



SPENCER PARK PRIMARY SCHOOL

# Annual Report

2023



# 2023 SCHOOL ANNUAL REPORT

## INTRODUCTION

The information contained in this annual report is a summary of information and data collected throughout 2023. A much larger report containing all of the data related to school performance for this school year, prepared prior to the schools' annual review, is used by the School Board and by staff to determine current needs and future planning priorities. This report is available to parents and interested people upon request.

Our School Business Plan and School Development Plan are also important documents when it comes to understanding school performance as these are a response to staff and School Board analysis of the data that has been collected.

## PRINCIPAL'S PERSPECTIVE

Throughout 2023 the school continued to embed key programs including our **SAER policy and processes, Explicit Teaching processes, PLD, Talk for Writing, Seven Steps, Origo, Learning through Doing (LTD)**. The school also became **Teaching for Impact (T4I)** lead school, which has helped embed the development of Explicit Teaching across SPPS and provide growth/leadership opportunities for school PL. Involvement in the **T4I** initiative has had several positive impacts, with improved staff collaboration practises, lessons observations, sharing best practise, implementation of various explicit teaching aspects, leadership and delivery of PL. Inclusion of **Education Assistants** in the T4I program has ensured that key aspects of the explicit teaching framework have also been embedded within small group activities.

The school has continued to progress the **Diana Rigg's Promote Literacy Development (PLD)** approach. This reading and spelling program has been embedded in the K-3 curriculum, with all K-3 staff involved, including the Education Assistants. It has also been implemented as a Tier 3 support for older years and the Spelling program will be progressed



into all year levels in 2024. **Learning through Doing** was trialled at the end of 2023 has a **hands-on** math curriculum pedagogy. Continued investigation of this program in conjunction with the use of **Bond Blocks** and **Origo** will remain the school's math curriculum focus.

Developing a sense of **active citizenship** and **student voice** has been a focus this year with the involvement of all Y6's in roles and responsibilities across the school. The broadening of student responsibilities to include all Y6's has increased engagement, ownership in roles and provision of services across the school.

The school has continued to modify and improve our **Student Support practices and systems** to assist all students, but particularly those with disabilities and imputed disabilities. Targeted case conferences, documented plans, trauma informed practises, whole school approaches, re-set spaces and intensive social emotional programs are part of the suite of practises employed to provide an environment that is inclusive and responsive to need. This focus has formed part of the school's Teaching for Impact focus.





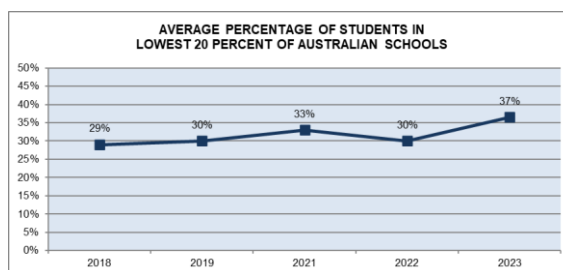
## COMPARISONS 2018 – 2023

### PERCENTAGE OF STUDENTS IN LOWEST 20 PERCENT OF AUSTRALIAN SCHOOLS

	Reading					Writing				
Yr	18	19	21	22	23	18	19	21	22	23
3	36	30	46	31	38	33	46	32	32	39
5	31	25	17	22	36	39	29	41	41	33
AV	33	27	32	26	37	36	32	36	36	36

	Spelling					Grammar and Punctuation				
Yr	18	19	21	22	23	18	19	21	22	23
3	24	30	37	37	35	38	30	43	31	35
5	16	15	18	32	35	20	41	25	22	38
AV	20	23	28	35	35	29	35	34	26	36

	Numeracy					
Yr	18	19	21	22	23	AV
3	31	30	42	32	39	37
5	30	33	27	20	38	36
AV	30	31	34	26	39	36.5



#### Average percentage in bottom 20%

2018	29%
2019	30%
2021	33%
2022	30%
2023	36.5%

#### Self-Assessment

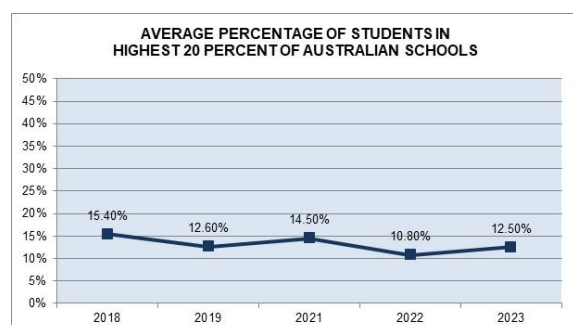
1. The average for both Y3 and 5 is consistent and generally higher than previous years.
2. Performance has not improved compared with previous results.
3. The **overall average** is well above the desired target of 30%.
4. Areas of focus: **all areas.**

## PERCENTAGE OF STUDENTS IN HIGHEST 20 PERCENT OF AUSTRALIAN SCHOOLS

	Reading					Writing				
Yr	18	19	21	22	23	18	19	21	22	23
3	17	22	11	11	13	5	11	3	12	9
5	13	14	14	14	13	16	4	17	11	8
AV	15	18	12	12	13	10	8	10	11	8

