



SPENCER PARK PRIMARY SCHOOL

Annual Report

2020



SPENCER PARK PRIMARY SCHOOL

2020 SCHOOL ANNUAL REPORT

INTRODUCTION

The information contained in this annual report is a summary of information and data collected throughout 2020. 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

2020 has been a very difficult year for staff and students. The implementation of school plans and priorities was severely interrupted by COVID-19 and the ensuing poor attendance throughout term two. Refocusing the school back to our main role and addressing the poor attendance habits caused by COVID were major foci for Term 2 and 3. Once things returned to normal, staff and students were once again able to focus on our explicit teaching model of instruction and improving areas of literacy (writing) and numeracy.

The priority of Positive School Promotion has been maintained with an opportunity to undertake a number of significant physical improvements across the school. This has included several garden refurbishments, painting signage and upgrading playgrounds. There has been positive feedback from all stakeholders regarding these improvements and student numbers throughout 2020 have climbed slightly since census. This is a positive sign and the school hopes to continue growing in student numbers.

Although the year has been challenging our key beliefs to improve the effectiveness of teachers and lift the performance of students has been maintained. Our working philosophies that "Every child matters every day" that "All students can be high achievers" and the need for personal connection and developing relationships, have been particularly important in the re-engagement of students after COVID.

From a teaching and learning perspective the main strategies involve the following:

- Re-engage students in learning programs (school/home) as soon as practicable.
- Establish a sense of safety and well-being at being present at school and developing a normality.
- Establish strong and authentic relationships with students, that includes a welcoming smile or greeting.
- Provision of break-out rooms across the school where students requiring time to re-set have an opportunity to do so.
- Continued provision of 1 on 1 and small group instruction on social stories and Discrete Trial Training.
- A focus on attendance everyday unless unwell – albeit absences connected with COVID.
- Cross-setting structures and establishing set areas of specialist teachers and Education Assistants.
- A gradual release program structure that sees students involved in three set phases: "I do," where the teacher explicitly teaches; "We do," where the students together practise skills; and "You do," where students demonstrate individually their understanding of what they have learnt.
- Daily "warm up" sessions in literacy, numeracy and other learning areas, where students are involved in repetitive activities aimed at consolidating their understandings from short term to long term memory.
- Continued high expectations of students.



The following activity has taken place this year to support this focus:

- Extra support from AIEO and administration in attendance monitoring and follow-up of dis-engagement.
- Support for parents in dropping off and picking up students during times when school was closed to parents.
- Increase in the chaplaincy program and mentoring program.
- Flexibility in the provision of Student Services case conferences for those students requiring extra support.
- Our School Leadership continued lesson observations as part of the performance management process, but also incorporated peer observation/coaching to encourage more collegial professional learning and sharing.
- Maintenance of the whole school use of the Origo resources. Significant improvements in the progress of Origo curriculum was made, particularly given the disruption of COVID.
- Professional learning in K-2 of Talk for Writing to compliment the 7 Steps to Writing Success program.
- The Spelling Mastery program has again been implemented successfully in Years 1 and 2.
- Maintained Collaborative structures for teachers, providing improvement in meaningful PL and better planning of curriculum, structures and use of EA time. Significant teacher autonomy and leadership opportunities have been established through these collaborative structures.
- Literacy Support (reading) and MiniLit, small group remedial interventions for younger students was implemented successfully for a group of students across PP and Y1 and Y2.
- Literacy support (reading) and MacqLit was provided to students in years PP to 6.
- Numeracy support was provided across Y4-6 classes.



2019 NAPLAN Data:

Note – Due to COVID-19 NAPLAN was not conducted in 2020 and therefore 2019 data has been maintained.

Spelling

Year 3 89% of students at or above the NMS
33% of students above the National Mean
Year 5 93% of students at or above the NMS
37% of students above the National Mean

Reading

Year 3 90% of students at or above the NMS
25% of students above the National Mean
Year 5 86% of students at or above the NMS
25% of students above the National Mean

Writing

Year 3 93% of students at or above the NMS
17% of students above the National Mean
Year 5 89% of students at or above the NMS
25% of students above the National Mean

Language Conventions

(Grammar and Punctuation)

Year 3 89% of students at or above the NMS
37% above the National Mean
Year 5 93% of students at or above the NMS
44% of students above the National Mean

Maths

Year 3 93% of students at or above the NMS
26% of students above the National Mean
Year 5 93% of students at or above the NMS
25% of students above the National Mean

COMPARISONS 2013 – 2019

Average Percentage of students at or above the National Minimum Standard

	2013	2014	2015	2016	2017	2018	2019
Reading	93	88	96	90	89	84	84
Writing	85	90	91	92	100	82	91
Spelling	85	86	96	94	100	93	91
Maths	85	92	94	96	92	91	91
L/Conventions	92	84	92	89	95	94	93
School Average	88	88	94	92	94	89	90

