



# 2024 ANNUAL REPORT

SPENCER PARK PRIMARY SCHOOL

~ *Always Striving* to Achieve our Best ~



# 2024 Annual Report

## Introduction

The information contained in this annual report is a summary of information and data collected throughout 2024. A much larger report containing all 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

2024 has been the final year of our current Business Plan and reviewing this along with undertaking a School Review, an NQS verification visit, and our normal school-based reviews has positioned us with a great opportunity to reset our priority areas, based on feedback and evidence. Throughout 2024 the school continued to embed key programs, while exploring opportunities to improve quality data collection tools. The school continued implementing the Quality Teaching Strategy, with various professional learning opportunities provided to schools and staff across the district. This included a network professional learning presentation focussing on Teaching for Impact.

The school has continued to progress the Diana Rigg's Promote Literacy Development (PLD) approach. This reading and spelling program is well embedded in the K-3 curriculum and was graduated to all Y4-6 classes this year. Education assistants have supported this implementation.

Learning through Doing continued to be trialled throughout the year and will be introduced as the main math program for 2025.

Embedding active citizenship and student voice has continued to be a focus in 2024 with the involvement of year 5 & 6's in roles and responsibilities across the school. Students involved in these roles has increased engagement, ownership in roles and provision of services across the school.





## Highlights and Developments

### *Colour Splatacular*



Wow – what a great event! Our P&C Colour Splatacular ensured a very busy day was enjoyed by everyone! Our parents and P&C splattered and soaked 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 P&C who made it all happen!

### *Swimming Carnivals*



On Friday 15 March the school held our faction swimming carnival, which this year focused on our traditional swimming events. **Gold faction** took out the shield. Congratulations to our champions and runners-up represented the school at the interschool.



On Tuesday 26 March a squad of 14 students attended the Interschool Swimming Carnival and performed very well. Although our numbers were quite low, all members did their best and represented our school well. Congratulations to all our swimmers for your efforts over the last few weeks and a special thank you to Mr Luscombe for his organisation.



## ***KindiLink Program***



Our 3-year-old KindiLink program ran on Mondays and Fridays and provided preschool children of all ages and their parents with an opportunity to enjoy a session of learning and fun, providing a great start for all participants.

## ***ANZAC***



The school held our ANZAC Assembly on 24 April, with student leaders leading a reflective and thoughtful service honouring our past and present service men and women. Our choir performed 'And the Band Played Waltzing Matilda' and our student leaders read two poems: For the Fallen and ANZAC Cove. Thank you to Ms Harris Moroney, Mrs Swann and our student leaders for a lovely service. On 25 April, staff, parents and students joined the Albany ANZAC march and the service held at Peace Park.

## ***Interschool Orienteering***



Approximately twenty year five and six students participated in an interschool orienteering event at North Road oval. The event involved several schools and required students to work in teams to navigate a course. Our students performed very well coming 3<sup>rd</sup> in Y6 and 8<sup>th</sup> in Y5, but, more pleasingly, showed great sportsmanship and attitude throughout the event.

## ***Eagles Cup***



Our Y4-6 students once again participated in the Eagles Cup interschool football competition against a handful of private and public schools. Our first game was played against Albany Primary School with other games played throughout the season against St Joseph's and Grammar.

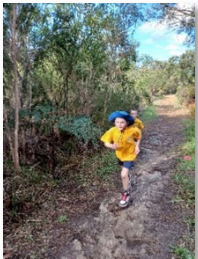


## Running in the Fog



As we prepared for our Cross-Country events, students were faced with some challenging conditions with a heavy fog settling over the school oval. Fortunately, everyone found their way around the oval but it certainly created an interesting environment for staff and students.

## Cross-Country



The school was very fortunate to have some fine weather for our faction cross-country event on Friday, 31 May. The PP-Y2 students joined in a participation run around the top and bottom ovals. We had some very fine runners in our junior rooms with some students completing four laps in the 10-minute window. Our Y3-6 students participated after lunch and again we had some very fine performances throughout the various year levels. Our Y5 boy race was a very close contest, with three competitors hitting the final 30 metres together. Congratulations to every student that participated. Our interschool team participated at Mt Locker Primary School on Friday 14 June. Thank you to all the staff that helped train the students and to Mr Luscombe for his coordination on the day.