	Spelling					Grammar and Punctuation				
Yr	18	19	21	22	23	18	19	21	22	23
3	14	19	14	7	13	19	15	17	2	13
5	20	15	18	16	8	22	15	21	14	11
AV	17	17	16	12	11	20	15	19	8	12

	Numeracy					AV
Yr	18	19	21	22	23	AV
3	14	7	14	10	22	14
5	16	4	15	11	14	11
AV	15	5	14	10	18	12.5



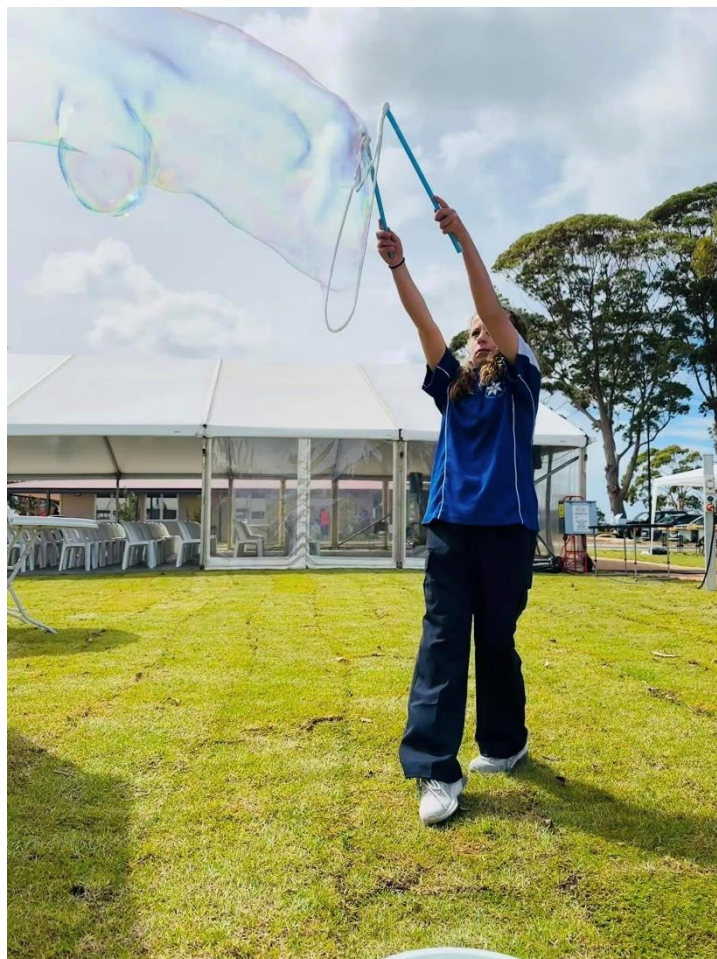
Average percentage in top 20%

2018	15.4%
2019	12.6%
2021	14.5%
2022	10.8%
2023	12.5%

### Self-Assessment

1. The average for Y3's (14%) is higher than the average of Y5's (11%)
2. Overall average is **not meeting** the target of 15%.

3. **Areas of focus: Y5 Spelling Y3 and 5 Writing**



### Overall Findings

- 1/10 areas tested were achieving the target set (15%), with 5 areas very close to the target (13-14%).
- The staff and School Board believe that the above data provides **little evidence** of obtaining the achievement target outlined above.

### RECOMMENDATIONS

- Y3 and Y5 cohort have many areas of need particularly in the area of the Bottom 20% and will require ongoing support.
- Continue focus on **Writing across the school with particular focus on Seven Steps, Talk for Writing and daily writing opportunities.**
- **Areas of focus: Y5 Spelling, Y3 and 5 Writing**



# NAPLAN: AVERAGE SCORE

## Target

For each year 2022 – 2025, where the average score is at or above:

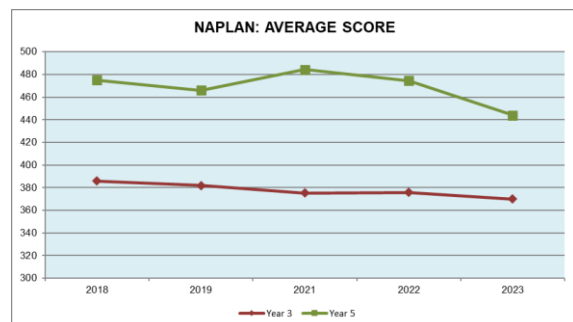
- Y3 to be at or better than 375
- Y5 to be at or better than 450

**NOTE: 2023 is the first year of new proficiency levels. Comparing 2023 data to previous years data may be inaccurate.**

		Reading	Writing	Spelling
Y3	2018	390	364	395
	2019	401	367	371
	2021	379	<u>374</u>	380
	2022	392	376	<u>367</u>
	*2023	<u>363</u>	<u>365</u>	<u>371</u>
Y5	2018	473	442	497
	2019	475	442	489
	2021	492	<u>459</u>	500
	2022	492	<u>445</u>	488
	*2023	<u>447</u>	<u>429</u>	<u>446</u>

