



Success Primary School

ANNUAL REPORT

2023





Success Primary School

390 Wentworth Parade
SUCCESS WA 6164
Ph 08 6174 2600
success.ps@education.wa.edu.au
www.successprimary.wa.edu.au

INTRODUCTION

The 2023 Primary School Annual Report provides a review of our performance against our outcomes and performance targets within our 2021-2023 School Business Plan.

It provides details of student performance in academic and non-academic areas and outlines the progress we have made in implementing key strategies in our business plan.

Within this report are our major achievements and highlights throughout the school year in the areas of the school and student performance, financial and human resource management and community participation.

As an independent public school, Success is committed to implementing and achieving all the requirements of our Statement of Expectation. This document is a signed agreement between the School Board, the School and the Department of Education.

A MESSAGE FROM THE PRINCIPAL

I commenced Term 2, 2023 as acting Principal after the departure of our inaugural Principal, Kristy Mularczyk. After 9 years as Student Services and IT Deputy, the transition to Principal was a seamless one due to the unwavering support and encouragement of our amazing staff, students, and parent community. I am excited to be leading our remarkable school into 2024 and beyond.

In 2023 we built upon the gains we made in our explicit teaching in literacy and numeracy and celebrated our connected practice with our school community by conducting observations in classrooms across all year levels and sharing these observations on our social media platforms. High levels of student engagement and participation were evident, backed up by data from our students in our annual National Schools Opinion Student Surveys Year 3-4 and Year 5-6 where students indicated their Mathematics and English were improving due to daily reviews.

NAPLAN and OLI data demonstrated pleasing progress again this year. 2023 On Entry (OLI) results in Pre Primary (PP) demonstrated performance well above like schools in literacy and numeracy, indicating the early identification and intervention practices implemented in 2022 and continued connected practice and daily reviews in our Kindy and PP classes were highly effective in improving student performance. Our NAPLAN data continues to indicate that we are achieving at or above like schools, being above like schools in spelling and grammar in Year 3 and above in all areas in Year 5.

2023 saw a concerted effort to engage and involve our school community in daily life at our school. Regular posts on our social media platforms to celebrate student achievement and everyday practices resulted in improving connectedness with our community. A focus on bringing our community back together was truly evident at our Term 3 Open Night, with a wonderful family atmosphere experienced. The data from our National School Opinion Parent Survey illustrates an improved connectedness with our families with an increase of parents and carers (76% in 2022 to 84% in 2023) agreeing that our school has a strong relationship with the community.

Whole school events were enjoyed by our students, parents and staff ranging from Harmony Day, our ANZAC Day Service, Nexus Arts Zim Boys and Majeda Beatty performances, cross country, cultural week and book week parade and stall, Well Being 4 Kids Dance Program, Kaboom Percussion, school and interschool sports carnivals and free dress and theme days.

At the School Development Day (SDD) at the start of Term 3 we reviewed the 2021-2023 Business Plan to determine if we had achieved our planned outcomes and performance targets. We discussed the effectiveness of our strategies and identified those that would be included in our next business plan. Targets were also discussed and their measure evaluated. Staff responses were collated and a draft plan was presented at our Term 4 SDD, aiming to better capture both our mainstream and education support programs and simplifying the language used. Feedback from staff and our School Board was obtained and in Week 8, Term 4 the 2024-2026 Business Plan was presented to staff.

I would like to thank Mr Andy Barrett for his dedication to Success Primary School. Andy has been a part of our school board for 8 ½ years, with 6 ½ years as our board chair. His wonderful support and advocacy of our school are qualities that have been very much appreciated by me, our staff and members of the school board. We thank him for his service and welcome Christie-Lee Davies to the position of School Board Chair. To our other parent members, Michelle Gilmore, Jared Orchard, Janelle Edmondson, Janitha Raghava and Errol Hassett, thank you for your ongoing contribution.

I would also like to acknowledge and thank our wonderful P&C for all the work they do to support our school and families. Once again, they provided opportunities for our students to purchase gifts for their parents from various stalls throughout the school year, dress up and attend our school disco (to name a few) and of course providing the canteen as an option for our community. Thank you to our President Sequoia Eagles, Vice President Chelsey Gaskell, Secretary Leonie Lynch, Treasurer Natasha Thompson, Fundraising Co-ordinators Nicole Sintrikos and Sarah Williams and members Janelle Edmondson, Priya Bhattacharjee, Alana Field, Sania Lennon, Renee Garrity and Caree Orchard.

In early December we officially acknowledged the improvements and signage that has been erected at Boronia Park and were joined by Cr Tarun Dewan and Mr David Scaife, Member of Cockburn. The City of Cockburn have improved the pathways around the park, allowing members of the community and our students and staff to now access a pathway around the whole park. Signage has also been installed highlighting the flora and fauna, including the Noonngar name. Cindy Hearsch and Michelle Gilmore ran an art competition in 2022 with our students and their artwork was selected to be displayed on the signs. There is also an Augmentative and Alternate Communication (AAC) Board designed in collaboration with the City of Cockburn and our school. We thank Tania Brown for assisting with the development of the board. The pictures and board enable our students and staff to make comments, requests or give a direction. We would also like to thank Vicky Hartill from the City of Cockburn for her support throughout the duration of the project.

Our distributed leadership model continues to develop future leaders with 4 teaching staff successfully appointed as Deputy Principals. Josh Amato at Success Primary School, Judith Davison and Kylie Mackenzie at Medina Primary School and Bernadette Neville at Hammond Park Primary School. We will continue our partnership with the Cockburn Central Education Network Future Leaders Program and provide ongoing opportunities to build future leaders.

Harnessing teacher expertise within our teams continued with teaching staff entering their third year of shared planning to enhance the learning experiences of our students and to improve student outcomes. Our High Performing Teams Model of Reference and use of DiSC to understand self and others was again a focus. I became an Everything DiSC Certified Practitioner in Term 4, 2023 to continue our DiSC journey with our vast staff.

I would like to thank the community for their support of our amazing school and I look forward to continuing our partnership in 2024.

Natalie McRobb
Principal



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GLOSSARY OF ABBREVIATIONS AND TERMS

TERM	DEFINITION
AAC	Augmentative and Alternative Communication
ABLEWA	Abilities Based Learning Education Western Australia
ANZAC	Australian and New Zealand Army Corps
AUSLAN	Australian Sign Language
CAP	Community Access Program
CAT	Cognitive Ability Test
CCEN	Cockburn Central Education Network
Connect	Integrated online environment developed by the Department of Education WA for staff, students and parents in public schools
Cr	Councillor
DiSC	Dominance, Influence, Steadiness and Conscientiousness (personality profile tool)
DoE	Department of Education
DOTT	Duties Other Than Teaching
EA	Education Assistant
EALD	English as an Additional Language/Dialect
ES	Education Support
ESC	Education Support Centre
ESP	Education Support Program
ESSN	Education Support South Network
FLDC	Fremantle Language Development Centre
FTE	Full Time Equivalent
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information Communications Technology
IEP	Individual Education Plan
IMSS	Instrumental Music School
IWB	Interactive Whiteboard
KETAWA	Indonesian Languages Program
LBOTE	Language Background Other Than English
MAWA	Mathematics Association of Western Australia
MCI	Making Consistent Judgements
MCL	Mathematics Curriculum Leader
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program: Literacy and Numeracy
NDIS	National Disability Insurance Scheme
OEA	On Entry Assessment
OLI	On Entry Assessment
P&C	Parents and & Citizens' Association
PAT	Progressive Achievement Testing
PODD	Pragmatic Organisation Dynamic Display
PP	Pre Primary
RAP	Reconciliation Action Plan
RSSS	Request Student Services Support
RTP	Reporting to Parents
SAIS	Student Achievement Information System
SDD	School Development Day
SMS	Short Messaging Service
SOCS	Screen of Communication Skills
SPS	Success Primary School
SSEND	School of Special Educational Needs Disability
STEAM	Science, Technology, Engineering, the Arts and Mathematics
STEM	Science, Technology, Engineering and Mathematics
TWR	The Writing Revolution
VPP	Virtual Power Plant
WARRANTSP	WA Respectful Relationships Teaching Support Program

SCHOOL CONTEXT

Success Primary School (SPS) is a Level 5 primary school and is inclusive of students enrolled in both mainstream and education support programs. Approximately 4.62% of children come from homes where English is an Additional Language or Dialect (EALD). We embrace our school motto 'Unlock Your Potential,' ensuring parents and the school community actively work together as a team towards achieving improved outcomes for all students.

At SPS we foster a model of distributed leadership where staff are provided with ample opportunities to lead best practice in the Western Australian Curriculum, participate in peer coaching and aspire for future leadership opportunities in and beyond the classroom.

Parents and community members play an active role to ensure students are provided with the best possible learning opportunities. The achievements and progress of our school are strongly supported by our active P&C and School Board.

ENROLMENT PROFILE

YEAR	MAINSTREAM	EDUCATION SUPPORT	ABORIGINAL	EALD	TOTAL STUDENTS
Kindy	81	3	2		84
Pre primary	57	8	2	9	65
Year 1	79	14	5	10	93
Year 2	75	7		12	82
Year 3	78	13	2	1	91
Year 4	71	19	3		90
Year 5	84	14	1		98
Year 6	78	11	2		89
Total	603	89	17	32	692

STAFFING PROFILE

	STAFF	NO	FTE
Administration Staff	Principal	1	1.0
	Associate Principal	1	1.0
	Deputy Principals	4	3.2
	Total Administration Staff	6	5.2
Teaching Staff	Teaching Staff	53	39.2
	Total Teaching Staff	53	39.2
Allied Professionals	Education Assistants	69	55.5
	Administrative	6	5.0
	Cleaners	8	3.3
	Gardener	2	0.8
	Other (includes Technical Officer, Library Officer and Psychologists)	12	5.9
	Total School Support Staff	97	70.5
Total Staff		156	114.9

SCHOOL BOARD REPORT: ANDY BARRETT (BOARD CHAIR)

2023 was a year of development and growth for the SPS School Board, with our newest members bringing much valued contributions. The following are the highlights for the School Board in 2023 and includes the review and consultation, plus feedback and endorsement of the following school plans/programs presented to the Board:

- The 2023 Annual Report – summary of the school performance.
- Financial planning and budgets for 2023, and review of the 2023 Budget Expenditure Account.
- Workforce planning for 2023 and 2024.
- School Voluntary Contributions and Charges.
- Review of the updated School Reputation Strategy and Business Plan.
- Review of NAPLAN and PAT data and learning focus areas for 2023/24.
- Review of the board structure and 2023 achievements/effectiveness.
- SPS marketing for new enrolments.
- Feedback on the Connect and Respect initiative for keeping schools safe.
- Review of the effectiveness of the school newsletter.
- Updates to the school website.
- Parent survey results.
- School calendar planning for 2024.

