



SPENCER PARK PRIMARY SCHOOL

# Annual Report

2022



# 2022 SCHOOL ANNUAL REPORT

## INTRODUCTION

The information contained in this annual report is a summary of information and data collected throughout 2022. 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

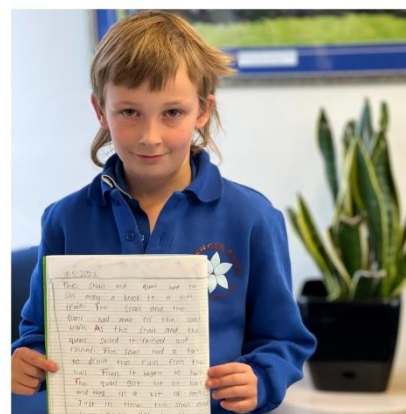
2022 was another very disrupted year with COVID hitting the school community hard in term two and continuing sickness impacting staff and students throughout term 3. The school continued to struggle with attendance and transiency, but a return to the implementation of school plans and priorities in term 3-4 was positive.

The school continued the implementation of the **Explicit Teaching in Literacy program** and has moved beyond the focus of literacy to include other learning areas. This program has had several positive impacts on staff collaboration practises through a greater willingness to have lessons observed, share best practise and implement various explicit teaching aspects. Participation of Education Assistants in the program has ensured that key aspects of the explicit teaching framework have also been embedded within small group activities. The school has continued to implement the **LILEY (Leading Inspired Learning in the Early Years) Project** and **Diana Rigg's Promote Literacy Development (PLD)** approach. This program has focussed on the K-2 curriculum, with all K-2 staff involved, including the Education Assistants. Progress of the PLD program beyond Yr 2 has been implemented this year and will continue in 2023 for Yr 3-6 students requiring support. Continued investigation of **quality math curriculum materials and pedagogy** continued this year, with staff PL in math proficiencies, Bond Blocks and Back to Front maths. Origo will remain the whole school math curriculum program, with other resources from the programs mentioned providing support strategies/resources.

At the beginning of 2022 the school introduced **Smiling Minds** as a resource to assist staff in helping students to regulate. Staff have trialled these resources and strategies at the beginning of the day and after breaks and have observed gains in student's overall regulation and mindfulness.

This program, along with other social and emotional programs embedded in the school, have been important in assisting our students throughout this difficult year.

A further focus for 2022 has been re-engaging students and families with **regular attendance**. This focus was implemented late term 3, after the disruption that COVID and the flu season had on the school community. Administration and teacher follow-ups, letters and phone calls were made to families with poor attendance to communicate concern and discuss potential barriers to students returning.



The following activities took place in 2022 to support this focus:

- Extra support from AIEO and administration in attendance monitoring and follow-up of dis-engagement.
- AIEO implementation of cultural programs in small groups. (Yr4-6)
- Continued support for parents in dropping off and picking up students where difficulties coming/leaving school exist.
- Increase in the **School Psychology** time and continuation of both the **chaplaincy** program and **mentoring** program.
- Flexibility in the provision of Student Services **case conferences** for those students requiring extra support.
- 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. Investigation of **math proficiencies** and adoption of hot & cold tasks.
- Implementation of **Talk for Writing (K-2)** to compliment the **7 Steps to Writing Success (Yr3-6)** program.
- Expansion of the **PLD** program and **Heggerty Phonemic Awareness** across K-2.
- Embedding of the Explicit Teaching in Literacy project across the school.
- 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.