		Grammar and Punct'n	Numeracy	Average
Y3	2018	404	377	386
	2019	402	370	382
	2021	391	<u>353</u>	375.4
	2022	384	<u>360</u>	375.8
	*2023	<u>374</u>	376	<b>370</b>
Y5	2018	497	465	475
	2019	478	447	466
	2021	496	475	484.4
	2022	481	466	474.4
	*2023	454	<u>444</u>	<b>444</b>

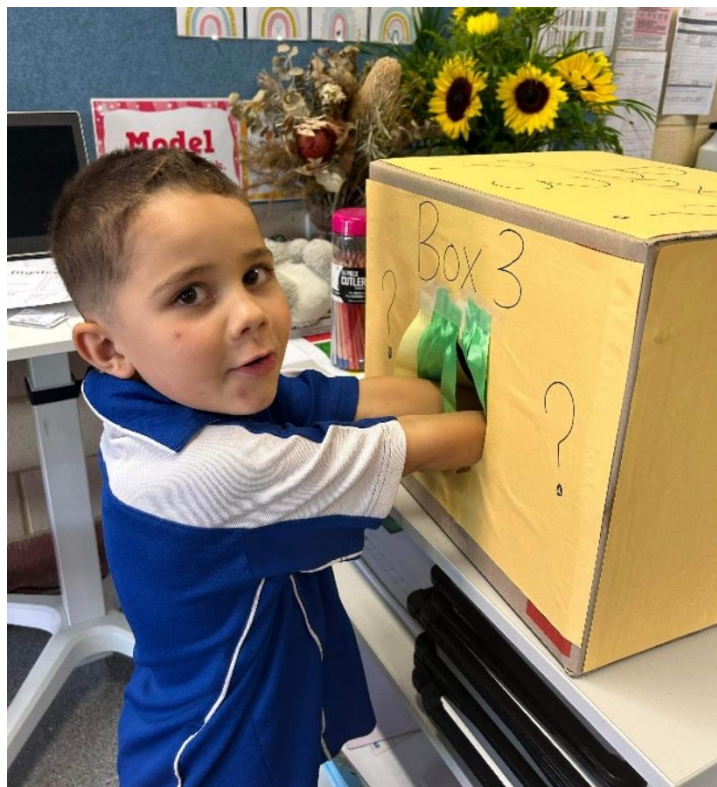
*Indicates target not achieved.*



## 2023 Target Not Achieved

### Self-Assessment

1. Only 2 areas met target – very different than previous years.
2. All areas generally lower than previous.
3. **Areas of focus: Continue focus on Writing across both years levels.**



## OVERALL FINDINGS

- The staff and School Board believe that the above data provides **little evidence** of obtaining the achievement target outlined above.
- Continued focus on areas of Writing and Spelling required.
- Longer term data required for accurate results.

## Directions for the future and areas for improvement

- Focus on **Writing** process across the school with particular focus on **Talk for Writing** and **Seven Steps**. Provide set TIME within each day for writing opportunities.
- Use of **Brightpath** writing rulers to help assess student performance and identify areas of need.
- Continue to use **explicit teaching in literacy and numeracy** across the school and apply to all other learning areas as practicable. Support the training/coaching of staff at all levels to develop and hone these skills.
- Continue **daily warm-ups** in all year levels across a variety of Learning Areas.
- Continue to implement **PLD program** and extend into older year levels.
- Math curriculum to remain as Origo but teaching focus to embed proficiencies and encourage **Learning through Doing**.
- Math **moderation tasks** to focus on proficiencies.
- Maintain **collaborative processes** between teachers of similar year levels. Provision of time in school and staff meetings as well as focus areas and a continuation of administration involvement as required.
- Maintain **peer observation** and **mentoring** as a part of professional growth and reflection processes.
- Ongoing upskilling of **Education Assistants** in relation to the provision of quality teaching and learning programs.

## ATTENDANCE DATA

After the health issues surrounding 2022, the overall attendance of the school has improved. Percentages are still not back to the levels prior to COVID and this will require on-going support and individual monitoring and support. Ongoing strategies in trying to improve attendance with individual students have been implemented.

Sem1 only	At Risk (Severe) 0-59%	At Risk (Moderate) 60-79%	At Risk (Indicated) 80-89%	Regular 90-100%
2019	2%	7%	16%	75%
2020	6%	18%	44%	32%
2021	4%	11%	26%	58%
2022	5%	21%	36%	38%
<b>2023</b>	<b>4%</b>	<b>13%</b>	<b>33%</b>	<b>50%</b>

Attendance rates for Aboriginal students improved and are above WA Schools and Like Schools. Extra efforts were made to reengage students with the trial of a **Participation and Engagement Officer provided by YouthCARE** and use of our AIEO.

The continued provision of attendance certificates, canteen vouchers and letters home have had some influence and will continue. Continued individual case management and use of AIEO has assisted in maintaining and improving percentages.