## NAIDOC Week



We celebrated NAIDOC Week from 24 June through to 28 June. The theme for this year is **Keep the Fire Burning! Blak, Loud and Proud.** As well as a drawing competition held throughout the week, on Tuesday there was a Netball competition at Spencer Park Primary School and a Football competition held at Mt Lockyer Primary School for selected students from Y4-6. On Friday, Rm 24 hosted our NAIDOC assembly, retelling the Dreaming story of Tiddalik. As part of NAIDOC celebrations students from Y3-6 were also been involved in the **Drawing Us Together** project, which involves students illustrating pages from a book.





## ***Swimming Lessons***



Students in Y4/5/6/ participated in swimming lessons at Emu Point, while students in PP-Y3/4 participated in swimming lessons at ALAC. We greatly appreciate the organisation and assistance from parents in helping to prepare and organise students each day and hope that the swimming lessons will provide our students with improved water skills/awareness.

## ***Tree Planting***



Room 9 participated in a National Tree Day activity this week coordinated by the City of Albany. Students travelled by bus to Lake Seppings and helped plant native trees around revegetation sites. The students thoroughly enjoyed the activity and experience and hopefully these trees will be in place for many generations to come.

## ***Albany Spelling Championships***



Late last week we had four teams competing at the Albany Spelling Championships. Schools from across the district travelled in to compete and there were many teams for each competition. 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 for their positive representation of our school.

## ***BenQ Interactive Screens***

The school has slowly been replacing some of the older interactive whiteboards and projectors with large interactive screens. These new screens provide a superior experience for the student and teacher and allow for a range of new and features and capabilities. So far new boards have been placed in half our classrooms.

## ***Everyday Matters***

The school continued the Everyday Matters program provided for by YouthCARE for students in Y1-6. This 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.



## Music Festival

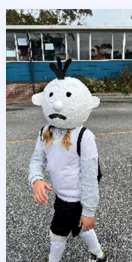


Wow! What a terrific evening and amazing performances by the choir and percussion students. On Wednesday, 11 September our percussion and choir students participated in the Great Southern District Primary Schools Music Festival at the Albany Entertainment Centre. This event involves over a dozen schools from the local area performing a variety of musical presentations.

Mrs Swann accompanied by former Spencer Park Primary School student Evie Swann, and our students entertained the audience with three performances: Wellerman (Choir and percussion), Redwood Grove (Percussion) and Boney M Megamix (Choir). The evening finished in spectacular style with all schools combining to sing You Are Light. Brilliant!!

Congratulations to Mrs Swann and all the students involved for your dedication and commitment to rehearsing and practising the performances to such a high level. The dedication and devotion to perfecting the performances is a wonderful attribute!

## Book Week



Wow...what an amazing week of fun and enjoyment for everyone! The week commenced with a read aloud that was delivered to all classes via Teams. These occurred every day with a different staff member taking turns to read a book.

Our visiting author Rebecca J Palmer, author of Monkey Mind, delivered her sessions on Monday & Tuesday, which involved all the students across the school. Wednesday saw the judging of the decorate the door competition, which was won by Kindy, Room 2 and Room 8! Our second-hand book swap was very popular with lots of books changing hands on Thursday. The assembly and parade held on Friday lived up to expectations, with lots of students and staff getting into the spirit of the week and enjoying a costume parade around the quadrangle!

A HUGE thank you to all staff involved in the organisation and delivery of the week's activities.



## Open Night



Once again, 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. An additional draw card this year were the Lego creations displayed in R7. Our music students presented a number of items in the music room, and our P&C provided a selection of food from the canteen. Thank you to all the parents who provided cakes & slices for this event and to the P&C 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.

## Concert in the Park



Our Concert in the Park performance, was held under perfect weather conditions in Term 4. Our wonderful choir and percussion students commenced the evening with some enjoyable songs and percussion pieces. Our various classes then entertained the audience with a variety of items. Thank you to all the staff for their efforts in rehearsing these items and helping the evening run smoothly.



## Athletics Carnival



Many thanks to all the community members that attended our Faction Carnival this year. Our weather was perfect, and the overall effort and participation of our students wonderful. Congratulations to every student who tried their hardest and a special congratulations to all our champions and runners-up. Thank you to Mr Luscombe for his coordination of the day, to all the staff for helping to make the day run smoothly and to our special parent volunteers who assisted in their many roles.



## Albany Show



Our school exhibited a wonderful display of student work in the Albany Show once again this year. The stall displayed a wide selection of student work from across different learning areas and year levels as well as some awesome artwork. Thank you to all the staff involved in arranging the display and to all the staff and students for your hard work in producing it.



