



# SOUTH PERTH PRIMARY SCHOOL

2022 School Report



Inspiring young minds to create and pursue possibilities

# From the Chair of the School Board

Dear Parents, Community Members and Staff,

In my second year serving on the Board as a parent representative and my first year as Chair, I wanted to take this opportunity to highlight the work of the Board in 2022. After a difficult past two years with restrictions due to COVID, thankfully we have been able to conduct five meetings in person this year and while there has been increased individual absences in school attendance records there has not been the whole of school shutdowns we suffered in the past.

In the past year, the Board has spent significant time in reviewing and implementing the school's Business Plan with regular progress reports presented. It was decided that the period this Business Plan covers should be extended for an additional year out to 2024.

Another area of the Board focus was in reviewing the school's NAPLAN results and using this information to discuss the school focus areas for the upcoming year. While trying to look past the impacts of the past two years of disrupted schooling, being benchmarked against like schools has been a useful exercise in highlighting area that our school is particularly strong in as well as identifying area to focus on in future years.

This year we welcomed new members Parent Representatives: Shabnum Rashid, Athira Rohit, Community Representative: Wendy Attenborough and Teacher Representative: Shanelle Oliver.

The decision was made to open another position for a parent representative place on the Board.

We thanked two community representatives Clementine Kohler and Connor Mc Laughlin, Teacher representative Megan Bosch and our outgoing Chair Samuel Dane.

I have enjoyed my time and have appreciated the opportunity to serve on the South Perth Primary School Board and would take this opportunity to remind parents there are positions available on the Board each year and the nominations open very early in first term. I would encourage anyone interest to consider nominating for a position.

There are many other opportunities to be involved in the school. The kids (and teachers) love to see parents involved. Whether it be on the Board, Parents and Citizens Association, or one-off commitments such as sports days and school camps, it is always rewarding to play this important role in the school community.



Board Chair & Parent Representative  
2021 - 2022

## **Board Members for 2022:**

Parent: Alana Pham, Jade Gould, Athira Rohit, Shabnum Rashid;

Community: Wendy Attenborough;

School Staff: Kelly Penglis, Emma Cairnie, Shanelle Oliver, Karen Owens





# Message from the Principal

While COVID restriction impacted on school events and programs during first semester, thanks to the efforts of the teachers, education assistants, office staff, gardener and cleaners and the support of the parents and community, most planned opportunities were provided, with some having to be modified or postponed until later in the year. Despite the interruptions, students excelled in a wide variety of learning opportunities.

## Whole School

- In March, Harmony Week provided students with an opportunity to celebrate their family's cultural background by dressing in traditional costumes.
- To raise school community awareness, the P&C Committee organised Reconciliation Week competitions to be completed by students and families at home.
- During Term 3, students participated in the Artist in Residence program, working with Melissa Spillman, a self-taught Noongar artist. Six colourful murals depicting the six Noongar seasons and another mural on the pathway under the Buddy Bench were completed by students from Pre-primary to Year 6, selected for their artistic flair and enthusiasm for The Arts.
- The Art Exhibition and the Art Auction was a joint P&C and school event. The class exhibitions were vibrant and showcased the artistic talent of our students. The Art Auction of class pieces was a huge success.

## Extra Curricula

- On 5 April, the swimming team competed in the School Sport WA Interschool Swimming Carnival. A South Perth student won Year 5 Champion Girl and the Year 5 Boys placed first in the 4x50m Freestyle Relay.
- On 29 June, a Year 6 student placed third in the City of South Perth, Speak with Confidence Award.
- At the SSWA Cross Country Primary School Carnival, a Year 5 and a Year 3 girl finished in the top 10.
- In August, three students received awards in the Year 3/4 category of the City of South Perth Young Writer's Award: Students placed First and Second with another student receiving a Highly Commended Award.
- South Perth won the meritorious Shield in the SMPSSA Interschool Athletics Carnival. Individual achievements were Champion Year 5 Girl, Runner Up Champion Year 3 Boy and Runner Up Champion Year 6 Boy.
- The Senior Choir performed in the Massed Choir performance at the Perth Concert Hall. A Year 6 girl was chosen to complete a solo performance.

### Individual

- On 20 May, a Year 5 girl competed in the SSWA Cross Country, finishing sixth and gaining selection in the State Cross Country Team to compete in Adelaide in August. At the National Championship, she placed in the top 20 and was the highest ranked WA competitor in her age group.
- In June, two students achieved awards in the City of South Perth Phillip Pandal Award. A Year 5 student received a Judges' Meritorious Award and a Year 4 won an Encouragement Award.
- Ten Year 6 students gained special placement into Year 7 programs for 2023.
  - Perth Modern Gifted and Talented Education (GATE) and Extension Music Program.
  - GATE at Bob Hawke and Advanced Music
  - GATE at Melville, and Aviation and Specialist Music
  - St George's Anglican Grammar, Advanced Music Program
  - Specialist EMITS Program at Como SC
  - Specialist Visual Arts Program at Applecross SHS
  - Specialist Music Program at Rossmoyne SHS

Enabling students to pursue their passions and excel in areas of strength is only possible due to the dedication and passion of our staff and the outstanding support provided by parents and community members. Thank you to the wonderful South Perth Primary School community for supporting our students to attain these outstanding achievements.





# School Profile

South Perth Primary School is an Independent Public School. The school focuses on the development of the whole child with quality education programs that provide students with opportunities to optimise their academic, social, emotional, creative and physical skills.

 **Our Vision is to inspire young minds to create and pursue possibilities.**

South Perth is a culturally and linguistically diverse (CALD) school. Twenty-one per cent of our school population come from a CALD background other than Australian, speaking 27 different languages. Many of the families that come from overseas have been relocated in Western Australia due to work commitments. An English as an Additional Dialect/Language specialist teacher and education assistant assist students with the acquisition of Standard Australian English.

The shared community values that underpin the school values program are respect, excellence, honesty, responsibility and cooperation. Classroom learning programs and the student leadership and chaplaincy activities provide opportunities for students to apply these values to their daily life at school.

High academic achievement is a characteristic of students from South Perth Primary School. The school mean in NAPLAN testing is consistently above the national mean. South Perth students gain places in the primary extension and challenge program (PEAC) and the secondary gifted and talented education program (GATE).

Specialist teachers provide programs in Japanese, Music, Drama, Physical Education and Digital Technology for all Year 1-6 students. Extra curricula activities, such as choir, school band, school production, chess and a wide range of sporting opportunities, are also provided for interested students.

The school is located on the corner of Angelo and Forrest Streets and caters for approximately 370 students from Kindergarten to Year 6. Students are drawn from the area of South Perth bordered by the Swan River, Douglas Avenue and South Terrace.

South Perth Primary School first opened its doors on 20 July 1898 as Forrest Street School. The school boasts a proud history of achievement over the past century with prominent Western Australians beginning their schooling at South Perth.

Today the school provides outstanding facilities that include a mixture of heritage listed and new buildings. Four purpose-built early childhood classrooms, 13 general purpose classrooms, specialist music, art/science and computer rooms, an undercover area and a school hall support the provision of a wide range of learning programs that address the interests and needs of students.

Our highly supportive parent community provides extra funding to assist the school with the implementation of programs and the upgrading of the school grounds and resources. Parents willingly volunteer to support activities in the classroom, on excursions, at sports carnivals and with music or drama productions.

The school focuses on providing an engaging and inclusive learning program that promotes success for all students. South Perth Primary School aspires to a safe, supportive and inclusive learning environment, high quality teaching, effective leadership and positive relationships.

# Purpose Statement

Our desire and inspiration is to empower each other to:



Create a safe, caring and respectful learning environment, which is stimulating and challenging.



Develop each child's unique potential, as a passionate, resilient and resourceful learner.

## VISION:

Inspiring young minds to create and pursue possibilities.