### Aboriginal Students – Attendance Rates

Year	2019	2020	2021	2022	2023
<b>SPPS Attendance %</b>	87.6%	81.8%	80%	<b>75.2%</b>	<b>78.2</b>
<b>Like Schools%</b>	80.5%	78.8%	78.1%	72.7%	75.0
<b>WA Schools%</b>	79.5%	77.6%	76.8%	69.5%	74.3

**Better than Like School and WA Schools**

Aboriginal attendance remained above Like Schools and the State for the year, which was a pleasing result given the difficulties faced throughout the year.

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	38.6%	26.3%	22.8%	12.3%
2022	24.5%	22.4%	38.8%	14.3%
2023	22.2%	38.9%	25.9%	13.0%
Like Schools 2023	29.5%	26.7%	25.6%	18.2%
WA Public Schools	30.0%	24.0%	23.0%	23.0%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	58.4%	26.4%	11.2%	4.1%
2022	37.8%	35.9%	21.4%	5.0%
2023	50.2%	32.8%	12.9%	4.1%
Like Schools 2023	49.0%	27.0%	16.6%	7.5%
WA Public Schools	61.0%	25.0%	10.0%	4.0%







## BEHAVIOUR MANAGEMENT

### OBSERVATIONS

#### Semester 1 2023

- Numbers of students, days in timeout and number of students with 1 day in timeout are lower than 2022.
- Decrease in number of days' students suspended and number of students suspended.

#### Semester 2 2023

- Decrease in the number of timeouts, days in timeout and number of students with 1 day in timeout from Semester 1.
- Slight increase in suspension data between Semester 1.

Continue focus on whole school Values focus and firm line with aggressive/non-compliant behaviour.



## TARGETS

Each year our planning contains specific targets. These are designed to assist us in evaluating the performance of our school on a yearly basis. In particular, they also enable assessment of our progress in relation to meeting school improvement targets. The following information reports on how we achieved in 2022.

Targets in the **School Plan 2022-25** and *School Development Plan* that have **been achieved in 2023:**

- **Better than Like Schools in Y3 Reading, Numeracy, GandP and Y5 Reading, Numeracy, GandP and Spelling**
- **Y3 Average NAPLAN Score to be at or better than 375. (370)**
- **Y5 Average NAPLAN Score to be at or better than 450. (444)**

**NOTE: 2023 is the first year of new proficiency levels. Comparing 2023 data to existing targets may be inaccurate.**

- **For each of the 3 years 2022 to 2025 our attendance rates in each of 3 categories (At Risk – Moderate, At Risk – Indicated, Regular) to be better than like schools and better than the region.**
- **Enrolments grew throughout 2023 from 287 at census to approximately 300 throughout the year. Numbers are predicted to fall back to around 285 at the beginning of 2024. Transiency rates remain high at around 20.6%.**
- **Anecdotal feedback from community members and new parents enrolling have indicated that the school is improving its image in the wider community, particularly in relation to assisting students with learning needs.**

Targets in the **School Plan 2022-25** and *School Development Plan* that have **not yet been achieved in 2023:**

- **Better than Like Schools in Y3 Spelling and Y3 and 5 Writing**
- **More than 15% of NAPLAN tested students in top 20% - 12.5%**
- **Less than 30% of NAPLAN tested student in bottom 20% - 36.5%**





## HIGHLIGHTS AND DEVELOPMENTS

### Colour Splatacular

Wow – what a great event! Last Friday was a very busy day and was finished off with our PandC Colour Fun Run, which this year involved slime! Our parents and PandC splattered and wet our students as they ran around the course, which included a water slide, swimming pools, sprinklers and a firefighting hose. Thank you to all those involved in the day and a HUGE thank you to our wonderful PandC who made it all happen!

### Ride 2 School

On Friday last week we invited students to ride, scoot or walk to school. It was fantastic to see so many students involved and getting physical on the way to school. Students enjoyed an opportunity to ride and scoot around the quadrangle and some prizes were awarded amongst the participants.

Thank you to the parents for supporting this event.

### Story Dogs

Our school is very excited to have Story Dogs visiting our school on a weekly basis. We have initially selected a handful of students to be involved, who will read one on one for approximately 20 mins, with an accredited Dog Team, the dog handler and the dog. The dog does not go into the classroom unless invited by the classroom teacher. All reading sessions are outside of the classroom in a quiet space nearby. Feedback so far has been very positive, and we hope to grow the program to include more students.

### KINDILINK Program

Our 3-Year-Old Program ran on Monday's and Friday's and continued to provide a wonderful service to our young families and children. Numbers of parents and students attending increased once again, with close to 40 different participants throughout the year. The program provides preschool children of all ages and their parents with an opportunity to come along for a session of learning and fun.