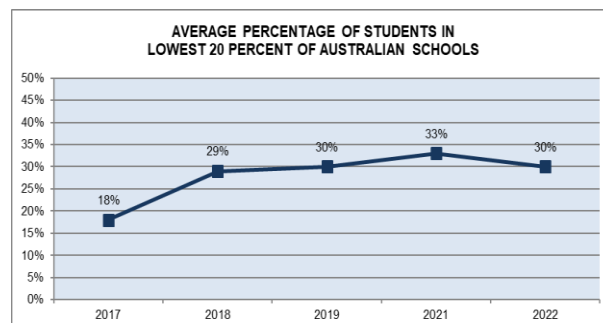


## COMPARISONS 2017 – 2022

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

	Reading					Writing					Spelling					Grammar & Punctuation					Numeracy					
Yr	17	18	19	21	22	17	18	19	21	22	17	18	19	21	22	17	18	19	21	22	17	18	19	21	22	AV
3	24	36	30	46	31	11	33	46	32	32	14	24	30	37	37	16	38	30	43	31	36	31	30	42	32	33
5	11	31	25	17	22	20	39	29	41	41	11	16	15	18	32	14	20	41	25	22	23	30	33	27	20	27
AV	17	33	27	32	26	15	36	32	36	36	12	20	23	28	35	15	29	35	34	26	29	30	31	34	26	30

Average percentage in bottom 20%	2017	18%
	2018	29%
	2019	30%
	2021	33%
	2022	30%



### Self-Assessment

1. The average for Year 5's (27%) is better than the average of Year 3's (33%)
2. Performance has generally improved compared with 2021 results, apart from Year 5 reading and spelling.
3. The **overall average** is at the desired target of 30%.
4. Areas of focus: **Writing & Spelling for Year 3 & 5** and all other areas for Year 3.

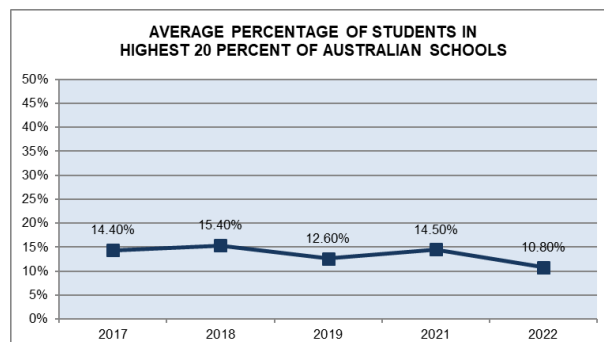


## PERCENTAGE OF STUDENTS IN HIGHEST 20 PERCENT OF AUSTRALIAN SCHOOLS

	Reading					Writing					Spelling					Grammar & Punctuation					Numeracy					
Yr	17	18	19	21	22	17	18	19	21	22	17	18	19	21	22	17	18	19	21	22	17	18	19	21	22	AV
3	14	17	22	11	11	17	5	11	3	12	17	14	19	14	7	17	19	15	17	2	17	14	7	14	10	8.4
5	17	13	14	14	14	14	16	4	17	11	16	20	15	18	16	16	22	15	21	14	6	16	4	15	11	13.2
AV	15	15	18	12	12	15	10	8	10	11	16	17	17	16	12	16	20	15	19	8	11	15	5	14	10	10.8

Average percentage in top 20%

2017	14.4%
2018	15.4%
2019	12.6%
2021	14.5%
2022	10.8%



### Self-Assessment

1. The average for Year 3's (8.4%) is lower than the average of Year 5's (13.2%)
2. Overall average is **not meeting** the target of 15%.
3. **Areas of focus: Year 3 Spelling & G&P**

### Overall Findings

- 1/10 areas tested were achieving the target set (15%), with 2 areas very close to the target (14%).
- The staff and School Board believe that the above data provides **little evidence** of obtaining the achievement target outlined above.

### Average Percentage of students at or above the National Minimum Standard

	2017	2018	2019	2021	2022
Reading	89	84	84	92	92
Writing	100	82	91	90	87
Spelling	100	93	91	88	88
Maths	92	91	91	89	95
L/Conventions	95	94	93	89	92
School Average	94	89	90	90	91

### RECOMMENDATIONS

- Year 3 cohort has 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.
- Improvement have been made in the **Numeracy area**, but a continued focus on developing Math proficiencies, Cold tasks, Origo & Back to Front Maths is required.
- Year 3 Spelling requires a continued focus.
- Overall, there was a slight fall in the percentage of students in the lowest 20%, which is a pleasing result.