CONCLUSION

- Long standing Board Chair Andy Barrett resigned from the board and Christie-Lee Davies was appointed as the new Chair for 2024.
- Continue to implement communication strategy to keep the community well-informed.
- Continued promotion of the School Board and P&C in Week 4 and 8 Term 2 and 4 and Week 4 in Term 2 and 3 newsletters, on school website, Connect notifications and Facebook posts.

P&C REPORT: SEQUOIA EAGLES (PRESIDENT)

2023 SCHOOL CONTRIBUTION

The SPS P&C Association had another successful year in 2023 with many fantastic events held, which allowed us to give back to our school. As a school P&C, our aim is operate on a not-for-profit basis and raise much needed funds to help support our students, and positively enrich their journey through school and into their bright futures. Our funding focus areas for 2023, as defined by our Funding Plan, were grouped into: Student and Group Focus, School Infrastructure and Grounds, and High Quality Teaching – Digital Technologies.

In 2023 we funded \$24,051 to the school in the areas of:

- \$1,485 for the graphic design of signs for the Boronia Park Project
- \$7,000 contribution towards the outdoor learning area for the Art room
- \$5,000 contribution towards the planned playground upgrades of LC6
- \$2,000 contribution towards Year 6 graduation awards and the book awards for the younger students.
- \$6,566 contribution towards Lease payments for iPads for use by kindy and pre primary students.
- \$2,000 contribution towards Year 6 graduation lunch

P&C FUNDRAISING METHODS

We raise our funds in three primary ways:

- From the P&C Levy collected by the school from families
- By operating the school canteen
- By conducting fundraising activities

CANTEEN OPERATIONS

The canteen operates three days a week, under the direction and coordination of our Canteen Manager with several amazing assistants. We also have a number of parent volunteers who support the canteen throughout the year and provide much needed assistance while getting the chance to also contribute to our students days through positive interactions. The canteen provides staff and students with high quality, nutritious food options and operates under the new food safety standards – with many of our menu options homemade on site. We are very proud of the service that our canteen provides and we are always seeking to continue to innovate and improve.

FUNDRAISING ACTIVITIES

We were able to hold several fundraising activities during 2023, including:

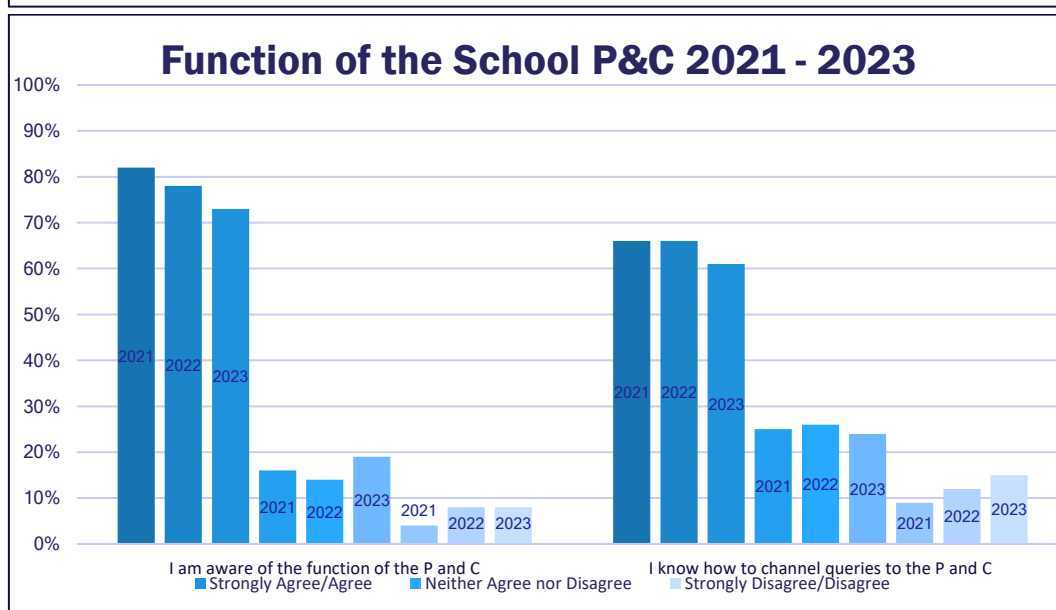
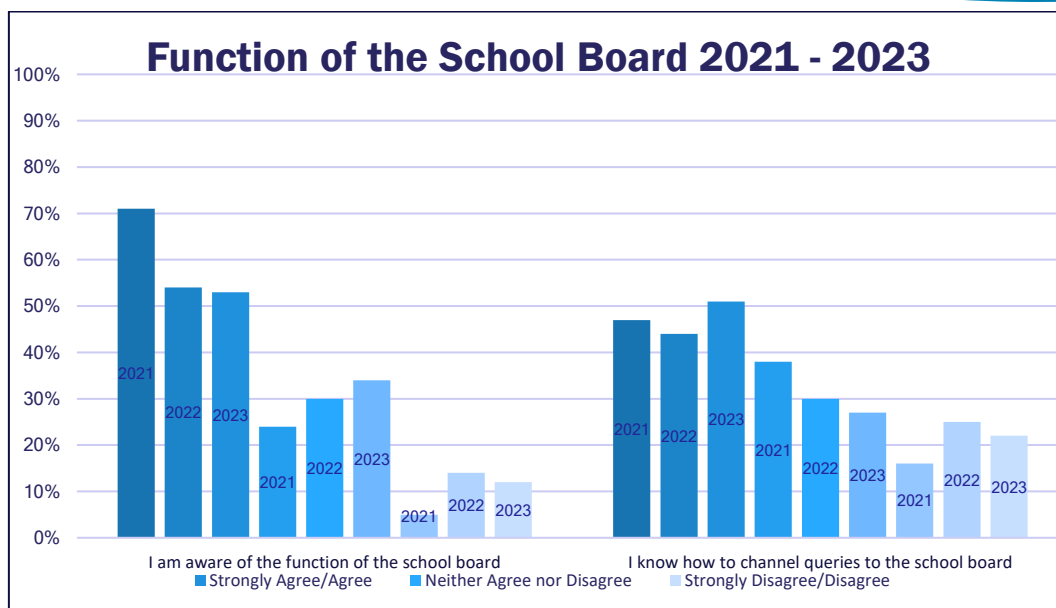
- Easter Raffle
- Book Week Stall
- Mother's Day Stall and Raffle
- Father's Day Stall
- School Open Night Cake & Drink Stall
- Christmas Stall and Bike Raffle
- Funky Hair and Sock Day
- Winter Chill Free Dress Day
- Sports Carnival Subway Lunches
- Second Hand Uniform Service
- School Disco

Our 2024 focus and beyond will see us continuing to raise funds to support our students and contribute to improvements in our school's playgrounds, events and facilities. We are also endeavouring to involve more new families in the P&C and promote the benefits of an engaged school community. We encourage all parents and carers to stay in contact with our P&C through our Families of Success Primary School Facebook page, as well as taking the opportunity to join our 2024 P&C Committee and participate in our regular Committee Meetings. We can't do it without you.

NATIONAL SCHOOLS OPINION SURVEY – PARENT SURVEY

Questions:

- I am aware of the function of the school board.
- I know how to channel queries to the school board.
- I am aware of the function of the P&C.
- I know how to channel queries to the P&C.



DATA ANALYSIS

- 53% strongly agree or agree that they are aware of the function of the school board. A decrease of 1% from 2022.
- 51% strongly agree or agree that they know how to channel queries to the school board. An increase of 7% from 2022.
- 73% strongly agree or agree that they are aware of the function of the school P&C. A decrease of 5% from 2022.
- 61% strongly agree or agree that they know how to channel queries to the school P&C. A decrease of 5% from 2022.

FOCUS FOR 2024

- Continue to follow the SPS Reputation Strategy to promote our school, school board, and school P&C.
- Updating the community about what was discussed at the school board and P&C meetings through newsletter updates every term.
- Promotion of the members of the school board and P&C on our social media platforms, Connect, newsletter and school website.
- Inform the community about how to direct messages to the school board and P&C.