### Interschool Cross-Country

Congratulations to all the students that represented SPPS at the interschool cross country event in Denmark last week. We had a number of students that couldn't make it due to sickness, but our reserves stepped into the event with enthusiasm and great participation. SPPS finished 5<sup>th</sup> in the handicap event and 8<sup>th</sup> overall. We had some wonderful individual performance with a few students finishing in the top ten places. Congratulations again to the students for your effort and participation – you made our school very proud! Thanks also to the parents who travelled across to cheer on our students

### ANZAC Day

On Monday 25 April a number of students and staff attended the ANZAC Day march and commemorative service at the Peace Park. It was wonderful to see our school participating alongside other schools from the Albany area. Thank you to the parents that supported this event by bringing your children along. On Tuesday 26 April the school held an online ANZAC Assembly. Student leaders read poems and lead the school through other ANZAC presentations.





## Art Exhibition

The 25 October was our Open Night for the school Art Exhibition, which was open to the public for a next week and a half. The student artwork was based around the theme of Beneath the Sea and included pottery, dioramas and a variety of other artistic presentations. Every classroom and individual student produced a unique piece, but the overall impact was magical and sensational.

Congratulations to all the staff involved in coordination this event and to our wonderful canteen manager Nicole for catering.

## Numeracy Week

Throughout week 7 in term 3 we celebrated Numeracy week with a daily math question for students to ponder and discuss. Questions were discussed at a whole classroom level in the junior rooms and explored in groups and individually in the older classes. It was great to see the mathematical thinking that students came up with! Thanks to Mr Luscombe for organising these questions.

Students participated in lunchtime fun games that involved mathematical concepts. This included shooting basketballs for points, kicking footy goals from various angles,

## Interschool Netball

On the 4 August two teams of Y5/6 students travelled across to Katanning for an interschool netball competition against several other school across the Great Southern. Our students performed amazingly well and won the mixed competition and came runner-up in the girl's competition. Congratulations to all the students involved for your participation and engagement in this event! Thank you to Ms Upson and Mrs Guy for helping to coordinate this event.

## Faction Cross-Country

Congratulations to all the students for their participation in our faction cross country event held in term 2. The event involved our Y3/4 students running 1.5km and our Y5/6 students running 2km. Our PP-Y2 students even got into the spirit of participation by running around the top and bottom oval.

Gold faction won the shield with 484 from Green on 327 and Red 314. The first five male and female runners from each year group will be invited to attend the interschool event, which will be held in Denmark on Thursday 22 June. Thanks to the many parents who came along to cheer on our students.

## Albany Show

Once again, our school placed a wonderful display of student work in the Albany Show. Although the display could only be viewed on Friday it presented visitors to the stall a wide selection of student work from across different learning areas and year levels. It also included some awesome artwork from this year's Art Exhibition. Thank you to Perdrie, Celina and Linda for arranging the display.



### Open Night

Although the weather wasn't the best, we had another great turn out for our annual Open Night. Parents had the opportunity to visit classrooms, including specialist rooms, to view the wonderful work that students had completed. Our choir and percussion students presented a number of items in the undercover area, which was then followed up by the PandC providing a selection of food from the canteen. Thank you to all the parents who provided cakes and slices for this event and to the PandC for coordinating. The school really appreciates the support that parents provide on these nights and welcome any feedback to help make these events even better.

### Teach Learn Grow (TLG) Mentors

Throughout week 9 of term 3 we have been privileged to have TLG math mentors work across the school to support the teaching of numeracy skills. These mentors buddied up with different students from across the school and worked in small groups to help develop math understandings. This year our mentors came from the Presbyterian Ladies' College in Perth to volunteer their time and energy. Thank you to all of our volunteers from TLG.

### Book Week

What a fantastic week of celebrating books we had last week! Throughout the week we had a number of 'book reads' performed by various staff. These books were very entertaining and can be accessed by students in the library. Our visiting author/illustrator worked with students to show the skills/knowledge involved in creating a children's book and our second-hand book swap was an amazing success with lots of books swapping hands and getting a new lease on life. We completed a busy week with an amazing Rm 1 assembly item and the colourful costume parade!

Thank you to everyone involved in making this week a success, particularly Mrs MacKenzie and Mrs Ruffell.

### Albany Spelling Championships

Earlier this week we had four teams competing at the Albany Spelling Championships. Schools from across the district travelled in to compete and in each competition, there were at least 14 teams. Students worked in teams of three to correctly spell words and determine the meaning of words. Our students performed very well, with one of our Y3/4 teams coming 1<sup>st</sup>. Congratulations to all the students involved.







### **Bunnings Tree Planting**

We are very fortunate to have our local Bunnings store partnering with our early childhood students and staff to plant 24 native trees across the school. Some of these will be planted in the ECE area, some along our fence line near the oval and some in our island areas within the car park. Our students are very excited about planting these trees and seeing them grow and establish and we would ask our broader Spencer Park community to help care for these new additions.

### **Poetry Competition**

A number of students recently participated in a poetry writing competition that was sponsored by our local Poetry Committee. Students created wonderful poems about a range of topics and then submitted them for judging. There were several fantastic submissions made and some of these were performed by the students and placed on our Facebook page. Thank you to Mr Ian Bateman for coordinating this competition.

