



# SOUTH PERTH PRIMARY SCHOOL

2021 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 first board chair report in 2019 I highlighted the functions and responsibilities of the Board as per the School Education Act 1999 (WA). As with last year, I wanted to use this report to provide a more in-depth summary of the Board's work in 2021.

The intention of this report is to highlight the work of the Board as opposed to the students or the school in general. There are plenty of reports and forums which focus on student accomplishments.

The Board spent significant time in 2021 participating in the preparation for the public school review and working to set goals and long term priorities for the school. This process was the main focus of 2021 and led to some slightly longer meetings and plenty of active debates.

In 2021, the Board welcomed new members Ms Emma Cairnie (Staff Representative) Mr Jade Gould (Parent Representative) and Mr Conor McLaughlin (Community Representative). New board members undertook training.

Each Board meeting presents an opportunity for board members to review the school's progress and review information presented by the school leadership team. Having a forum for parents to raise issues is a key function of the board, whilst not all issues can be addressed by the Board these discussions have an important function.

During the Board's six meetings in 2021, the Board held discussions on key issues and noted and/or endorsed the following reports:

- Statement of Expectation 2021-24;
- Funding Agreement for Schools 2021;
- School Report 2020; and
- Business Plan 2021-23.

Several Board members participated in the public school review validation process which occurred in Term 4, 2021. The public school review team validated the Board's role in the good governance of the school. (D21/0630034). A copy of the public school review is published on the school website and Schools Online. The school is not scheduled for a further review until Term 4; 2024.

It was an honour and a privilege to have the opportunity to be the board chair for the last three years. It was a great experience to be part of the public school review process, and incredibly rewarding to be part of a process which confirmed and validated the fantastic work undertaken by the school leadership team, school community and the Board.

Whilst I did not seek re-election to the Board in 2022, I look forward to continuing to be a part of the school community and am confident that the Board will continue to be a productive forum and play its key in the governance process.

*Sam Dane*

Board Chair & Parent Representative

2019 - 2021

## **Board Members for 2021:**

Parent: Sam Dane, Alana Pham, Jade Gould;

Community: Clementine Kohler; Conor McLaughlin;

School Staff: Meagan Bosch, Kelly Penglis,  
Emma Cairnie, Karen Owens



# Message from the Principal

**In 2021, South Perth Primary School achieved success at the whole school, small group and individual level. Highlights included the development of a new business plan with a focus on the general capabilities and a positive Public School Review Report.**

**The school provided a comprehensive and challenging learning program through the classroom and specialist learning programs and extra curricula activities. Students were provided with opportunities to excel in areas of strength, develop new skills and discover hidden talents.**

**Some of the notable whole school, extra curricula and individual highlights of 2021 were:**



## WHOLE SCHOOL:

- In Term 1, the teaching staff and School Board finalised the 2021 – 2023 Business Plan with Outcomes, Targets and Strategies for the priority areas of Critical and Creative Thinking, Personal and Social Capabilities, Oral Language and Physical Development K-2.
- A new play area was created to assist the Year 1 students to transition into the 'big school'. The area provided age-appropriate equipment and allowed students to engage in creative and structured play.
- In May, the Year 6 students attended camp at the Ern Halliday Recreation Centre in Sorrento. The students engaged in physically challenging and teamwork activities. The Year 6 teachers reported that the students embraced each opportunity presented and pushed themselves out of their comfort zone.
- The EdConnect mentor program was introduced to support students needing some extra social and emotional support. Eight volunteers attended the school each week to work with the chosen students.
- The P&C supported the implementation of the Business Plan priorities by providing \$29 000 for iPads and digital technology resources and \$12 000 for K-2 manipulatives and outside play equipment.
- Seedling planting was held in early August, resulting in a wonderful display of flowers in the cottage garden at the front of the school and producing fruit and vegetables in other garden beds around the school.
- Book Week was celebrated in early years' classes by parents from a variety of language backgrounds reading bilingual books to the children.
- Rowing gold medal Olympian, Annabelle McIntyre, visited the school and provided the Year 1-6 students with an insight into the commitment needed to reach Olympic selection and success.
- The Public School Review was conducted on Wednesday 13 October. The review provided very positive feedback to the school staff, Board and P&C. The report is now available on the school's website.

# Message from the Principal



## EXTRA CURRICULA:

- The School Production, Midsummer Night's Dream was held over three nights in October. The performance of the students was outstanding, with students confidently singing solos and adding impromptu humour. All three performances were very well attended.
- South Perth competed in the School Sports WA Cross Country Carnival. A Year 4 student and a Year 3 student finished in the top twenty for their age groups.



## INDIVIDUAL:

- At the School Sports WA Interschool Swimming Carnival, a South Perth student was awarded the Champion Girl Year 4 and Under medallion.
- Five students were shortlisted in the City of South Perth Young Writer's Awards with a Year 4 student gaining first place in the Year 3/4 age-group, and a Year 3 student receiving a Highly Commended award.
- In the City of South Perth, Phillip Pandal Young Heritage Award, a Year 4 student was awarded second place in the Year 4-6 category.
- In the City of South Perth, Speak with Confidence Final, a Year 6 student placed third with an informative speech on how the mind affects athletes' performance when playing tennis.
- Nine Year 6 students gained a place in a GATE (Gifted and Talented) or Specialist secondary program in a public school or were awarded a private school scholarships across a board range of programs.
  - Penhros College - All Rounder Scholarship
  - Perth Modern School - Academic
  - Applecross SHS - Tennis
  - Como Secondary College - Create and Golf
  - Hampton SHS - Dance
  - Kent Street SHS - Cricket and Fashion

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 enabling so many of our students to shine!

# 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 many 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 - 2023

Development of the 2021 – 2023 Business Plan began in Term 4, 2020 and was finalised during 2021. Detailed analysis of school data and professional reading on current educational research by the School Board and teaching staff guided the development of the plan. The priorities in the new plan 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 – 2023 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 & Non-Academic Achievements

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.

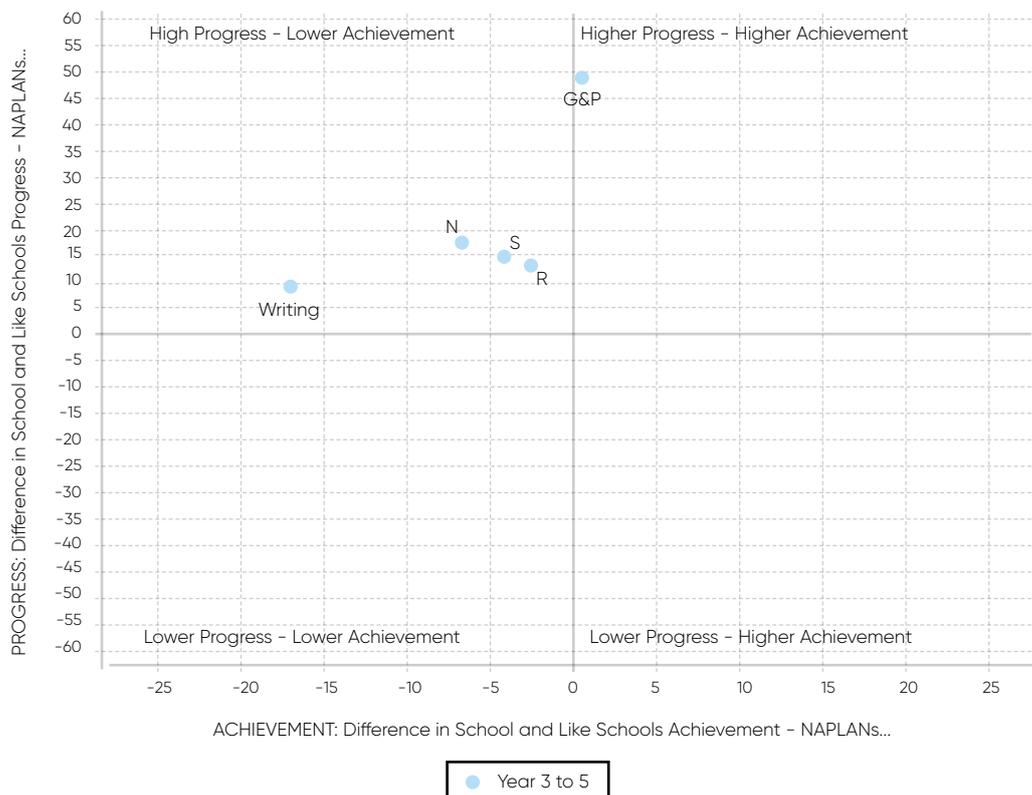
The School Business Plan and Operational Plan document the strategies that have been planned and implemented to address areas for development identified from the school data.