Percentage of Students at or above the National Mean

	2013	2014	2015	2016	2017	2018	2019
Reading	30	35	35	43	43	41	19
Writing	31	42	24	37	54	38	25
Spelling	23	33	22	26	50	45	21
Maths	39	38	38	43	20	35	40
L/Conventions	22	35	36	40	34	46	35
School Average	29	37	31	38	40	41	29

NAPLAN Comparative Performance for Year 3

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.8	0.4	0.3	-0.7	0.4	0.4	49	36	45	36	42	27
Reading	1.3	1.1	1.2	0.9	0.5	1.0	49	36	45	37	42	27
Writing	0.6	-0.4	0.9	1.5	0.2	-0.8	50	36	45	37	42	28
Spelling	0.7	0.5	2.0	1.4	1.0	0.1	50	36	45	37	42	27
Grammar & Punctuation	0.7	1.3	1.5	1.0	1.1	0.8	50	36	45	37	42	27

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Reading	0.2	0.3	0.3	0.9	-0.5	0.1	39	44	40	35	45	28
Writing	0.5	-0.2	-0.3	1.6	0.4	-0.4	39	44	39	35	44	28
Spelling	1.3	2.4	1.0	1.4	0.0	0.5	39	44	40	36	45	27
Grammar & Punctuation	-0.6	0.7	0.5	-0.2	1.0	0.7	39	44	40	36	45	27

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Year 3 results performed well with all areas in the expected or above expected.

1. Year 5 results were all in expected range, but very low compared with Y3 results in 2017 and other year 5 results.
2. Y5 Spelling results have dipped over the previous two years and are very low in comparison to the Y3 'same cohort' results. Investigation of changes to the program need to be explored.

School Performance information is generally positive but with some areas of need. In terms of our NAPLAN results:

- Results in Reading, Spelling and Grammar & Punctuation are in line with previous years and above Like Schools.
- Results in Writing and Numeracy are inconsistent and vary between year groups. Some results are above Like Schools and some are below.
- Comparison results from previous NAPLAN testing between Y3-5 show some concerning dips in growth. Writing & Grammar and Punctuation are two of these areas.
- There was a slight increase in the percentage of students in the bottom 20% and a small fall in the percentage of students in the top 20% in comparison to 2018. There is still an overall long term trend of having more students in the top 20% and less in the bottom 20% of NAPLAN scores.
- We met our targets for the average NAPLAN raw score in all areas except for Writing and Numeracy across both Y3 and Y5 and Spelling Y3.

Directions for the future and areas for improvement:

- Continue to implement explicit teaching model in all areas of literacy and maintain focus on: early years' implementation/training, intervention programs for student's needs, staff support for programs.
- Continue literacy daily warm-ups in all year levels.
- Investigate Y4-5 programs (Spelling and P&G) to determine areas of need.
- Continue focus on Writing across the school with particular focus on Seven Steps and introduce Talk for Writing PL for K-2 staff.
- Continue progress with Numeracy whole school strategies: Origo & Yumi Maths and development of curriculum guidelines to provide for split classes. Adoption of Origo checklists to identify content covered and areas of need commenced by most staff.
- 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.
- Classroom Observation and Peer Mentoring as a part of the performance management process will continue in 2021 with an approach that targets school priorities and staff goals.
- Upskilling of Education Assistants in relation to the provision of quality teaching and learning programs has been an area of focus throughout 2019/20 and will continue in 2021. Professional learning, outlining classroom expectations and providing modelling and best practise have been key elements of this.



Attendance Data:

Overall the attendance this year has fallen dramatically due to COVID-19, maintained very similar to previous years. The regular attendance and indicated percentages have altered slightly, but the moderate and severe percentages have remained the similar as previous years. Ongoing strategies in trying to improve attendance with individual students have been implemented.

	At Risk (Severe) 0 – 59%	At Risk (Moderate) 60 – 79%	At Risk (Indicated) 80 – 89%	Regular 90 – 100%
2015	1%	7%	14%	78%
2016	2%	7%	20%	71%
2017	2%	7%	14%	77%
2018	1%	7.1%	16.1%	75.7%
2019	2%	7%	16%	75%
2020	4.3%	6.2%	19.5%	70%

2020 data is an estimate excluding weeks 7-10 in term 1

Attendance rates for Aboriginal students reduced significantly in 2020 and is below WA Schools. A significant impact on this was the COVID factor, which saw a number of Aboriginal students not return for a period of time and on-going poor attendance habits maintained throughout term 3 & 4. Extra efforts were made to reengage these students with the employment of AIEO and engaging student mentors (Ruben, Baldjamaar, Aboriginal Health). The continued provision of attendance certificate, canteen vouchers and 100% badges have had some influence and will continue. Continued individual case management and use of AIEO has assisted in maintaining and improving percentages.