LEARNING ENVIRONMENT

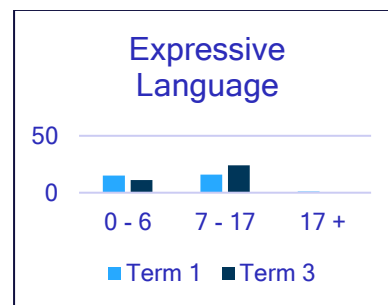
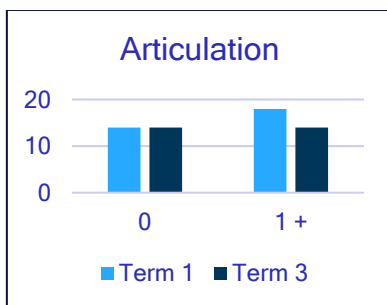
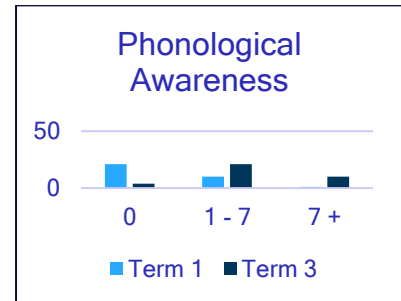
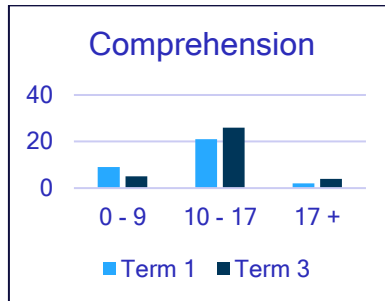
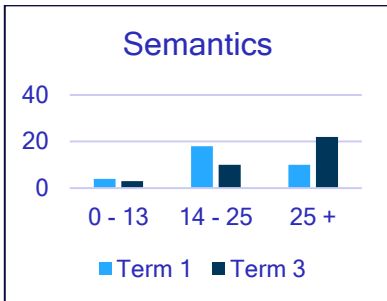
STUDENT SERVICES MAINSTREAM PROGRAM REVIEW

KINDY STUDENT'S EARLY IDENTIFICATION AND INTERVENTION

HIGHLIGHTS AND ACHIEVEMENTS

- In Term 3, the management of Student Services was allocated to another Deputy Principal as roles and responsibilities changed due to new leadership positions within the school.
- The Learning Support Team continued supporting students and staff in mainstream and education support. Support ranged from classroom observations, written feedback of suggested strategies and adjustments, providing resources to support students, eg visual timetables, social stories, sensory items and assisting with the development and implementation of Positive Behaviour Support plans.
- The continuation of models of intervention (developed with SSEND in 2021) for oral language, phonological awareness and Letters and Sounds were implemented in 2022 and 2023, with a focus being our Kindy students.
- In Term 1, the Crevola and Vineis Oral Language Screener was conducted across the 4 Kindy groups, identified students assessed further with the Screen of Communication Skills (SOCS). The assessment is broken into 5 areas: semantics, comprehension, expressive language, phonological awareness, and articulation. Phonological awareness was further investigated in Term 2 using a Heggerty baseline assessment to track progress and identify areas of targeted teaching required. Teachers in conjunction with Curtin University Speech program, implemented intensive intervention groups for Kindy students and continued with identified PP students from 2022/23.

SOCS – KINDY 2023, TERM 1 AND 3 COMPARISON



ANALYSIS/CONCLUSION

Term 3 assessment indicated the number of students scoring in the middle and upper range of correct answers increased from Term 1. Student Term 1 to Term 3 data indicates student growth in semantics, comprehension, phonological awareness and expressive language aspects of communication skills.

- Parents of identified students in the below average age range informed of screening results via email and provided emailed and paper copies of activities development by the Fremantle Language Development Centre.
- Parents were asked to investigate further assessment with a speech pathologist. Teachers and our school nurse assisted Child Development Services Referral for speech and/or opted to access private speech.
- Kindy teachers commenced targeted small group intervention with identified students.

BUSINESS PLAN TARGETS

BUSINESS PLAN TARGETS	ACHIEVED/NOT ACHIEVED	COMMENTS
By the end of 2023, SPS will have refined our early identification and intervention model with evidence-based practices to strengthen learning opportunities for all students, particularly those at risk.	ACHIEVED	Screening for Kindy and new PP -Year 2, plus On-entry assessment of students to identify and implement intervention. Linked with outside agency Curtin Speech program for intervention support.

FOCUS FOR 2024

- New Business Plan cycle commenced.
- Streamline Student Services meeting minutes into an excel Student Services Tracker to follow individual students throughout their primary schooling.
- Student Services Team to continue their support for teachers through the request student services support (RSSS).
- Specialist teachers will be encouraged to access RSSS, to support student engagement through adjustments and strategies.
- Survey staff regarding key areas of Student Services across whole school (ie behaviour, attendance, SEN case management, communication) for data and targeted improvement.
- Analyse student and parent data for improvement strategies.
- Set milestones in SPS Operational/Action plan for accreditation as a Positive Behaviour Support School.
- Intervention to include a lead teacher to run an intervention program for students Year 1-3 identified through English screening.
- Continue to refine detailed processes and procedures in place to identify, support and monitor students at educational risk, with an ongoing individual case management approach.

EDUCATION SUPPORT PROGRAM REVIEW

PROFILE 2023

Students learn through a range of experiences to achieve their individual goals on their IEP. Some of these experiences are provided to students by the following programs. Student supported communication styles such as AAC, Augmentative Alternative Communication, is pervasive across the whole school day.

- Curriculum – Abilities Based Education Learning, ABLE WA, Australian Curriculum.
- Whole School programs – Heggerty, Letters and Sounds, Colourful Semantics, Talk4Writing, Maths daily reviews, Peggy Lego, TEACCH.
- Community Access Program, CAP – focus on curriculum skills, safety in local and the broader community.
- Swimming Water Program.
- Sporting activities, Animal fun, WADSA and sporting events with other ESPs.
- Positive Behaviour Support - Sensory Profile support, visuals to assist with strategies, sensory room, Zones of Regulation.

COMMUNITY ACCESS PROGRAM

CAP provides opportunities for students to practice and generalise a range of IEP goals and skills within the community. Pre-requisites to attend out of school grounds activities include remaining calm and self-regulated, walking and staying with the group, listening to and following teachers instructions. Some students may experience this activity locally while some may be able to venture further. This is a continuum of skills to progress through at individual levels.



Check timetables



Sitting safely talking



Check the shopping list

SWIMMING PROGRAM

The swimming program provides many physical benefits to students while learning to stay safe in the water, they are explicitly taught to enter and exit safely and play safely. Students learn the swim skills required for Royal Life certificates and have the sensory benefits that warm water provides. Students practice dressing and undressing skills in preparation and end of swimming. Parents are welcome to come and observe their child during some lessons and at times therapists provide their therapy session in the pool with swim staff.



Kick board practice



Collection underwater



Transfer around the pool

SPORTING EVENTS

Students participate in sporting activities across the whole school, West Australian Disabled Sport Association, WADSA, other ESSN schools activities and special events with football clubs. Teachers develop physical education goals on the IEP based on Movement to Music, Fundamental Movement Skills and Animal Fun programs.



Star Kick Clinic



ESSN event at Success



WADSA at sport carnival

HIGHLIGHTS AND ACHIEVEMENTS

Installation of the communication boards at Bibra Lake Regional Playground are now available for the wider community to access and be aware of alternate methods of communication.



Bibra Lake Communication Boards



Student using AAC in class

Our long term aim is for our students using AAC is:

- To become autonomous communicators.
- To be able to say whatever they want.
- To whoever they want.
- Whenever they want.
- Additional AAC communication boards are being developed for the ARC to strengthen our community links and provide access for all communicators.
- ESP continued to work with our partner schools in Education Support South Network, ESSN, to leverage support, professional learning and collaborative practices that build the capacity of staff across learning areas. Regular meetings are attended by the administration staff, students and teachers participate in the ESSN sporting events across the year.
- In 2023, 11 Year 6 students transferred to various high school education support destinations including Leeming Senior High School ESC, Atwell College ESP and Lakeland Senior High School ESP.

BUSINESS PLAN TARGET

- End of 2023 the education support program teachers are able to demonstrate student progress through Reporting to Parents (RTP), and formal and informal assessments. **ACHIEVED**
- Whole school Teaching and Learning Model to be implemented embedding the views of staff working in education support classes. **ACHIEVED**
- ABLE WA planning for student IEP goals enabling tracking of achievements and identification of the individual progress made. **ACHIEVED**

FOCUS FOR 2024

- Finalise Mathematics assessment ensuring consistent approach across all ES classes.
- Participation in ESSN curriculum moderation sessions

STRATEGY 2 HIGH QUALITY TEACHING

STRATEGY 2 – HIGH QUALITY TEACHING

ACADEMIC DATA RESULTS

NAPLAN

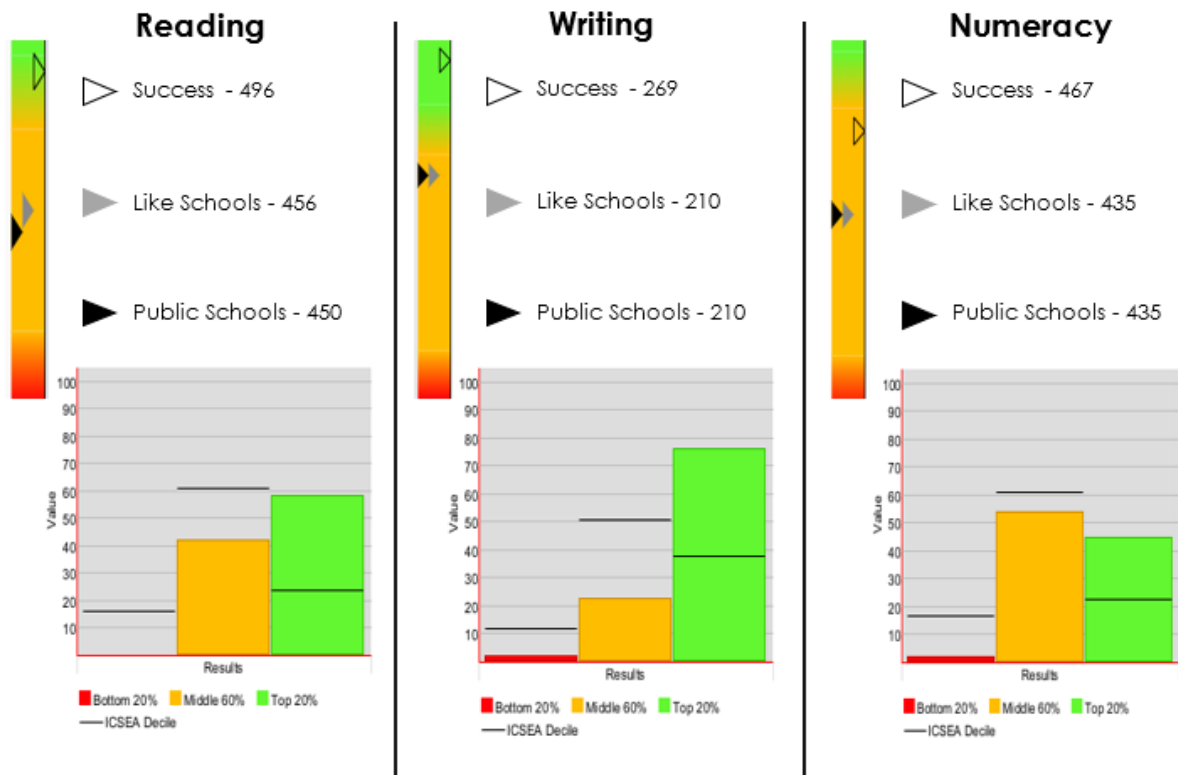
Students in Year 3 and 5 participated in NAPLAN testing from 15-27 March 2023 (Week 7 – 9). Students in Year 3 and 5 complete a Writing, Reading, Conventions of Language and Mathematics assessment online (Year 3 writing is completed on paper).