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

## Interpreting NAPLAN data:

Four different graphs/tables are presented below to demonstrate the achievement and progress of the 2021 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.

**Student Progress & Achievement Compared with Like Schools  
NAPLAN Year 3 2019 to Year 5 2021**



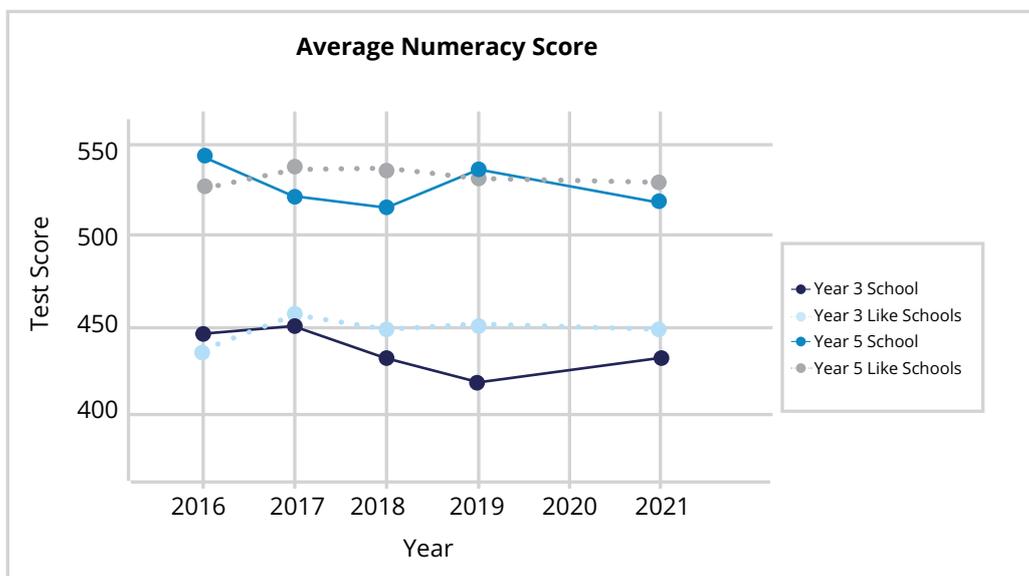
# Summary of Observations - NAPLAN

## Student Progress and Achievement

The 2021 Year 5 cohort has made above average progress in all assessment areas from Year 3 to Year 5 compared to students in like-schools. The progress in Grammar and Punctuation was outstanding, with close to 50 NAPLAN points progress above the mean progress for like-schools and 10 points more than the average across all Australian schools.

However, even with this progress, the mean scores for achievement were still below like-schools except in the Grammar and Punctuation assessment. The lower achievement is investigated further in the following graphs and tables for Numeracy, Reading and Writing.

## Numeracy



## Summary of Observations - Mean Score Longitudinal

In Year 3 and 5, the mean score for South Perth is less than the like-school mean. The Year 3 mean score is 17 NAPLAN points below like-schools and the Year 5, 9 points below.

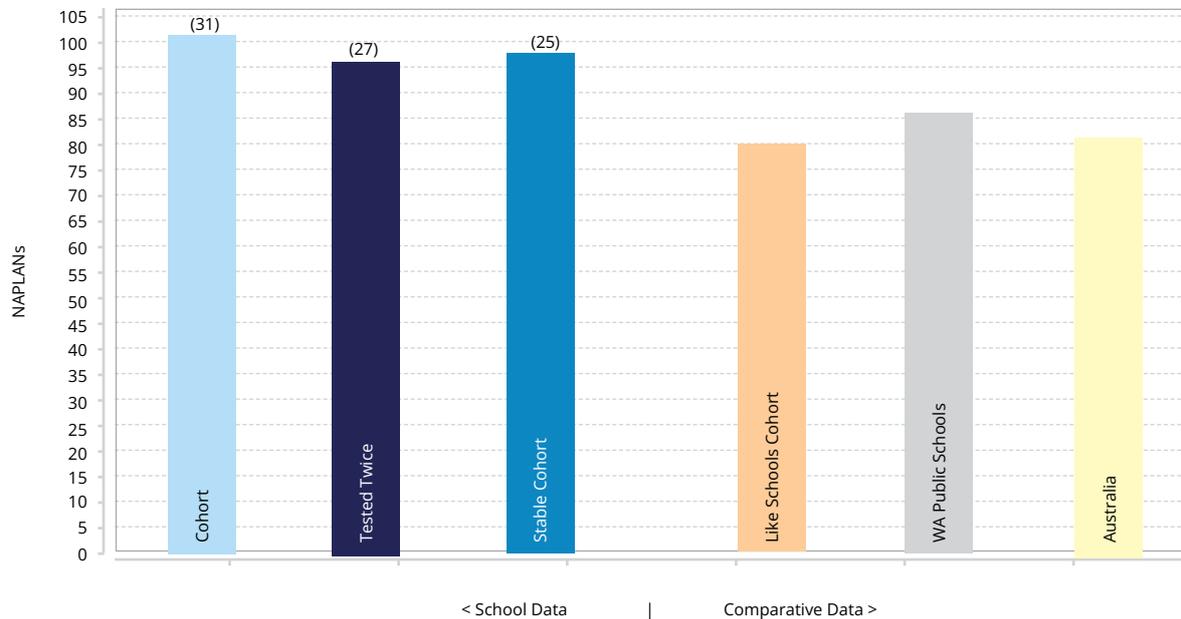
During 2021, the classroom teachers trialled a variety of different resources in order to address areas of weakness in Numeracy identified through the analysis of Australian Council of Educational Research - Progressive Achievement (PAT), On Entry and NAPLAN data.



# Numeracy

## Progress Year 3 to 5

Progress from Year 3 2019 to Year 5 2021 - Numeracy



## Summary of Observations – Progress from Year 3 to Year 5

The graph shows that all three cohorts of South Perth students made greater progress from Year 3, 2019 to Year 5, 2021 than the like-school, WA public school and all Australia cohort. The average increase in NAPLAN points per semester for Numeracy from Year 3 to 5 is 23 points. Therefore, the average progress achieved by South Perth students equates to approximately 5 months more progress than like-school and Australia cohorts.

The stable cohort consisted of 25 students, with six students joining the group since Year 3, 2019. Two students completed in 2019 NAPLAN assessments in another WA Public school.



# Numeracy

## Proficiency Bands

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					20%	21%	23%	18%
7	530 - 581					27%	29%	26%	31%
6	478 - 529	26%	33%	28%	31%	31%	30%	26%	31%
5	426 - 477	21%	32%	30%	29%	20%	16%	13%	16%
4	374 - 425	23%	21%	26%	24%	2%	2%	10%	4%
3	322 - 373	13%	10%	9%	11%	0%	1%	3%	0%
2	270 - 321	13%	4%	5%	4%				
1	Up to 269	5%	0%	2%	1%				

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

## Summary of Observations - Proficiency Band Summary

The Year 3 cohort had a similar percentage of students in each band in comparison to like-schools. The percentage of South Perth students in the top two bands increased from 2019 to 2021 from 47% to 58%.

