term 1 a small group of primary students (approx. 4) met from 3:30 – 4:30pm each Tuesday and Thursday as part of a reading club. They were read to and were also able to spend time reading a range of different books. They were given rewards for the amount of books read. A special focus was the dramatic joint reading of the picture book “Arthur”. They were able to perform this book reading as a type of play – called Readers Theatre.
Numeracy – Mr. William Kiruki

This year, the school is offering differentiated Numeracy programs to suit student’s needs and create more opportunities for success. Students have been grouped into abilities groups and offered relevant programs to meet their needs. The streaming has proved to be an effective way to not only cater for the different abilities but to prepare students for different career pathways in the future.

Year 8-10 students are streamed into Mathew, Mark or John group. Mathew and Mark offer intensive Numeracy programs to give them the necessary building blocks that would enable them to handle studies at TAFE or Stage 1 WACE courses in the future. John class offers ACARA syllabus as a preparation for WACE courses. The current students in John class have shown a potential to have a higher starting point on the WACE courses ranking. Year 11 students have been enrolled for stage 1A & B courses while the year 12’s are enrolled for stage 2A&B.

The School has also embarked on a whole school Numeracy planning strategy. Teachers collaboratively share the successes and challenges they are facing and work out ways of improving the student’s outcomes. Teachers are committed to sharing of resources and best practices in the teaching of Numeracy. This has also provided an opportunity for mentoring and professional growth.

Data driven teaching practice will be a major focus this year. Teachers have undertaken to improve on data collection in Numeracy. More effort has been put towards updating the numeracy data on the AICS Numeracy portal and teachers will use the data to inform their teaching practice.

The trend on this graph sums up what we hope to achieve this year. Our goal is to shift student’s performance closer to age appropriate levels of performance in Numeracy.
Student outcomes for Reading and comprehension

The school has an assessment program that monitors the reading levels of each student when they enter into CAPS Coolgardie. Student assessment is ongoing throughout the year and includes reading and comprehension. A focused assessment program is an integral part of improving academic achievement. Below you will find the reading and comprehension levels for students from 2012 to 2013 that have been enrolled since 2012 as well as the new enrolments for 2013.

Secondary Reading levels 2012-2013

[Charts showing reading levels for each year group from Year 9 to Year 11, as well as total above and below year 8 reading level charts.]

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NAPLAN overview 2012

Below you will find the overall reading, writing, spelling, grammar and punctuation and numeracy results for the year groups 3, 5, 7 and 9. The three focal points for each of the NAPLAN tests are whether the students are below, at or above the national standards. The other graphs break the information down into the year groups.

NAPLAN Overview 2012
(Years 3,5,7,9)
Year 3

Year 5

Year 7

YEAR 9

Reading Writing Spelling Grammar & Punctuation Numeracy

Below At Above

Reading Writing Spelling Grammar & Punctuation Numeracy

Below At Above

Reading Writing Spelling Grammar & Punctuation Numeracy

Below At Above

Reading Writing Spelling Grammar & Punctuation Numeracy

Below At Above
Student information

The 2012 August census saw a total of 130 students whilst the 2103 February census saw a total of 93. The drop is attributed to the stance that the school has taken with regards to high expectation of student behavior as well as students Abstudy policy changes and parent perceptions. The fluctuation of numbers is a concern and an area the school is working hard to develop strategic solutions.

Attendance 2012-2013

Attendance is area that the school is addressing as it has a direct result on students performance. The goal is for all students to have 90% attendance. If student falls below that we have implemented an attendance monitoring system that addresses accountability and develops working partnerships between parents and the school.
Staff information
CAPS employed a total of twenty two teaching and non-teaching staff including full and part time workers.

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