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

- Implement the **explicit teaching in literacy** across the school and begin to apply to 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 review of **Literacy Scope and Sequence documents** with Admin Team involvement.
- Continue to implement **PLD program within K-Y2** and into older year levels based on need.
- Continue implementing Writing Policy with integration of **Seven Steps for Writing and Talk for Writing**.
- Continue **0.4FTE specialist Physical Education** teacher and embed daily fitness practices across all year levels.
- Maintain participation in all events by **developing a culture of effort and trying our best**.
- Teach and **practise mindfulness and resilience techniques** and language consistently across all areas.
- Math curriculum to remain as Origo but teaching focus to embed **proficiencies**.
- Implement **Back-to-Front Maths Diagnostic** testing for Y3-Y6 (fixing misconceptions).
- Math **moderation tasks** to focus on proficiencies.
- Use of **Brightpath to assess** writing samples and create focus groups for improvement.
- Provision of **PL for understanding WAC achievement** and SCSA judging standards.
- 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.
- **Upskilling of Education Assistants** in relation to the provision of quality teaching and learning programs.



### ATTENDANCE DATA

After the COVID issues surrounding semester 1, the overall 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 and greater involvement of AIEO's is planned for 2022.

Semester 1 only	At Risk (Severe) 0 – 59%	At Risk (Moderate) 60 – 79%	At Risk (Indicated) 80 – 89%	Regular 90 – 100%
2018	1%	7.1%	16.1%	75.7%
2019	2%	7%	16%	75%
2020	6%	18%	44%	32%
2021	4%	11%	26%	58%
<b>2022</b>	<b>5%</b>	<b>21%</b>	<b>36%</b>	<b>38%</b>

Attendance rates for Aboriginal students reduced once again in 2022 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 2-4. Extra efforts were made to reengage these students with the employment of AIEO and engaging student mentors.

The continued provision of attendance certificate, 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	2018	2019	2020	2021	2022
<b>SPPS Attendance %</b>	<b>87.2%</b>	<b>87.6%</b>	<b>81.8%</b>	<b>80%</b>	<b>75.2%</b>
<b>Like Schools%</b>	<b>81.1%</b>	<b>80.5%</b>	<b>78.8%</b>	<b>78.1%</b>	<b>72.7%</b>
<b>WA Schools%</b>	<b>80.8%</b>	<b>79.5%</b>	<b>77.6%</b>	<b>76.8%</b>	<b>69.5%</b>

**Better than Like School & 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
2020	47.9%	18.8%	14.6%	18.8%
2021	38.6%	26.3%	22.8%	12.3%
2022	24.5%	22.4%	38.8%	14.3%
Like Schools 2022	20.8%	27.4%	27.5%	24.3%
WA Public Schools	20.0%	25.0%	27.0%	29.0%

## BEHAVIOUR MANAGEMENT

### OBSERVATIONS

#### Semester 1 2022

- Numbers of students, days in timeout and number of students with 1 day in timeout are higher than 2021.
- Decrease in number of days' students suspended and number of students suspended also increasing.

#### Semester 2 2022

- Increase 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
- Most figures are higher than Sem. 2 2021 apart from number of students with 1 timeout.

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 2022:

- **Better than Like Schools in Yr 3 Reading, Numeracy, G&P and Yr 5 Reading, Numeracy, G&P and Spelling**
- **Y3 Average NAPLAN Score to be at or better than 375. (375.8)**
- **Y5 Average NAPLAN Score to be at or better than 450. (474.4)**
- **That by 2025 our performance be more consistently achieving less than 30% in the bottom 20% - Bottom 20% = 30%**
- **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.**

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	70.0%	19.5%	6.2%	4.3%
2021	58.4%	26.4%	11.2%	4.1%
2022	37.8%	35.9%	21.4%	5.0%
Like Schools 2022	44.3%	30.3%	17.2%	8.1%
WA Public Schools	51.0%	32.0%	13.0%	5.0%



- Enrolments have grown throughout 2022 from 285 at census to 297 throughout the year. Numbers are predicted to fall back to around 290 at the beginning of 2023, which is a small increase in numbers. Transiency rates remain very high at around 27%.
- Anecdotal feedback from community members and new parents enrolling have indicated that the school is improving its image in the wider community.