## ***Year 6 Camp***



Our Y6s had a wonderful time at camp, although the weather was a little cool on a few days. The Camp Quararup site was a beautiful location, and the students were treated to two large cruise ships entering and exiting the port. Students participated in a number of fun activities throughout the week, including a games/talent night, where some fun games were played along with some singing, dancing and joke telling performed. A HUGE thank you to all the staff that attended throughout the camp. Giving up four days to take care of our students and ensure they had a wonderful experience is greatly appreciated by the school and the parents.

## ***Public School Review and National Quality Standard***

Throughout 2024 Spencer Park Primary School undertook a Public School Review and a verification of our National Quality Standard self-appraisal. Both reviews were extremely positive processes for the school with many areas of strength being celebrated as well as areas of need being identified. Both reviews have helped the school in our self-review processes and have provided the school with focus areas for the future.



## Special Programs

Spencer Park Primary School featured a number of special programs throughout 2024; 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.

A new aspect of this program has been to connect student learning with Aboriginal cultural perspectives. This has been achieved through partnerships with Kurrah Mia and accessing bushland adjacent to the school.

### 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***



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 2024 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.





## ***Your Move & Ride 2 School***



Throughout the year, we challenged our students to be active and on a couple of occasions, invited them to a ride, scoot or walk to school event. It was fantastic to see our students getting physical on the way to school. Students enjoyed the opportunity to ride or scoot around the quadrangle, have some light breakfast, and some even received cool prizes. Our school earned lots of points under the Your Move program, which helped raise funds for our future bike shelter.

## ***Quality Teaching Strategy (QTS)***



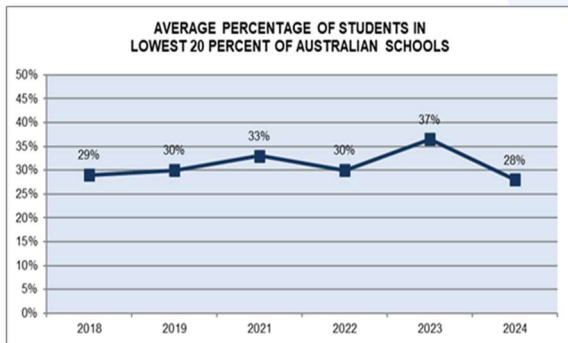
The Quality Teaching Strategy is an approach to teaching at Spencer Park Primary School that provides quality learning programs for all students. The Quality Teaching Strategy is a key focus area for the Department of Education, as it identifies best practise approaches in teaching and how these approaches can best be implemented. In our role as a Quality Teaching Strategy Lead school, we help support other schools in their journey and continue to refine our own practises.



# Comparisons 2019 – 2024

## Percentage of Students in Lowest 20% of Australian Schools

	Reading					Writing					Spelling					Grammar and Punctuation					Numeracy					AV
	19	21	22	23	24	19	21	22	23	24	19	21	22	23	24	19	21	22	23	24	19	21	22	23	24	AV
Y3	30	46	31	38	28	46	32	32	39	31	30	37	37	35	31	30	43	31	35	44	30	42	32	39	25	32
Y5	25	17	22	36	20	29	41	41	33	29	15	18	32	35	29	41	25	22	38	24	33	27	20	38	21	25
AV	27	32	26	37	24	32	36	36	36	30	23	28	35	35	30	35	34	26	36	34	31	34	26	39	23	28



Average percentage in bottom 20%

2019	30%
2021	33%
2022	30%
2023	36.5%
2024	28%

### Self-Assessment

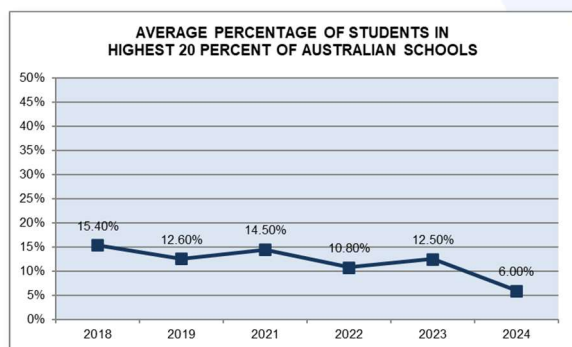
1. The average for Y3 is consistent, but generally lower than previous years. ✓
2. The average for Y5 is improved and lower than previous years. ✓
3. Performance has improved compared with previous results. ✓
4. The **overall average** is well below the desired target of 30%. ✓
5. Areas of focus: **Y3 Grammar & Punctuation, Writing & Spelling**