### **Treasure Hunters**

The school continued the Treasure Hunters program provided for by YouthCARE for students in Y1-6. Treasure Hunters is a values-based program run by trained volunteers. It exists to students develop interpersonal skills and a greater awareness of the world around them through the use of Bible stories and games. This program is fun, relational, active and dynamic, with themes and core concepts that will help students navigate through life. Permission forms are available from the front office.

### **Children's University**

On Thursday last week twenty-four students from SPPS were recognized for their involvement in the Children's University program run by the University of WA. These students have participated in learning programs and experiences throughout the year and have completed between 30-230 hours of participation. Thank you to Mrs Mackenzie and Mrs Hunt for your support of this program this year.

## **SPECIAL PROGRAMS**

Spencer Park Primary School featured a number of special programs throughout 2023; many of these are ongoing from year to year and add value to the overall scope of the curriculum offered at our school.

### **Music**

Year 1-6 students participate in our Music program conducted by a specialist Music teacher. A feature of this is a choir program involving some 40 of our year 3 to year 6 students. Students in years 5 and 6 also have an opportunity to be a part of the school percussion group and the Department of Education's Instrumental Music Program. Students at our school can choose between brass and wind instruments if they are selected to be part of this program. There were several opportunities, outside the school, for our choir and percussion groups to perform.





### Science

All students participated in our wonderful science program, which uses the Primary Connections series to deliver our science program. Throughout the year the Science program has engaged experts from the community and 'hands on' learning activities.

An ongoing aspect of the program has been to engage student learning in our new outdoor science/garden shelter. This facility provides students with a powerful and meaningful link between the abstract and real world, as well as wonderful produce from the garden.

### Humanities and Social Science (HASS)

This learning area has continued to focus students on the key aspects of our local environment and community and learn about the services and facilities that exist within Albany.

Students have been introduced to developing a more inquiry-based model of learning, as well as incorporating greater indigenous perspectives across all elements of curriculum and integrating the use of digital technologies.

### Physical Education and Sports

Physical Education lessons taught by a specialist teacher continued in 2023. Students were involved in learning fundamental movement skills as well as game-based skills and strategies. Students had the opportunity to develop their skills for athletics carnivals and other sporting events.

Students participated in a range of in school and out of school sporting activities and events throughout the year. These included Eagles and Dockers Cup (AFL) competitions, interschool carnivals (athletics, orienteering, netball, cross-country) and specialized sports training.

Organised games/activities at recess and lunch continue to provide all students with the capacity to physically engage. (dodgeball, football and games).

### Learning Difficulties Program

Children with learning difficulties are identified at the end of PP and are then involved in a program that includes the provision of an individual education plan, as well as quite detailed and regular monitoring of their progress throughout their primary years of schooling or until they are able to safely exit this program. Small group and 1 on 1 literacy, numeracy and social skills development is provided across all year levels.

### Student Services

The school provides a thorough process of identification, monitoring and provision for students with special educational needs. This includes the work of the School Psychologist, Deputy Principal, Chaplain, Participation and Engagement Officer and other specialised health services.

### Talented and Gifted

Funds are set aside each year to provide small group specialised programs for our talented and gifted students. In 2023 this included Spelling Championships, Talented Young Writers, Science TAGS, Leadership and Music programs.





### School Chaplaincy

The school employed a School Chaplain three days a week this year to provide additional support in the area of Pastoral Care. This time was very much required with increased needs around trauma and anxiety. As part of this program we also have a number of school volunteers that come and work with individual students. These volunteers engage students in activities of interest, while developing a strong relationship and rapport.

### NAIDOC Week – For Our Elders

Students participated in a whole-school colouring competition, with winners being announced at the special NAIDOC assembly.

We maintained our annual Dreamtime netball and football competition against Mt Lockyer PS. Our netball team won their game and Lockyer PS won the football.

We had Room 11 present the NAIDOC assembly, which portrayed a local story.

As part of NAIDOC celebrations students from Y3-6 were involved in the **Drawing Us Together** project, which involved students illustrating pages from a book called Gami Winda and Dyindi -Dyindi written by Bianca F. Stawiarski. Charter Hall provided local schools with this opportunity and selected artworks were displayed at the Albany Plaza over the school holidays. Winning students were provided with a printed copy of the final book and have their artwork framed.

### Cultural Awareness Excursion for Staff

On Monday 17 July teaching staff participated in a cultural awareness excursion to learn more about our local Aboriginal history. Staff visited the Fish traps and Yoorl Park with Mrs Vernice Gillies, who provided a wealth of information and cultural knowledge. Having these two culturally significant sites on our doorstep is a real treasure and one that we should all appreciate and value. We look forward to continuing to learn more as a staff and working with Vernice and others to bring this learning into our classrooms.