	YEAR 3				YEAR 5		
	2021	2022	2023		2021	2022	2023
Reading	Above	Above	Like	Reading	Like	Like	Above
Writing	Above	Above	Like	Writing	Above	Like	Above
Spelling	Above	Above	Above	Spelling	Above	Above	Above
Grammar	Above	Above	Above	Grammar	Like	Above	Above
Numeracy	Above	Above	Like	Numeracy	Above	Above	Above

ON ENTRY ASSESSMENT (OLI)

Students in Pre Primary participated in OLI testing during Week 3 – 6 of Term 1. The assessment is completed one-on-one with their teacher and covers all strands of the English and Mathematics curriculum.

	SUCCESS PS	COMPARISON	LIKE SCHOOLS	WA PUBLIC SCHOOLS
Reading	496	Above	456	450
Writing	269	Above	210	210
Numeracy	467	Above	435	435



PAT TESTING

Students in Year 1–6 (Reading, Numeracy), and students in Year 3–6 (Grammar and Punctuation, and Science) participated in PAT testing during Term 1 and Term 3. The assessment is completed online for all students in Year 1–6.

***The target was considered achieved if the Median Score was above National Median Scaled Score in Semester 2.**

Reading

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPS Scaled Score Median Semester 1	62.7	94.3	103.3	121.3	121.5	126.2
SPS Scaled Score Median Semester 2	75.7	105.4	111.7	128.7	125.7	129.4
National Median Scaled Score	84.2	101.1	113	120.9	125.8	128.8
Achieved National Median Scaled Score	NOT ACHIEVED	ACHIEVED	NOT ACHIEVED	ACHIEVED	LIKE NATIONAL	ACHIEVED

Grammar and Punctuation

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPS Scaled Score Median Semester 1	119.2	124.5	129.4	131.6
SPS Scaled Score Median Semester 2	124.5	129.5	133.6	135.2
National Median Scaled Score	115	123	128	131
Achieved National Median Scaled Score	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED

Numeracy

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPS Scaled Score Median Semester 1	89.7	101.5	106.1	116.8	123.5	126.7
SPS Scaled Score Median Semester 2	101	114.3	114.7	122.8	125.4	135.4
National Median Scaled Score	99.5	108.3	115.4	121.1	125.5	128.9
Achieved National Median Scaled Score	ACHIEVED	ACHIEVED	NOT ACHIEVED	ACHIEVED	LIKE NATIONAL	ACHIEVED

Science

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPS Scaled Score Median Semester 1	108.1	113.9	117.2	117.9
SPS Scaled Score Median Semester 2	111.6	117.6	121.7	121.1
National Median Scaled Score	115.7	118.6	120.9	122.7
Achieved National Median Scaled Score	NOT ACHIEVED	NOT ACHIEVED	ACHIEVED	NOT ACHIEVED

ENGLISH REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- In Term 3, the English Curriculum Leader role was handed over to Lizzie Renouf as Judith Davison accepted a Deputy Principal position.
- A Bi-Annual Observation Cycle and Professional Learning Cycle was developed to ensure ongoing rigor, fidelity and consistency in our whole school English programs and practices.
- Implementation of the Syntax Project program Year 1-6 – linked to the The Writing Revolution.
- Full implementation of The Writing Revolution Year 1-2 and trialling in several cohorts.
- Brightpath moderation sessions and training Year K-6 to ensure consistent judgements for student feedback and writing grading.
- Implementation of fluency reads throughout the school PP – Year 6 with paired fluency reads adopted or trialled in many classrooms.
- Members of the admin team completed curriculum walk throughs of all classrooms during English Daily Reviews. Our walk throughs ensure the ongoing development of consistency, as well as the promotion of our classroom practices to the community.

BUSINESS PLAN TARGETS

BUSINESS PLAN TARGETS	ACHIEVED/NOT ACHIEVED	COMMENTS
By the end of 2023 English and Numeracy performance with National Assessment Program Literacy and Numeracy (NAPLAN) will consistently demonstrate students at SPS meet or exceed that of like schools.	READING - ACHIEVED 2021, 2022, 2023 WRITING - ACHIEVED 2021, 2022, 2023 SPELLING - ACHIEVED 2021, 2022, 2023 GRAMMAR - ACHIEVED 2021, 2022, 2023	Target was achieved for all three years of the Business Plan with many areas exceeding like schools.
By the end of 2023 students will demonstrate English and Math Progressive Achievement Testing (PAT) performance is at or above the median score scale.	GRAMMAR AND PUNCTUATION - ACHIEVED 2021, 2022, 2023 READING - MOST AREAS ACHIEVED 2021, 2022, 2023 READING - NOT ACHIEVED Year 1 2021 Year 3 2022 Year 1 and Year 3 2023	<ul style="list-style-type: none"> • The target was achieved in Grammar and Punctuation and reflects the work around the Syntax Project. • The target was achieved in most areas in Reading with one- or two-year levels performing below the national median scaled score. • In 2022 the Year 4 Reading Academy before school program was developed to target students indicated in Year 3 NAPLAN and PAT data, not making the level of progress expected. • In 2024 a Year 1-3 Intervention Program is planned for.

OPERATIONAL PLAN TARGETS FOR 2023

OPERATIONAL PLAN TARGETS	ACHIEVED/NOT ACHIEVED	FUTURE DIRECTIONS/COMMENTS
<p>In 2023, using the longitudinal summary Year 3 and Year 5 students will achieve at or above like schools in the NAPLAN Reading, Writing, Spelling and Grammar.</p>	<p>YEAR 3&5 READING – ACHIEVED YEAR 3&5 WRITING – ACHIEVED YEAR 3&5 SPELLING – ACHIEVED YEAR 3&5 GRAMMAR & PUNCTUATION – ACHIEVED</p>	<ul style="list-style-type: none"> Continue goal for 2024. Our whole school spelling results continue to be above that of like schools which reflects our staff and student engagement in our whole school consistent programs – Letters and Sounds and Soundwaves completed in conjunction with the SPS Spelling Journal. These programs are delivered with rigor and fidelity throughout the school. Our Year 3 Grammar and Punctuation results are above that of like schools which reflects the work SPS has undertaken in our junior primary classrooms and the involvement all of our teachers have had in the Syntax Project.
<p>OLI ‘targeted’ students in PP, Year 1 & 2 will increase from Semester 1 in 2022 to Semester 1 2023.</p>	<p>ACHIEVED</p>	<p>Continue goal for 2024.</p>
<p>In 2023 OLI, SPS PP students group mean will be at or above the Public-School Median and ICSEA Decile Median in reading, writing and speaking and listening indicated in the SAIS Dashboard data.</p>	<p>ACHIEVED</p>	<ul style="list-style-type: none"> Well above like schools in all areas. Continue goal for 2024.
<p>In 2023 Semester 2, using the ACER PAT Reading (Year 1-6) and Grammar (Year 3-6) Assessment, students will demonstrate achievement at or above the National Median Scaled Score.</p>	<p>GRAMMAR AND PUNCTUATION - ACHIEVED READING – MOST AREAS ACHIEVED 2023 READING – NOT ACHIEVED Year 1 and Year 3 2023</p>	<p>The target was achieved in most areas in Reading with two-year levels performing below the national median scaled score.</p>
<p>In 2023, 90% of students will be working at or above the expected phase of Letters and Sounds.</p>	<p>ACHIEVED</p>	<ul style="list-style-type: none"> Continue goal for 2024. Review of Letters and Sounds tracking in line with the Phonics Initiative.

OPERATIONAL PLAN TARGETS	ACHIEVED/NOT ACHIEVED	FUTURE DIRECTIONS/COMMENTS
In 2023, 90% of Years 1-6 will demonstrate growth in their Brightpath writing scores above the progress demonstrated by all Australian schools.	ACHIEVED	Continue goal for 2024.

NAPLAN

Students in Year 3 and 5 participated in NAPLAN testing from 15-27 March 2023 (Weeks 7 – 9). Students in Year 3 and 5 complete a Writing, Reading, Conventions of Language and Mathematics assessment online (Year 3 writing is completed on paper).

Factors to consider

A new data cycle was introduced for NAPLAN 2023 and into the future, this meant that data was unable to be compared against previous school data, which includes student progress and achievement. SAIS Progress and Achievement graphs represented 'exempt' students from our Education Support program in our data, which meant that our percentage numbers dropped from the other strands of outcomes.