The percentage of Year 5 students in each band was also similar to like-schools. However, there were 5% more students in the top band and 9% more students in the bottom two bands than in like-schools.

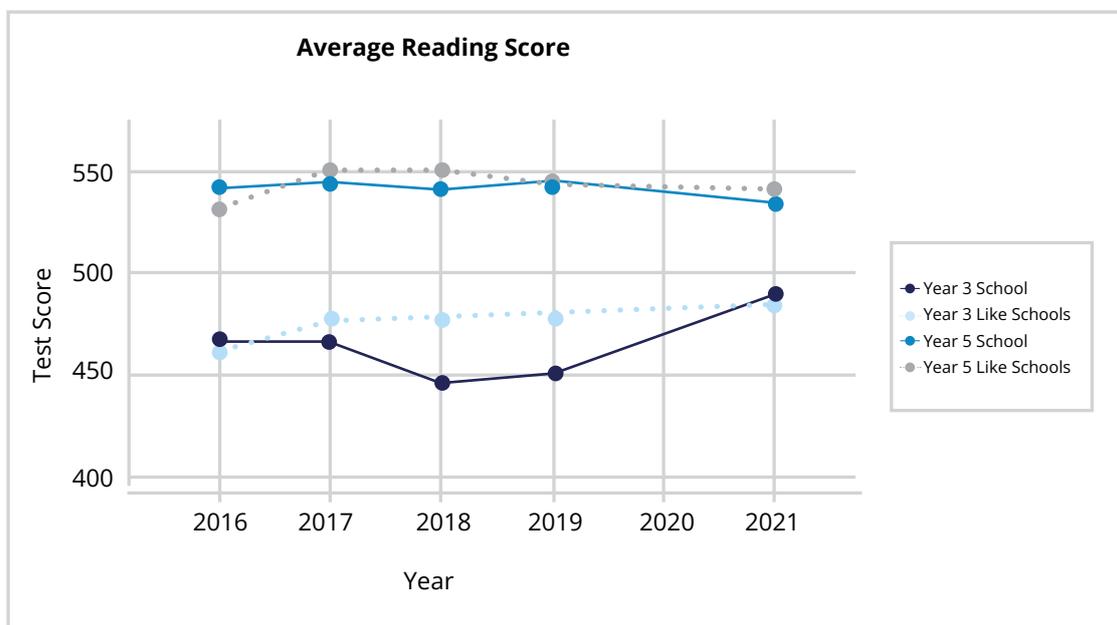


# Focus Areas for Improvement in Numeracy

The following strategies are planned for implementation in 2022:

- Teacher professional learning on the WA Curriculum including any changes from the review of the Australian curriculum.
- Opportunities for teachers to plan Mathematics learning programs collaboratively.
- Implement a whole school approach to Maths including the purchase of updated support resources.
- Utilise the High Impact Teaching Strategies (HITS) of Explicit Teaching and Worked Examples when teaching Mathematics.

## Reading



## Summary of Observations – Mean Score Longitudinal

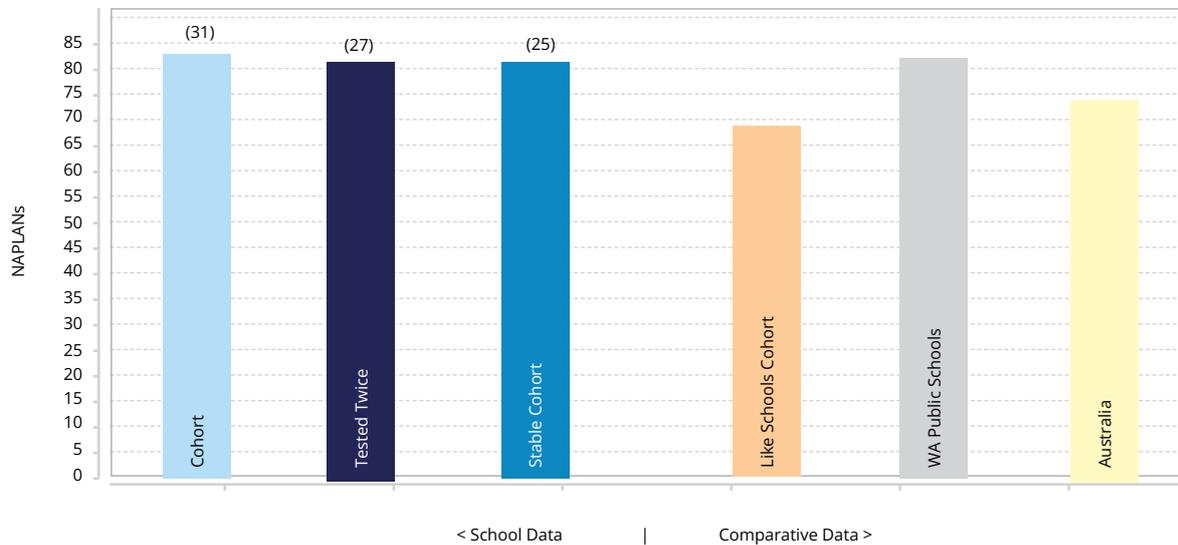
Both the Year 3 and 5 mean scores are close to the mean score for like schools. In Year 3 in 2019, the mean score of the 2021 Year 5 cohort was well below like-schools, however, has improved to be close to the mean for like-schools in 2021.

The mean score for Year 3 has improved significantly from the mean in 2018 and 2019. The Year 5 mean scores have remained relatively constant from 2016 to 2021.

During 2021, teachers worked collaboratively to develop case management plans addressing specific areas of development for high performing students and the extension of their comprehension skills. The Students at Educational Risk (SAER) committee also reviewed the school's policy and recommended the implementation of strategies to address the literacy needs of early childhood and at risk students.

# Reading Progress Year 3 to Year 5

Progress from Year 3 2019 to Year 5 2021 - Reading



## Summary of Observations – Progress from Year 3 to Year 5

As shown in the longitudinal data, the three school cohorts made approximately 15 NAPLAN points more progress than like-schools from 2019 to 2021. The average progress per semester in Reading from Year 3 to 5 is 20 points, making the school's progress 4½ months more than like-schools. However, similar progress was achieved by the WA Public school cohort.



# Reading Proficiency Bands

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					22%	28%	26%	27%
7	530 - 581					49%	32%	42%	31%
6	478 - 529	38%	47%	66%	53%	20%	23%	13%	26%
5	426 - 477	28%	27%	14%	21%	7%	13%	6%	11%
4	374 - 425	8%	14%	11%	14%	2%	3%	6%	3%
3	322 - 373	18%	8%	7%	7%	0%	1%	6%	1%
2	270 - 321	5%	3%	2%	4%				
1	Up to 269	3%	1%	0%	1%				

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

## Summary of Observations - Proficiency Band Summary

The percentage of Year 3 students in the top band was higher than like-schools in both 2019 and 2021. The percentage of students in the middle and lower bands were similar to like schools.

In Year 5, the percentage of students in the top band was similar to like-schools in 2021, and a significantly higher percentage of students achieved at the second top band than like-schools. However, a higher percentage of students also performed at or below the minimum standard than like-schools.