## MOTTO:

Faith in Learning

# Shared Community Values



### RESPECT

- I respect myself, others, property and our environment.
- I am mindful and listen to others.



### RESPONSIBILITY

- I am fair and responsible.
- I act in a safe manner and am considerate of safe practices.



### EXCELLENCE

- I strive to do my best.
- I am resilient.
- I listen to constructive feedback.
- I reflect on my learning.



### COOPERATION

- I am cooperative and helpful.
- I work and play well with others.



### HONESTY

- I am honest and trustworthy.
- I am truthful.

# Business Plan 2021 - 2024

The 2021 – 2023 Business Plan was extended to 2024 due to interruptions caused by COVID restrictions in 2021 and 2022. The development of the Business Plan was guided by analysis of school data and professional reading on current educational research. The School Board and teaching staff provided input into the development of the priority areas. The priorities focus on general capabilities rather than learning areas. By focusing on capabilities, students are being provided with opportunities to develop the skills needed for the future.

## The school priority areas in the 2021 – 2024 Business Plan are:



Critical and Creative Thinking



Oral Language



Personal and Social Capabilities



Physical Development K – 2

The Business Plan contains Outcomes, Targets and Strategies for each priority. The outcomes describe what the students will achieve, the targets outline how progress will be measured and the strategies are the actions to be implemented.

## The strategies were developed under five areas:

- Teaching
- Learning Environment
- Resources
- Leadership
- Relationships and Partnerships

Success for all students is the core business of our school. Success is achieved by providing students with a safe, supportive and inclusive learning environment, engaging learning programs and curriculum content that offers both breadth and depth. High quality teaching and learning programs and carefully chosen pedagogical practices assist teachers to meet the needs of all students.

The school leadership team ensures that the assessment of the school's data and quality educational research are used to guide decision-making. Opportunities for evidence-based innovation and change are promoted. Strong relationships within the school community continue to be enhanced through communication, engagement and partnerships.



# Academic and Non Academic Achievement

The school collects and analyses a large data sample during the school year. The data is used for self-assessment and planning purposes.

Teachers use the data to complete whole school, year level, class and individual student planning. School data related to the Business Plan is also presented to the School Board.

The School Business Plan and Operational Plan document the strategies that have been planned and implemented to address areas for development identified from the school data.

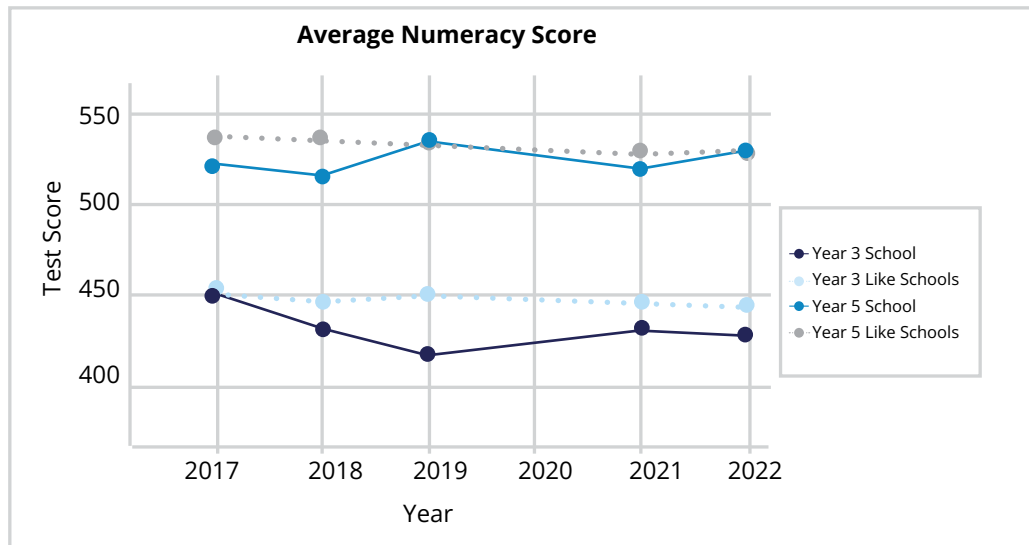
This section of the report provides a sample of whole school data used during self-assessment and planning processes.

## **Interpreting NAPLAN Data:**

The graphs/tables presented in this section of the report demonstrate the achievement of the 2022 South Perth Primary School Year 3 and 5 cohorts of students in NAPLAN. Explanation of the data and information on how to interpret the data sets can be found at the end of this report in Appendix 1.



# Numeracy



## Summary of Observations – Numeracy Mean Score Longitudinal:

### Year 3 –

The achievement of the 2022, Year 3 cohort was lower than in 2021 but higher than 2019.

- The mean score was slightly lower than 2021 and approx. 16 NAPLAN points lower than like schools.
- The difference between the mean of like schools increased slightly from 2021 to 2022.

### Year 5 –

The Year 5 achievement showed a small improvement from 2021 to 2022.

- The school mean was equal to like schools.
- The school mean improved by 10 NAPLAN points.





# Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & above								
9	634 – 685								
8	582 – 633					23%	18%	18%	20%
7	530 – 581					26%	31%	36%	28%
6	478 – 529	28%	31%	19%	30%	36%	31%	30%	31%
5	426 – 477	30%	29%	38%	27%	13%	16%	12%	16%
4	374 – 425	26%	24%	21%	25%	10%	4%	3%	4%
3	322 – 373	9%	11%	14%	14%	3%	0%	0%	0%
2	270 – 321	5%	4%	7%	4%				
1	Up to 269	2%	1%	0%	0%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

## Summary of Observations – Numeracy Proficiency Band Summary:

### Year 3 –

The percentage of students achieving in the top band was lower than like schools and 2021.

- 11% less students were in Band 6 or above than like schools.
- 11% more students were in Band 5 than like schools.
- Similar percentage of students were in other Bands when compared to like schools.

### Year 5 –

A greater percentage of the Year 5 cohort achieved in the top two bands than like schools.

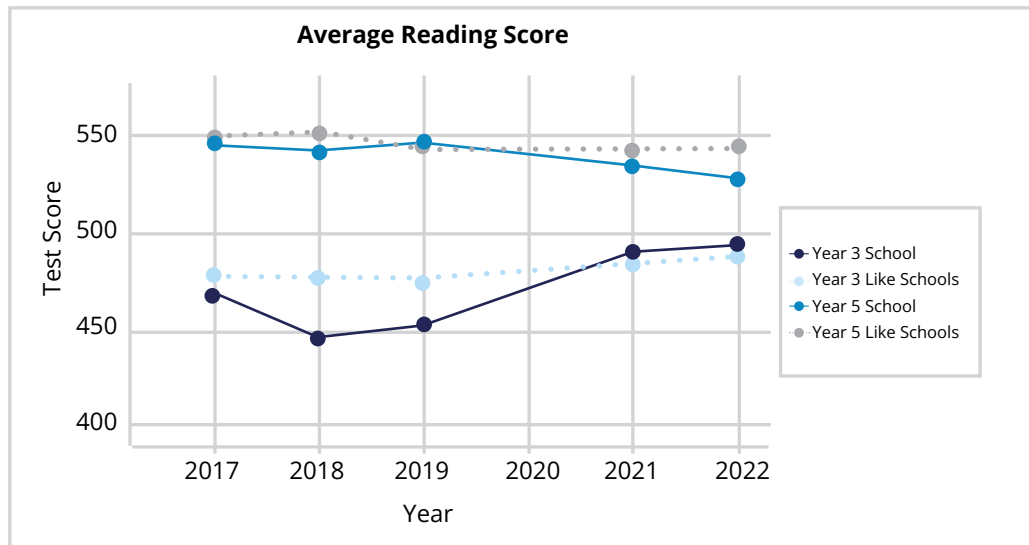
- A similar percentage of students achieved at Band 8 and above as in like schools.
- 8% more students achieved at Band 7 than in like schools.
- The percentage of students achieving at the Benchmark was similar to like schools.