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

- **Better than Like Schools in Yr 3 Spelling and Yr 3 & 5 Writing**
- **More than 15% of NAPLAN tested students in top 20% - 10.8%**
- **The percentage of all students in the regular attendance category (90 – 100%) will be better than Like Schools 44.3%. (37.8% sem 1).**

## HIGHLIGHTS AND DEVELOPMENTS

### CONCERT IN THE PARK

This is the second time that this event has been held at the school and once again we had perfect weather. Our choir commenced the evening with a song and dance, followed by a variety of songs, poems and dances from our PP-Yr 6 classes. Mr Hadlow entertained the crowd with very funny dad jokes, before the choir and percussion students returned to once again entertain the crowd. Staff and students finished the evening with the school song and everyone was able to head home a little earlier than expected.

### INTERSCHOOL SPELLING CHAMPIONSHIP

Twelve students from Yr 3-6 participated in the Albany Spelling Competition, which extends well beyond Albany to include schools from as far as Jerramungup DHS. The event was hosted by Mount Lockyer Primary School and our school entered two teams in each both the Yr 3/4 and Yr 5/6 competition. All of our teams performed very well, with our Yr 5/6 team coming equal second. Next year the competition will move to Albany PS.

### VEGETABLE GARDEN & RECYCLING

Student engagement in our vegetable gardens across the school continued to expand with science lessons, waste warriors and a special TAGS group. Ensuring that food waste was being utilised and maintaining our worm farm were important elements in the garden. Our canteen benefitted from the lovely fresh produce and our students applied practical skills to their learning. A HUGE thankyou to Mrs Edwards who has driven the garden projects.

### KINDILINK PROGRAM

Our 3-Year-Old Program ran on Monday's & 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 45 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.

### NATIONAL RIDE 2 SCHOOL DAY

On Friday 25<sup>th</sup> March over forty students participated in Ride 2 School Day. Students participated by riding bikes and scooters from home or parks around the local area. Once at school there were a number of obstacle courses for students to tackle as well as a light breakfast to enjoy.

### 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.







### NEW MURAL

A new mural created by Scott Maher from artwork produced by students has been erected along the Hardie Rd frontage. This mural captures various elements of the school culture and highlights our school diversity and values.

Funding for this project was partially provided by the State Government through their Small Grant Program 2021 and we would like to specifically thank Rebecca Stephens for her support of this project.



### BOOK WEEK

What a wonderful week we all had during Book Week!

Throughout the week we had various staff undertake Book Reads using Teams to share the illustrations, while listening to the teacher read the text.

On Monday and Tuesday students were able to learn the skills of illustrating and writing a book from Kylie Howarth, an award-winning, internationally published children's author and illustrator. They were amazed by Kylie's illustration skills and thoroughly enjoyed the sessions. On Thursday lots of students participated in the Book Week Book Swap. Students exchanged their own pre-loved books for other students, which was a great way of recycling second-hand books.

Throughout the week classes participated in a decorate your door competition. Congratulations to Room 1 on winning the prize of a free book swap ticket. Friday was our Book Week Assembly and our Dress up Parade, which was once again the highlight of the week. It was amazing to see so many creative costumes being worn and the majority of students and staff getting involved.

Thank you to the parents and caregivers for your support throughout the week and A HUGE THANK YOU to the staff at SPPS for your coordination and organization of the various events.



### EAGLES & DOCKERS CUP

Our Yr 5 & 6 students participated in an interschool football carnival last week, which saw a number of Albany schools as well as Denmark and Mt Barker involved. The Eagles Cup boys team tried hard all day and finished with a win in their final game. Our Dockers Cup girls team were undermanned, but performed strongly throughout the day, winning most of their games and just missing out on playing the grand final.

Thank you to Mr Luscombe for coaching and organizing our participation and to all the students that represented SPPS with good sportsmanship.



