



Success Primary School

ANNUAL REPORT 2024



Success Primary School

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INTRODUCTION

The 2024 Success Primary School (SPS) Annual Report provides a review of our performance against our outcomes and performance targets within our 2024-2026 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, SPS 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 (DoE).

PRINCIPAL'S REPORT

In 2024, I had the privilege of completing my first year as the substantive Principal of SPS. It was a year of growth, collaboration, and forward-thinking as we embarked on implementing our newly developed **Business Plan 2024-2026**. This comprehensive plan was created in partnership with our dedicated school staff and our school board, ensuring that we were aligned with both the vision and values of the school community. Our Annual Report for 2024 acknowledges our progress against our performance targets and outcomes.

The start of the school year presented challenges with industrial actions in place by the State School Teachers Union of Western Australia, instructing teaching staff and administrators not to participate in staff meetings, performance management meetings or meetings outside of instructional hours and during DOTT (Duties Other Than Teaching) time. The industrial action was for better pay and conditions for teachers and administrators. An Agreement in Principle was achieved at the commencement of Term 3 and industrial action ceased and meetings recommenced.

LEADERSHIP

Our distributed leadership model continued to develop future leaders with two teaching staff, Megan Thornbury (Mathematics and PBS) and Claire Leonard (AAC and PBS), attending the Cockburn Central Education Network Future Leaders Program. Nicole Fitzgerald transitioned to the English Leader role in Semester 2 with Elizabeth Renouf taking leave in Semester 2. Several teachers applied for their Senior Teacher 1. SPS has 16 teachers identified as a Senior Teacher. Senior Teachers contribute to the school by performing an additional duty that is negotiated and communicated to the principal. In 2024, our senior teachers worked in teams, supporting one another to drive continuous whole school improvement.

Helen McKenzie and Alessia Montenegro, Lead Education Assistant (LEA), were successful at securing new roles: Helen with School of Special Educational Needs: Behaviour and Engagement as a Student Support Officer and Alessia at Lakelands SHS as a School Officer. With their departure, an internal process was conducted and a pool of successful applicants identified. Jill Davidson was appointed LEA in Semester 2, 2024, with Tania Brown, Susan Chapman, Sharon Read, Sandra Resic and Kellie Wicks remaining in the LEA pool to be selected should further opportunities arise.

TEACHING QUALITY

Classroom observations continued to ensure low variance in our explicit teaching in literacy and numeracy and to identify areas of strength and improvement. Recognising the importance of supporting our new, returning and existing staff, we reviewed our existing SPS Collaborative Planning Guidelines for Staff to ensure consistent practice across all year levels and commenced the development of our draft 'playbook', a comprehensive and structured resource to guide teaching practices. Development of the 'playbook' will incorporate both the SPS Teaching and Learning Model and DoE's Teaching for Impact.

Harnessing teacher expertise within our teams continued with teaching staff entering their fourth year of shared planning. Our High Performing Teams Model of Reference which is based on Patrick Lencioni's 'The Five Dysfunctions of a Team' and use of DiSC to understand self and others was again a focus. Josh Amato became an Everything DiSC Certified Practitioner in Term 4, 2024 and Gen Caddy and I completed The Five Behaviours of a Cohesive Team and can facilitate workshops with our staff to build and maintain high performing teams in our school.

STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN and OLI data demonstrated pleasing progress again in 2024. Our 2024 On Entry (OLI) results in Pre-Primary (PP) demonstrate performance well above like schools in numeracy, reading and writing, continuing the gains made from our early identification and intervention practices and continued connected practice in our Kindy and PP classes. Our Year 3 and Year 5 NAPLAN data indicates that we are achieving above like schools in all areas. PAT data for Year 1-6 demonstrates that we are achieving at or above the national median standard in all areas, apart from Year 4 in Numeracy and Science where we performed below. We continued dedicated staff meetings throughout the year, analysing data and reflecting on areas of progress and improvement to drive student progress and achievement.

SPS continued our early identification processes for our Kindergarten students, implementing an oral language screener at the start of the school year, assisting to identify students requiring further oral language screening. The Screen of Communication Skills is implemented to target areas of need, with small group intervention occurring in classrooms and home tasks provided to parents. Students are then assessed in Term 3 to track progress. The information from the assessments guide referrals submitted to the Child Development Services to investigate speech and language therapy. These assessments also assist with referrals to language development schools in collaboration with our school psychologist. Heggerty Phonemic Awareness Curriculum is a whole school program that is also used to deliver explicit instruction in critical phonemic awareness and early literacy skills. Students are assessed in Term 2 to track their progress, with the data used to provide targeted small group intervention. Data is also collected in Term 4 to track progress.

In 2024 we moved our parent interviews to Week 10, Term 1 to ensure that we reported to parents about student progress earlier in the year. Prior to parent interviews, our SPS Differentiated Adjustment Checklist was shared with parents for our students who may achieve a D or E grade in Mathematics and/or English and for students with a diagnosed neurological condition such as ADHD. Documented plans were developed for our students with disability resourcing in Term 1 and Term 3, with meetings held outside of the Week 10 interviews if required. Changes to our SPS Assessment and Reporting Policy was also shared with the school board and community in Term 1 and 2 of 2024.

LEARNING ENVIRONMENT

In Term 1, our school staff reflected on our cultural responsiveness by examining the framework of the Aboriginal Cultural Standards Framework, looking at each of the five standards and the knowledge and skills within each. We determined our place on the continuum of each standard, backing this judgment with evidence of current practices. We then determined our next steps for improvement. From this discussion we developed our SPS Culturally Responsive Action Plan. All Aboriginal families were contacted, and our evidence and future directions shared. Meetings were held to discuss what they would like to see at our school for their families and children. In Term 3, we obtained a Landcare grant through Woolworths of \$1000 and used funds from a Partnership Acceptance Learning Sharing (PALS) grant to plan and plant a Noongar bonar (seasons) garden in collaboration with our Aboriginal families and students. Signs were also created in Noongar and English to explain the significance of each plant to Noongar culture and connects with our school's Noongar bonar mural.



Noongar Bonar Garden

In 2023 a major review of the Student Behaviour in Public Schools Policy was undertaken by the DoE. SPS reviewed the changes and our own behaviour policy and determined a whole school approach to positive student behaviour and engagement be implemented, resulting in the development of our Positive Behaviour Support Action Plan. One component of the plan is our SPS Good Standing Policy which rewards and celebrates expected behaviours and responds to unexpected behaviours and embeds the good standing process and behaviour support plans. Phase 1 of our plan was implemented in 2024.

In addition to our SPS Good Standing Policy, all staff engaged in Trauma Informed Practice throughout 2024. In Module 1, we built our capacity to understand the mental health continuum, stress responses, various types of trauma that we are more likely to see in our school context, attachment theory and its links to trauma and Adverse Childhood Experiences. In Module 2 we learnt about the impacts that trauma has on brain development, on student learning and the classroom environment and were introduced to trauma informed strategies to support learning, wellbeing and behaviour. In Module 3 we considered how trauma impacts our planning in student achievement, engagement and wellbeing and identified strategies that promote student self regulation, enhance relationship building and support students to develop reasoning skills. After undertaking Module 1-3 we reviewed our SPS Tiered Response to Intervention for Mental Health and Engagement to ensure that the strategies we gained were included to support our students. We will continue to implement a professional learning cycle to review our skills and knowledge around trauma informed practice.

RELATIONSHIPS AND PARTNERSHIPS

Annual surveys were not conducted in 2024 due to the School Surveys platform available to public schools being decommissioned. Schools have been assured that a new platform will be available in 2025.

Since 2022, SPS has been involved in the Western Australian Respectful Relationships Teaching Support Program (WARRTSP), implementing a whole school approach to creating and maintaining a culture of respect within our school. In 2023, we developed respectful messages that are aligned with our current STARS values such as 'Everyday Tasks Matter', 'We Try Our Best' and 'Differences Make Us Stronger' and saw their implementation in 2024. Each fortnight, the respectful message is shared with our community and discussed and reinforced in classrooms, at breaks and during fortnightly STARS expectation assemblies with our students. We even aligned each respectful message with a relevant 'Bluey' episode for our students to view and discuss with their teachers and families! Ms Jenny Gaunt, with the assistance of her music captains, carefully and purposefully chose songs that are played for the fortnight as the end of the day 'siren' to again reinforce the message and promote discussion.