### Focus Areas for Improvement in Numeracy:

The following strategies are planned for implementation in 2023:

- Revise and finalise the year level planning for Mathematics, including a common format across the school.
- Provide professional learning on the implementation of the WA Curriculum.
- Continue implementation of Explicit Teaching and Worked Examples strategies from HITS.

# Reading



## Summary of Observations – Reading Mean Score Longitudinal:

### Year 3 –

The Year 3 cohort achieved a similar mean to like schools.

- The school's mean score has increased from 2021 to 2022, following a significant increase of approx. 45 NAPLAN points from 2018.
- The school mean is 2 points higher than like schools; a similar result to 2021.

### Year 5 –

The mean for the Year 5 cohort was lower than previous years.

- The school mean was 14 NAPLAN points below the like school mean.
- The school mean was 10 points lower than in 2021.





# Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & above								
9	634 – 685								
8	582 – 633					26%	27%	6%	26%
7	530 – 581					42%	31%	48%	34%
6	478 – 529	66%	53%	56%	54%	13%	26%	30%	27%
5	426 – 477	14%	21%	23%	21%	6%	11%	15%	11%
4	374 – 425	11%	14%	14%	14%	6%	3%	0%	2%
3	322 – 373	7%	7%	7%	7%	6%	1%	0%	1%
2	270 – 321	2%	4%	0%	3%				
1	Up to 269	0%	1%	0%	1%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

## Summary of Observations – Reading Proficiency Band Summary:

### Year 3 –

The Year 3 cohort achieved a similar range of scores to like schools.

- The percentage of students in Band 6 and above, and Bands 5, 4 and 3 are similar to like schools.
- No students achieved at or below the minimum standard i.e. Bands 1 or 2.
- 79% of students achieved at Band 5 or above.

### Year 5 –

Significantly less students achieved in the top band compared to like schools and the 2021 cohort.

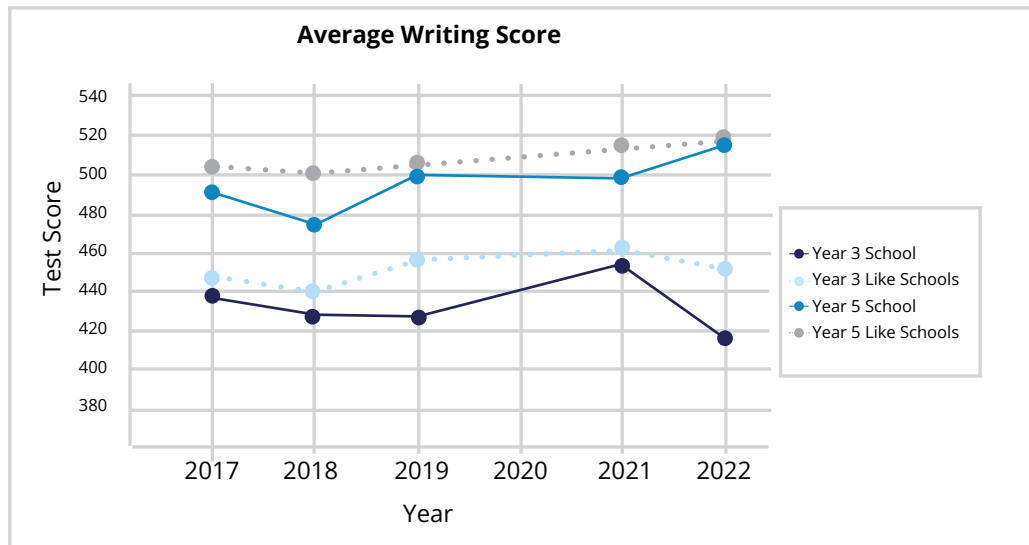
- 6% of students achieved Band 8 or above compared to 26% in like schools.
- 48% achieved at Band 7 compared to 34% in like schools.
- Achievement at Band 5 and 6 was similar to like schools. No students achieved at or below the Benchmark compared to 3% in like schools.

### Focus Areas for Improvement in Reading:

The following strategies are planned for implementation in 2023:

- Continue support for K-2 teachers implementing structured literacy blocks that include explicit teaching and 'Letters and Sounds'.
- Continue to teach reading strategies including making connections with characters and creating images.

# Writing



## Summary of Observations – Writing Mean Score Longitudinal:

### Year 3 –

The Year 3 cohort's mean score was significantly lower than like schools and the 2021 cohort.

- The school mean was 31 NAPLAN points below like schools.
- In 2021, the school mean was 10 points below like schools.
- In 2019, the school mean was 30 points below like schools.

### Year 5 –

The Year 5 mean score has continued on an upward trajectory since 2018.

- The school mean is equal to the like school mean.
- The school mean increased by approx. 20 NAPLAN points from 2021 to 2022.



# Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & above								
9	634 – 685								
8	582 – 633					10%	13%	21%	17%
7	530 – 581					10%	25%	21%	25%
6	478 – 529	32%	41%	14%	37%	55%	38%	30%	33%
5	426 – 477	39%	38%	30%	35%	19%	18%	24%	18%
4	374 – 425	23%	17%	40%	21%	3%	4%	3%	5%
3	322 – 373	5%	3%	12%	5%	3%	1%	0%	2%
2	270 – 321	2%	1%	2%	2%				
1	Up to 269	0%	1%	2%	2%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

## Summary of Observations – Reading Proficiency Band Summary:

### Year 3 –

The percentage of students in the top band was significantly lower than like schools and the 2021 cohort.

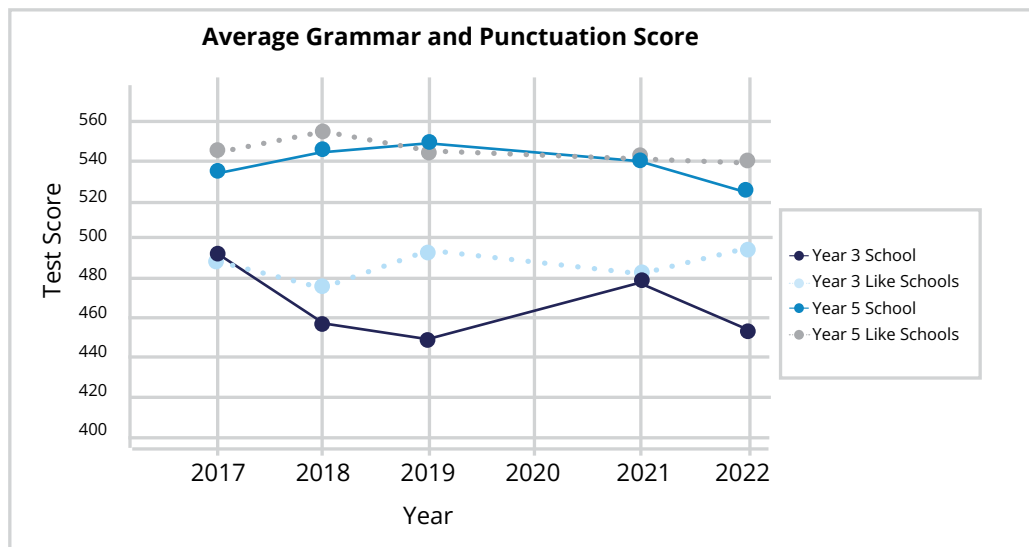
- 23% less students gained a score at Band 6 or above than in like schools.
- 5% less students gained a score at Band 5 or above than like schools.
- The percentage of students achieving at or below the benchmark was equal to like schools.
- Over 50% of students were clustered at Band 3 & 4.

### Year 5 –

The achievement range of the Year 5 cohort was similar to like schools.