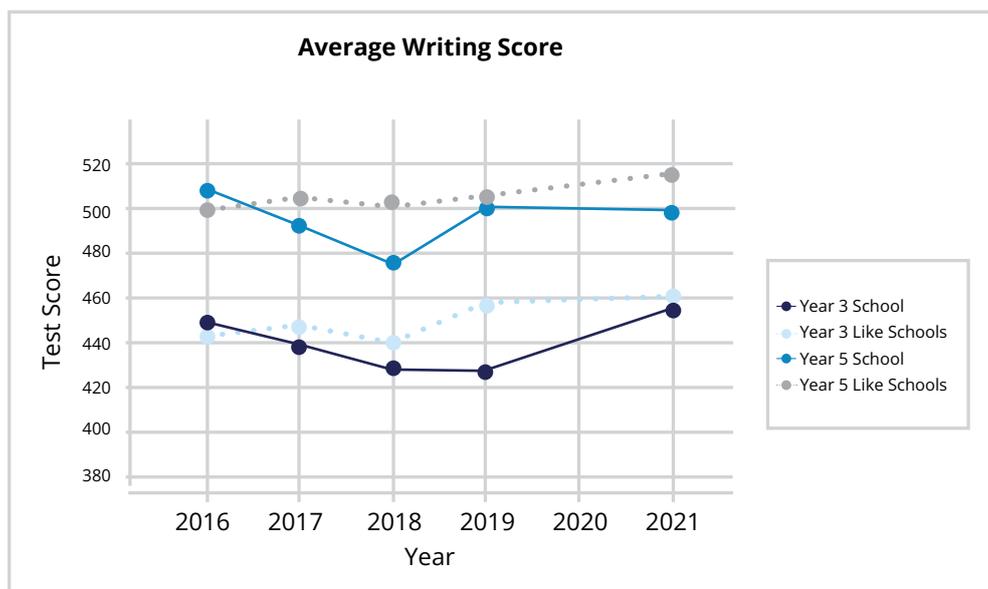


# Focus Areas for Improvement in Reading

The following strategies are planned for implementation in 2022:

- Refine the approach to the teaching of literacy using Letters and Sounds, structured literacy blocks for K-2 and explicit teaching.
- Track students identified through the Phonemic Awareness and Phonological Knowledge Screening Tool or On Entry at Pre-primary and Year 1 using the Letters and Sounds Tracking Booklet.
- Utilise Critical and Creative Thinking strategies to develop critical literacy skills.
- Continue to teach reading strategies including making connections with characters and creating images.
- Research and implement strategies to promote a 'love of reading' amongst boys.

## Writing



## Summary of Observations – Mean Score Longitudinal

The Year 3 mean score has improved since reaching its lowest point in 2019 at which point the school mean was approximately 35 NAPLAN points below like-schools.

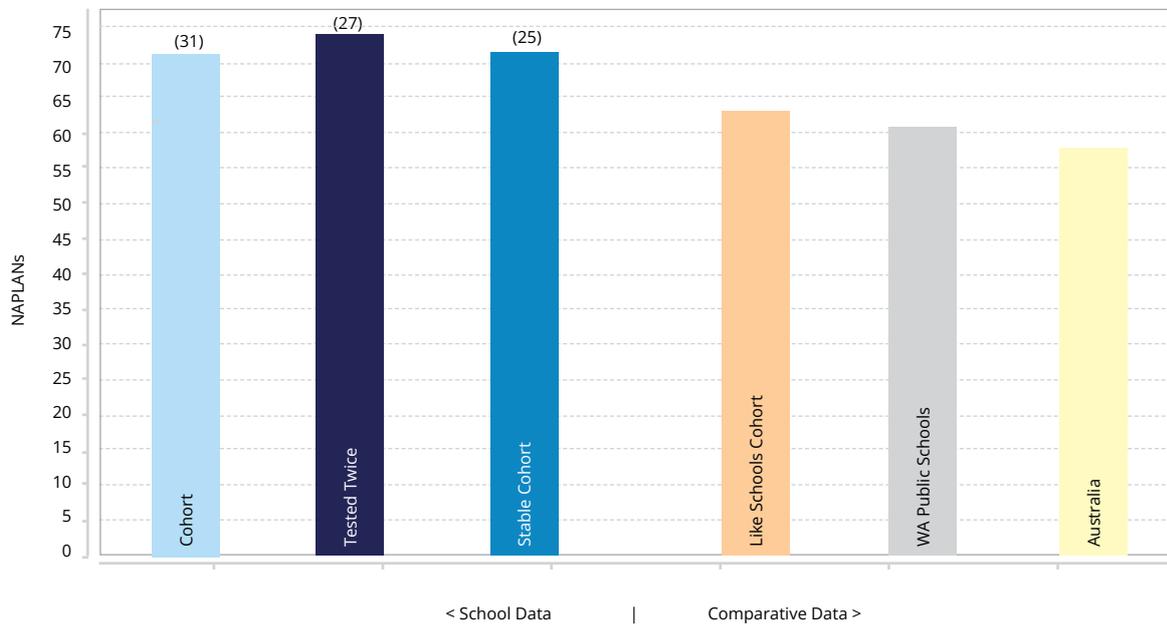
While the 2021, Year 5 cohort's mean is still below the like-school mean, it is now only approximately 15 points compared to 35 points when this cohort was in Year 3.

During 2021, the classroom teachers continued to implement the whole school approach to the teaching of Writing which includes the Seven Steps program and the provision of meaningful purposes and authentic audiences for writing.

# Writing

## Progress Year 3 to Year 5

Progress from Year 3 2019 to Year 5 2021 - Writing



## Summary of Observations – Progress from Year 3 to Year 5

The stable, tested twice and full cohort have made more progress from Year 3, 2019 to Year 5, 2021 than like-schools, WA Public schools and All Australian schools. The progress for each of the school groups is over 10 NAPLAN points, with 15 points more growth when comparing the tested twice cohort with all Australia.

As the average growth in one semester for NAPLAN Writing from Year 3 to 5 is 13 points, the extra growth achieved by the South Perth students is equivalent to 6 months of learning.



# Writing Proficiency Bands

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					7%	11%	10%	13%
7	530 - 581					24%	23%	10%	25%
6	478 - 529	21%	33%	32%	41%	36%	36%	55%	38%
5	426 - 477	31%	43%	39%	38%	24%	22%	19%	18%
4	374 - 425	33%	20%	23%	17%	7%	6%	3%	4%
3	322 - 373	10%	3%	5%	3%	2%	2%	3%	1%
2	270 - 321	5%	1%	2%	1%				
1	Up to 269	0%	0%	0%	1%				

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

## Summary of Observations - Proficiency Band Summary

Both Year 3 and Year 5 cohorts had a lower percentage of students in the top two bands than like-schools. A higher percentage of South Perth students are clustered in the middle bands. This pattern was also evident in Year 3, 2019. The percentage of students at or below the minimum standard is similar to like-schools.