During the school year, SPS had the opportunity to further embed and strengthen our approach to respectful relationships education and applied to be part of a new government-initiated program, ACTION Respect. Our application was successful, and Lucy Amato, Claire Leonard and Gen Caddy attended the first welcome event in September 2024. Each ACTION Respect school receives \$10,000 per year for a period of two years to support implementation of the program and attendance at scheduled events. The objectives for us are to strengthen our existing practices, continue to build our knowledge and skills and enhance our whole school approaches.

Whole school events were enjoyed by our students, parents and staff ranging from Harmony Day, our ANZAC Day Service, cross country, cultural week and book week parades, Scholastic Book Fair, Well Being 4 Kids Dance Program K-Year 6, school and interschool sports carnivals, free dress and theme days, whole school assemblies, Year 6 graduation and end of year book awards.



Book Week 2024

I would like to thank Mrs Christie-Lee Davies and Mrs Michelle Gilmore for their dedication to SPS. Christie-Lee has been a part of our school board since joining in 2018 and took on the role of Board Chair in 2024. Christie-Lee was also a member of our P&C, joining in 2017, president from 2018-2022. Michelle was a founding member of our P&C in 2009 and joined our school board in 2015. Both women have gone above and beyond for our school and have always been wonderful advocates of SPS, qualities that are very much appreciated by me, our staff and members of the school board and P&C. To our other parent members, 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. I would like to recognise the hard work of Sequoia Eagles as P and C president for the last two years, who has since stepped down from the role. The P&C have contributed approximately \$36,000 towards the ECE and oval play equipment and ordered two permanent, outdoor table tennis tables for 2025. They also supported improvements around the existing playground on the oval, removing bike racks near the basketball courts, excavating and concreting a large area outside LC3.2 and LC3.3 to allow for wheelchair access to our playground and removing fencing to allow for better flow for our students onto the oval. Lizzy and Luke Marriott were also extremely generous, donating their time and expertise and assisted with several school projects such as removing a concrete tunnel from the ECE playground. Lizzie was pivotal in driving the many P&C fundraising projects in 2024 as Fundraising Co-ordinator, along with Events Co-ordinator Caree Orchard. Thank you also to Vice President Janelle Edmondson, Secretary Alana Field, Treasurer Natasha Thompson, and general members Lee Ann Lannon, Renee Garrity, Nicole Sintrikos, Yogesh Yadav and Roochi Jain.

USE OF RESOURCES

Locally raised funds continue to be generated through third party user agreements. Our hydrotherapy pool is leased 7 days a week by Swim Mechanix, providing swimming lessons for younger children. Swim Mechanix, in partnership with the school, offer the community adult swimming lessons for people new to Western Australia. The funds raised are vital in assisting the school to cover the high costs of utilities associated with operating a hydrotherapy pool.

We continue smaller partnerships with local sporting businesses such as One Life Martial Arts who operate out of the gymnasium and Kids Sport for Life who utilise our oval and undercover area.

Out of School hours club (OSHClub) operate Monday to Friday in learning community 5 before and after school and during school vacation periods. This provides before and after school care for our school community. Some of our staff are employed in the afternoons to provide care for our students allowing for consistency in practice.

I would like to extend my heartfelt thanks to the community for their continued support of our incredible school. Together, we have accomplished so much, and I look forward to further strengthening our partnership in 2025 as we continue to make a positive impact.

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
MCJ	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 many 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	60	2	3		62
Pre primary	67	2	2	15	69
Year 1	61	7	5	9	68
Year 2	79	14	5	14	93
Year 3	74	8		2	82
Year 4	83	11	3		94
Year 5	69	15	2		84
Year 6	83	13	3		96
Total	576	72	23	40	648

STAFFING PROFILE

	STAFF	NO	FTE
Administration Staff	Principal	1	1.0
	Associate Principal	1	1.0
	Deputy Principals	4	3.4
	Total Administration Staff	6	5.4
Teaching Staff	Level 3 Teachers	1	1.0
	Other Teaching Staff	54	37.4
	Total Teaching Staff	55	38.4
Allied Professionals	Clerical/Administrative	9	6.5
	Gardening/Maintenance	2	1.4
	Other Allied Professionals	68	54.3
	Total Allied Professionals	79	62.2
TOTAL STAFF		140	106

SCHOOL BOARD REPORT: CHRISTIE-LEE DAVIES (BOARD CHAIR)

2024 was a year of stability and progress for the SPS School Board, with a cohesive and experienced membership. The following are the highlights for the School Board in 2024 and includes the review and consultation, plus feedback and endorsement of the following school plans/programs presented to the Board:

- Financial planning and budgets for 2024, and review of the 2024 Budget Expenditure Account.
- The updated Business Plan in readiness for school review in 2026.
- Workforce planning for 2024 – 2026 and updated Leadership Strategy.
- School partnerships for a community grant for landscaping upgrades.
- The Good Standing Policy for students.
- Changes to the School Uniform Policy, including new shirt and hat designs.
- Review of NAPLAN and PAT data and curriculum focus areas for 2024/25.
- School Voluntary Contributions and Charges.
- Playground Enhancement works being undertaken.
- Review of the Board structure and 2024 achievements/effectiveness.
- Succession planning for the Board and ensuring diversity in representation.
- School calendar planning for 2025.

CONCLUSION

- Two long-standing members of the Board finished their tenure with their youngest children graduating Year 6. Michelle Gilmore was a founding member of the P&C and joined the Board in 2015. Christie-Lee Davies joined the P&C in 2017, held the role of President from 2018 – 2022, joined the Board in 2018 and was Board Chair in 2024.
- Board members completed training both online and at a workshop to ensure that members are aware of their responsibilities and can best perform their roles.
- Continued promotion of the School Board and P&C in school newsletters, on school website, Connect notifications, Facebook, and Instagram posts.

P&C REPORT: JANELLE EDMONDSON (ACTING PRESIDENT)

2024 SCHOOL CONTRIBUTION

The SPS P&C Association had another successful year in 2024 with many fantastic events held, which allowed us to give back to our school more than ever before. As a school P&C, our aim is to operate on a not-for-profit basis and raise much needed funds to help support our students, to positively enrich their journey through school and into their bright futures.

Our funding focus areas for 2024, as defined by our Funding Plan, were grouped into: Student and Group Focus, School Infrastructure and Grounds, and High Quality Teaching – Digital Technologies.

In 2024 we contributed approximately \$55,934 to the school in the areas of:

- \$22,000 towards Health, Wellbeing and Sustainability
- \$6,500 towards Lease payments for iPads for use by kindy and pre-primary students
- \$2,000 towards Year 6 graduation awards and the book awards for the younger students
- \$1,500 towards Year 6 graduation lunch
- \$2,750 towards classroom resources
- \$5,828 for two outdoor table tennis tables
- \$11,638 for laying concrete and filling of bike rack holes
- \$3,718 for removal of lawn and sand near the playground on the oval

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 latest 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 a number of fundraising activities during 2024, including:

- Colour Run
- Mother's Day Stall
- Father's Day Stall
- Book Week Stall
- School Open Night Cake & Drink Stall
- Sports Carnival Subway Lunches
- Bingo Night and Raffle
- School Disco
- Christmas Stall
- Crazy Hair and Sock Day
- Winter Woollies Free Dress Day
- Second Hand Uniform Service
- Entertainment Book
- WA Cellars Wine Fundraiser

2024 was the P&C's most successful year in fundraising to date.

FOCUS FOR 2025

As we look ahead to 2025 and beyond, our focus will remain on raising funds to support our students and contribute to continuous improvements in our school's playgrounds, events, and facilities. But to achieve this, we need more families to get involved. **The P&C can only thrive with the support of our parent and carer community.**

The P&C plays a crucial role in supporting our school's growth and success. However, without the involvement of new families, we cannot continue to run vital initiatives such as the SPS Canteen, fundraising events, or contribute to the many improvements that enhance our students' experiences. This includes providing funding for essential resources like iPads, graduation awards, playground upgrades, and ongoing maintenance of school grounds.

We strongly encourage all families to stay connected with the P&C through our **Families of Success Primary School Facebook page** and to consider joining the **2025 P&C Committee**. By participating in our Committee Meetings and getting involved in our activities, you can make a direct impact on your child's education and the ongoing development of our school.