- 21% of students achieved at Band 8 or above compared to 17 % in like schools.
- The percentages in all Bands were similar to like schools.
- No students achieved at Band 3 and one at Band 4.

# Grammar and Punctuation



## Summary of Observations – Grammar and Punctuation Mean Score Longitudinal:

### Year 3 –

The Year 3 cohort's mean score was significantly lower than like schools and the 2021 cohort.

- The school mean was 40 NAPLAN points below the like school mean.
- In 2021, the school mean was equivalent to the like school mean.
- The 2022 school mean is more than 20 points lower than in 2021.

### Year 5 –

The mean score for the Year 5 cohort was lower than like schools and the 2021 cohort.

- The school mean was 15 NAPLAN points below the like school mean.
- In 2021, the school mean was equivalent to the like school mean.
- The 2022 school mean was approx. 15 points lower than in 2021.





# Proficiency Band Summary

Band	NAPLAN Score Range	Grammar and Punctuation							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & above								
9	634 – 685								
8	582 – 633					35%	30%	15%	24%
7	530 – 581					16%	26%	33%	28%
6	478 – 529	53%	52%	33%	53%	23%	24%	27%	28%
5	426 – 477	12%	22%	30%	22%	23%	14%	21%	15%
4	374 – 425	19%	14%	23%	14%	3%	6%	0%	5%
3	322 – 373	12%	6%	14%	7%	6%	1%	3%	1%
2	270 – 321	2%	4%	0%	3%				
1	Up to 269	2%	1%	0%	1%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

## Summary of Observations – Grammar and Punctuation Proficiency Band Summary:

### Year 3 –

The percentage of students in the top band was significantly lower than like schools and the 2021 cohort.

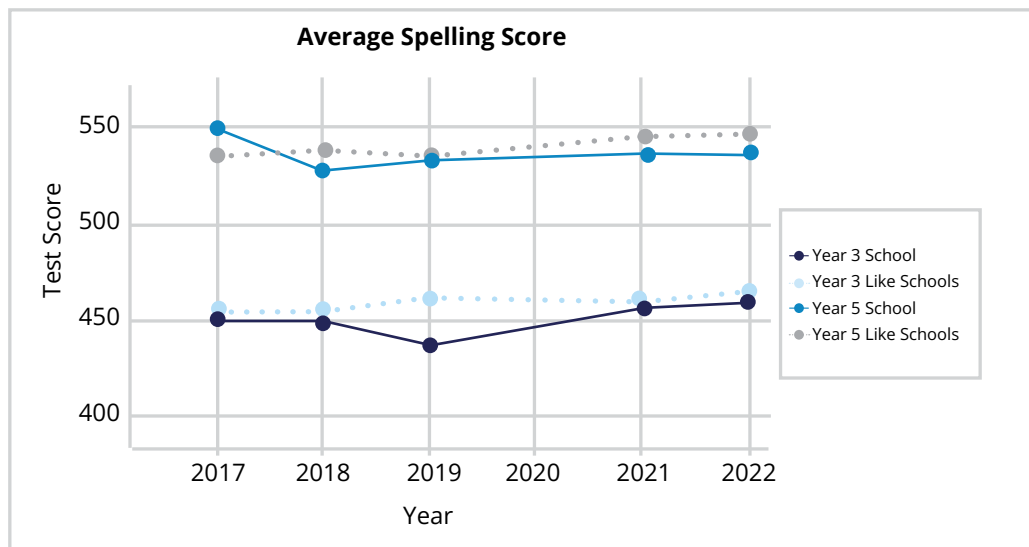
- 20% less students achieved at Band 6 or above than like schools.
- 53% of students achieved at Band 4 or 5 compared to 36% of like school students.
- No students achieved at or below the Benchmark compared to 4% in like schools.

### Year 5 –

Student achievement in the top band was lower than like schools and the 2021 cohort.

- 15% of students achieved at Band 8 or above compared to 24% in like schools.
- 5% more students achieved at Band 7 compared to like schools.
- 1 student achieved below Benchmark.

# Spelling



## Summary of Observations – Spelling Mean Score Longitudinal:

### Year 3 –

The mean score for the Year 3 cohort was similar to like schools and the 2021 cohort.

- The school mean was 5 NAPLAN points below like schools.
- The mean was slightly higher than the school mean in 2021.

### Year 5 –

The Year 5 cohort's achievement was similar to the 2021 cohort and like schools.

- The school mean was slightly below the like schools mean.
- The mean was similar to the school mean in 2021.



# Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & above								
9	634 – 685								
8	582 – 633					23%	29%	18%	32%
7	530 – 581					42%	34%	45%	29%
6	478 – 529	47%	43%	42%	44%	19%	21%	18%	25%
5	426 – 477	21%	26%	26%	25%	6%	12%	15%	11%
4	374 – 425	23%	16%	19%	18%	6%	3%	3%	2%
3	322 – 373	5%	8%	9%	9%	3%	1%	0%	1%
2	270 – 321	5%	3%	5%	3%				
1	Up to 269	0%	2%	0%	2%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

## Summary of Observations – Grammar and Punctuation Proficiency Band Summary:

### Year 3 –

Achievement across all bands was similar to like schools.

- 42% of students achieved at Band 6 or above.

### Year 5 –

Less students achieved in the top band than like schools however achievement across other bands was similar.

- The percentage of students at Band 8 or above was significantly lower than like schools i.e. 18% to 32%.
- 45% of students achieved at Band 7.
- No student achieved below Benchmark with one student At Benchmark.

### Focus Areas for Improvement in Writing:

In 2023, the following strategies are planned to address these areas of concern:

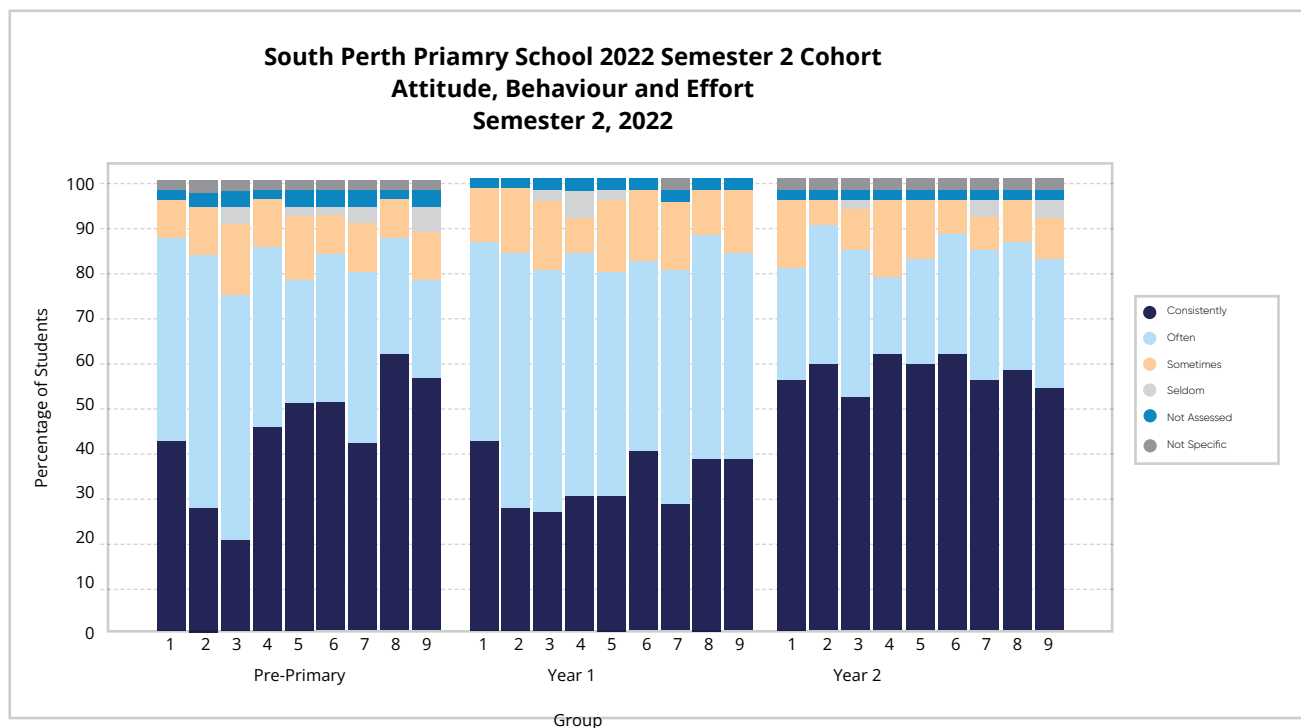
- Continue to implement 'Seven Steps' in Year 3–6.
- Investigate 'Talk for Writing' as a whole school approach for K–2.
- Plan regular, explicit 'mini lessons' to teach punctuation and grammar.
- Provide increased opportunities to complete 'quick writes' on a digital device.