Conclusion

- In Reading in 2023, our students in Year 3 were similar to our like schools (one score below). Year 3 students were above WA Public Schools (14 scores above). Our students in Year 5 were above like schools (7 scores above) and well above WA Public Schools (23 scores above).
- In Writing in 2023, our students in Year 3 were similar to our like schools (two scores below). Year 3 students were above WA Public Schools (15 scores above). Our students in Year 5 were above like schools (13 scores above) and well above WA Public Schools (31 scores above).
- In Spelling in 2023, our students in Year 3 were above our like schools (17 scores above). Year 3 students were above WA Public Schools (32 scores above). Our students in Year 5 were well above like schools (29 scores above) and well above WA Public Schools (42 scores above).
- In Grammar and Punctuation in 2023, our students in Year 3 were above our like schools (14 scores above). Year 3 students were above WA Public Schools (30 scores above). Our students in Year 5 were well above like schools (30 scores above) and well above WA Public Schools (44 scores above).

OLI

Students in Pre-Primary participated in OLI testing during Week 3-6 of Term 1. The assessment is completed one-on-one with their teacher and covers all strands of the English and Mathematics curriculum.

Factors to consider

No factors to consider.

Conclusion

- In Reading in 2023, our students in Pre Primary were well above like schools. (40 scores above).
- In Writing in 2023, our students in Pre Primary were well above like schools. (59 scores above).

PAT TESTING

Students in Year 1-6 (Reading, Numeracy), and students in Year 3-6 (Grammar and Punctuation, and Science) participated in PAT testing during Term 1 and Term 3. The assessment is completed online for all students Year 1-6.

Factors to consider

The National Median Scaled Score was increased across all year levels and tests in 2023. There was a higher increase in Year 1, with a gradual decrease in the change up to Year 6. Year 1 assessments are conducted later than other year levels (Semester 1) due to the rollout of student iPad access.

Conclusion

- In Reading in 2023, our students in Year 2, 4 and 6 all achieved higher than the National Median Scaled Score with students in Year 5 achieving equal to the National Median Scaled Score, students in Year 1 achieving 8.5 below the National Median Scaled Score and students in Year 3 achieving 1.3 below the National Median Scaled Score.
- In Grammar and Punctuation in 2023, our students in Year 3, 4, 5 and 6 all achieved higher than the National Median Scaled Score.

FOCUS FOR 2024

- With a new Business Plan cycle commencing, a streamlined operational plan will be put in place to provide staff with a clearer vision of the Operational Plan for English.
- Following the success of Daily Reviews over the last two years, ensuring a continued focus by reviewing the information around reducing cognitive load and embedding this focus into induction processes.
- Continue to ensure that Daily Reviews and other whole school practices are embedded into all classrooms from K-6 with observations by peers and admin, in alignment with the SPS Bi-Annual Observation Plan.
- A re-design of staff and student surveys that provide richer feedback to then inform teacher/school planning.
- Time given to an English curriculum support teacher that will be released from the classroom to help drive the English Operational Plan and whole school directions in The Writing Revolution (TWR).
- Create TWR team with a representative from each cohort driving the change management process.
- Whole school student-by-student data collection will be shifted from our school management excel document, to the Reporting to Parents platform in student data analysis. This will allow for a smoother collection, and more thorough analysis.

EALD FOCUS

HIGHLIGHTS AND ACHIEVEMENTS

- At SPS we continue to ensure inclusivity and celebrating diversity is at the core of what we do. We showcase these actions through SPS acknowledgements, traditions, and celebrations including Harmony Day, ANZAC Day, SPS Cultural Week, NAIDOC Week and Book Week.
- The SPS Reconciliation Plan (RAP) was updated and republished with deliverables tracked and accounted for.

FOCUS FOR 2024

- Access census data to track enrolment trends in language and heritage.
- Ongoing familiarisation with Equity and Diversity and Inclusion Plan 2021-2025 and Multicultural Plan 2021-2025 to ensure we are planning for and following department directives and initiatives.

MATHEMATICS REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- In Term 3, the management of the mathematics curriculum was allocated to another Deputy Principal as roles and responsibilities changed due to new leadership positions within the school.
- A Bi-Annual Observation Cycle and Professional Learning Cycle was developed to ensure ongoing rigor, fidelity and consistency in our whole school Mathematics programs and practices.
- The Deputy Principal and a staff member attended a professional learning course based around The Writing Revolution in Mathematics. This aligned with our school embedded Literacy program.
- Continued to establish connections with other schools by hosting Aspiri Primary School for observations and discussions.
- National School Opinion survey data was positive around engagement, confidence and feedback for staff and students in the mathematics curriculum.
- Our previous Business Plan cycle targets (multiplication, division and fractions) was completed, with benchmark assessments being completed every year to track student progress. Positive progress was made.
- Members of the admin team completed curriculum walk throughs of all classrooms during Mathematics Daily Reviews. These ensured consistency, as well as a promotion of our classrooms to the community.

BUSINESS PLAN TARGETS

BUSINESS PLAN TARGETS	ACHIEVED/NOT ACHIEVED	COMMENTS
By the end of 2023 English and Numeracy performance with National Assessment Program Literacy and Numeracy (NAPLAN) will consistently demonstrate students at SPS meet or exceed that of like schools.	ACHIEVED 2021,2022,2023	<ul style="list-style-type: none"> • Target was achieved for all three years of the SPS Business Plan cycle.
By the end of 2023 Mathematics performance with NAPLAN will consistently demonstrate that students at SPS meet or exceed that of like schools, maintaining performance in the high progress and/or achievement quadrants.	ACHIEVED 2021,2022	<ul style="list-style-type: none"> • Target was achieved in 2021 and 2022 of the SPS Business Plan cycle, however, was unable to assess in 2023. • *Unable to assess due to NAPLAN data not being able to be compared against previous data.
	<i>*Unable to Assess in 2023</i>	
By the end of 2023 students will demonstrate English and Math Progressive Achievement Testing (PAT) performance is at or above the median score scale.	ACHIEVED All Years 2021 All Years 2022 Years 1, 2, 4, 5 & 6 2023	<ul style="list-style-type: none"> • Target was achieved for all year levels in 2021 and 2022 of the SPS Business Plan cycle. • Target was achieved for Year 1, 2, 4, 5 & 6 in 2023, but not achieved for Year 3 in 2023.
	NOT ACHIEVED Year 3 2023	

OPERATIONAL PLAN TARGETS FOR 2023

OPERATIONAL PLAN TARGETS 2023	ACHIEVED/NOT ACHIEVED	FUTURE DIRECTIONS/COMMENTS
In 2023, Year 3 and Year 5 students will achieve at or above like schools in the NAPLAN Mathematics.	ACHIEVED	Continue goal for 2024.
By the end of 2023, Mathematics performance with NAPLAN will consistently demonstrate that students at SPS will meet or exceed that of like schools, maintaining or improving performance in the distributed EARS Student Distribution data and achievement and/or high progress quadrants.	<i>Unable to Assess*</i>	<ul style="list-style-type: none"> *Unable to assess due to NAPLAN data not being able to be compared against previous data. This to continue in 2025 when EARS data can be compared to previous data.
By the end of Semester 2, 2023, 70% of teacher's confidence in problem solving will be at least a 7 out of 10 in 'Problem Solving Confidence Survey' results.	<i>Unable to Assess*</i>	<ul style="list-style-type: none"> *Unable to assess due to staff not being surveyed in Semester 2. This to continue in 2024 under a new staff survey for Mathematics.
In 2023 OLI, SPS PP students group mean will be at or above the Public-School Median and ICSEA Decile Median in Mathematics indicated in the SAIS Dashboard data.	ACHIEVED	<ul style="list-style-type: none"> Continue goal for 2024.
In 2023 Semester 2, using the ACER PAT Maths Assessment for students Year 1-6 each year level will demonstrate achievement at or above the National Median Scaled Score.	ACHIEVED Years 1, 2, 4, 5 & 6	<ul style="list-style-type: none"> Continue goal for 2024.
	NOT ACHIEVED Year 3	

DATA ANALYSIS

NAPLAN

Students in Year 3 and 5 participated in NAPLAN testing from the 15-27 March 2023 (Week 7 – 9). Students in Year 3 and 5 complete a Writing, Reading, Conventions of Language and Mathematics assessment online (Year 3 writing is completed on paper).

Factors to consider

A new data cycle was introduced for NAPLAN 2023 and into the future, this meant that data was unable to be compared against previous school data, which includes student progress and achievement. SAIS Progress and Achievement graphs represented 'exempt' students from our Education Support program in our data, which meant that our percentage numbers dropped from the other strands of outcomes.

Conclusion

In Numeracy in 2023, our students in Year 3 were similar to our like schools (one score below). Year 3 students were above WA Public Schools (15 scores above). Our students in Year 5 were above like schools (9 scores above) and well above WA Public Schools (24 scores above).

OLI

Students in Pre Primary participated in OLI testing during Week 3 – 6 of Term 1. The assessment is completed one-on-one with their teacher and covers all strands of the English and Mathematics curriculum.

Factors to consider

No factors to consider.

Conclusion

In Numeracy in 2023, our students in Pre Primary were well above like schools (32 scores above).

PAT TESTING

Students in Year 1–6 (Reading, Numeracy), and students in Year 3-6 (Grammar and Punctuation, and Science) participated in PAT testing during Term 1 and Term 3. The assessment is completed online for all students in Year 1–6.

Factors to consider

The National Median Scaled Score was increased across all year levels and tests in 2023. There was a higher increase in Year 1, with a gradual decrease in the change up to Year 6. Year 1 assessments are conducted later than other year levels (Semester 1) due to the rollout of student iPad access.

Conclusion

In Numeracy in 2023, our students in Year 1, 2, 4 and 6 all achieved higher than the National Median Scaled Score. Students in Year 5 were similar to the National Median Scaled Score (0.1 scores below). Students in Year 3 were below the National Median Scaled Score (0.7 scores below). Year 6 were the most above the National Median Scaled Score (6.5 scores above).