## Focus Areas for Improvement in Writing

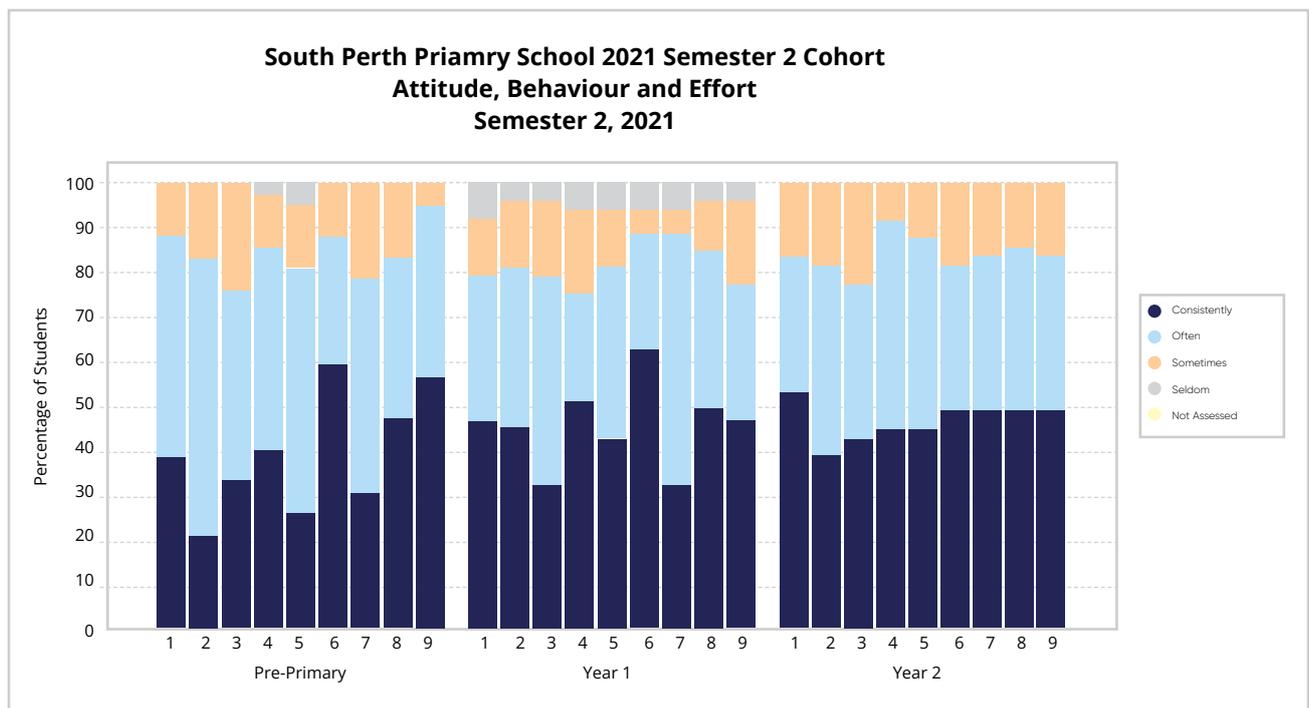
In 2022, the following strategies are planned to address these areas of concern:

- Renew focus on Seven Steps by including as a regular item in collaborative meetings.
- Provide opportunities to engage in oral language and vocabulary building activities prior to writing.
- Use self-assessment, reflection and goal setting to motivate improvement.

# Non Academic Achievement

## Attitude, Behaviour and Effort

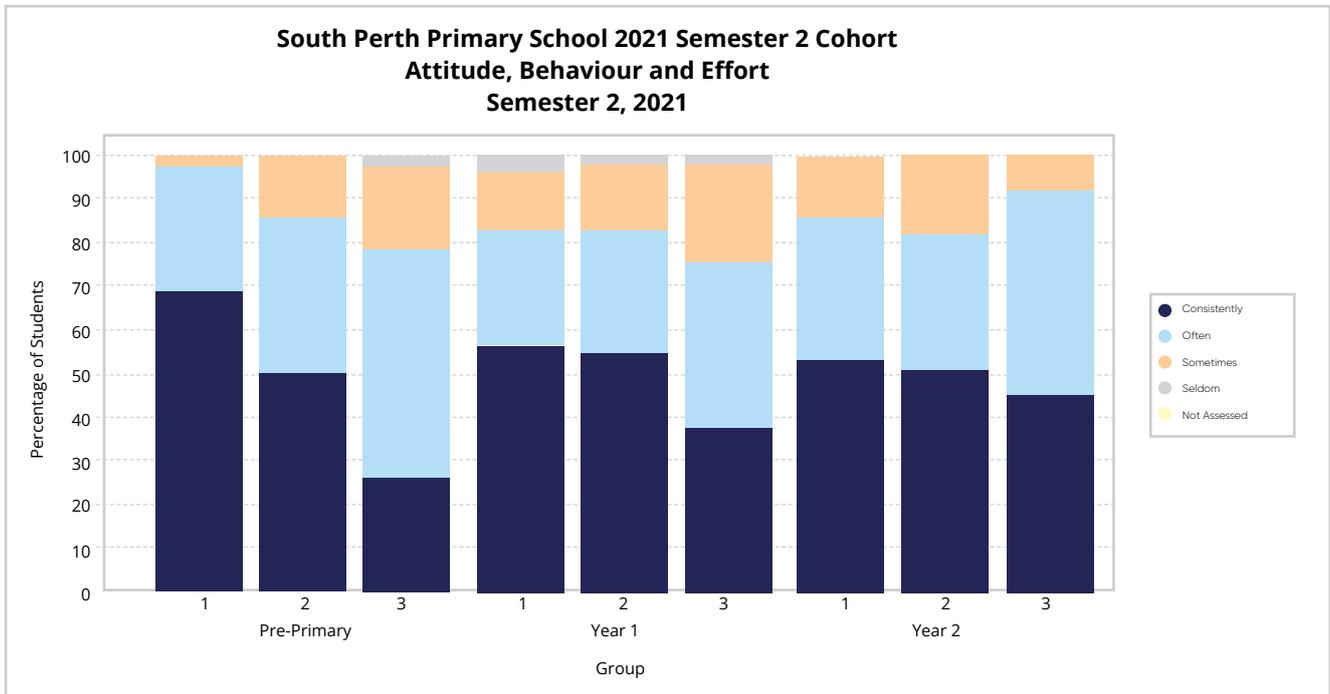
The graphs in this section are drawn from the 2021, Semester 2 report data. When completing end of semester reports, teachers rate each student on a frequency scale across a range of attitude, behaviour and effort criteria. These criteria are different for Pre-primary to Year 2 and Year 3 – 6 students.



## 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

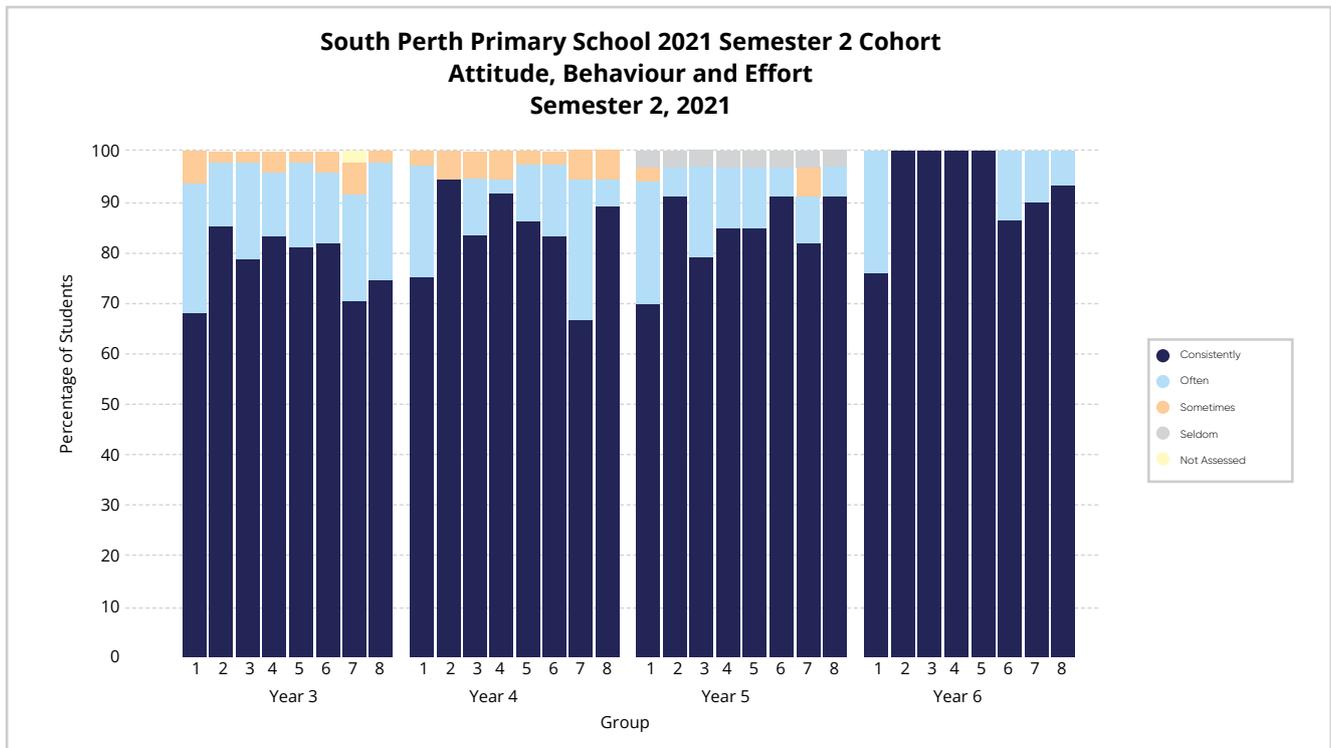
## Analysis of Data – Pre-primary to Year 2

The achievement of these personal and social skills is developmental, and it is expected that the percentage of students demonstrating the skills more frequently will increase from Pre-primary to Year 2.