Aboriginal Students – Regular attendance

Year	2016	2017	2018	2019	2020
SPPS Attendance %	86.1%	85.1%	87.2%	87.6%	81.8%
Like Schools%	81.3%	83.2%	81.1%	80.5%	n/a
WA Schools%	n/a	81.2%	80.8%	79.5%	n/a

Better than Like School & WA Schools

2020 data is an estimate excluding weeks 7-10 in term 1

Behaviour Management: Semester 1 2020

- Numbers of students, days in timeout and number of students with 1 day in timeout are comparable to 2019 data.
- Decrease in number of days' students suspended with number of students suspended remaining same as 2019.

Semester 2 2020

- Decrease in the number of timeouts from Semester 1.
- Increase in number of students placed in timeout and number of students with 1 day in timeout from Semester 1
- 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 the extent to which we met these targets in 2020.

New Targets set in our School Plan 2019-21 and *School Development Plan* and achieved in 2019/20:

- Better than Like Schools in all areas except Y3 Reading and Y5 Numeracy
- Y3 Average NAPLAN Score to be at or better than 375. (382)
- Y5 Average NAPLAN Score to be at or better than 460. (466)
- Less than 30% of NAPLAN tested students in bottom 20% - 30%
- For each of the 3 years 2019 to 2021 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.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	76.6%	14.3%	6.6%	2.4%
2018	75.7%	16.1%	7.1%	1.1%
2019	75.2%	15.6%	6.9%	2.3%
Like Schools 2019	63.1%	21.4%	11.1%	4.4%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

- Enrolments were expected to fall based on the trend of falling numbers throughout previous years. Number increased throughout 2020 from 277 at census to approximately 285. Expected enrolments for 2021 were also slightly higher than expected 280 – 282.
- Anecdotal feedback from community members and new parents enrolling have indicated that the school is improving its image in the wider community.
- *On average, 85% of all students to be at or above the NAPLAN National Minimum Standard in all areas. (90%)*
- *All students with documented plans to improve by an average of 7 months, according to their annual standardised testing. (Neale Analysis Reading Accuracy: 14.6 months, Reading Comprehension: 8.7 months; SA Spelling: 14 months)*
- *All K/PP teachers to explicitly teach phonemic awareness and synthetic phonics as a basis for achieving the aim of having all students read by age 6.*
- *All teachers to be participating in a Collaborative Group, and meet weekly, to share planning and preparation.*
- *Incorporate reporting schedule.*
- *Every student to be actively engaged in a class program consistent with the key elements of the Explicit Teaching model.*
- *All teachers to participate in class teaching observation as part of the performance management process.*
- *Continue to refine and develop the school's literacy scope and sequence.*
- *The percentage of Aboriginal students in the regular (90 – 100%) category will be better than 60%. (65%)*



- To maintain or improve upon our average attendance as determined by data sent each year from Central Office:
 - 92% for all students.
 - 89% for Aboriginal students.
- Continue to implement/adapt writing policy – incorporate elements of Seven Steps & Talk for Writing.
- Regular review of K – 6 Literacy Scope and Sequence documents with Admin Team involvement.
- Review K/P Literacy Scope and Sequence (particularly home reading, targets, rhyming and syllables).
- All teachers to participate in class teaching observation as part of the performance management process.
- Use the Origo assessment tools and review/analyse results and track curriculum progress at collaborative meetings.
- Throughout 2020, undertake further YuMi PL for whole staff.
- Continue to implement a Mental Maths scope and sequence.
- Continue to implement SEN planning and reporting.
- At beginning of Semester 1, facilitate Talk for Writing professional learning and, throughout 2020, implement program.
- By end of year revisit numeracy block, be clear about its content and consistently apply it in every classroom.
- By end of year, implement social skills in SEN planning and reporting.

Targets in the School Plan 2019-21 and School Development Plan that have not yet been achieved in 2019/20:

- Not better than Like Schools in Y3 Reading and Y5 Numeracy
- On average, 30% of all students to be above the NAPLAN National Average in all areas. (29%)
- More than 15% of NAPLAN tested students in top 20% – 12.6%
- By end of 2021, 80% of students in each year level to have PM benchmark levels better than those in the highlighted table. (Av. 30%)
- The percentage of all students in the regular category (90 – 100%) will be better than 75%. (32% sem 1 & 57% sem 2).
- By end of pre-primary, 90% of all students to be able to identify the correct phoneme for each of the 26 letters of the alphabet.
- Termly throughout the year publish the best pieces of writing throughout the school – newsletter, web-site, classroom.
- Continue to review school programs against the Aboriginal Cultural Standards Framework and implement areas of focus.