FOCUS FOR 2024

- With a new Business Plan cycle commencing, a streamlined operational plan will be put in place to provide staff with a clearer vision of the Operational Plan for Mathematics.
- The development of a 'Mathematics at Home Guide' for parents to extend students' learning outside of the classroom and support parents and their children at home.
- Following the success of Daily Reviews over the last two years, re-focusing and educating our staff on Problem Solving strategies and how they can offer rich learning experiences to their students.
- A re-design of staff and student surveys that provide richer feedback to then inform teacher/school planning.
- Time given to a Mathematics curriculum support teacher who will be released from the classroom to help drive the Mathematics Operational Plan and whole school directions.
- Continue to ensure that Daily Reviews are embedded into all classrooms from K – Year 6 with observations by peers and admin, in alignment with the SPS Bi-Annual Observation Plan.
- Whole school student-by-student data collection will be shifted from our school management excel document, to the Reporting to Parents platform in student data analysis. This will allow for a smoother collection, and more thorough analysis.

SPECIALIST AREAS

PHYSICAL EDUCATION REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- SPS's updated Inclusive Sports Carnival was a success.
- SPS won the Modcross at the CCSA Winter Lightening Carnival 2023.



Day One running events with our eventual Champion Girl and Boy from Year 4 topping the podiums



Sports Shield Presentations at the CCSA Winter Lightening Carnival

OPERATIONAL PLAN TARGETS 2023

- Consolidate and Improve student skills across SPS. (Focus 2022/3) We aim to meet or exceed A and B grades for Year 3-6 when compared with like schools.
- Mainstream classes: Meet or exceed 'like schools' A and B grades for "Moving our body". STRATEGY 2. **ACHIEVED**
- Education Support classes: 90% of Education support students, or students with special needs, will reach ABLEWA Target. STRATEGY 2. **NOT ACHIEVED** (80+%)
- Engage a greater number of the wider school community to assist with school and Interschool tasks and events than 2022. STRATEGY 3. **ACHIEVED**
- To maintain our new status as an A Division school at Interschool Athletics, Summer and Winter Carnivals. STRATEGY 2. **ACHIEVED**

FOCUS FOR 2023

- Consolidate and Improve student skills across SPS through high quality teaching. (Focus 2024) We aim to meet or exceed A and B grades for "Moving our body" for Year 3-6 when compared with like schools. STRATEGY - Student Achievement and Progress
- Education Support classes: Students accessing our education support program will be educated using the ABLEWA curriculum and assessed against ABLEWA targets. STRATEGY - Student Achievement and Progress
- To maintain our status as an A Division school at Interschool Athletics, Summer and Winter Carnivals and engage new senior staff in practices and carnivals. STRATEGIES - Teaching Quality and Relationships and Partnerships
- To use feedback on our new School Athletics carnival to maximise relevant participation for all, with focus on differentiation for all abilities including gifted and talented.
- Create Year 3 and Year 4 (Middle sport) to raise skills and participation in sport. To run immediately after Senior sport in Semester 2 2024.

MUSIC REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- High standard of performances from a range of students at our School Open Night and end of year concert.
- High standard of performances from our choir and whole school at the school ANZAC service. Two soloists and two comperes selected for the OneBigVoice concert at the RAC Arena, which our choir performed. Choir performances at the Cockburn Music Festival, school assemblies and events throughout the year, Christmas carols at Gateways shopping centre and in a music video for the Year 6 Graduation ceremony.
- School performances for students from PP - Year 6 by Kaboom Percussion and the Atwell Area Band.



OPERATIONAL PLAN TARGETS 2023

1. Use personal student iPad and technology in 100% of lessons (Links to Business Plan 2.5 and 2.6) **ACHIEVED** and **ONGOING** *Interactive whiteboard used in 100% of lessons. iPads used in applicable Year 4 – 6 classes.*
2. Use researched musical pedagogy strategies away from technology in 100% of lessons (Links to Business Plan 1 and 2.6) **ACHIEVED** and **ONGOING**
3. 100% retention rate for IMSS students (until the end of Year 6). **ONGOING** *We had a 97% retention rate in 2023.*
4. We aim to meet or exceed A and B grades for Year 3–6 when compared with like schools. **ONGOING**
5. Boys to make up at least 30% of choir members. **ONGOING** *25% of choir members were boys in 2023.*

FOCUS FOR 2024

- In 2024, Year 3 – 6 students grades in Music will meet or exceed A and B grades when compared with like schools.
- In 2024, boys will make up at least 30% of choir members.
- In 2024, we will have a 100% retention rate for IMSS students (until the end of Year 6).

VISUAL ARTS REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Met or exceeded like schools in most year levels for the percentages of 'A' and 'B' grades.
- Improvements in student understanding of Visual Art concepts, elements and techniques, as well as arts responses have improved across all year levels, as noted through grading process.
- Resources and forward planning for 2024 Visual Art programs developed.
- Students from PP - Year 6 participated in whole school art exhibition as part of open night.
- Year 5 students designed toys/pillows to gift to the residents at Southern Cross Care facility in Success, establishing community connections.
- Southern Cross Care residents attended an afternoon tea as well as other participants from our community (Mayor Howlett and Cockburn city councillors).
- Students created a whole-school collaborative mural to be used in future ANZAC ceremonies.

OPERATIONAL PLAN TARGETS 2023

- Aim to meet or exceed the percentage of 'A' and 'B' grades in all year levels when compared to like schools. **ONGOING**
- SPS to engage in multiple Arts events (exhibitions, competitions). **ACHIEVED**
- To engage with cross-curricular links and support the programming of other specialists and classroom teachers to enhance learning experiences. **ACHIEVED AND ONGOING**
- To provide students with multiple opportunities to display and share work around the school. **ACHIEVED AND ONGOING**
- To build community links through Art projects. **ONGOING**

FOCUS FOR 2023

- Promote engagement in Visual Arts (making and responding) via school social media network and Connect.
- Continue high academic rigor and expectations in projects to maintain and continue to meet or exceed like schools.
- Further develop 'Responding' aspects in Visual Arts through ICT engagement.
- To continue Arts/Artist relationships with a variety of artists (Indigenous and Non-Indigenous) to enhance authentic arts opportunities.
- To engage with cross-curricular links and support the programming of other specialists and classroom teachers to enhance learning experiences.
- To provide students with multiple opportunities to display and share work around the school.
- To maintain community links through Visual Art projects (eg Southern Cross Care).

LANGUAGES (INDONESIAN) REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Students from PP - Year 6 have continued to learn Bahasa Indonesia in the Languages room in the demountable LC3.6, which has entrenched Language learning at SPS.
- Year 3-6 students have successfully used the DETWA languages Program KETAWA, as a vehicle to learn the Indonesian language, as well as looking at Indonesian culture.
- PP - Year 1 have continued to use Indonesian using the ELLA AP produced by the Australian Govt, as well as teacher made resources.
- Resources and forward planning for the 2024 Languages Program developed.
- Embedded ICT use in the Languages classroom, has improved learning outcomes as well as increasing interest in learning another language.
- The Indonesian satay stall at the parent open night was a huge success, which highlighted the importance of languages and cultural awareness/understanding in the general school community.

OPERATIONAL PLAN TARGETS 2023

- Students from PP – Year 6 have utilised the KETAWA program to develop interest and understanding in Indonesian culture and language learning. **ONGOING**
- Students from PP - Year 6 have utilised the KETAWA program to develop interest and understanding in Indonesian culture and language learning. **ONGOING**
- Cultural activities such as the Satay stall at the School open night have given students a broader understanding of Indonesian language and culture. **ONGOING**
- Attend CCEN meetings and relevant PD **ONGOING**
- Aim to meet or exceed A and B grades for Year 3-6 when compared with like schools. **ONGOING**

FOCUS FOR 2023

- Continue high academic rigor and expectations in projects to maintain and continue to meet or exceed like schools.
- Continue to aim to meet or exceed A and B grades when compared with like schools.
- Continue to promote the Languages learning Area with a further cultural experience.

SCIENCE REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Sustainability grant used for a range of science projects, outstanding amount to be used in 2024. **NOT ACHIEVED**
- Food scrap collection for worm farm and towers. **ACHIEVED**
- Science monitors recommenced. **ACHIEVED**
- CCEN science challenge – increase the number of students participating. **ACHIEVED**
- Classroom science tests to be multi choice to provide instant results and feedback. **ACHIEVED**

OPERATIONAL PLAN TARGETS 2023

- Engaging with cross curricular links with other specialists. **PARTIALLY ACHIEVED**
- Students reporting to parents by taking photos of their work in science. **ACHIEVED**
- Sustainability plan. **PARTIALLY ACHIEVED**

DATA ANALYSIS

PAT SCIENCE				
	Year 3	Year 4	Year 5	Year 6
SPS Scaled Score Median Semester 1	108.1	113.9	117.2	117.9
SPS Scaled Score Median Semester 2	111.6	117.6	121.7	121.1
National Median Scaled Score	115.7	118.6	120.9	122.7
Achieved/Not Achieved National Median	NOT ACHIEVED	NOT ACHIEVED	ACHIEVED	NOT ACHIEVED

- PAT testing for students. **ACHIEVED**
- PIVOT testing. **COMPLETED**
- Even though we did not achieve the National median, we were very close. We also demonstrated improvement from Semester 1 to Semester 2.

FOCUS 2024

- Continue with sustainability plan and acquittal of grant – to provide new worm farms and shade over the top garden.
- Continue and increase participation from classes with scrap collection for worm farm.
- Plant permanent plants in garden as well as perennials.
- Work with Art teacher and gardener to achieve a Noongar Seasons garden that aligns with our existing 6 seasons mural.