This general trend is seen in the South Perth data. However, the 2021 Year 1 cohort had a higher percentage of students who seldom demonstrated these skills. Collaboration and perseverance are skills that need continued focus as these students move into Year 2 in 2022.

Setting goals and working towards them is a difficult skill for students to master in the early years. As one of the High Impact Teaching Strategies, the teaching of this skill is a focus in our 2021 – 2023 Business Plan.

# 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 ratings of the Year 3 to 6 students are consistently positive. Less than 10% of all students are rated on any criteria as sometimes or seldom. Over 65% of all students received a rating of consistently on all criteria.

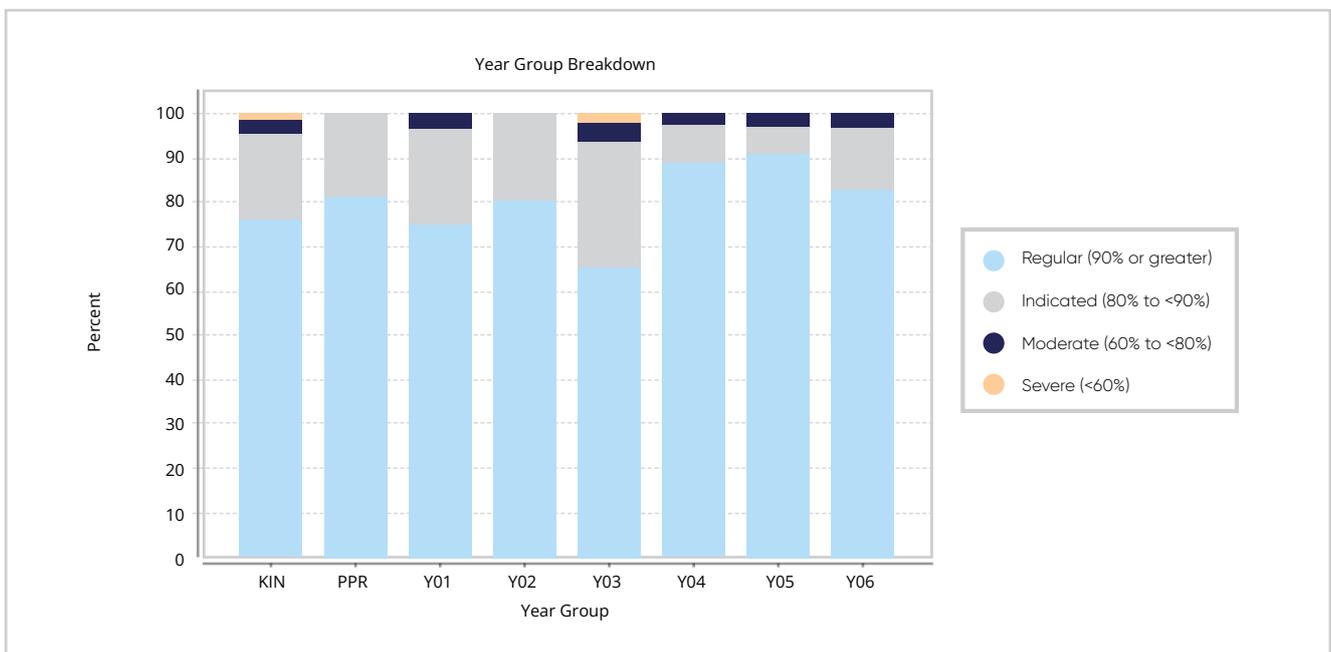
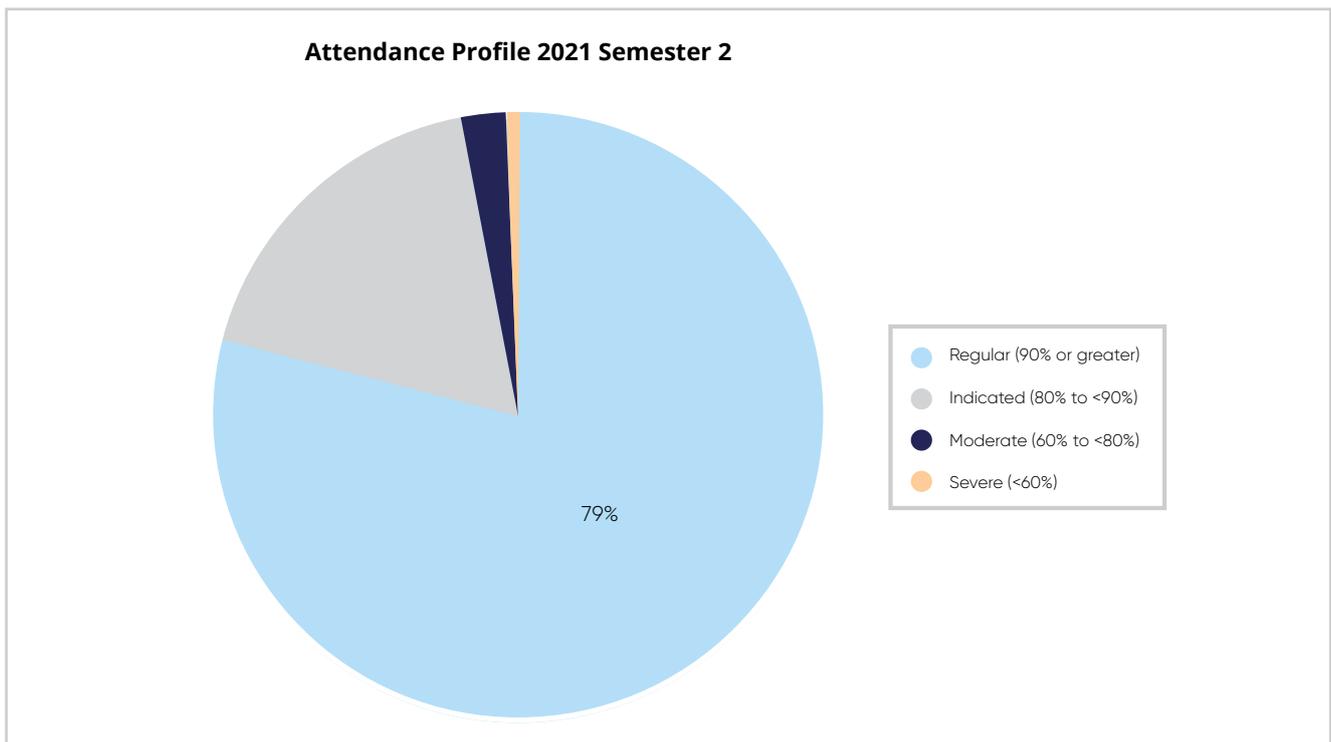
It should be noted that the Year 6 cohort demonstrated exemplary attitude, behaviour and effort with all students demonstrating consistently on criteria 2-5. These criteria are closely aligned to our school's shared values of respect, excellence, cooperation and responsibility.