HIGHLIGHTS AND DEVELOPMENTS

PERFORMING ARTS NIGHT

For a second year in a row the school undertook a Performing Arts Night with all classes participating in performing a song, play or poem. The choir and percussion students also participated, which provided these students with a much needed opportunity to display their skills and abilities. This year we managed to have the event outdoors, which provided a wonderful park-style atmosphere.

INTERSCHOOL SPELLING CHAMPIONSHIP SUCCESS

Once again our awesome spelling program was on highlight at the Albany Spelling Championships. Our Y3/4 team won their competition out of several other teams from across Albany. Our ongoing success in this competition is a measure of the strength of our spelling program.

EXPLICIT TEACHING FOCUS

This approach has continued to be a successful and highly productive school focus. Introduction of warm ups in other learning areas such as Science and HASS have been trialled to further develop this learning approach. The school was also successful in gaining entry into the Explicit Teaching Internship Program, which will provide the school with an opportunity to further develop our knowledge and skills.



VEGETABLE GARDEN & RECYCLING

Progress on a new vegetable garden for the Junior Primary was implemented throughout the year, transforming an unused area within the school to a future learning environment for our Science and Health lessons. Continued use of the main vegetable garden with our middle primary students, who also maintained the food scraps for the compost and worms.



A new recycling project was established with the introduction of the Container Deposit Scheme. Recycle points were established across the school and community links made with the recycling point.

NEW UNIFORMS

A wonderful uptake of the new school uniform was consolidated throughout the year. The majority of students now wear the new blue uniform, which has received many positive comments from parents and community alike. The old white uniform has been retained as an option and will slowly be phased out.



TEACH LEARN GROW

For the second year in a row the school was very fortunate to be selected by TLG for a week-long maths coaching visit, undertaken by ten math tutors. These university students came from a variety of universities in Perth and provided one on one support to over 40 students across the school. Their hands on activities and energetic enthusiasm was greatly received by staff and students. The learning undertaken was terrific.



KINDILINK PROGRAM

Our 3-Year-Old Program continued to expand this year with two 3 hour sessions being provided at Coolangarras and the main kindergarten classroom. Numbers of parents and students attending increased once again, with over 30 participants throughout the year. The program provides 3 year olds and younger siblings with an opportunity to come along with a parent for a session of learning and fun.



SCHOOL PROMOTION

- **SCHOOL TOURS** – Due to COVID only single parent tours were offered to view the school and the programs. The tours were conducted throughout the school day and involved visits to various areas of the school. Opportunity for parents and community members to ask questions and receive information was appreciated by those that participated.
- **ALBANY SHOW** – This event was cancelled this year due to COVID.
- **COMMUNITY INVOLVEMENT** – Throughout the Term 3 & 4 when parent and community engagement was allowed the school planned several events to re-engage parents into the school. After the disruption and anxiety of term 1 and 2, this reconnection of the community and school was an important step to take.



NEW GARDENS

Several garden areas, including school signage, have been revamped and renewed throughout the year. This has provided the school with a much needed face lift and attractive entrances for parents and community. Positive feedback has been received by community members, staff and students.



SPECIAL PROGRAMS

Spencer Park Primary School featured a number of special programs throughout 2020; many of these are ongoing from year to year and add value to the overall scope of the curriculum offered at our school.

MUSIC

All year levels are involved in a 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 clarinet, flute, guitar or brass instruments if they are selected to be part of this program. Five positions are opportunities, outside the school, for our choir and percussion groups to perform. Recording choir performances and presenting them via Teams to the school community has occurred throughout the year and has provided students with an opportunity to perform for a purpose.



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. Our new science room continues to be a wonderful resource within the school.



HUMANITIES AND SOCIAL SCIENCE (HASS)

Consolidating as a new specialist area, this learning area has once again provided students with an opportunity to explore their local environment and community and learn about the services and facilities that exist within Albany. A variety of excursions were still undertaken to local sites throughout semester 2 of 2020, to help students obtain a first-hand experience.



SPORTS

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 (swimming, athletics, orienteering, netball) and specialized sports training. All of these activities were slightly impacted by COVID-19, but were still managed to be run. Organized games/activities at recess and lunch continue to provide all students with the capacity to physically engage. (Dodgeball, Jump Jam, Football and Athletics training)



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 and other specialised health services.

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.



TALENTED AND GIFTED

Funds are set aside each year to provide small group specialised programs for our talented and gifted students. In 2020 this included Spelling Championships, Talented Young Writers and music programs.