We can't do it without you – **your support makes all the difference!**

LEARNING ENVIRONMENT

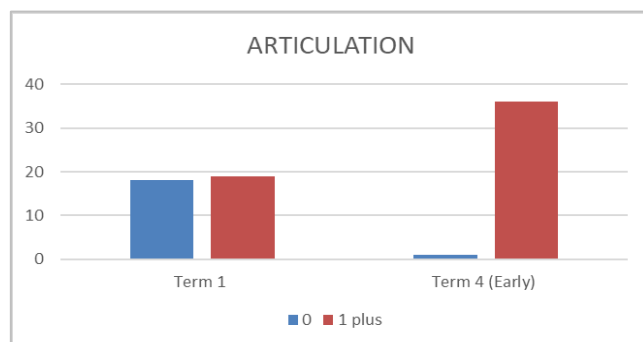
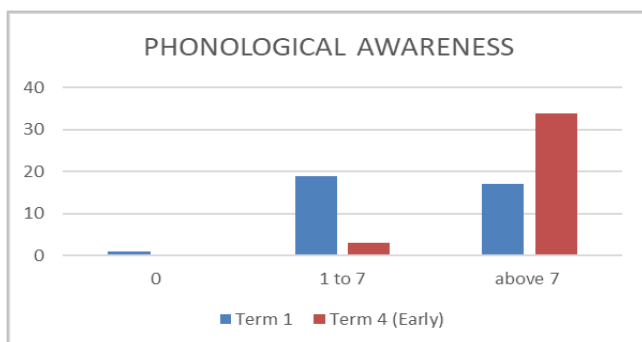
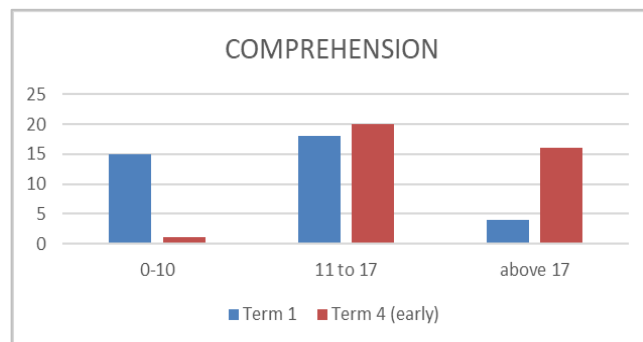
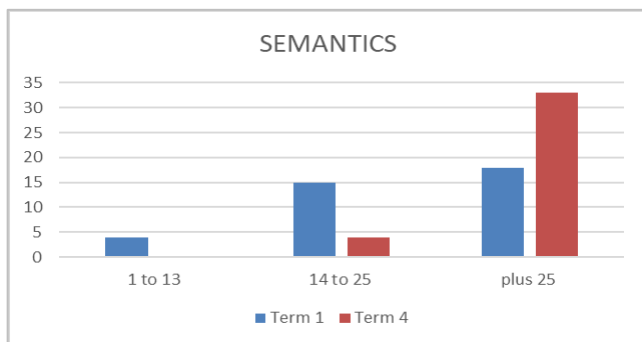
STUDENT SERVICES MAINSTREAM PROGRAM REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Student Support Services continued to assist families in the identification, documentation, and referral process for potential diagnoses.
- The Learning Support Team provided ongoing assistance to students and staff in both mainstream and education support settings. Support included classroom observations, written feedback with suggested strategies and adjustments, resource provision (e.g., visual timetables, social stories, sensory items), and the development and implementation of Positive Behaviour Support Plans.
- As part of the Health, Wellbeing, and Student Services operational plans, Social Cognition was a whole-school focus. In Term 1, SEND provided professional learning to all staff. Teachers trialled, shared, and provided feedback on students' use of social cognition templates. Key staff (teachers and EAs) trained in the Aussie Optimism Program delivered professional learning and acquired resources. Additionally, key EAs facilitated small social cognition groups to support identified students in developing essential social skills.
- The intervention models for oral language, phonological awareness, and Letters and Sounds were further developed, with a particular focus on Kindy students.

SOCS – Kindy 2024, Term 1 & 4 Comparison

In Term 1, the Crevola and Vineis Oral Language Screener was administered across three Kindy groups. Identified students underwent further assessment using the Screen of Communication Skills (SOCS), which evaluates five key areas: semantics, comprehension, expressive language, phonological awareness, and articulation. Phonological awareness was further examined in Term 2 using the Heggerty baseline assessment to track progress and guide targeted teaching. In collaboration with Curtin University's Speech Program, teachers implemented intensive intervention groups for Kindy students and continued intervention for identified Pre-Primary students from the previous year.



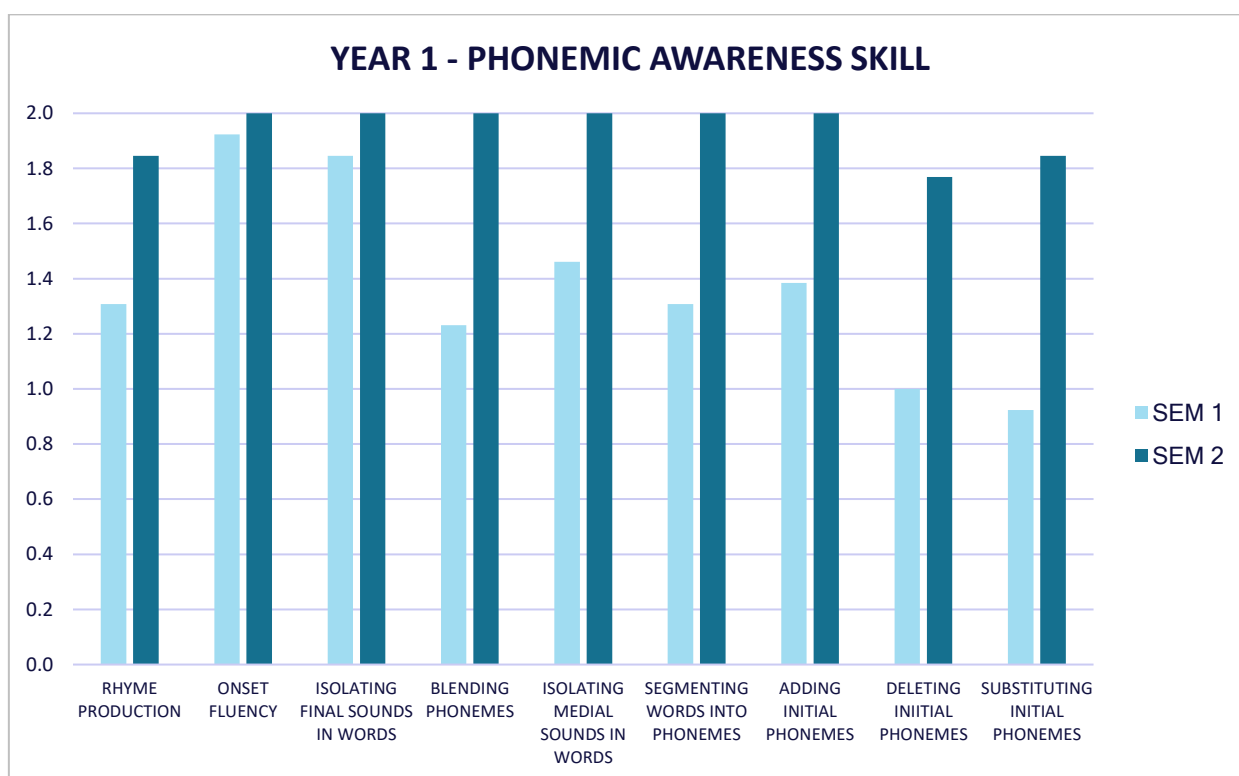
Conclusion

Term 4 assessment Term 1 to Term 4 data indicates student growth in semantics, comprehension, phonological awareness & expressive language aspects of communication skills.

- Parents of identified students in the below average age range are 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 with the Child Development Services Referral for speech and/or opted to access private speech.
- Kindy teachers commenced targeted small group intervention with identified students.

Phonemic Awareness Skill

In Term 1, Kelly O'Connor was released as a dedicated intervention teacher to work with identified students from Years 1 – 3. Students' PAT, Letters and Sounds and an initial screening assessment data was analysed, and students were placed into groups of less than 10. For 30 minutes, three times a week, students had explicit intervention lessons using our Heggerty and Letters and Sounds programs. These targeted intervention lessons supported students 'close the gap' in English knowledge, skills and understanding.