In 2022, the school will continue to address the attitude, behaviour and effort of students from Pre-primary to Year 6. The strategies in the 2021 -2023 Business Plan priority area of Personal and Social Capabilities address these areas of student development.

# Attendance

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.

At South Perth Primary School, a small number of students with poor attendance patterns are case managed, working with parents and carers to identify barriers and issues and develop a plan to improve attendance.



# Attendance cont.

The reasons for student absences are many and varied. Some students have health problems that keep them away from school for extended periods of time. During 2021, students with minor cold symptoms did not attend school due to corona virus concerns.

As can be seen in the table below, 53% of absences were due to illness. However, 14% of absences are related to families taking holidays during the school term.

Despite regular follow-up by classroom teachers and members of the leadership team, 7% of absences are still unexplained.

Enrolments	Absence Types						
	Authorised Absences			Unauthorised Absences			
	R Reasonable Cause	N Notified Sick	C Cultural/ Religious	U Unexplained	X Unacceptable Reason	T Truant	K Vacation
Current	965	2103	18	234	48	0	580
Former	15	36	0	32	0	0	0
All	<b>980</b>	<b>2139</b>	<b>18</b>	<b>266</b>	<b>48</b>	<b>0</b>	<b>580</b>

The following strategies will continue to be implemented in 2022 in order to maintain a focus on the importance of regular attendance at school.

- Parents discouraged from planning family holidays during school term.
- 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 2020. The parents of students in Kindergarten to Year 2 were surveyed separately from the Year 3-6 parents. Eighty-four K-2 parents completed the survey compared to 48 Year 3-6 parents.

Criteria	Parents			Students 5 & 6	Staff Members
	K-2	3-6	Overall		
Teachers at this school expect children to do their best.	4.2	4.1	4.2	4.6	4.7
Teachers provide children with useful feedback about their school work.	3.8	3.5	3.7	4.3	4.4
Teachers at this school treat students fairly.	4.2	3.7	4.0	4.3	4.5
This school is well maintained.	4.3	4.2	4.3	4.2	4.1
Children feels safe at this school.	4.5	4.2	4.4	4.5	4.6
Parents can talk to teacher about concerns.	4.3	3.9	4.1		4.4
Students at this school can talk to teachers about their concerns				3.9	4.4
Student behaviour is well managed at this school.	3.9	3.5	3.7	3.9	4.0
Children like being at this school.	4.4	3.9	4.2	4.5	4.6
This school looks for ways to improve.	3.9	3.4	3.6	4.3	4.3
This school takes parents/staff/ students opinions seriously.	3.9	3.3	3.6	4.0	3.9
Teachers at this school motivate children to learn.	4.0	3.6	3.8	4.7	4.5
The school provides students with opportunities to do interesting things.				4.4	
Children are making good progress at this school.	4.1	3.7	4.0		
Children's learning needs are being met by the school.	3.0	3.4	3.8		4.2
The school works with parents to support children's learning.	3.9	3.4	3.7		4.4
Staff receive useful feedback about their work at school.					3.9
Staff are well supported at this school.					4.0
The school has a strong relationship with the local community.	3.9	3.6	3.8		3.7
The school is well led.	3.9	3.5	3.7		3.9
I am satisfied with the overall standard of education achieved at this school.	4.0	3.5	3.8		4.2
I would recommend this school to others.	4.0	3.5	3.8		4.2
The teachers are good teachers.	4.3	3.9	4.2	4.7	4.2
Teachers at this school care about the children.	4.3	3.9	4.0	4.5	4.3

# National School Opinion Survey cont.

The survey results were analysed by the school staff and the School Board. Overall, the survey results were very positive. However, it was notable that all questions were rated more highly in the parent K-2 survey than the Year 3-6 survey. Also, the student and teacher ratings were higher than the parents on all questions other than, 'This school is well maintained' for students and, 'The school has a strong relationship with the local community' for staff.

In the parent survey, the most positive survey question ratings were received for:

- Children feel safe at this school.
- The school is well maintained.
- Teachers at this school expect students to do their best.
- Children like being at this school.
- The teachers are good teachers.

In the Year 5 & 6 student survey, the most positive survey question ratings were received for:

- Teachers at this school motivate children to learn.
- The teachers are good teachers.
- Teachers at this school expect students to do their best.
- Children feel safe at this school.
- Children like being at this school.
- Teachers at this school care about the children.

For teachers, the most positively rated criteria were:

- Teachers at this school expect students to do their best.
- Students feel safe at this school.
- Students like being at this school.
- Teachers at this school treat students fairly.
- Teachers at this school motivate students to learn.



# Focus Areas for 2022

The following focus areas for 2022 were developed by the teaching staff after reviewing school data and presented to the School Board for endorsement in Term 4.



## **MATHEMATICS:**

- Provide professional learning on the WA Curriculum including any changes from the review of the Australian curriculum.
- Implement a whole school approach to Maths including the utilisation of updated support resources.
- Utilise explicit teaching and worked examples strategies from HITS.



## **READING:**

- Refine the approach to the teaching of literacy in K-2 using Letters and Sounds, structured literacy blocks and explicit teaching.
- Research and implement strategies to promote a 'love of reading' amongst boys.
- Continue to teach reading strategies including making connections with characters and creating images.



## **WRITING:**

- Renew focus on Seven Steps by including as a regular item in collaborative meetings.
- Use self-assessment, reflection and goal setting to motivate improvement.



## **SAER:**

- Increase the use of SEN Planning for documented plans.
- Develop a tiered system for recording progress and monitoring SAER students, to match the degree of support required, using NCCD levels i.e. Level 1 – Quality Differentiated Teaching, Level 2 – Supplementary Adjustments, Level 3 – Substantial Adjustments
- Track students identified through the Phonemic Awareness and Phonological Knowledge Screening Tool or On Entry at Pre-primary and Year 1 using the Letters and Sounds Tracking Booklet.

# Focus Areas for 2022 cont.



## **CRITICAL & CREATIVE THINKING:**

- Continue to develop student engagement in goal setting, feedback and self-reflection.
- Seek guest speakers for Values Assemblies to share innovations/successes.
- Trial more strategies to promote critical and creative thinking.



## **PERSONAL & 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.
- Professional learning on identifying and making adjustments to cater for anxious students.
- Utilise the Victorian Department of Education resource 'Amplify' to inform a whole school approach that supports child agency and student voice.



## **ORAL LANGUAGE:**

- Begin professional learning linked to the First Steps Oral Language resources.
- Continue to upskill teachers on strategies to assist students with language delays.
- Investigate the use of the Brightpath assessment for Oral Language.



## **PHYSICAL DEVELOPMENT K - 2:**

- Continue the implementation active play and provide challenging physical environments for students in the early years.
- Continue to upskill staff 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 received funding in a one-line budget. The funding is for all aspects of running the school including staffing, utilities, resources and minor works.

In 2021, the school received \$3 335 867 in Student Centred Funding This included \$106 476 for targeted initiatives funds for the school chaplain, the school psychologist and Universal Access for Kindergarten and a \$18 127 allocation for extra cleaning during the COVID pandemic.

The school's Student Centred Funding decreased by \$55 000 compared to 2020. The reduced funding was directly related to a reduction in student numbers. As a result the closure of international and state borders, the usual influx of new families to the South Perth area reduced having a significantly impact on new enrolments.

The Income and Expenditure tables on the following pages provide detailed information of the Cash Revenue and Expenditure. Only \$152 919 of the Student Centred Funding was allocated to the Cash Budget. This amount was \$60 000 less than 2020 due to the reduction in student numbers but similar levels of staffing.

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 2021 school year.

The P&C worked closely with the school's Finance Committee to fund projects identified by the school. In 2021, the P&C allocated funds to support the implementation of the 2021 – 2023 Business Plan as well as ongoing programs in the school to a total of \$55 550. This large contribution to the school budget assisted the school to offset the impact of reduced student centred funding.