## Percentage of Students in Highest 20% of Australian Schools

	Reading					Writing					Spelling					Grammar and Punctuation					Numeracy					AV
	19	21	22	23	24	19	21	22	23	24	19	21	22	23	24	19	21	22	23	24	19	21	22	23	24	AV
Y3	22	11	11	13	6	11	3	12	9	3	19	14	7	13	0	15	17	2	13	19	7	14	10	22	0	5.5
Y5	14	14	14	13	3	4	17	11	8	6	15	18	16	8	9	15	21	14	11	12	4	15	11	14	3	6.6
AV	18	12	12	13	4.5	8	10	11	8	4.5	17	16	12	11	4.5	15	19	8	12	15.5	5	14	10	18	1.5	6



Average percentage in top 20%

2019	12.6%
2021	14.5%
2022	10.8%
2023	12.5%
2024	6%

### Self-Assessment

1. The averages for Y3 & Y5 are very low in comparison to previous years.
2. The overall average is **not meeting** the target of 15%.
3. **Areas of focus: All areas apart from Y3 & 5 Grammar & Punctuation**

### Overall

- Bottom 20%: 7/10 areas tested achieved target set (30%), with 2/10 areas close to the target (31%). ✓
- Top 20%: 1/10 areas tested were achieving the target set (15%), with 1/10 area close to the target (12-14%).
- The staff and School Board believe that the above data provides **some evidence** of obtaining the achievement target outlined above.

### Recommendations

- Y3 & Y5 cohort have many areas of need particularly in the Top 20% and students within these cohorts will require opportunity to be extended.
- Continue focus on **Writing across the school** with particular focus on Seven Steps, Talk for Writing and daily writing opportunities.
- **Areas of focus: Y3 Grammar & Punctuation, continue focus on Y3 & 5 Writing, provide extension opportunities.**





## NAPLAN: Average Score

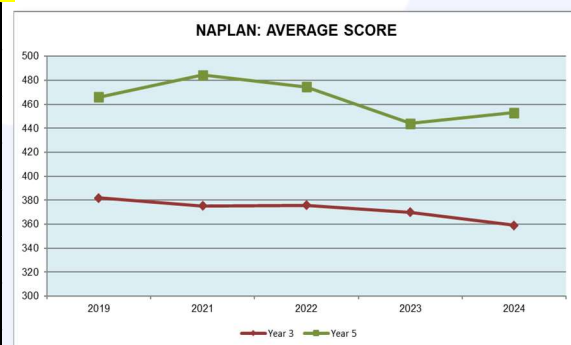
Target: For each year 2022 – 2025, where the average score is at or above:

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

**NOTE: Comparing 2023/4 data to previous years data may be inaccurate.**

		Reading	Writing	Spelling	G&P	Numeracy	Average
Y3	2019	401	367	371	402	370	382
	2021	379	<u>374</u>	380	391	<u>353</u>	375.4
	2022	392	376	<u>367</u>	384	<u>360</u>	375.8
	2023	<u>363</u>	<u>365</u>	<u>371</u>	<u>374</u>	376	370
	2024	<u>347</u>	<u>371</u>	<u>350</u>	<u>355</u>	<u>373</u>	<b>359</b>
Y5	2019	475	442	489	478	447	466
	2021	492	<u>459</u>	500	496	475	484.4
	2022	492	<u>445</u>	488	481	466	474.4
	2023	<u>447</u>	<u>429</u>	<u>446</u>	454	<u>444</u>	444
	2024	459	<u>435</u>	458	464	<u>448</u>	<b>453</b>

*Indicates target not achieved*



### 2024 Target Partially Achieved

#### Self-Assessment

1. Only 3 areas met target – all in Y5.
2. All Y3 areas generally lower than previous.
3. All Y5 areas higher than previous.

**Areas of focus: Y3 – Reading, Spelling, G&P. Y5- Writing.**

#### Overall Findings

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

#### Directions for the future and areas for improvement

- Continue 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.
- Math curriculum to move to **Learning through Doing**.
- Introduce diagnostic math assessments that identify areas of need.
- 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

Overall attendance of the school has improved, although percentages of severe and moderate are higher than previous years. Percentages are closer to the levels prior to COVID, but on-going support and individual monitoring is required. Ongoing strategies in trying to improve attendance with individual students will remain.