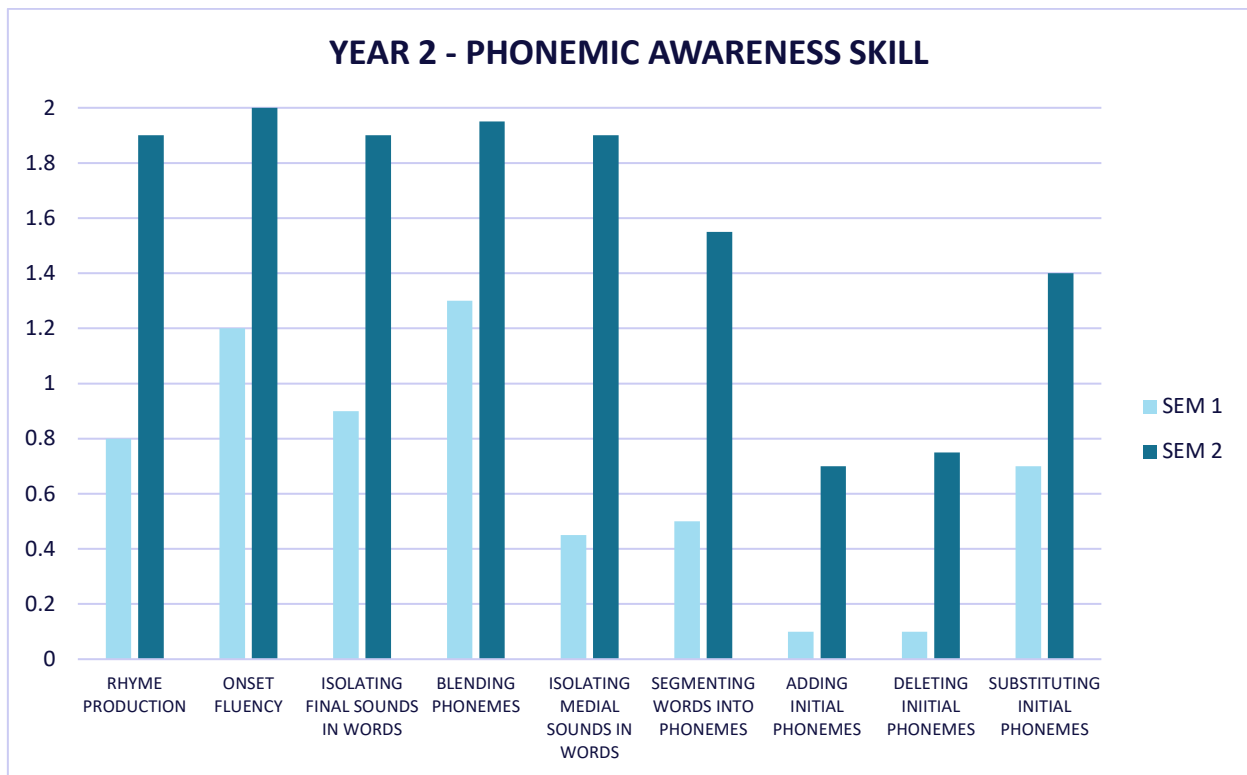


**Average Phonemic Awareness (PA) Skill Score – Heggerty PA Assessment*

Conclusion

In Year 1, all areas of phonemic awareness demonstrated progress from Semester 1 to Semester 2.

- Substituting Initial Phonemes started as the lowest ranked skill (0.92); however, it was the area that showed the most progress from Semester 1 to Semester 2, improving by 0.92.
- Onset Fluency, Isolating Final Sounds in Words, Blending Phonemes, Isolating Medial Sounds in Words, Segmenting Words into Phonemes and Adding Initial Phonemes all maxed out in Semester 2, with 100% of students demonstrating full understanding.

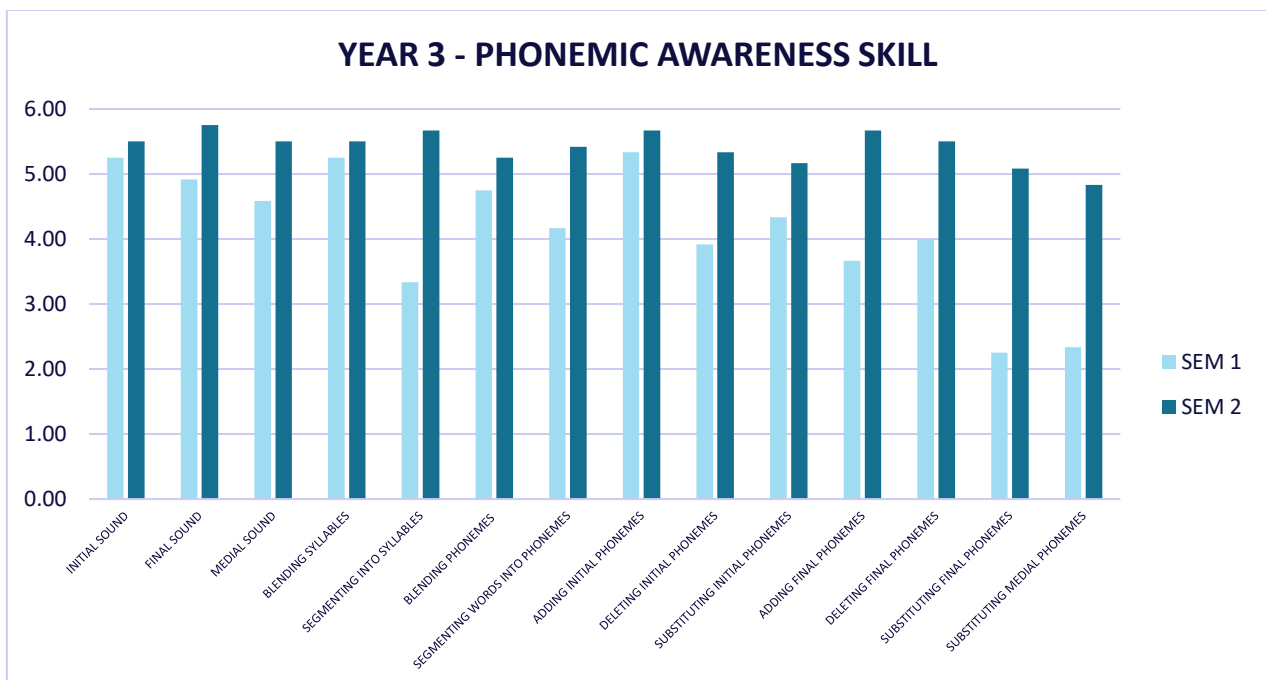


*Average Phonemic Awareness (PA) Skill Score – Heggerty PA Assessment

Conclusion

In Year 2, all areas of phonemic awareness demonstrated progress from Semester 1 to Semester 2.

- Onset Fluency improved from 1.2 in Semester 1 and was the only area that reached a 100% achievement rate in Semester 2 improving to 2.0.
- Isolating Medial Sounds in Words started as the lowest ranked skill (0.45); however, it was the area that showed the most progress from Semester 1 to Semester 2, improving by 1.45.
- Rhyme Production, Isolating Final Sounds in Words, Blending Phonemes and Isolating Medial Sounds in Words were areas assessed at 95% of students or better in Semester 2.



*Average Phonemic Awareness (PA) Skill Score – Heggerty Bridging the Gap Assessment

Conclusion

In Year 3, all areas of phonemic awareness demonstrated progress from Semester 1 to Semester 2.

- Substituting Final Phonemes started as the lowest ranked skill (2.25); however, it was the area that showed the most progress from Semester 1 to Semester 2, improving by 2.83.
- Substituting Medial Phonemes is only area below an average score of 4 in Semester 2 data.
- Segmenting into Syllables, Adding Final Phonemes, Substituting Final Phonemes, Substituting Medial Phonemes all made progress of an average of 2 or higher from Semester 1 to Semester 2.