SCHOOL CHAPLAINCY

The school employed a School Chaplain for extra time this year to provide additional support in the area of Pastoral Care. This time was very much required with the heightened anxiety around COVID-19. 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

The school celebrated NAIDOC Week by having a special NAIDOC Assembly performed by the PP2 class and run by our Aboriginal students. This was followed by an afternoon tea and our Dreamtime football and netball games against Mt Lockyer PS. Mr Larry Blight shared some Aboriginal stories with all classes across the school. We were also very fortunate to have a wonderful Aboriginal artefact display, on loan from the Williams family, in the library throughout the week.



INDIGENOUS PROGRAMS

Throughout 2020 the school has established key partnerships with various groups and agencies in the provision of programs for our Aboriginal students. Baldjamaar Foundation, Aboriginal Health and the Aboriginal Corporation are all involved in various programs including mentoring, reading programs, homework classes, playgroups and mental health programs. The young Aboriginal students participating have benefitted greatly from these programs and the involvement of these groups within school provides a powerful advocacy for the importance of education and the connection of Aboriginal culture.

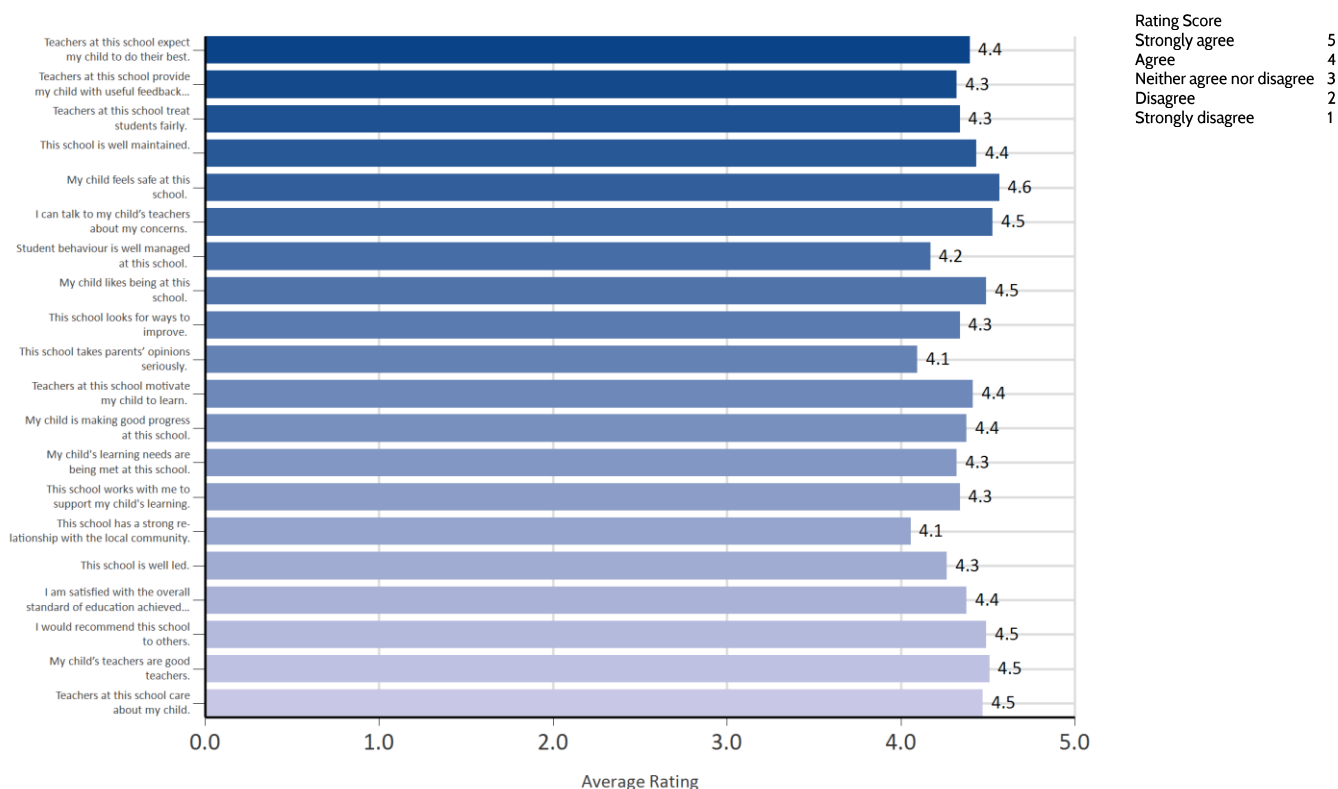


PARENT SATISFACTION SURVEY (*conducted biannually*)

In 2020 surveys were distributed on Open Night and as a result 50 surveys were returned. The data collected was a good statistically representation of the parent body.

Considerable data and information can be generated and displayed as a result of collecting the surveys. This full range of data available is analysed by our School Board and by staff.