### YOUNG WRITERS

Several students had an opportunity to participate in Young Writers last Tuesday. Young Writers is a workshop event that provides talented and gifted students with an opportunity to expand their literacy skills. Students work with professional writers to learn writing techniques that authors employ to develop text and engage readers. Thank you to Mrs Harris-Moroney who supervised the students during their workshop.

### TREASURE HUNTERS

The school is very excited to announce that YouthCARE will be commencing a Treasure Hunters program for students in Yr 1-6 at lunch time each Tuesday. The program is optional for students to attend, but they must have parent permission to participate. 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 this week twelve students from SPPS will be 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 30-100 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 2022; 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 is 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 & SPORTS

Physical Education lessons taught by a specialist teacher were introduced in 2022. 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. Organized games/activities at recess and lunch continue to provide all students with the capacity to physically engage. (dodgeball, football and games). The fitness track around the oval and the placement of soccer goals has provided a variety of extra activities for the students to engage in.

### 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 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 2022 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 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

Throughout our final week of term 2 we have engaged in a few different activities for NAIDOC Week. The big event for the whole school has been to participate in a colouring competition for our new faction designs. These designs have been created by Jesse Wynne and Thomas Dimer from artwork undertaken by our students.

The three new designs are:

**Red – Sun, Gold – Moon, Green - Stars**

Every class will submit ten designs to a final whole school selection, which will be viewed to select our winning designs. These designs will be used to create new faction flags, large faction posters and eventually new faction shirts.

Our Yr 5/6 students also participated in our annual football and netball competition against Mt Lockyer and performed very well.



## INDIGENOUS APPRECIATION PROGRAM

In 2022 the school established an indigenous appreciation program coordinated and run by the school's AIEO. The partnership engaged different community groups/members to come and teach stories, dance and culture to both Aboriginal and non-Aboriginal students. All students who participated in the project benefitted greatly and the involvement of these groups within school provides a powerful advocacy for the importance of education and the connection of Aboriginal culture.





# SCHOOL SURVEY SUMMARY *(conducted biannually)*

	2018				2020				2022			
	Parent	Staff	Students	Average	Parent	Staff	Students	Average	Parent	Staff	Students	Average
Number of respondents	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.

- 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, P&C 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

## 2022 Annual Report

The Spencer Park Primary School (SPPS) Board members for 2022 were:

Mrs Perdita Beebe (Chairperson)

Jeremy Hadlow (Principal)

Carl Luscombe and Kristen McGregor (School Representatives)

Mr Jem Ruggera (Parent Representative)

Mrs Esta Steer (Parent Representative)

Mrs Eileen Wheeler (Business / Community Representatives)

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 about COVID protocols and requirements. Information relating to the attendance of students and the strategies put in place to address the COVID related absences were also discussed.

The School Board reviewed both the SPPS Finance Report for 2022 and the Proposed Budget for 2023. The Board approved the Voluntary Contributions and Charges as well as the equipment list for 2023. The School Development Plan (SDP) for 2023 was discussed, reviewed and endorsed. The School Board reviewed the results of the 2022 Business Plan and provided feedback about the achievement and progress of targets via the Student Performance and School Review Information and Analysis 2022 document. Judgements and adjustments to programs were also made for future planning.

The School Board endorsed the new School Business Plan 2022-2025 and supported the changes to more closely link the School Development Plan with the School Business Plan and the DOE Focus documents.

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. Further modules will be provided and discussed through 2023.

Board members were involved in the selection of a staff shirt to match the colour of the student shirt. Both staff and school volunteers will be able to purchase these shirts through the uniform shop.

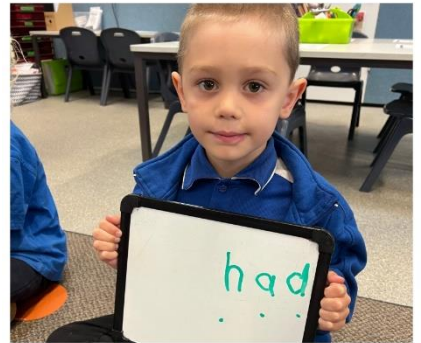
Members looked over and made suggestions relating to the Complaints Policy and the Behaviour Management Policy. Both these policies have been implemented for 2023.