BUSINESS PLAN TARGETS

BUSINESS PLAN TARGETS	ACHIEVED/ NOT ACHIEVED	COMMENTS
Target: Annually, students with a disability or additional needs will demonstrate annual progress against individualised goals as stated in Special Education Needs (SEN) Plans.	ACHIEVED	Abilities Based Learning Education Western Australia (ABLEWA) and West Australian Curriculum (WAC) based personal and individual goals in SEN plans.
Student Achievement and Progress: Strategy - Early identification processes in early childhood implemented, resulting in targeted planning and intervention.	ACHIEVED	Evidence - Early Identification Oral Language, Phonological Awareness, Letters and Sounds Flow Charts

FOCUS FOR 2025

- Continue the **whole-school focus on Social Cognition strategies**, with teachers directing timetabled EAs to work in targeted year levels with identified students.
- Expand the **Aussie Optimism program** by training additional EAs to facilitate small social groups, utilizing those already trained to mentor others.
- **Enhance the Student Services Tracker** to follow individual students' progress throughout their primary schooling, ensuring continuity of support.
- **Digitize and streamline Whole Class Profiles**, enabling teachers to enter data electronically for improved accessibility and efficiency.
- The **Student Services Team** (comprising the SS Deputy, Lead SS Teacher, and Lead EAs) remains committed to supporting students at educational risk. This will be achieved through ongoing targeted support for teachers, EAs, and students via the **Request Student Services Support (RSSS)** process.
- Encourage **specialist teachers** to access the **RSSS** to enhance student engagement through tailored adjustments and strategies.
- Establish **clear milestones within the SPS Operational/Action Plan** to progress toward accreditation as a **Positive Behaviour School**.
- Update and refine **processes and procedures** for identifying, supporting, and monitoring students at educational risk, maintaining a structured **individual case management approach**.

EDUCATION SUPPORT PROGRAM REVIEW

LEADERSHIP OPPORTUNITIES IN EDUCATION FOR 2024

Opportunities for aspiring teachers to step into leadership roles within administration were expanded significantly. Teachers expressed their interest in these roles through a formal submission process, ensuring they were matched to responsibilities that aligned with the school's needs. This structured approach facilitated a cohesive leadership team, with senior teachers being assigned to various programs throughout the year, fostering a collaborative planning atmosphere.

One notable initiative was the participation of a teacher from the education support program, ESP, in the Future School Leaders Framework within the CCEN. This program promotes leadership professional development and networking for emerging leaders, enabling them to gain insights from various schools and understand diverse perspectives.

Furthermore, leadership opportunities for Education Assistants (EAs) were also enhanced. Positions such as Lead EA, Resource and PODD Development, and First Aid Coordinator were created, enhancing support for both students and staff well-being. With each education support class staffed with multiple EA's, the effective organisation and relationship building by class teachers proved essential in developing high-performing teams that deliver quality educational experiences.

Teachers engaged in professional development arranged through ESSN, led by Jenny Cole, an executive coach, educator and former Principal to enhance their ability to lead teams more effectively.

This professional learning, targeted for Education Support, boosted staff confidence and resulted in the successful implementation of strategies in the classroom. These strategies helped establish class roles and responsibilities, setting expectations and addressing norms, improving team dynamics, utilising skills, feedback and organising productive meetings.

LEARNING ENVIRONMENT

The Learning Support Team (LST) plays a crucial role in assisting teachers and education assistants in making necessary adjustments for students both in and out of the classroom. The class teams can request support from the ESP Deputy Principal or LST as needed. LST staff provide assistance based on immediate requirements or through a formal student services request process.

In every Education Support Program (ESP) class, a differentiated curriculum is implemented that focuses on individualized goals derived from various assessments. Goals related to well-being and mental health are integral to each student's plan. The diverse cultural backgrounds of students are celebrated through tailored learning experiences and cultural events.

The Reconciliation and Action Plan (RAP) is integrated into classroom culture, with an acknowledgment of country recited at the start of each meeting, enhanced by students signing key phrases. Respectful language and behaviour are modelled daily, reinforced by a whole school reward system and a focus on effective communication tailored to each student's level, with ongoing resource development for school-wide use.

TEACHING QUALITY

ESP has a plan act and assess cycle in place to support the High Impact Teaching and Learning. Evidence based curriculum assessments, developmental checklists and standardised reading and spelling test. Program supporting these include Letters and Sounds, Heggerty, Sound Waves, ABLE WA assessments and Australian Curriculum and Waddington Spelling and Reading. Talk for Writing program is implemented across most ESP classes where students are encouraged to use spoken language, role play and hands on equipment to create parts or a whole story. This process provides students with the necessary steps to sentence, paragraph and text construction in a fun way.

ESP class teachers collaborate on implementation and the individual learning adjustments required within whole school practices to support student participation and understanding. Low- and high-tech technology is used to support learning need of students. This may come in the form of a crayon to an eye gaze communication device. Teachers have access to on-site mentors and professional learning to support with the whole school practices that provide evidence on student progress, the accessibility of this provides staff with opportunities to observe practice in another class and collaboration.

Individualised differentiated goals for students in the ESP are common practice. This approach meets the standard of Teaching for Impact.

STUDENT ACHIEVEMENT AND PROGRESS

Student achievement and progress are systematically recorded through structured planning, action, and assessment schedules that guide educators in documenting student performance. Moderation sessions provide a collaborative platform for teachers, education assistants (EAs), and colleagues to evaluate and agree on student achievement levels. Within a teaching block, teamwork is essential; educators may collaborate on assessing a specific piece of work, ensuring consistency and fairness in evaluating student performance.

Effective communication channels are established to inform parents and the ESP staff about student progress. This transparency fosters a shared understanding of each student's achievements and areas requiring further support.

Early identification and intervention for students with special needs are vital to improving future academic and social outcomes. Teachers actively collaborate with allied health practitioners to develop and implement targeted strategies that address identified goals for individual improvement. By working together, educators and support staff can create a comprehensive support system that nurtures the diverse needs of students, helping them reach their full potential. This holistic approach underscores the commitment to fostering an inclusive learning environment where every student can thrive academically and socially.

RELATIONSHIPS AND PARTNERSHIPS

Strong relationships and partnerships are essential for fostering a supportive learning environment. Regular class team meetings facilitate feedback, information sharing, and collaborative decision-making among educators. Celebrating the strengths of both students and staff enhances engagement and encourages participation in related tasks and organizational efforts. Collaborations with Cockburn City Council promote integration of Augmentative and Alternative Communication (AAC) within the broader community, increasing awareness and accessibility. Furthermore, partnerships between therapists, teachers, and parents focus on targeted areas to improve student outcomes, particularly in developing independence in everyday life skills, ensuring a holistic approach to student growth and success.

USE OF RESOURCES

Effective use of resources is crucial for enhancing student and staff wellbeing within our educational environment. Annual budget submissions allow for the strategic allocation of funds towards targeted initiatives, specifically in staff training and the provision of essential resources.

This year, we successfully applied for funding from the Disability Resourcing in the Department of Education (DoE) to engage a nursing agency. This initiative ensures that a nurse is available on-site daily, providing specialized support to students with diverse health needs. The continuation of this funding is contingent upon the demonstrated needs of our students each year.

By prioritizing these investments, we aim to create a supportive atmosphere that fosters both academic success and personal development. The focus on health and wellbeing resources not only enhances the educational experience but also promotes a proactive approach to addressing the challenges students and staff may face.