Sem1 only	At Risk (Severe) 0-59%	At Risk (Moderate) 60-79%	At Risk (Indicated) 80-89%	Regular 90-100%
2021	4%	11%	26%	58%
2022	5%	21%	36%	38%
2023	4%	13%	33%	50%
<b>2024</b>	<b>7%</b>	<b>15%</b>	<b>20%</b>	<b>58%</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	2020	2021	2022	2023	2024
<b>SPPS Attendance %</b>	81.8%	80%	75.2%	78.2%	75.2%
<b>Like Schools%</b>	78.8%	78.1%	72.7%	75.0%	72.7%
<b>WA Schools%</b>	77.6%	76.8%	69.5%	74.3%	69.5%

Better than Like School and WA Schools

	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%

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





## Behaviour Management Observations

### Semester 1 2024

- 45 more records of detention compared to Semester 1 2023
- Slight increase (by 2) in number of students and of students with a 1 day of detention compared to 2023
- Increase in number of days and number of students suspended compared to 2023

### Semester 2 2024 (up to 16.10.24)

- Slight decrease (by 6) in the records of detention compared to 2023
- Slight increase (by 3) in the number of students in detention
- Increase in number of days and number of students suspended compared to 2023

## 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. They also enable assessment of our progress in relation to meeting school improvement targets. The following information reports on how we achieved in 2024.

Targets in the **School Plan 2022-25** and *School Development Plan* that have **been achieved in 2024:**

- Better than Like Schools in
  - Y3 Reading, Numeracy, G&P, Spelling
  - Y5 Reading, Numeracy, G&P, Spelling and Writing
- Less than 30% of NAPLAN tested student in bottom 20% - 36.5%
- Y5 Average NAPLAN Score to be at or better than 450 (453)  
*NOTE: 2023 is the first year of new proficiency levels. Comparing 2023/4 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 2024 from 291 at census to approximately 303 throughout the year. Transiency rates remain high.
- 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 2024:**

- Better than Like Schools in Y3 Writing
- More than 15% of NAPLAN tested students in top 20% - 6%
- Y3 Average NAPLAN Score to be at or better than 375 (359)





## Parent Survey 2024

	<b>Strongly Agree</b> 9-10	<b>Agree</b> 6-8	<b>Neither Agree/Disagree</b> 5	<b>Disagree</b> 3-4	<b>Strongly Disagree</b> 0-2
<b>Respondents 30</b>					
Teachers at Spencer Park Primary School expect my child to do their best.	14	13	2	0	1
Teachers at Spencer Park Primary School provide my child with useful feedback.	13	12	0	3	2
Teachers at Spencer Park Primary School treat students fairly.	17	9	3	0	1
Spencer Park Primary School is well maintained.	10	15	3	0	2
I can talk to my child's teachers about my concerns.	20	6	2	1	1
I am aware that the school has a behaviour management process.	16	10	2	1	1
My child likes being at Spencer Park Primary School.	15	11	1	2	1
Spencer Park Primary School looks for ways to improve.	11	15	2	1	1
Spencer Park Primary School takes parents opinions seriously.	10	13	5	1	1
Teachers at Spencer Park Primary School motivate my child to learn.	13	13	2	1	1
My child's learning needs are being met at this Spencer Park Primary School.	13	13	2	1	1
My child is making good progress at Spencer Park Primary School.	13	13	2	1	1
Spencer Park Primary School works with me to support my child's learning.	18	6	3	1	2
Spencer Park Primary School has a strong relationship with the local community.	14	9	4	2	1
Spencer Park Primary School is well led.	18	8	3	0	1
I am satisfied with the overall standard of education achieved at Spencer Park Primary School.	13	14	2	0	1
I would recommend Spencer Park Primary School to others.	20	7	0	2	1
My child's teachers are good teachers.	21	6	2	0	1
Teachers at Spencer Park Primary School care about my child.	19	8	2	0	1

Highlighted areas are ones that require attention.

### Summary of Parent: Positives

- Care for the individual child with resourcing to support (Tier 2 and 3 supports, break out rooms)
- Staff (mentioned most frequently) - welcoming, caring, approachable, use consistent pedagogy, foster a love of learning
- Collaboration/Communication with families- clear guidelines, working together for the child
- Diversity that reflects society
- Positive culture- connection to community and our community spirit

### Summary of Parents: Things to Improve

- Grounds - improve facilities including parking/following current parking expectations and security
- Communication - improve consistency especially regarding frequency (including when receiving awards)
- Improve PA for assemblies
- Behaviour/Bullying- consistency, managing
- Resourcing/Professional Learning to support learning difficulties and special needs, including integration with Ed Support
- Specialist P.E. teacher



# School Board 2024 Annual Report

The Spencer Park Primary School (Spencer Park Primary School) Board members for 2024 were:

- Mrs Anna Rogers, 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 Miniter, Parent and Aboriginal Community Representative
- Robyn Clements, Secretary

The School Board was formed in 2013 after Spencer Park Primary School 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 finance reports for 2024 and approved the Voluntary Contributions and Charges as well as the equipment list for 2025. The Board endorsed the Funding Agreement provided by the DOE.