DIGITAL TECHNOLOGIES REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

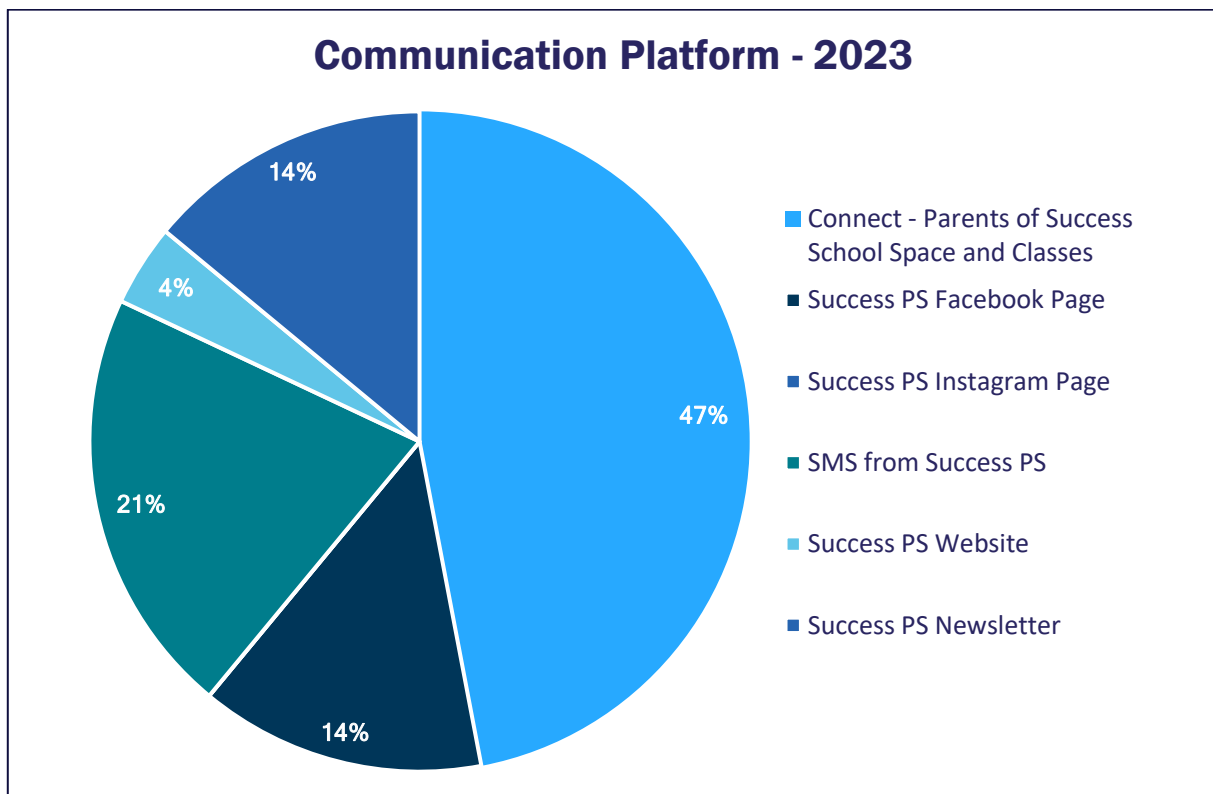
- A Network Support Officer position was advertised, and Nicola Da Luz won the permanent position in Term 4 of 2023.
- The SPS website underwent maintenance for an upgrade and was completed in Term 4 of 2023. The upgraded website features a more streamlined and concise design with easier access to more information for the community.
- Outdoor speakers were purchased and added to the school PA system so that the school siren could be run through the Bell Commander software. Music was created by our Year 6 students of 2023 to be played throughout the day, replacing the existing siren sound.

- Hours of technical support were purchased through Winthrop Australia/Solutions IT.
- Infrastructure replacements are planned and budgeted for in our Infrastructure Leasing Budget for 2024 and beyond.
- Infrastructure:
 - SOE4.5 Server upgrade was completed in Term 3 2023
 - Tier 3 Server upgrade was completed in Term 4 2023
 - 20 PC's & Monitors (Lease SPS10 returned) LC6 & LC2 Classrooms - New lease of 20 All-in-One ASUS and 20 x 2nd Monitor - March 2023
 - 28 Projectors & speakers (SPS 13 & SPS11 - returned) - New Lease x 4 - July & October 2023
 - Admin Photocopier (Lease SPS12- returned) - New Lease August 2023
 - 27 iPads & Covers - EA & Student Loan iPads (Lease SPS21 returned) - New Lease July 2023

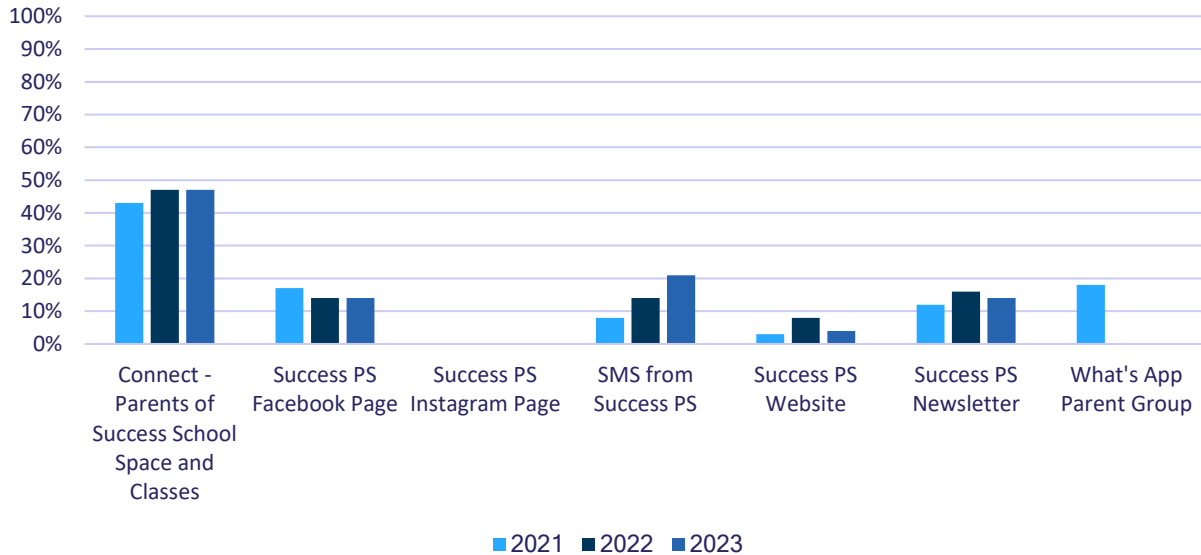
SURVEY ANALYSIS

NATIONAL SCHOOLS OPINION SURVEY – PARENT SURVEY

Question: How have you received the majority of information about events at our school?



Communication Platform 2021 - 2023



DATA ANALYSIS

- 47% received the majority of information through Connect. This was the same as 2022.
- 14% received the majority of information through Facebook. This was the same as 2022.
- 0% received the majority of information through Instagram. This was the first year of the SPS Instagram account.
- 21% received the majority of information through SMS. An increase of 7% from 2022.
- 4% received the majority of information through the SPS Website. An decrease of 4% from 2022.
- 14% received the majority of information through the SPS Newsletter. An decrease of 2% from 2022.

FOCUS FOR 2024

- Purchase and install new phones in planning rooms so that teachers who are given DOTT or extra planning time will have access to a phone.
- Provide Professional Learning opportunities for staff on the new projectors installed through an after school staff meeting.
- Follow the updated SPS Reputation Strategy with communicating and promoting the school through digital platforms.
- Direct the school community to all of our digital platforms of communication through QR codes and signage around the school.
- Infrastructure:
 - 37 iPad and Covers – Pre Primary and Kindy - Lease ends 30/04/2024
 - 3 Konica Photocopiers (2 x Staff Room and 1 x LC6) - Lease ends 01/08/2024
 - 10 Projectors and wall speakers - Lease ends 01/08/2024
 - 47 PC's and Monitors - Lease ends 01/08/2024

STEAM/SUSTAINABILITY REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- An Education Support and Mainstream classroom participated in a 'WasteWise' in school activity which provided the school with a report on its waste usage.
- The whole school community continue to promote and utilise the containers for change bins that were established within the school.

- The Science and Art teachers collaborated to create a plan on how their learning areas could be integrated with one another. This plan also allows for classroom teachers to align their curriculum teaching with the Art and Science curriculum.

BUSINESS PLAN TARGETS FOR 2023

BUSINESS PLAN TARGETS	ACHIEVED/NOT ACHIEVED	FUTURE DIRECTIONS/COMMENTS
By the end of 2023, we will have established and implemented a whole school sustainability plan to support the education and integration of sustainable practices.	ACHIEVED	Sustainability committee has been established and created an implementation/action plan for 2022 – 2025.
By the end of 2023, SPS will share our 2022 – 2025 sustainability plan and promote with the whole school community.	ACHIEVED	The sustainability committee has shared the Sustainability Plan for 2022 – 2025 with the school staff, and school board in 2023.
By the end of 2025, SPS will promote and increase cultural and social diversity through community partnerships.	ONGOING	Goal continues to the end of 2025.
By the end of 2025, SPS will increase and embed waste reduction initiatives.	ONGOING	Goal continues to the end of 2025.
By the end of 2025, all SPS staff and students will be actively participating in sustainable initiatives.	ONGOING	Goal continues to the end of 2025.
By the end of 2025, SPS will have a bush trail that links with Boronia Park and promotes biodiversity and sustainability.	ONGOING	Goal continues to the end of 2025.
By the end of 2025, SPS will have measurable indicators of energy usage through tracking energy yearly.	ONGOING	Goal continues to the end of 2025.
By the end of 2025, staff at SPS will participate in the exploration of new technologies to promote sustainable solutions for future benefits (e.g. VPP, solar panels)	ONGOING	Goal continues to the end of 2025.

FOCUS FOR 2024

- Share messages with the school community (Bulletin, Newsletter, social media) around sustainable practices happening at SPS. Promote ideas around possible sustainable practices that can be done in the classroom, at home.
- Share the Art/Science integrated curriculum plan with all staff at a Professional Learning Day/staff meeting.
- Provide opportunities for Senior Teaching staff to take a lead role in Sustainable initiatives at SPS.
- Gain further staff/student voice around sustainable practices that could be done at SPS.