# Non Academic Achievement

## Attitude, Behaviour and Effort:

The graphs in this section are drawn from the 2022, Semester 2 report data. When completing end of semester reports, teachers rate each student on a frequency scale across a range of attitude, behaviour and effort criteria. These criteria are different for Pre-primary to Year 2 and Year 3 – 6 students.

Students in the early years of learning are still developing consistency in their attitude, behaviour and effort. As students move from Pre-primary to Year 2, the consistent display of these skills is expected to increase. The Pre-primary learning environment provides extensive support from the teaching staff for students to develop these skills. The level of expected independence increases for Year 1 and Year 2 students.

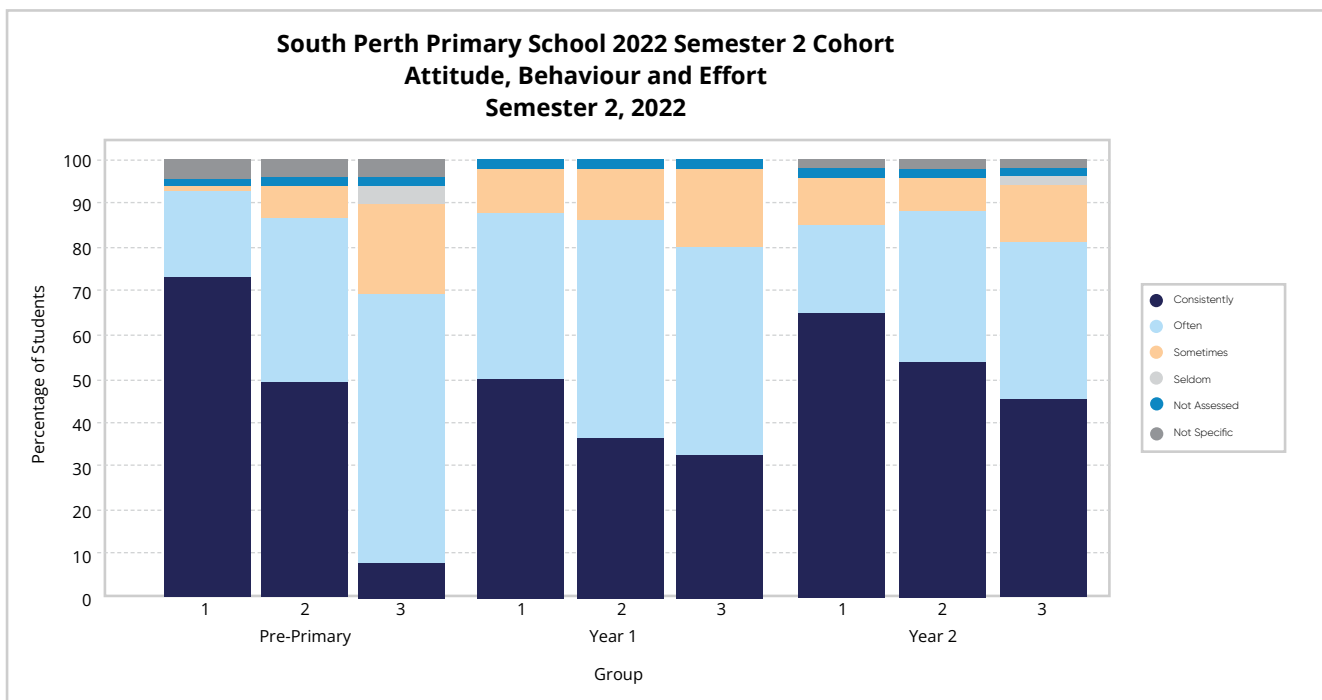


## Key

1. Displays independence
2. Makes positive choices with confidence
3. Reflects on and talks about own learning
4. Displays perseverance
5. Expresses emotions appropriately
6. Respects the ideas, feelings and needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers and adults in acceptable ways
9. Collaborates in group activities



# Non Academic Achievement cont.



## Key

1. Is enthusiastic about learning
2. Participates responsibly
3. Sets goals and works towards them

## Analysis of Data – Pre-primary to Year 2:

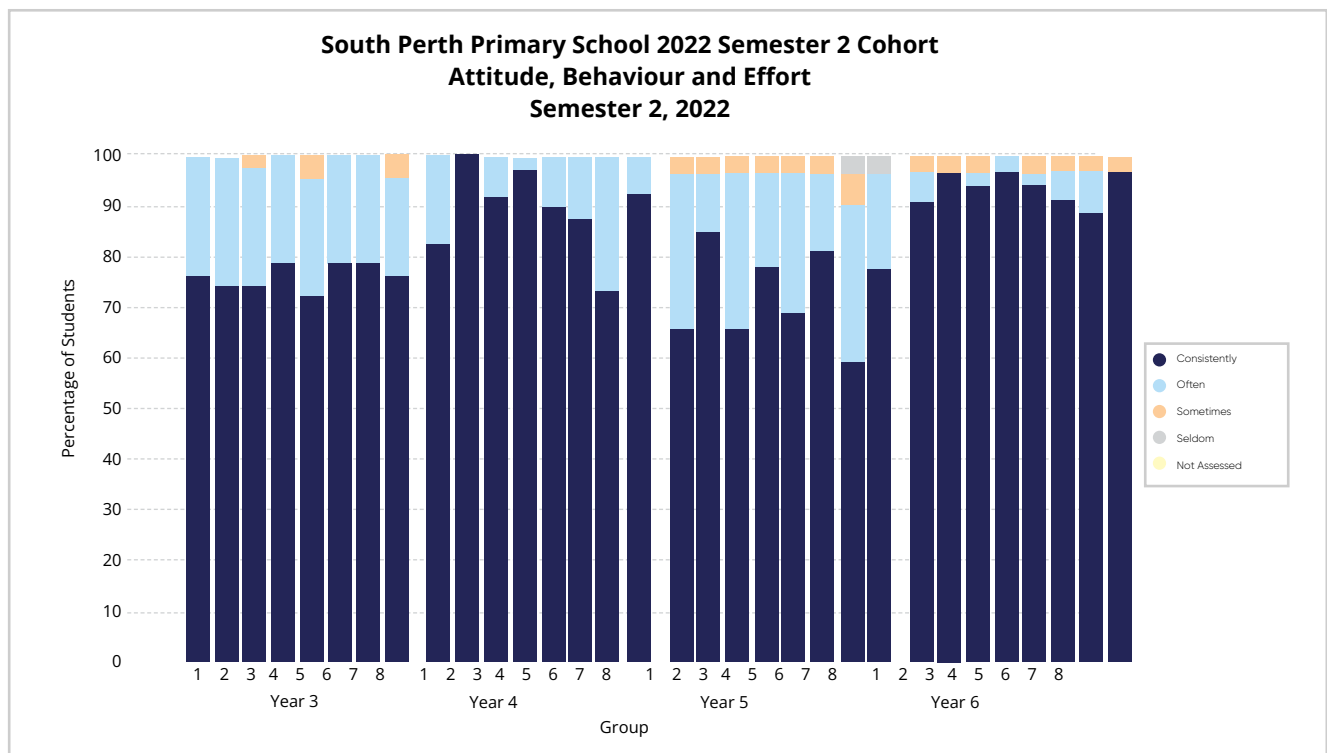
The most challenging attributes for students to display consistently in the early years are:

- Make positive choices with confidence.
- Reflect on and talk about own learning.
- Set goals and work towards them.