## SCHOOL SURVEY SUMMARY *(conducted biannually)*

	2018				2020				2022			
	Parent	Staff	Students	Average	Parent	Staff	Students	Average	Parent	Staff	Students	Average
	50	19	69		42	18	40		27	17		
Teachers at this school expect my child to do their best.	n/a	4.6	4.4	4.6	4.4	4.4	4.4	4.4	4.5	4.5		4.5
Teachers at this school provide my child with useful feedback.	4.7	4.1	4.1	4.4	4.3	3.9	3.8	4.1	4.3	4.5		4.4
Teachers at this school treat students fairly.	4.7	4.4	4.2	4.55	4.3	4.3	3.4	4.3	4.1	4.4		4.25
This school is well maintained.	4.7	3.9	4.0	4.3	4.4	4.1	4.1	4.25	4.4	4.1		4.25
My child feel safe at this school.	4.6	4.1	4.1	4.35	4.6	4.2	3.7	4.4	4.2	3.9		4.05
I can talk to my child's teachers about my concerns.	4.9	4.2	3.7	4.55	4.5	4.4	3.2	4.45	4.6	4.2		4.4
Students at this school can talk to their teachers about their concerns.		4.3		4.3		4.3		4.3		4.2		4.2
Student behaviour is well managed at this school.	4.5	4.1	3.7	4.3	4.2	4.1	3.4	4.15	3.9	3.8		3.85
My child likes being at this school.	4.8	4.0	4.2	4.4	4.5	4.2	3.8	4.35	4.3	4.0		4.15
This school looks for ways to improve.	4.6	4.4	4.1	4.5	4.3	4.4	4.0	4.35	4.2	4.4		4.3
This school takes parents opinions seriously.	4.5	4.0	3.4	4.25	4.1	3.7	3.3	3.9	4.1	3.7		3.9
Teachers at this school motivate my child to learn.	4.7	4.2	4.1	4.45	4.4	4.3	3.7	4.35	4.3	4.4		4.35
My child's learning needs are being met at this school.	4.7	4.2	4.0	4.45	4.3	4.3	3.9	4.3	4.3	3.9		4.1
My child is making good progress at this school.	4.7			4.7	4.4			4.4	4.2			4.2
This school works with me to support my child's learning.	4.7	4.2		4.45	4.3	4.3		4.3	4.3	4.3		4.3
I receive useful feedback about my work at this school.		4.2		4.2		3.7		3.7		4.0		4.0
Staff are well supported at this school.		4.2		4.2		3.8		3.8		3.9		3.9
This school has a strong relationship with the local community.	4.5	3.7		4.1	4.1	3.7		3.9	3.7	3.6		3.65
This school is well led.	4.7	4.3		4.5	4.3	4.0		4.15	4.3	3.9		4.1
I am satisfied with the overall standard of education achieved at this school.	4.7	4.2		4.45	4.4	4.3		4.35	4.1	3.9		4.0
I would recommend this school to others.	4.7	4.3		4.5	4.5	4.2		4.35	4.3	3.9		4.1
My child's teaches are good teachers.	4.9	4.4	4.5	4.65	4.5	4.5	3.9	4.5	4.6	4.6		4.6
Teachers at this school care about my child.	4.8	4.5	4.1	4.65	4.5	4.5	3.7	4.5	4.6	4.7		4.65

□ indicates question not relevant to respondent. □ indicates survey not completed.





## OBSERVATIONS

- There has been a 0.1 – 0.2 reduction in eight areas.
- My child feels safe at this school and This school has a strong relationship with the local community require future attention
- Although figures have dropped the general level of satisfaction is very high
- None of the 27 respondents strongly disagreed with any item

## SUMMARY OF COMMENTS- 19 POSITIVES, 4 AREAS TO IMPROVE

### Positives

- The school has a 'Community feel'
- Welcoming with staff knowing students
- Teachers and staff being approachable, friendly, supportive and communicating
- Positive comments about staff are specifically referred to in several parent comments
- Staff collaboration
- SPPS is inclusive of students with varying social, academic and emotional needs
- The school is always evolving
- A positive and supportive work environment
- Staff work very hard to develop meaningful relationships with students
- Targeted programs, resources and grounds improvements

### Areas to Improve

- Community involvement especially with Aboriginal families
- Grounds improvements - parking, playgrounds, courts
- Cater for TAGS and different learning styles
- Improve communication to staff to ensure everyone understands whole school approaches and expectations
- Ensure consistency with behaviour management including how students are rewarded
- Ensure distributed leadership and authentic opportunities for staff to provide feedback
- A clear focus on staff wellbeing

### Other

- Chaplaincy program is well supported with 2022 parent survey data indicating 64% in favour, 25% school's choice, 11% no
- 96% of 2022 parents responded yes to continuing PE program, 4% school's choice
- Parents would like to be involved in carnivals, sports days, reading in class, PandC fundraising, Canteen and helping in the vegetable garden
- Encourage greater survey participation
- Include a school specific preamble to the survey particularly staff survey to ensure awareness of SPPS demographic

# SCHOOL BOARD REPORT

## 2023 Annual Report

The Spencer Park Primary School (SPPS)

Board members for 2023 were:

Mrs Perdita Beebe (Chairperson and Parent Representative)

Jeremy Hadlow (Principal)

Carl Luscombe and Cobie Fletcher (School Representatives)

Kristen McGregor (Community Representative)

Mr Jem Ruggera (Community Representative)

Mrs Esta Steer (Parent Representative)

Mrs Sue- Ellen Minter (Parent and Aboriginal Community Representative)

Robyn Clements (Secretary)

The School Board was formed in 2013 after SPPS became an Independent Public School (IPS).