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

Members discussed proposed changes to Student Leadership structure for 2023 and the benefits that this would provide.

We thank the staff of SPPS for their contribution, enthusiasm and commitment to the education of our children and look forward to 2023 and the challenges the year may bring.

School Board Members

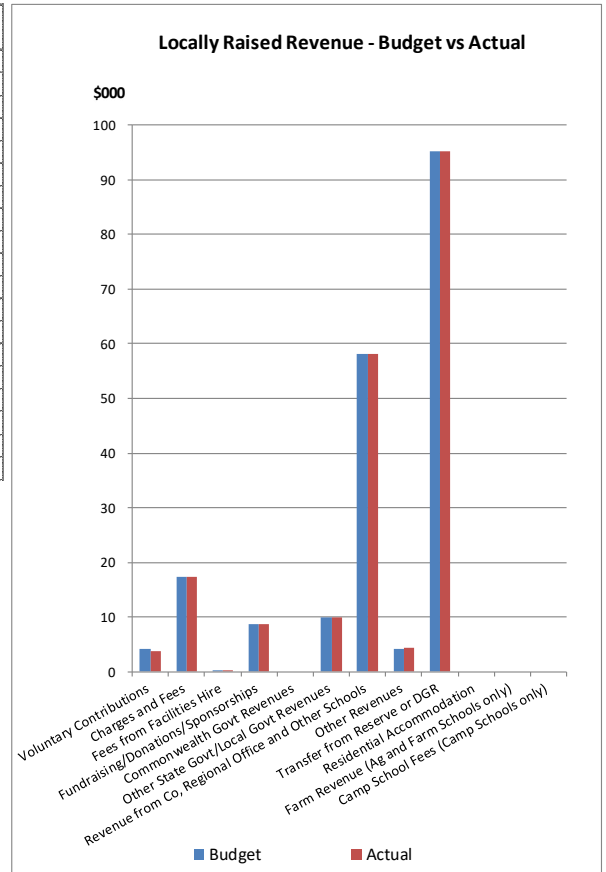
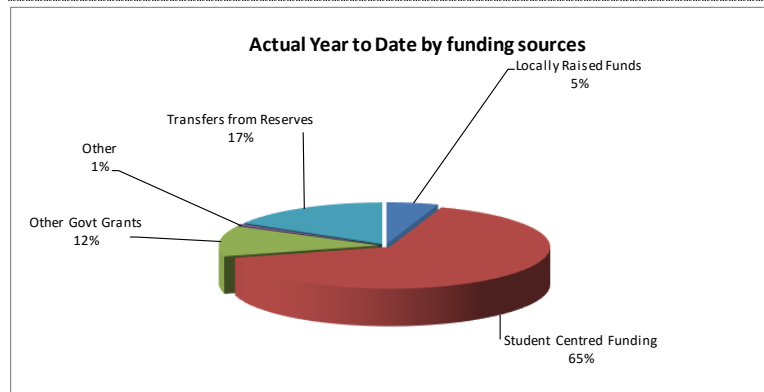