STUDENT ACHIEVEMENT AND PROGRESS

ACADEMIC DATA RESULTS

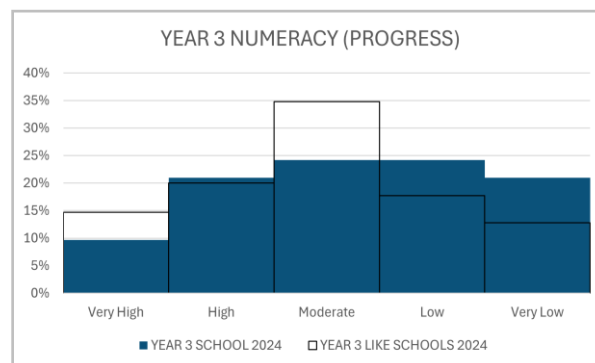
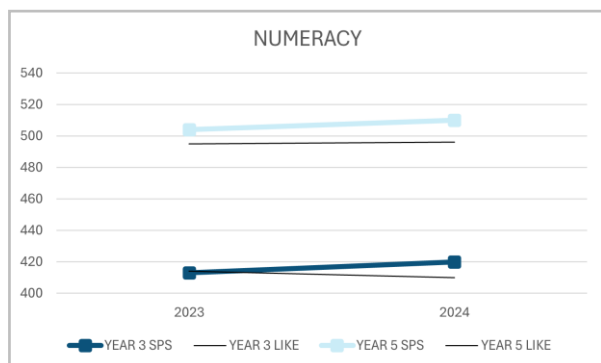
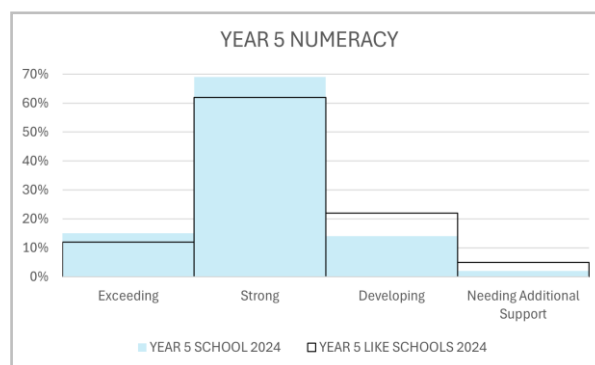
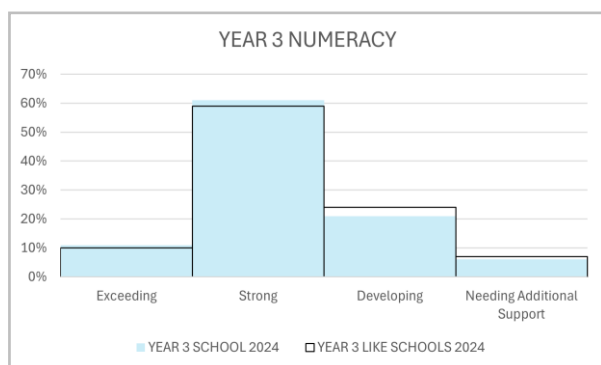
NAPLAN

Students in Year 3 and 5 participated in NAPLAN testing from 13-25 March 2024 (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).

Numeracy

	YEAR 3			YEAR 5		
	SPS	LIKE	VARIANCE	SPS	LIKE	VARIANCE
2023	413	414	-1	504	495	+9
2024	420	410	+10	510	496	+14

*Average NAPLAN Score



Data Analysis – Numeracy

Students in Year 3 and 5 participated in NAPLAN testing from March 13-25 (Weeks 7 – 9). Students in Year 3 and 5 complete a Numeracy assessment online.

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. This will be resolved in 2025 when data sets are able to be compared to previous years. SAIS Progress and Achievement graphs include 'exempt' students from our Education Support program in our data, which affects how some graphs display our percentage of students into the four proficiency levels.

Conclusion

The average scores for students in Year 3 and 5 were above like schools in our 2024 Numeracy NAPLAN assessments.

- The Year 3 cohort data was 10 scores above like schools (26 scores above WA Public Schools).
- The Year 5 cohort data was 14 scores above like schools (30 scores above WA Public Schools).
- Both cohorts made an improvement upon their 2023 results. The Year 3 cohort data improved by 7 scores compared to 2023. The Year 5 cohort data improved by 6 scores compared to 2023.

NAPLAN LONGITUDINAL SUMMARY						
	YEAR 3			YEAR 5		
	SPS	LIKE	VARIANCE	SPS	LIKE	VARIANCE
2023	413	414	-1	504	495	+9
2024	420	410	+10	510	496	+14

**Average NAPLAN Score*

- The Year 3 cohort data was 0.6 standard deviation (SD) above the predicted school mean.
- The Year 5 cohort data was 0.8 SD above the predicted school mean.
- Both cohorts made an improvement upon their 2023 results. The Year 3 cohort data improved by 0.5 SD compared to 2023. The Year 5 cohort data improved by 0.2 SD compared to 2023.

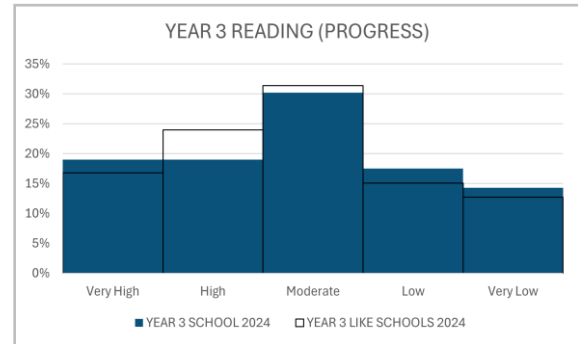
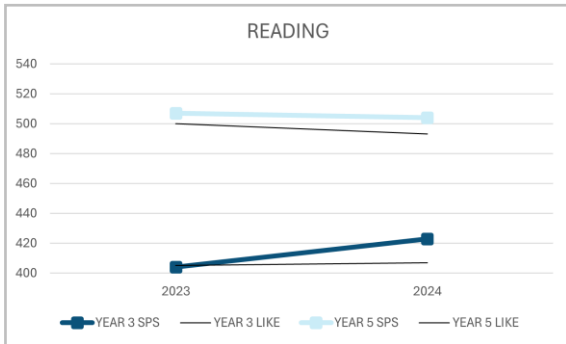
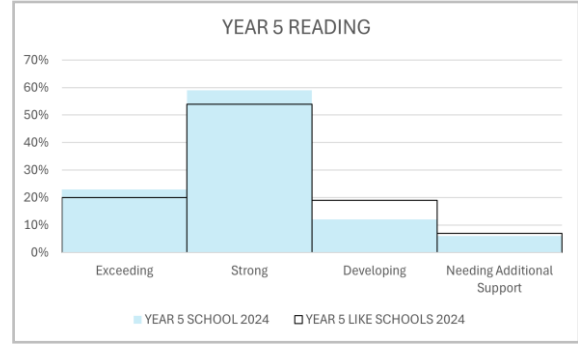
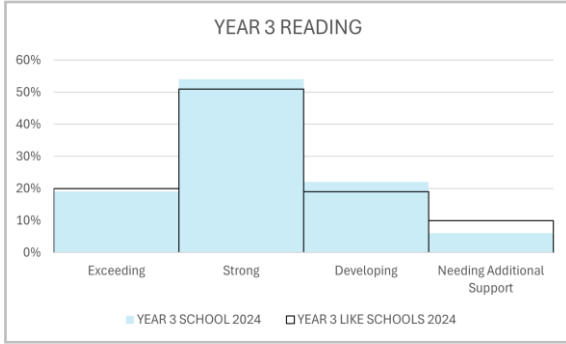
NAPLAN COMPARATIVE PERFORMANCE		
	2023	2024
Year 3	0.1	0.6
Year 5	0.6	0.8

**Standard Deviation compared to the predicted school mean*

Reading

READING						
	YEAR 3			YEAR 5		
	SPS	LIKE	VARIANCE	SPS	LIKE	VARIANCE
2023	404	405	-1	507	500	+7
2024	423	407	+16	504	493	+11

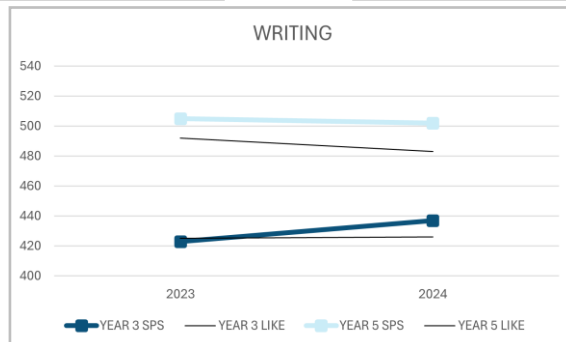
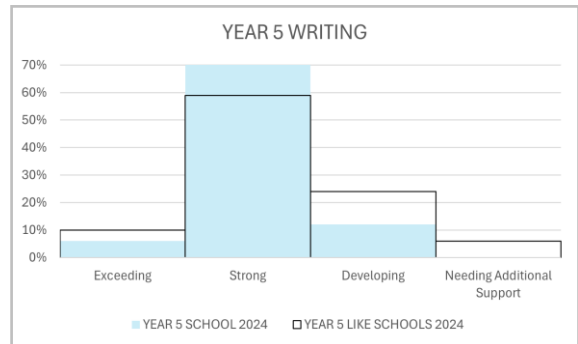
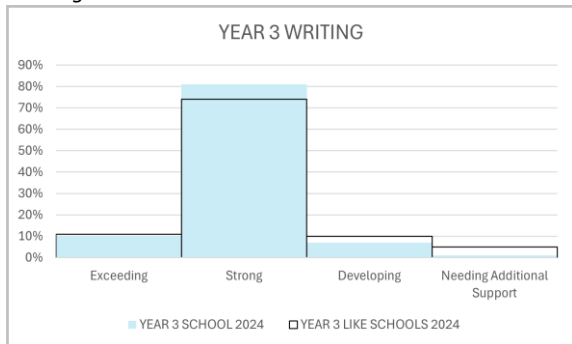
*Average NAPLAN Score