All areas indicate that parents generally *strongly agree* or *agree* with each statement. Although all areas are positive - 3 areas (as indicated below) will continue to be a focus for the school. This were the same areas as identified in the last survey in 2018.



Comments

- Teachers at this school expect my child to do their best.
- Teachers at this school provide my child with useful feedback about their school work.
- Teachers at this school treat students fairly.
- This school is well maintained.
- My child feels safe at this school.
- I can talk to my child's teachers about my concerns.
- Student behaviour is well managed at this school.
- My child likes being at this school.
- This school looks for ways to improve.
- This school takes parents' opinions seriously.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- My child's learning needs are being met at this school.
- This school works with me to support my child's learning.
- This school has a strong relationship with the local community.
- This school is well led.
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others.
- My child's teachers are good teachers.
- Teachers at this school care about my child.

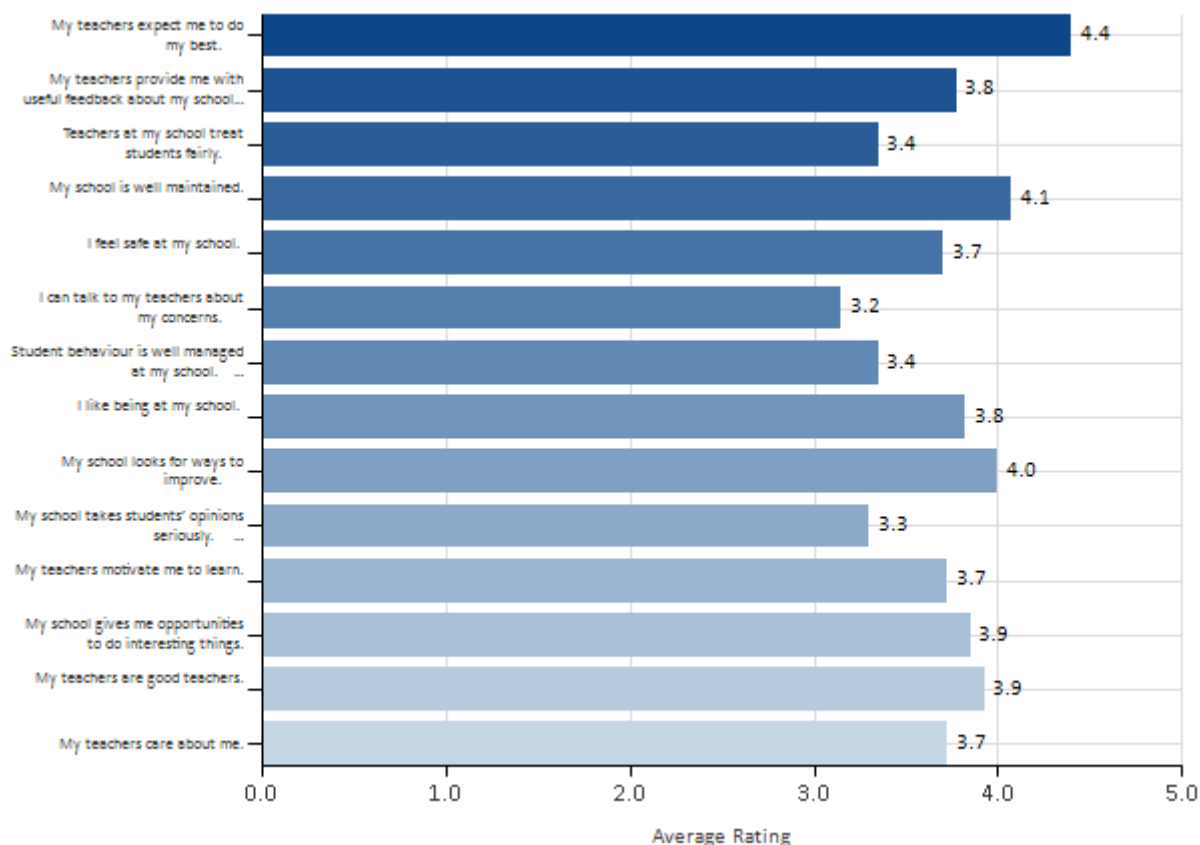


STUDENT SURVEY (conducted biannually)

In 2020 surveys were undertaken in the Yr 5/6 classes. The data collected was a good statistically representation of the Yr 5/6 student body, with 40 students participating.

Considerable data and information can be generated and displayed as a result of collecting the surveys. This full range of data available is analysed by our School Board and by staff.

All areas indicate that students generally *agree* or *Neither agree nor disagree* with each statement. Although most areas are positive – 4 areas (as indicated below) will be foci for the school. These areas were the same areas as identified in the last survey in 2018, apart from *Teachers at my school treat students fairly*, which has fallen greatly from 2018. This is an area that requires more investigation by staff.