STRATEGY 3 PARTNERSHIPS

STRATEGY 3 – PARTNERSHIPS

HEALTH AND WELLBEING REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- The WA Respectful Relationships Teaching Support Program (WARRTSP) was implemented throughout the year through different events and actions – Mark O’Hare from ‘Stopping Family Violence’ presented to staff in Term 1, the Implementation Team shared information learnt at Workshop 1 and 2 with staff and the Implementation Plan was created for 2023 and beyond. This was shared with the School Board in Term 3.
- Protective Behaviour signs were designed and installed around the external school gates to promote that our students can access the Kids Help Line.
- Our school celebrated and acknowledged internationally recognised health promotion dates and social movement campaigns to promote messages of positive mental health, respect and gender equality – RUOK?Day, Walk to School Day and White Ribbon Day.
- An In-School Activity Cycle for Health and Wellbeing was created to track when we have in-school activities throughout the year/s.
- Teaching staff were given a voice in the creation of the SPS Respectful Messages that will begin in 2024.

BUSINESS PLAN TARGETS

The Health and Wellbeing Operational Plan links directly to Strategy 1- ‘Strong Shared Leadership’ and Strategy 3- ‘Partnerships’ from the 2021-2023 Business Plan.

BUSINESS PLAN TARGETS	ACHIEVED/NOT ACHIEVED	COMMENTS
Refine school processes to increase the number of students who attend school 90% of the time or more.	ACHIEVED 2021, 2022, 2023	Target was achieved for all three years of the SPS Business Plan cycle. With our Primary Attendance Rate above Like Schools for all three years.
Maintain and refine wellbeing practices addressing staff and student personal health and professional relationships.	ACHIEVED	Refer to the Operational Plan for 2023.

BUSINESS PLAN TARGETS	ACHIEVED/NOT ACHIEVED	COMMENTS
Provide professional learning for staff empowering them to better respond to student mental health.	ACHIEVED	Numerous Professional Learning opportunities for staff to develop their own mental health and to support the mental health of students such as the Be You Modules – Early Support, Safe4Kids student, staff and parent workshops, Mark O’Hare from Stopping Family Violence and the Implementation Team for the Respectful Relationships Program providing information to staff.

DATA ANALYSIS

EMPLOYEE WELLBEING SURVEY 2023

All staff were asked to complete the Employee Wellbeing Survey in Term 4, 2023. This is the fourth consecutive year that this survey has been administered to gain data around staff wellbeing.

Factors to consider

There were only 43 staff who completed the survey, in comparison to 103 in 2022. 26 out of the 43 respondents indicated that they work in Mainstream classrooms.

Conclusion

- 79% of staff indicated that they agree or strongly agree with the statement ‘I feel part of the staff team at Success PS’
- 93% of staff either strongly agree or agree that their co-workers and them have a good working relationship.
- 30% of staff responded with ‘neutral or disagree’ to the statement ‘Employees treat each other with respect’.
- 30.2% of staff responded with neutral to the feeling satisfied with the culture of their workplace, with 4.6% responding with disagree or strongly disagree.

ATTENDANCE

We have analysed the attendance data for SPS, and this data is compared with Like schools and WA Public Schools.

Factors to consider

No factors to consider.

Conclusion

- The overall attendance rate at SPS (92.1%) is above Like Schools (90.7%) and WA Public Schools (88.9%).
- The overall attendance rate at SPS has increased from 90.5% in 2022 to 91.5% in 2023.
- The regular attendance rate at SPS (73.2%) is above Like Schools (67.5%) and WA Public Schools (61.0%), with the remainder of students classified as ‘at risk’ with all percentages lower than those at Like Schools and WA Public Schools.

FOCUS FOR 2024

- With a new Business Plan cycle commencing, a streamlined operational plan will be put in place to provide staff with a clearer vision of the Operational Plan for Health and Wellbeing.
- Respectful messages will be shared each fortnight to students and the school community. This is directly linked to the WA Respectful Relationships Teaching Support Program (WARRTSP)
- We are implementing and trailing a new Whole School Positive Behaviour system that is based around students earning points for their factions, as well as individual rewards still being handed out at random.

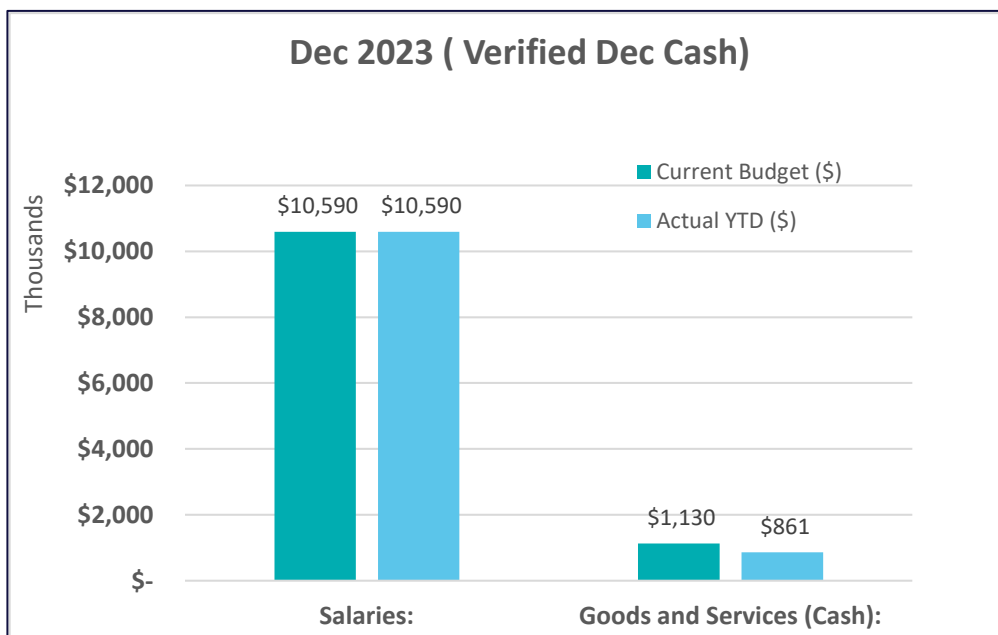
- Continue actioning the WARTSP Action Plan that was developed in 2022 – focussing on positive behaviour and respectful relationships within the school. Josh Amato, Helen McKenzie and Lucy Jeffery will continue their roles in this program and assist in the implementation of change within the school.
- Staff will be given time to update their year level Health Planners to reflect the new Health and Physical Education curriculum changes for 2024.
- Respectful messages, relevant health and wellbeing websites and information and mindfulness tips for home will be communicated with parents through Connect, Facebook and the school newsletter.
- Staff will be given resources for Health and Wellbeing in the bulletin twice a term.
- Staff to engage in Trauma training and a Zones of Regulation ‘refresher’ at the beginning of 2024.
- Staff to review and reflect on their DiSC profile to identify strengths and share this with year level teams.

FINANCIAL SUMMARY

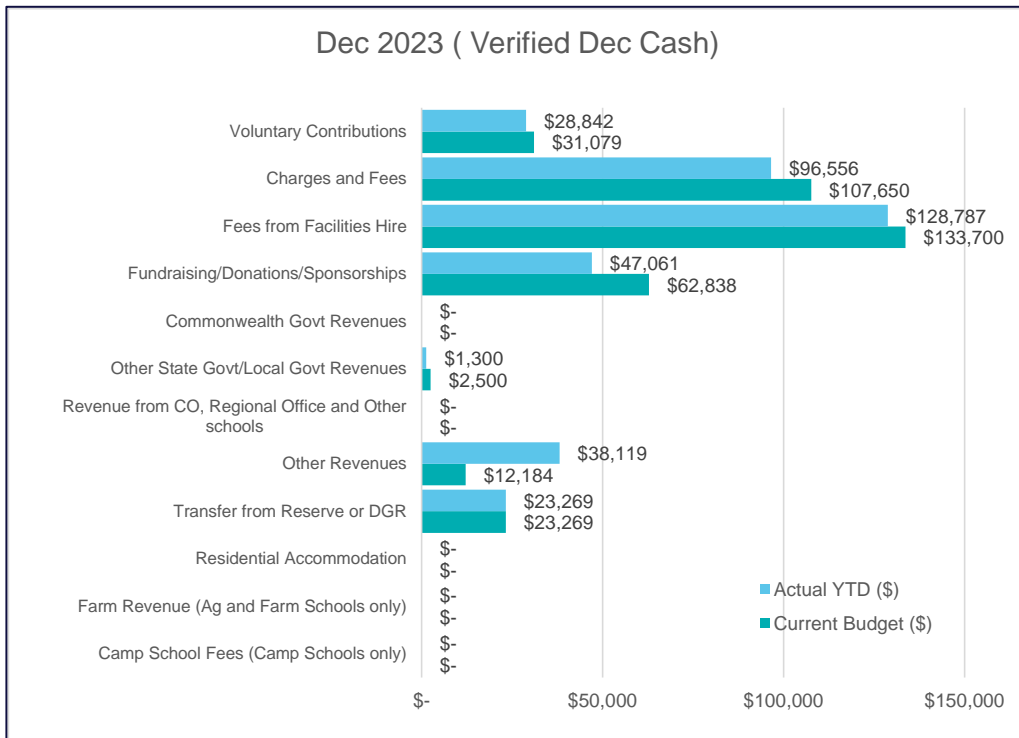
One Line Budget Summary

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	425,180	425,180
Carry Forward (Salary):	339,369	339,369
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	11,138,868	11,138,868
Locally Raised Funds:	373,221	363,934
Total Funds:	12,276,638	12,267,351
EXPENDITURE		
Salaries:	10,590,399	10,590,399
Goods and Services (Cash):	1,130,133	861,267
Total Expenditure:	11,720,532	11,451,666
VARIANCE:	556,106	815,685

Goods and Services vs Salary Expenditure



Locally Generated Revenue – Budget vs Actual



Goods and Services Expenditure – Budget vs Actual