Writing

WRITING						
	YEAR 3			YEAR 5		
	SPS	LIKE	VARIANCE	SPS	LIKE	VARIANCE
2023	423	425	-2	505	492	+13
2024	437	426	+11	502	483	+19

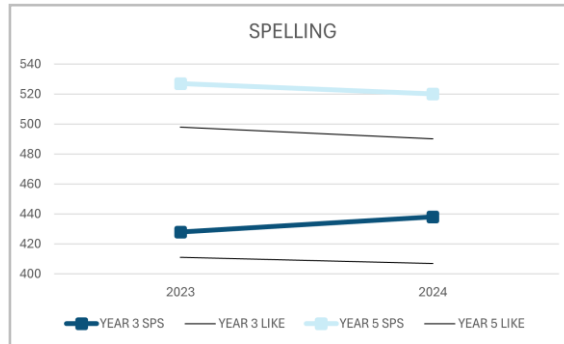
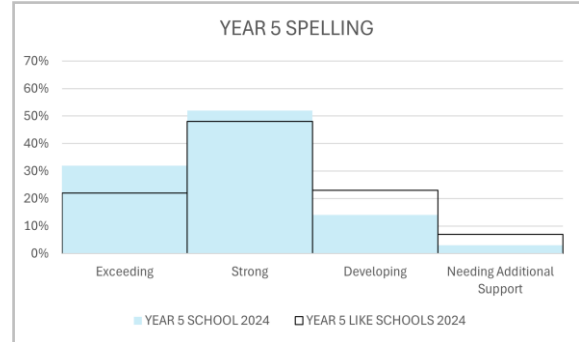
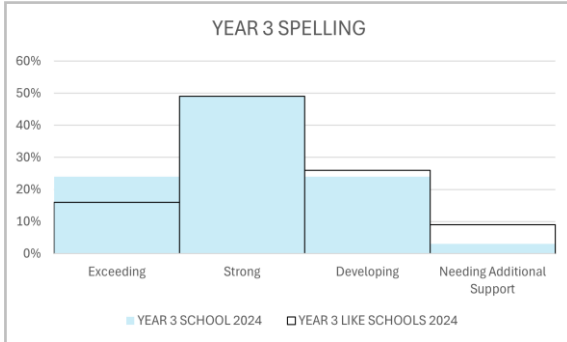
*Average NAPLAN Score



Spelling

SPELLING						
	YEAR 3			YEAR 5		
	SPS	LIKE	VARIANCE	SPS	LIKE	VARIANCE
2023	428	411	+17	527	498	+29
2024	438	407	+31	520	490	+30

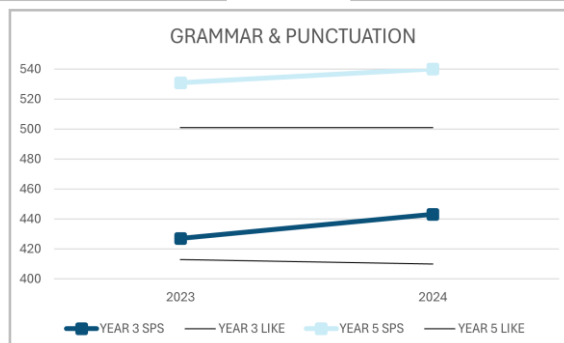
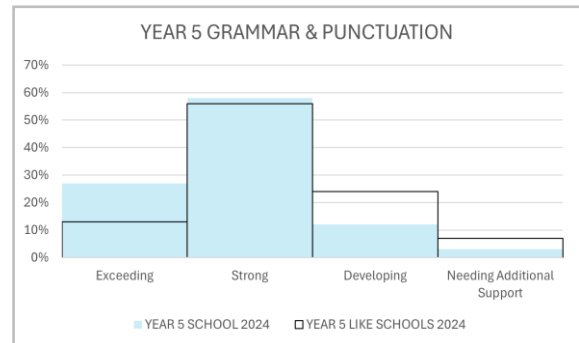
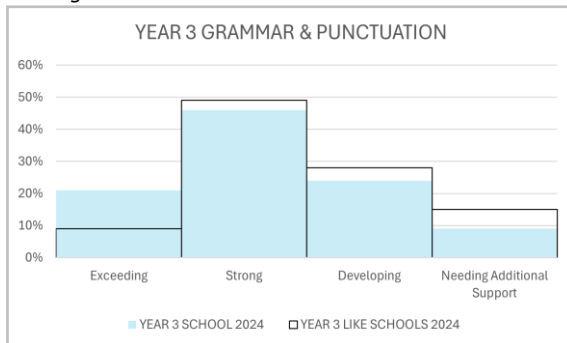
*Average NAPLAN Score



Grammar & Punctuation

GRAMMAR & PUNCTUATION						
	YEAR 3			YEAR 5		
	SPS	LIKE	VARIANCE	SPS	LIKE	VARIANCE
2023	427	413	+14	531	501	+30
2024	443	410	+23	540	501	+39

*Average NAPLAN Score



DATA ANALYSIS - Reading, Writing, Spelling, Grammar & Punctuation

Students in Year 3 and 5 participated in NAPLAN testing from the 15-27 March 2024 (Weeks 7 – 9). Students in Year 3 and 5 completed a Writing, Reading, Conventions of Language (spelling and grammar & punctuation) and Mathematics assessment online (Year 3 writing is completed on paper).

Factors to consider

A new data cycle was introduced for NAPLAN 2023, and this means until 2025, data will not be able to be compared against previous school data, which includes student progress and achievement.

SAIS Progress and Achievement graphs now represent '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 2024, our Year 3 students performed above our like schools in Reading (16 score above) and were well above WA Public Schools (36 scores above). Our students in Year 5 were above like schools (11 scores above) and above WA Public Schools (27 scores above).

In 2024, our Year 3 students performed above our like schools in Writing (11 scores above) and were well above WA Public Schools (32 scores above). Our students in Year 5 were above like schools (19 scores above) and well above WA Public Schools (29 scores above).

In 2024, our Year 3 students performed well above our like schools in Spelling (31 scores above) and were well above WA Public Schools (46 scores above). Our students in Year 5 were well above like schools (30 scores above) and well above WA Public Schools (38 scores above).

In 2024, our Year 3 students performed well above our like schools in Grammar and Punctuation (33 scores above) and were well above WA Public Schools (48 scores above). Our students in Year 5 were well above like schools (39 scores above) and well above WA Public Schools (53 scores above).

ON ENTRY ASSESSMENT (OLI)

Students in Pre-Primary participated in OLI testing during weeks 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.



ON ENTRY ASSESSMENT (OLI)			
	SPS	LIKE	VARIANCE
NUMERACY	464	435	+29
READING	467	456	+11
WRITING	242	210	+32

Data Analysis – Numeracy

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

Factors to consider

No factors to consider.

Conclusion

The average scores for students in Pre-Primary were above like schools in our 2024 Numeracy On-Entry Assessments.

- The Pre-Primary cohort data was 29 scores above like schools (35 scores above WA Public Schools).
- The Pre-Primary cohort data was similar to the results from the 2023 cohort data. The 2024 cohort data was 3 scores below compared to 2023.

OLI NUMERACY MODULE 1			
	SPS	LIKE	VARIANCE
NUMERACY	464	435	+29
READING	467	456	+11
WRITING	242	210	+32

**Average OLI Score*

Data Analysis – Reading and Writing

Students in Pre-Primary participated in OLI testing during Weeks 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 2024, our students in Pre-Primary were well above like schools. (40 scores above).

In Writing in 2024, 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 in Year 1 – 6.