Throughout the year the School Board were kept informed via the principal report of staff changes, students' enrolments, and school events. This information provided opportunity for the Board to discuss various programs.

The School Board reviewed both the SPPS Finance Report for 2023 and the Proposed Budget for 2024. The Board approved the Voluntary Contributions and Charges as well as the equipment list for 2024. The School Development Plan (SDP) for 2024 was discussed, reviewed and endorsed. The School Board viewed the 2023 DOE Focus document and discussed how this relates to the SDP and School Business Plan. Results of the Business Plan and provided feedback about the achievement and progress of targets via the Student Performance and School Review Information and Analysis 2023 document. Judgements and adjustments to programs were also made for future planning.

The School Board members undertook self-paced professional learning using the School Board Training modules. These modules were provided prior to each meeting and then discussed as required during meeting times. These modules were completed in 2023.

The Board undertook a self-assessment process and identified areas of strength and need. One clear area of need was:

- The agenda for meetings is too full of "routine" motions or items "for information only".

**Discussions of how to improve this are still required.**



A letter was written to Rebecca Stephens MLA asking her to raise our concerns with the Minister for Education about the disparity of educational resourcing being invested for autistic students within the Albany area. A response was provided, which did not address the issue of funding for the Albany area.

Board members continued to discuss and make necessary modifications to the school uniform and added items such as a beanie to the winter uniform.

Members looked over and made suggestions relating to the Stand-a-lone Fire Plans and Volunteer Workers guidelines and Workforce Plan. These policies/guidelines have been implemented for 2023.

Members looked over the School Financial Audit summary and action plan required by the school.

Members discussed proposed changes to the faction and interschool swimming carnival. A decision was made for the faction carnival to focus on swimming events, rather than novelties and act as a trial for the interschool.

We thank the staff of SPPS for their contribution, enthusiasm and commitment to the education of our children and look forward to 2024.

School Board Members





## School Financial Summary

Issued on 5 March 2024

School:	Spencer Park Primary School	School Year:	Dec 2023 ( Verified Dec Cash)
Region:	Southwest Region	Aria:	2.41
		Distance to Perth (km):	388.1

## One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 76,835	76,835	
Carry Forward (Salary):	\$ 229,024	229,024	
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,136,588	4,136,588	
Locally Raised Funds:	\$ 239,086	229,312	9,774
<b>Total Funds:</b>	<b>\$ 4,681,533</b>	<b>4,671,759</b>	<b>9,774</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 3,933,895	3,933,895	
Goods and Services (Cash):	\$ 597,808	501,001	96,807
<b>Total Expenditure:</b>	<b>\$ 4,531,703</b>	<b>4,434,897</b>	<b>96,807</b>
<b>Variance:</b>	<b>\$ 149,829</b>	<b>236,862</b>	<b>-87,033</b>

Student-Centred Funding		
Per Student	\$	2,309,523.00
School and Student Characteristics	\$	1,507,954.92
Disability Adjustments	\$	-13,127.24
Targeted Initiatives	\$	297,434.69
Operational Response Allocation	\$	27,989.07
Regional Allocation	\$	287.00
<b>Total</b>	<b>\$</b>	<b>4,130,061.44</b>
Transition Adjustment	\$	0.00
<b>Total After Transition Adjustment</b>	<b>\$</b>	<b>4,130,061.44</b>


Minimum Expenditure Requirement Summary		
Current Budget - SCFM and Locally Raised Funds	\$	4,236,434
<b>Minimum Expenditure Requirement</b>		
96% of current budget	\$	4,066,977
10% of carry forward	\$	51,789
<b>Total Minimum Expenditure</b>	<b>\$</b>	<b>4,118,766</b>
<b>Current Forecast Expenditure</b>		
Salaries	\$	3,933,895
Goods and Services (Cash Expenditure)	\$	466,001
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$</b>	<b>4,399,897</b>

Bank Account Balances (Cash)		
Bank Account	\$	49,541.38
Investment Account(s)	\$	207,740.68
Building and Other Funds Account	\$	0.00
<b>Total for all Bank Accounts*</b>	<b>\$</b>	<b>257,282.06</b>

\*Reserve balances are included in the total

Reserve Account Balances		
Reserve - Equipment	\$	65,265.03
Reserve - Furniture / Fittings	\$	36,071.86
Reserve - Buildings / Grounds	\$	16,232.30
<b>Total for all Reserve Accounts</b>	<b>\$</b>	<b>117,569.19</b>

## 2023 Annual Report Endorsement



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Perdita Beebe  
School Board Chair



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Jeremy Hadiow  
Principal

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Sue Cuneo  
Director of Education, Southwest





**SPENCER PARK PRIMARY SCHOOL**

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