The School Development Plan (SDP) for 2024 was discussed, reviewed and endorsed. The School Board viewed the DOE Focus document and discussed how this relates to the SDP and School Business Plan. Achievement and progress of the Business Plan targets were assessed via the Student Performance and School Review Information and Analysis 2024 document. Judgements and adjustments to programs were also made for future planning.

Members were provided with information regarding the School Review process, which the school undertook on 22 November. The Board and staff were involved in the self-assessment process and participated in the face-to-face review.

Board members continued to discuss and make necessary modifications to the school uniform and added items such as a beanie to the winter uniform. A wind jacket was added to the uniform list and will be available for 2025.

Members looked over and made suggestions relating to the Stand-a-lone Fire Plans, Sun Smart policy and Student book borrowing policy. These policies/guidelines have been implemented for 2024.

The Board endorsed funding agreement between Spencer Park Primary School and Port Authority of \$5000

The Board discussed possible changes to the Y6 camp, improvements to the faction carnival and employment of a PE teacher rather than a HASS teacher.

We thank the staff of Spencer Park Primary School for their contribution, enthusiasm and commitment to the education of our children and look forward to 2025.



School Board Members





## School Financial Summary

Issued on 6 March 2025

<b>School:</b>	Spencer Park Primary School	<b>School Year:</b>	Dec 2024 ( Verified Dec Cash)
<b>Region:</b>	Southwest Region	<b>Aria:</b>	2.45
		<b>Distance to Perth (km):</b>	388.1

### One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 143,504	143,504	0
Carry Forward (Salary):	\$ 93,358	93,358	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,173,180	4,173,180	0
Locally Raised Funds:	\$ 121,976	151,939	-29,963
<b>Total Funds:</b>	<b>\$ 4,532,018</b>	<b>4,561,981</b>	<b>-29,963</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 3,955,873	3,955,873	0
Goods and Services (Cash):	\$ 461,976	465,740	-3,764
<b>Total Expenditure:</b>	<b>\$ 4,417,849</b>	<b>4,421,613</b>	<b>-3,764</b>
<b>Variance:</b>	<b>\$ 114,169</b>	<b>140,368</b>	<b>-26,199</b>

### Student-Centred Funding

Per Student	\$ 2,422,702.00
School and Student Characteristics	\$ 1,335,818.42
Disability Adjustments	\$ 84,404.29
Targeted Initiatives	\$ 299,921.77
Operational Response Allocation	\$ 32,927.62
Regional Allocation	\$ 95.00
<b>Total</b>	<b>\$ 4,175,869.10</b>

### Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 4,280,031
<b>Minimum Expenditure Requirement</b>	
96% of current budget	\$ 4,108,830
10% of carry forward	\$
<b>Total Minimum Expenditure</b>	<b>\$ 4,108,830</b>
<b>Current Forecast Expenditure</b>	
Salaries	\$ 3,955,873
Goods and Services (Cash Expenditure)	\$ 407,740
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$ 4,363,613</b>

### Bank Account Balances (Cash)

Bank Account	\$ 40,007.32
Investment Account(s)	\$ 146,358.34
Building and Other Funds Account	\$ 0.00
<b>Total for all Bank Accounts*</b>	<b>\$ 186,365.66</b>

\*Reserve balances are included in the total

### Reserve Account Balances

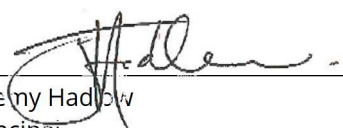
Reserve - Equipment	\$ 34,577.03
Reserve - Furniture / Fittings	\$ 36,071.86
Reserve - Buildings / Grounds	\$ 31,832.30
Reserve - General (EA)	\$ 28,000.00
<b>Total for all Reserve Accounts</b>	<b>\$ 130,481.19</b>



## 2024 Annual Report Endorsement

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Anna Rogers  
School Board Chair



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Jeremy Hadlow  
Principal

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Dainon Cuzic  
Director of Education, Southwest





## SPENCER PARK PRIMARY SCHOOL

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