**PRIORITY AREA FUNDING:** Digital Technology Resources **\$9000** iPads and cases **\$20000**

K-2 manipulatives and puzzles **\$4000** K-2 physical development resources **\$8000**

**TOTAL: \$41,000**

**ONGOING PROJECTS:** 2022 Chaplain **\$8000** Trestle tables and a trolley **\$2000**

Children's Book Award library selection **\$2000** Year 6 Graduation **\$1000**

Jeanne Warner Sportsmanship Award **\$50** Walk to School Breakfast **\$500**

**TOTAL: \$14,550**

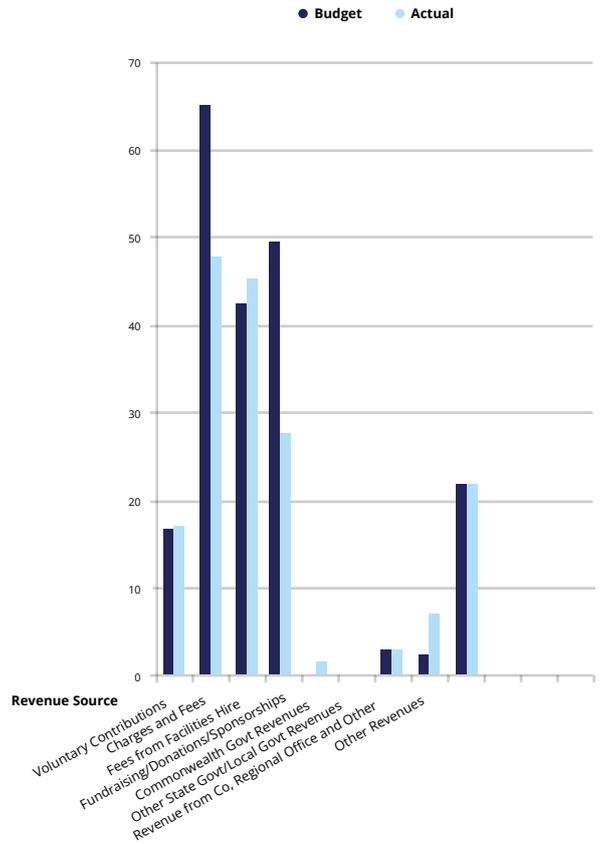
# Financial Statement cont

Financial Summary as at December 31st 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 16,506.00	\$ 16,755.00
2	Charges and Fees	\$ 64,747.00	\$ 47,637.30
3	Fees from Facilities Hire	\$ 42,236.36	\$ 45,045.89
4	Fundraising/Donations/Sponsorships	\$ 49,376.50	\$ 27,587.01
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,000.00
7	Revenue from Co, Regional Office and other Schools	\$ 2,750.10	\$ 2,750.10
8	Other Revenues	\$ 2,112.80	\$ 6,791.63
9	Transfer from Reserve or DGR	\$ 21,822.19	\$ 21,822.19
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 199,450.95	\$ 169,753.51
Opening Balance		\$ 80,710.41	\$ 80,710.41
Student Centred Funding		\$ 156,713.89	\$ 156,713.89
Total Cash Funds Available		\$ 436,875.25	\$ 407,177.81
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 436,875.25	\$ 407,177.81

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 24,267.08	\$ 74,794.79
2	Lease Payments	\$ -	\$ 26,402.53
3	Utilities, Facilities and Maintenance	\$ 108,989.81	\$ 275,690.07
4	Buildings, Property and Equipment	\$ 51,961.52	\$ 163,734.64
5	Curriculum and Student Services	\$ 240,794.60	\$ 430,827.57
6	Professional Development	\$ 6,602.73	\$ 61,978.09
7	Transfer to Reserve	\$ 0	\$ -
8	Other Expenditure	\$ 4,259.00	\$ 11,434.18
9	Payment to CO, Regional Office and other Schools	\$ -	\$ 355.00
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		\$ 436,874.74	\$ 369,276.22
Total Forecase Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 436,874.74	\$ 369,276.22
Cash Budget Variance		\$ 0.51	\$ 37,901.59

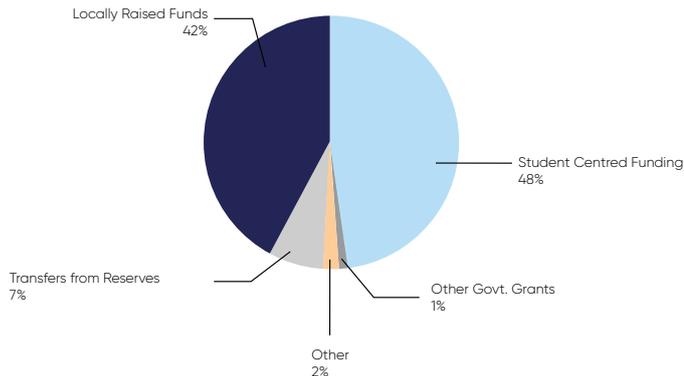
\$000 Locally Generated Revenue - Budget vs Actual



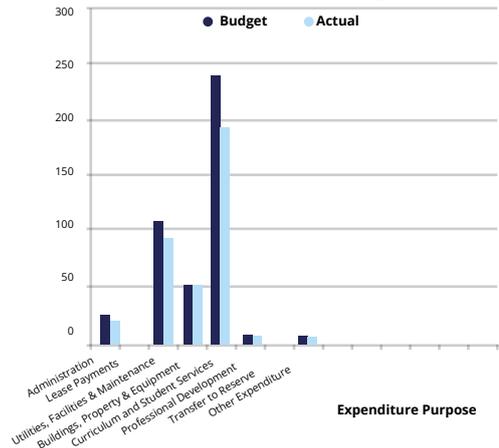
Cash Position as at:

Bank Balance	\$ 153,470.24
Made up of:	
1 General Fund Balance	\$ 37,901.59
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,341.64
5 Suspense Accounts	\$ 22,747.01
6 Cash Advances	\$ -
7 Tax Position	\$ (3,520.00)
Total Bank Balance	\$ 153,470.24

Current Year Actual Cash Sources



\$000 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.

## **NAPLAN PROGRESS & ACHIEVEMENT**

The graphs look at both the achievement and the progress of students. Achievement is the average NAPLAN result for a cohort of students. Progress is the difference between the average NAPLAN score for students tested at the school in two test cycles. Because there is no progress result for Year 3 students, the graphs can only represent the achievement and progress of Year 5 students.

The achievement and progress are compared with like-schools. The two zero (0) lines represent the achievement (horizontal) and the progress (vertical) of the comparative group of students from like-schools.

The dots represent both the achievement and progress of the school's stable cohort in Year 5. The scale is the difference in NAPLANs (the scale for the NAPLAN results) between the school and the comparative group. Negative numbers indicate performance below the comparative group. Positive numbers indicate performance above the comparative group.

The quadrants identify whether the students are progressing and achieving at a lower or higher rate to the comparative group of students.

## **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.

# Interpreting NAPLAN Data cont.

## 2. 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.

## 3. PROGRESS FROM YEAR 3, 2019 TO YEAR 5, 2021

The **progress** between the two years of testing is measured by the difference between the two mean scores in NAPLANs.

- The **Cohort** measurement is the difference between the mean scores of all tested students in the cohorts for both years at your school.
- The **Tested Twice** measurement is the difference between the mean scores of students tested at your school in the latest year of testing reported and in WA public schools two years earlier.
- The **Stable Cohort** measurement is the difference between the mean scores of students tested in your school in both years.
- The **Like School Cohort** comparison is the difference between the mean scores of all tested students in your Like Schools in both years.
- The **WA Public Schools** comparison is the difference between the mean scores of all tested students in WA Public schools in both years.
- The **Australia** comparison is the difference between the mean scores of all tested students in Australia in both years.

## 4. 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.

### 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.



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