Overall, the attitude, behaviour and effort of students is of a very high standard.



# Non Academic Achievement cont.



## Key

1. Works to the best of their ability
2. Shows self-respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

## Analysis of Data – Year 3-6:

Overall, the attitude, behaviour and effort of students in the middle and upper primary is positive with consistency increasing as students mature.

- Over 70% of students in Year 3 and 4 displayed all attributes consistently.
- Ninety percent of Year 6 students displayed consistent attitude, behaviour and effort for all criteria assessed.
- Areas for improvement for the Year 5 cohort include:
  - Works to the best of their ability
  - Shows courtesy and respect for the rights of others
  - Cooperates productively and builds positive relationships with others
  - Sets goals and works towards them with perseverance

The Year 5 cohort's consistent ratings were slightly lower than expected. Strategies implemented such as Zones of Regulation, Student Leadership and the Good Standing policy will be reinforced to support the group in 2023.

# Attendance

In 2022, attendance rates declined across the state. Absences due to COVID 19 were felt most strongly in 2022. However, the absence rate at South Perth fell 5.5% compared to an approximate 4% decline for like schools and across the state.

Family holidays accounted for almost 25% of all absences. This is an area of concern as continuity of learning is difficult for teachers to maintain when individual students are absent for even a few days or a week. Even the most able students may be impacted by missing some key content during absences. Therefore, families are strongly encouraged to plan holidays during the designated school holiday breaks.

Year	School	Like Schools	WA Public Schools
2020	94.6%	95.2%	93.2%
2021	94.1%	94.6%	92.4%
2022	88.6%	90.9%	88.3%

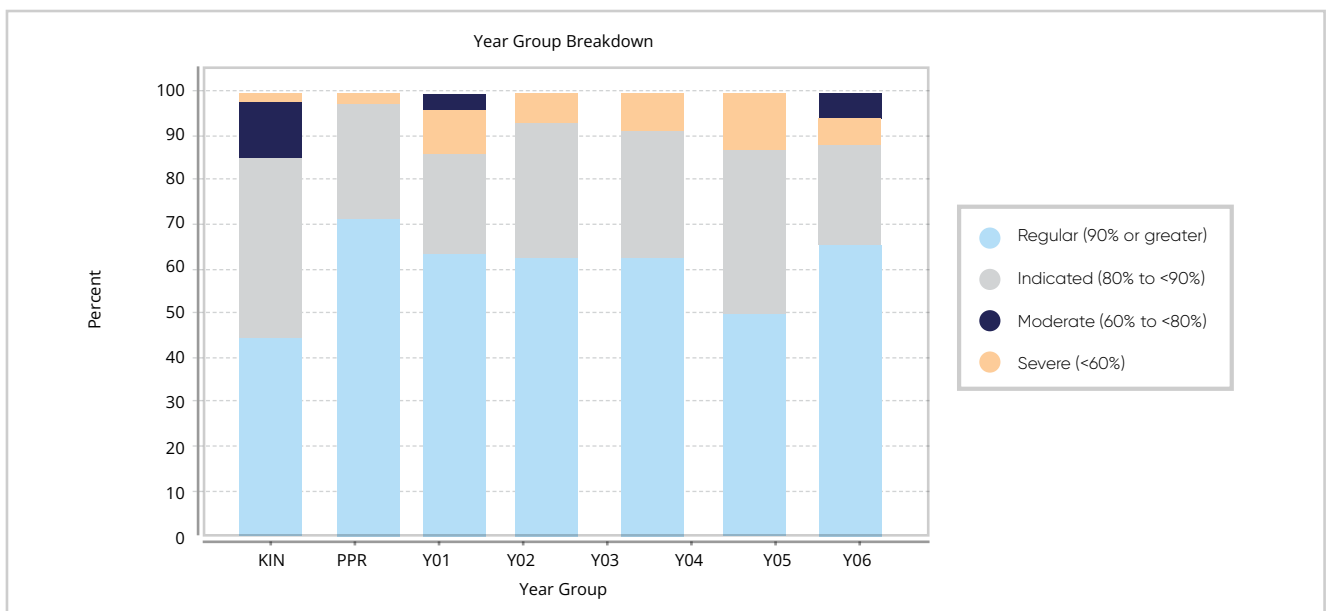
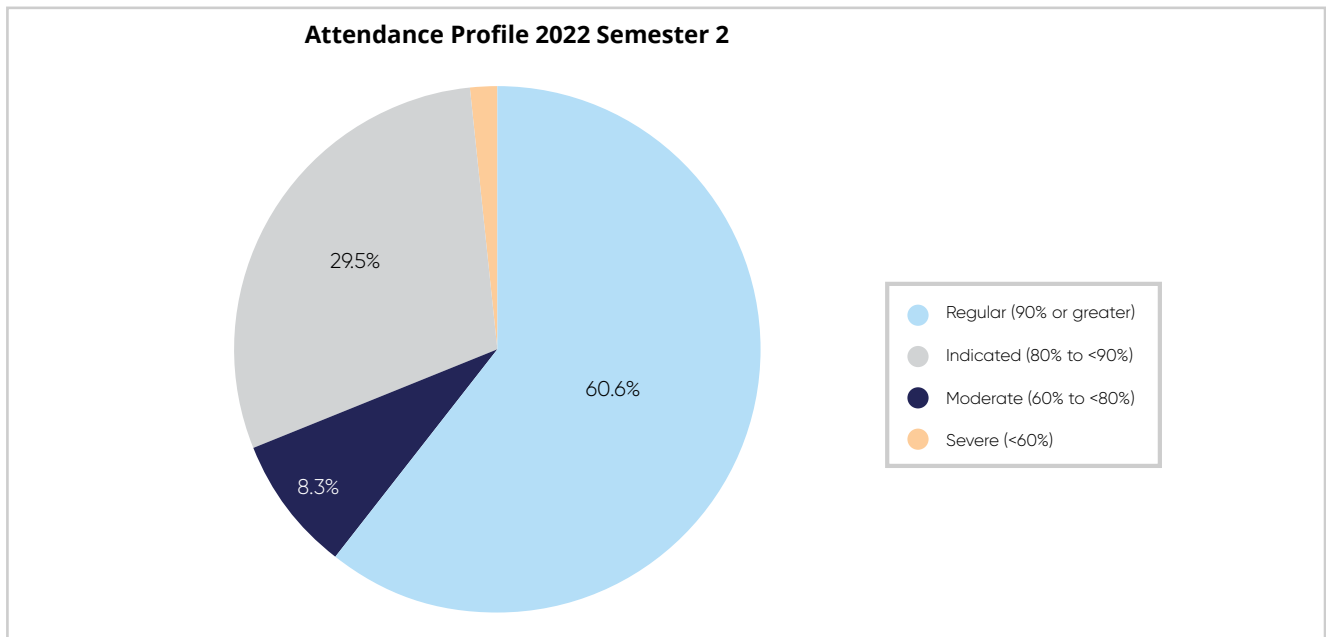
Absence Types					
Half day absences	Authorised			Unauthorised	
	Reasonable Cause	Sick	Cultural/ Religious	Unexplained	Holiday
All	1327	2850	6	121	1405

Authorised and Unauthorised Absences		
Year	Authorised	Unauthorised
PPR	73%	27%
Y01	79%	21%
Y02	72%	28%
Y03	75%	25%
Y04	71%	29%
Y05	64%	36%
Y06	79%	21%



# Attendance cont.

Regular school attendance is closely correlated to students achieving optimal educational and social outcomes. Irregular school attendance is a significant risk factor, with individual student attendance of less than 90% being cause for concern.