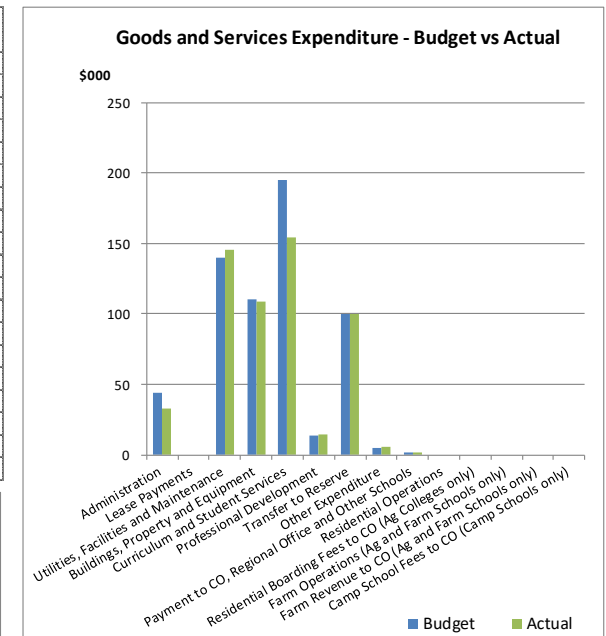
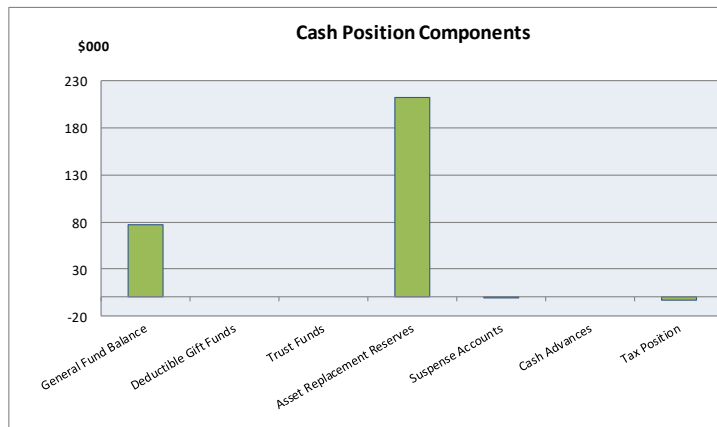
## Spencer Park Primary School

### Financial Summary as at 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,256.00	\$ 3,713.00
2	Charges and Fees	\$ 17,425.00	\$ 17,321.49
3	Fees from Facilities Hire	\$ 227.00	\$ 233.64
4	Fundraising/Donations/Sponsorships	\$ 8,691.00	\$ 8,741.52
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 10,000.00	\$ 10,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 58,181.00	\$ 58,170.52
8	Other Revenues	\$ 4,108.00	\$ 4,407.54
9	Transfer from Reserve or DGR	\$ 95,211.00	\$ 95,210.53
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 198,099.00</b>	<b>\$ 197,798.24</b>
	<b>Opening Balance</b>	<b>\$ 65,770.00</b>	<b>\$ 65,770.26</b>
	<b>Student Centred Funding</b>	<b>\$ 376,556.00</b>	<b>\$ 376,556.42</b>
	<b>Total Cash Funds Available</b>	<b>\$ 640,425.00</b>	<b>\$ 640,124.92</b>
	<b>Total Salary Allocation</b>	<b>\$ 3,897,399.00</b>	<b>\$ 3,897,399.00</b>
	<b>Total Funds Available</b>	<b>\$ 4,537,824.00</b>	<b>\$ 4,537,523.92</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 44,408.00	\$ 32,892.74
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 140,138.00	\$ 145,087.68
4	Buildings, Property and Equipment	\$ 110,528.00	\$ 108,723.67
5	Curriculum and Student Services	\$ 194,692.00	\$ 154,179.84
6	Professional Development	\$ 13,916.00	\$ 14,485.54
7	Transfer to Reserve	\$ 100,000.00	\$ 100,000.00
8	Other Expenditure	\$ 5,142.00	\$ 5,846.11
9	Payment to CO, Regional Office and Other Schools	\$ 2,075.00	\$ 2,074.55
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 610,899.00</b>	<b>\$ 563,290.13</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 3,668,376.00</b>	<b>\$ 3,668,376.00</b>
	<b>Total Expenditure</b>	<b>\$ 4,279,275.00</b>	<b>\$ 4,231,666.13</b>
	<b>Cash Budget Variance</b>	<b>\$ 29,526.00</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 284,698.76</b>
Made up of:	
1 General Fund Balance	\$ 76,834.79
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 212,035.19
5 Suspense Accounts	\$ (618.22)
6 Cash Advances	\$ -
7 Tax Position	\$ (3,553.00)
<b>Total Bank Balance</b>	<b>\$ 284,698.76</b>

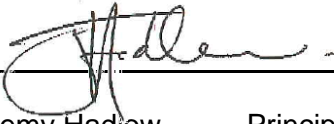


## 2022 Annual Report Endorsement



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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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