My teachers expect me to do my best.

My teachers provide me with useful feedback about my school work.

Teachers at my school treat students fairly. (2018 – 4.2)

My school is well maintained.

I feel safe at my school.

I can talk to my teachers about my concerns. (2018 – 3.7)

Student behaviour is well managed at my school. (2018 – 3.7)

I like being at my school.

My school looks for ways to improve.

My school takes students' opinions seriously. (2018 – 3.4)

My teachers motivate me to learn.

My school gives me opportunities to do interesting things.

My teachers are good teachers.

My teachers care about me.



SCHOOL BOARD REPORT

2020 Annual Report

The Spencer Park Primary School (SPPS) Board members for 2020 were:

Mr Jem Ruggera (Chairperson)

Jeremy Hadlow (Principal)

Carl Luscombe and Jenny Kightly (School Representatives)

Mrs Perdita Beebe (Parent Representatives)

Mrs Eileen Wheeler (Business / Community Representatives)

Robyn Clements (Secretary)

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

The School Board reviewed both the SPPS Finance Report for 2020 and the Proposed Budget for 2021. The Board approved the Voluntary Contributions and Charges as well as the equipment list for 2021. The School Development Plan for 2021 was discussed, reviewed and endorsed. The School Board reviewed the results of the 2019-2021 Business Plan and provided feedback about the achievement and progress of targets via the Student Performance and School Review Information and Analysis 2020 document. Judgements and adjustments to programs were also made for future planning.

The School Board supported changes and adjustments to various policy documents presented throughout the year including the Excursion Policy, Leave Policy and the Stand Alone Fire Policy. They also endorsed changes to the Kindergarten Report.

The Board were provided information about School Review process and the ESAT tool. Discussion of School Board involvement within the School Review process was also discussed and will be planned for 2021. Changes to the date of the School Review were made due to COVID and subsequent introduction of 'The Standard' was commenced. The new date for the school review will be Term 1 Wk 7 of 2021.

General discussion of student numbers and Workforce Plans were also undertaken and strategies of how numbers of students enrolling could be increased. Discussion of various strategies included in the *Positive Schools Promotion section of the Business Plan* were undertaken during meetings to provide an overview of their effectiveness and success.

Other topics discussed were changes to the newsletter (Blog Style), Spencer Park Development Plan and information and strategies around COVID.

We thank the staff of SPPS for their contribution, enthusiasm and commitment to the education of our children and look forward to 2021 and the challenges the year may bring.