Regular attendance in Pre-primary and Year 5 was lower than other year levels. The attendance of these cohorts will be monitored closely in 2023.

For students with attendance rates below 90% the following strategies will continue to be implemented in 2023.

- Regular follow-up on unexplained absences.
- Advice and assistance for parents when there is an issue with school refusal.
- Discussions with parents and communication to the school community, promoting the importance of attending school every day unless unwell.



# National School Opinion Survey

The biennial National School Opinion Surveys for Parents and Students were conducted in 2022.

102

Parent responses

59

Year 5/6 student responses

25

Staff responses

Criteria	Parents	Students	Staff
Teachers at this school expect children to do their best.	4.4	4.6	4.6
Teachers provide children with useful feedback about their school work.	3.9	4.2	4.1
Teachers at this school treat students fairly.	4.2	4.0	4.4
This school is well maintained.	4.4	4.1	4.1
Children feels safe at this school.	4.4	4.3	4.1
Parents can talk to teacher about concerns.	4.4		4.2
Students at this school can talk to teachers about their concerns		3.9	4.4
Student behaviour is well managed at this school.	4.1	3.7	3.4
Children like being at this school.	4.5	4.2	4.2
This school looks for ways to improve.	4.0	4.2	3.9
This school takes parents/staff/students opinions seriously.	3.9	3.5	3.3
Teachers at this school motivate children to learn.	4.1	4.4	4.2
The school provides students with opportunities to do interesting things.		4.3	
Children are making good progress at this school.	4.2		
Children's learning needs are being met by the school.	4.0		3.8
The school works with parents to support children's learning.	4.0		4.0
Staff receive useful feedback about their work at school.			3.5
Staff are well supported at this school.			3.5
The school has a strong relationship with the local community.	4.1		3.4
The school is well led.	4.1		3.4
I am satisfied with the overall standard of education achieved at this school.	4.1		4.0
I would recommend this school to others.	4.2		4.0
The teachers are good teachers.	4.3	4.4	4.2
Teachers at this school care about the children.	4.3	4.4	4.4

**Key:** 1 – Strongly Disagree, 2 – Disagree, 3 Neither Agree or Disagree, 4 Agree, 5 Strongly Agree

# National School Opinion Survey cont.

The parent survey results were very positive. All ratings were above 3.9 despite the many interruptions to usual programs and processes due to COVID restrictions.

## **The lowest student ratings were for:**

- Student behaviour is well managed at this school.
- This school takes students opinions seriously.

Students with challenging behaviours resulted in whole school professional learning on the Zones of Regulation followed by the implementation of the program in all classes.

The staff survey ratings were lower than previous surveys. The extra workload and disruptions to normal school routines due to COVID impacted negatively on schools, leaving in some teachers feeling overwhelmed and/or unsupported.

The School Opinion Survey results will be analysed by the staff in 2023 and strategies implemented to address identified areas of concern.



# Focus Areas for 2023

The following focus areas for 2023 were developed by the teaching staff after reviewing school data and presented to the School Board for endorsement in Term 4.

## Mathematics

- Revise and finalise the year level planning for Mathematics, including a common format across the school.
- Provide professional learning on the implementation of the WA Curriculum.
- Continue implementation of Explicit Teaching and Worked Examples strategies from HITS.

## Reading

- Continue support for K-2 teachers implementing structured literacy blocks that include explicit teaching and 'Letters and Sounds'.
- Continue to teach reading strategies including making connections with characters and creating images.

## Writing

- Continue to implement 'Seven Steps' in Year 3-6.
- Investigate 'Talk for Writing' as a whole school approach for K-2.
- Plan regular, explicit 'mini lessons' to teach punctuation and grammar.
- Provide increased opportunities to complete 'quick writes' on a digital device.

## SAER

- Track all students K-2 on the 'Letters and Sounds Tracking Booklet'.
- Continue to support teachers when developing individual education plans.

## Critical and Creative Thinking

- Develop a scope and sequence for each year level and suggested activities to increase thinking skills including skills for goal setting, feedback and self-reflection.
- Seek guest speakers for Values Assemblies to share innovations/successes.
- Provide further professional learning on strategies to promote critical and creative thinking.



# Focus Areas for 2023 cont.

## Personal and Social Capabilities

- Seek to develop a close and ongoing link with a local elder.
- Implement whole school Reconciliation and NAIDOC celebration activities.
- Provide professional learning to allow a deeper understanding about our past and strengthen awareness of First Nation People's culture and connection to Country.
- Investigate and implement further strategies that supports child agency and student voice.

## Oral Language

- Provide further professional learning on the development of oral language skills.
- Continue to upskill teachers on strategies to assist students with a language delay.

## Physical Development K-2

- Utilise KIDDO scope and sequence for K-2.
- Continue to provide challenging physical environments that engage ECE students in active play.
- Upskill new staff and education assistants on the teaching of fundamental movement skills and meta planning.





# Financial Statement

The school's finances are overseen by the Finance Committee which consists of the Principal, Manager Corporate Services and Senior Teachers. The Finance Committee meets at least once per term. The School Board endorsed the school's budget early in Term 2 and monitored the budget throughout the year.

The Student-Centred Funding Model was introduced to all public schools in 2015. Under this model, schools receive funding in a one-line budget. The funding is for all aspects of running the school including staffing, utilities, resources and minor works.

In 2022, the school received \$3,353,165.22 in Student Centred Funding. This included \$111,605.04 for targeted initiatives funds for the school chaplain, the school psychologist, Universal Access for Kindergarten and Graduate Teacher. An allocation of \$10,922.09 for extra cleaning during the COVID pandemic was provided in March, with further funds provided during the year.

The Income and Expenditure tables on the following pages provide detailed information of the Cash Revenue and Expenditure. Only \$142,352.68 of the Student-Centred Funding was allocated to the Cash Budget.

Over 95% of the One Line Budget was spent on staffing. The school was compliant with the requirement to spend at least 96% of the school budget within the 2022 school year.

## Parents and Citizens Committee:

Each year the P&C Committee make a significant contribution to the school. In 2022, the P&C contributed funds for the following projects:

### Special Projects

**\$15, 735**

Artist in Residence

**\$2,445**

Interschool Sports Shirts

**\$2,400**

Choir Shirts

### Ongoing Projects

**\$50**

Sportsmanship Award

**\$570**

Walk to school breakfast

**\$1,000**

Year 6 Graduation

**\$2,000**

Children's Book Award library selections

**\$8,000**

2023 Chaplain

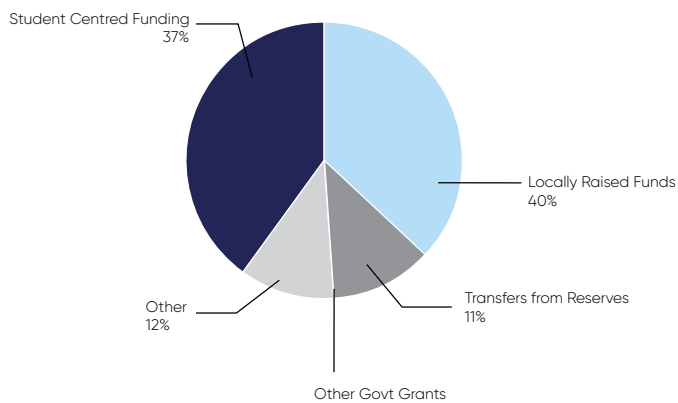
# Financial Statement cont

Financial Summary as at December 31st 2022

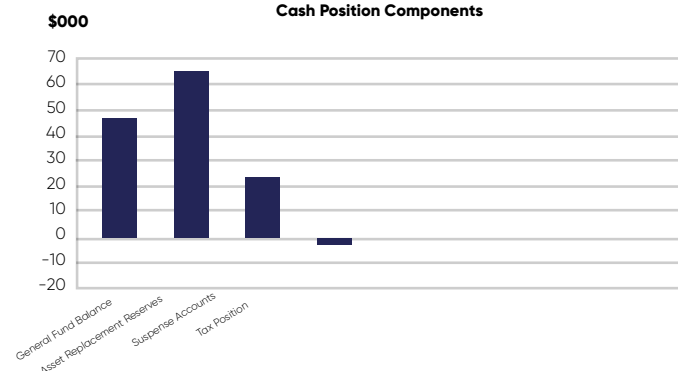
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,085.00	\$ 17,467.00
2	Charges and Fees	\$ 63,088.00	\$ 45,790.40
3	Fees from Facilities Hire	\$ 46,363.64	\$ 46,799.08
4	Fundraising/Donations/Sponsorships	\$ 59,111.44	\$ 59,556.44
7	Revenue from Co, Regional Office and other Schools	\$ 1,734.40	\$ 1,734.40
8	Other Revenues	\$ 49,779.46	\$ 52,302.15
9	Transfer from Reserve or DGR	\$ 46,212.88	\$ 46,212.88
	Total Locally Raised Funds	\$ 283,374.82	\$ 269,862.35
	Opening Balance	\$ 37,901.59	\$ 37,901.59
	Student Centred Funding	\$ 155,185.59	\$ 155,185.59
	Total Cash Funds Available	\$ 476,462.00	\$ 462,949.53
	Total Salary Allocation	\$ 3,093,863.00	\$ 3,093,863.00
	Total Funds Available	\$ 3,570,325.00	\$ 3,556,812.53

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,934.00	\$ 21,457.84
2	Lease Payments	\$ -	\$ 109,189.32
3	Utilities, Facilities and Maintenance	\$ 116,395.00	\$ 73,681.41
4	Buildings, Property and Equipment	\$ 74,189.59	\$ 190,156.32
5	Curriculum and Student Services	\$ 231,027.09	\$ 3,675.58
6	Professional Development	\$ 8,100.00	\$ 14,082.05
7	Transfer to Reserve	\$ 14,082.05	\$ 4,082.05
8	Other Expenditure	\$ 4,910.00	\$ 4,378.11
	Total Goods and Services Expenditure	\$ 475,637.73	\$ 416,620.63
	Total Forecase Salary Expenditure	\$ 2,917,019.00	\$ 1,446,309.00
	Total Expenditure	\$ 3,392,656.73	\$ 1,862,929.63
	Cash Budget Variance	\$ 824.27	\$ 46,328.90

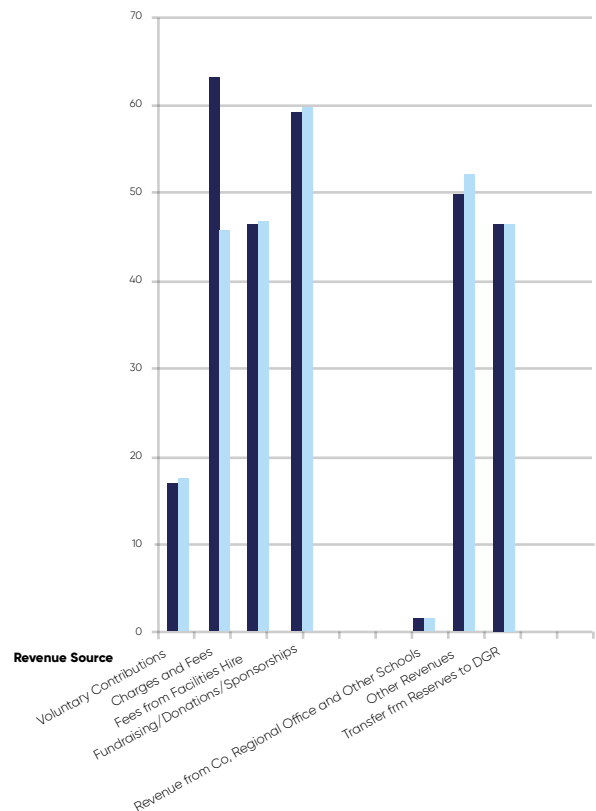
Current Year Actual Cash Sources



Cash Position Components



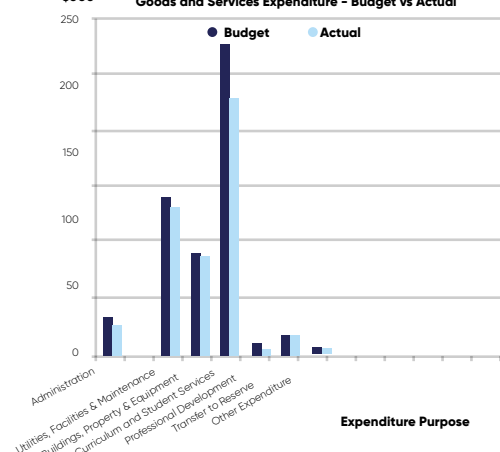
Locally Generated Revenue - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 131,585.34
Made up of:	
1 General Fund Balance	\$ 46,328.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 64,210.81
5 Suspense Accounts	\$ 23,673.63
6 Cash Advances	\$ -
7 Tax Position	\$ (2,628.00)
Total Bank Balance	\$ 131,585.34

Goods and Services Expenditure - Budget vs Actual



# Interpreting NAPLAN Data

Four different graphs/tables are presented in the Student Achievement section of the report. The graphs/tables are used to demonstrate the achievement and progress of the 2021 South Perth Primary School Year 3 and 5 cohorts of students in NAPLAN.

The information below is to assist with the interpretation of the data sets provided.

## **Like-schools:**

The method of establishing like-schools is based on the ACARA My School ICSEA measure. Each school will have a unique like-school group. In most cases schools will be located at the centre of their like-school group.

For the majority of schools, the ICSEA range of their like-school group will be one or two ICSEA points. All other schools will be located in a group of schools that is most like them, even if the ICSEA point differences are significant. Like school groups will range in size from 24 schools to 8 schools depending on the number schools with a like ICSEA.

A school with similar test scores to the like-school group would usually be considered to be performing as expected. A school with greater test scores than their like-school group would usually be considered to be performing somewhat better than expected. Only data from WA public schools are used in the analysis.

## **1. Average Score – Longitudinal**

The graph compares the mean score of the Year 3 and 5 cohorts to the mean score of like-schools over the past five years. NAPLAN tests were not administered in 2020 due to the disruption caused to schools by the corona virus pandemic.

## **2. Proficiency Band Summary**

The percentage table provides a sense of relative performance by allowing comparison of the school's distribution of students within proficiency bands for a selected test area (Numeracy, Reading or Writing) and Year level (3 & 5), with that of the school's like-school group.

## **3. Proficiency Bands**

Test results are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings.

- Results from Year 3 are reported across the range of Band 1 to Band 6, with Band 2 representing the national minimum standard for this year level.
- Results from Year 5 are reported across the range of Band 3 to Band 8, with Band 4 representing the national minimum standard for this year level.

The summary display percentages indicated in the top band for Year 3, top and bottom band for Years 5 (shown with a chevron) represent performance within and above / below the indicated band.

**NOTE:** There is no progress data as NAPLAN was not conducted in 2020 due to COVID.



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