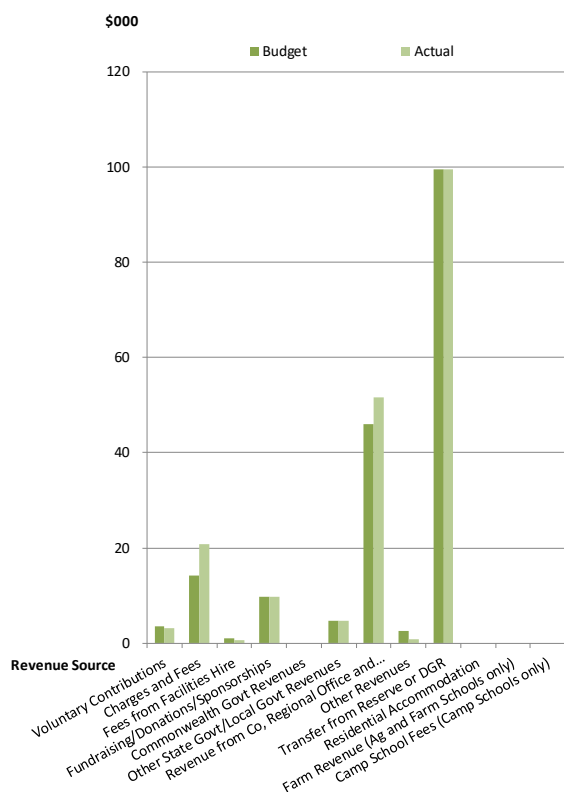
School Board Members



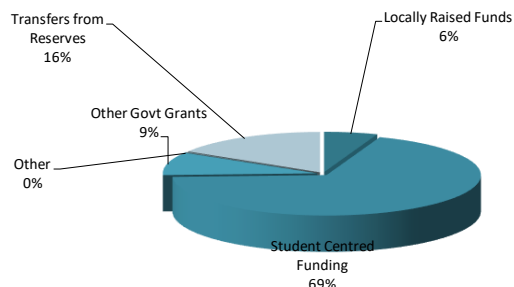
Spencer Park Primary School Financial Summary as at 15 February 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 3,483.00	\$ 3,128.77
2	Charges and Fees	\$ 14,118.00	\$ 20,731.00
3	Fees from Facilities Hire	\$ 1,000.00	\$ 593.63
4	Fundraising/Donations/Sponsorships	\$ 9,799.00	\$ 9,712.10
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,600.00	\$ 4,600.00
7	Revenue from Co, Regional Office and Other Schools	\$ 45,915.00	\$ 51,628.26
8	Other Revenues	\$ 2,576.00	\$ 808.51
9	Transfer from Reserve or DGR	\$ 99,519.00	\$ 99,519.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 181,010.00	\$ 190,721.27
	Opening Balance	\$ 114,161.00	\$ 114,161.12
	Student Centred Funding	\$ 412,034.66	\$ 418,135.14
	Total Cash Funds Available	\$ 707,205.66	\$ 723,017.53
	Total Salary Allocation	\$ 3,291,945.00	\$ 3,291,945.00
	Total Funds Available	\$ 3,999,150.66	\$ 4,014,962.53

Locally Generated Revenue - Budget vs Actual

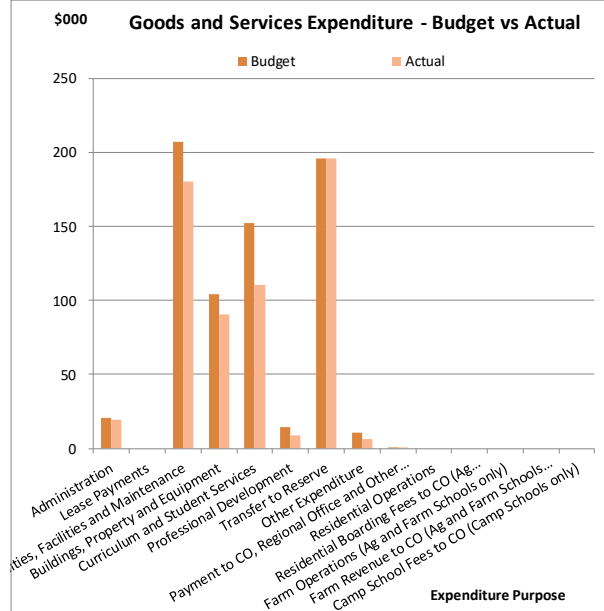


Current Year Actual Cash Sources

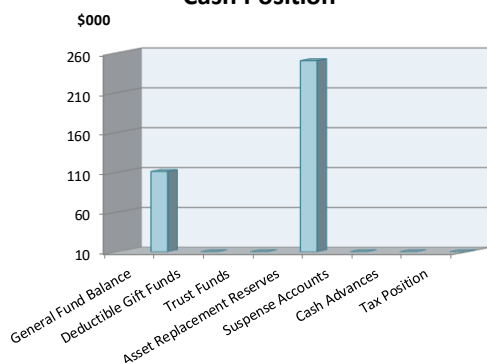


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,764.00	\$ 19,456.00
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 207,108.00	\$ 179,987.02
4	Buildings, Property and Equipment	\$ 104,319.00	\$ 90,481.23
5	Curriculum and Student Services	\$ 152,007.00	\$ 110,374.92
6	Professional Development	\$ 14,335.00	\$ 8,980.47
7	Transfer to Reserve	\$ 196,000.00	\$ 196,000.00
8	Other Expenditure	\$ 10,744.00	\$ 6,417.20
9	Payment to CO, Regional Office and Other Schools	\$ 455.00	\$ 454.55
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 705,732.00	\$ 612,151.39
	Total Forecast Salary Expenditure	\$ 3,243,148.00	\$ 2,627,927.00
	Total Expenditure	\$ 3,948,880.00	\$ 3,240,078.39
	Cash Budget Variance	\$ 1,473.66	

Goods and Services Expenditure - Budget vs Actual



Cash Position




Cash Position as at:	
Bank Balance	\$ 350,103.15
Made up of:	
1 General Fund Balance	\$ 110,866.14
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 249,982.72
5 Suspense Accounts	\$ (7,245.74)
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (3,999.97)
Total Bank Balance	\$ 350,103.15

2020 ANNUAL REPORT ENDORSEMENT.

This report has been verified and endorsed by:

Jeremy Hadlow Principal

A handwritten signature in black ink, appearing to read 'Sue Cuneo', written over a horizontal line.

Sue Cuneo Director of Education, Southwest

Perdita Beebe School Board Chair

A handwritten signature in black ink, appearing to read 'Perdita Beebe', written over a horizontal line.



SPENCER PARK PRIMARY SCHOOL

www.spencerparkps.wa.edu.au

26 Hardie Road, Spencer Park (Albany) WA 6330

Tel (08) 6821 3000

spencerpark.ps@education.wa.edu.au