Numeracy

NUMERACY			
	SPS	NATIONAL MEDIAN	VARIANCE
YEAR 1	104.1	99.5	+4.6
YEAR 2	107.7	108.3	-0.6
YEAR 3	116.3	115.4	+0.9
YEAR 4	118.8	121.1	-2.3
YEAR 5	127.3	125.5	+1.8
YEAR 6	133.6	128.9	+4.7

Data Analysis - Numeracy

Students in Year 1 – 6 participated in Numeracy 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 the Semester 2 Numeracy PAT test, 3 cohorts (Year 1, 5 and 6) were above (>1) the National Median Scaled Score. 2 cohorts (Year 2 and 3) were like (± 1) the National Median Scaled Score. 1 cohort (Year 4) was below (<1) the National Median Scaled Score.

- Year 1 and 6 cohorts were more than four above the National Median Scaled Score.
- Current Year 4 cohort (tracked back in boxes) has declined year on year since Year 2, going from above (>1), to like (± 1), and now sitting below (<1) the National Median Scaled Score.
- Current Year 6 cohort has progressed from sitting like (± 1) the National Median Scaled Score in 2023, to now being 4.7 above the National Median Scaled Score.

NUMERACY PAT ASSESSMENT – SEMESTER 2 DATA			
	2022	2023	2024
Year 1	Above	Above	Above (+4.6)
Year 2	Above	Above	Like (-0.6)
Year 3	Above	Like	Like (+0.9)
Year 4	Above	Above	Below (-2.3)
Year 5	Above	Like	Above (+1.8)
Year 6	Above	Above	Above (+4.7)

*Compared to National Median Scaled Score

Reading

READING			
	SPS	NATIONAL MEDIAN	VARIANCE
YEAR 1	84.2	84.2	0
YEAR 2	101.1	101.1	0
YEAR 3	114.7	113	+1.7
YEAR 4	123.6	120.9	+2.7
YEAR 5	130.1	125.8	+4.3
YEAR 6	132.7	128.8	+3.9

Grammar & Punctuation

GRAMMAR & PUNCTUATION			
	SPS	NATIONAL MEDIAN	VARIANCE
YEAR 3	126.4	115	+11.4
YEAR 4	126.1	123	+3.1
YEAR 5	137.5	128	+9.5
YEAR 6	137.1	131	+6.1

Science

SCIENCE			
	SPS	NATIONAL MEDIAN	VARIANCE
YEAR 3	113.8	115.7	-1.9
YEAR 4	121.2	118.6	+2.6
YEAR 5	123.3	120.9	+2.4
YEAR 6	124.5	122.7	+1.8

Data Analysis – Reading, Grammar & Punctuation and Science

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).

Conclusion

In Reading in 2024, our students in Year 1-6 achieved at or above the National Median Scaled Score with students in Year 3-6 achieving above the National Median Scaled Score.

In Grammar and Punctuation in 2024, our students in Year 3-6 all achieved above the National Median Scaled Score.

WESTWOOD – ONE MINUTE BASIC NUMBER FACTS TEST

Students in Year 1 – 5 participated in the Westwood One Minute Basic Number Facts Testing in Weeks 7 – 10 of Term 4 as a preliminary source of data for the following year.

Factors to consider

The Westwood assessment was administered in the final weeks of Term 4 for students in Year 1 – 5, which is typically a busy time for students and teachers with other events and distractions on. The end of year Book Award assembly took place in Week 8 and in-term swimming lessons took place in Weeks 9 and 10. One Year 5 class only completed the addition assessment and not the other three.

Conclusion

Names of individual students who were below the critically low score or one, or more assessments will be passed on to teachers in 2025. Individual teachers/cohorts will use this information to provide intervention support.

WESTWOOD – ONE MINUTE BASIC NUMBER FACTS TEST					
	+	-	×	÷	No. of Students
Year 1	1	6			6
Year 2	6	7			11
Year 3	3	5	5	9	10
Year 4	6	6	5	19	26
Year 5	2	1	2	4	6

**Number of students below critically low score*



ENGLISH REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- In Term 3, through an EOI the English Curriculum Leader role was handed over to Nicole Fitzgerald as Lizzie Renouf went on leave.
- Our Bi-Annual Observation and Professional Learning Cycles continued into their second year to ensure ongoing school improvement planning which promotes rigor, fidelity and consistency in our whole school English programs and practices.
- Continued implementation and refining of the Syntax project PP-Year 6 – linked to The Writing Revolution.
- Ongoing implementation of The Writing Revolution PP-Year 6.
- Continued refinement of the Brightpath moderation processes PP-Year 6 to ensure consistent judgements for student feedback and report grading.
- After a successful trial, the MAZE comprehension screener will be implemented in Year 2–6 from 2025 as an extension of DIBELS fluency tracking.
- In line with the Bi-Annual Observation Cycle, members of the leadership team successfully completed observations in Letters and Sounds Year K-2 and Spelling Year 3-6. Observations ensure the ongoing rigor, fidelity and consistency in these areas which are directly reflected in our data.

BUSINESS PLAN TARGETS

BUSINESS PLAN TARGETS	ACHIEVED/ NOT ACHIEVED	COMMENTS
Annually, Year 3 and Year 5 National Assessment Program (NAP) – Literacy and Numeracy data will be similar or exceed like schools.	READING ACHIEVED 2024	Our target was achieved for all areas. With all areas exceeding like schools.
	WRITING ACHIEVED 2024	
	SPELLING ACHIEVED 2024	
	GRAMMAR & PUNCTUATION ACHIEVED 2024	
Annually, in Term 4, Year 1-6 cohort norms will be at or above the national medium in Progressive Achievement Testing (PAT).	READING ACHIEVED (YEAR 1-6)	The target was achieved in all areas, reflecting an improvement from previous years. In Reading this demonstrates the impact of our consistent implementation of fluency reading in PP-Year 6, the integration of inferential questioning into daily reviews, and the use of choral reading.
	GRAMMAR & PUNCTUATION ACHIEVED (YEAR 3-6)	In Grammar and Punctuation this reflects the impact of the Syntax Project. The 2022-2024 Reading Academy Program for Year 4 was developed to support students identified through NAPLAN and PAT data as not making expected progress. This paired fluency reading program will continue in 2025. In 2024, a Year 1-3 English Intervention Program was trialled.

ENGLISH OPERATIONAL PLAN TARGETS FOR 2024

OPERATIONAL PLAN TARGETS	ACHIEVED/ NOT ACHIEVED	FUTURE DIRECTIONS/ COMMENTS
In 2024, 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.	ACHIEVED	Our Spelling and Grammar & Punctuation scores in both Year 3 and 5 are 30 points or more above Like Schools with an upward trajectory in Year 3 and 5 in Grammar and Punctuation and Year 3 in Spelling. Continue goal for 2025.
OLI 'targeted' students in PP, Year 1 & 2 will increase from Semester 1 in 2022 to Semester 1 2024.	ACHIEVED	Moving forward, identified students from PP OLI will be tracked using Year 1 and 2 PAT data to monitor progress. Review goal for 2025.
In 2024 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.	ACHIEVED	Above like schools in all areas. Continue goal for 2025.
In 2024 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.	READING ACHIEVED	Above like schools in all areas.
	GRAMMAR & PUNCTUATION ACHIEVED	Continue goal for 2025.
In 2024, 90% of students will be working at or above the expected phase of Letters and Sounds.	ACHIEVED	In alignment with the Phonics Initiative, Letters and Sounds will continue to be tracked in Pre-primary, Year 1, and Year 2. Continue goal for 2025.
In 2024, 90% of Year 1-6 will demonstrate growth in their Brightpath writing scores above the progress demonstrated by all Australian schools.	ACHIEVED	Continue goal for 2025.

DATA ANALYSIS

FOCUS FOR 2025

- Ongoing development of an instructional "playbook" to promote and support low-variance, high-performance in teaching across K-6.
- Continue implementation of high expectations and clear engagement norms to support consistent, engaged, and high-quality learning across all year levels using the SPS High Expectations document as a guide and regular Bulletin updates to keep these components at the forefront of staff's minds.
- Following the ongoing success of Daily Reviews, we are re-focusing and continuing to educate staff on embedded retrieval and interleaved practice while applying cognitive load theory to enhance retention. Engagement norms are also being embedded to ensure active participation.
- Continue embedding Daily Reviews across all K-6 classrooms, with peer and admin observations aligned to the SPS Bi-Annual Observation Plan to ensure consistency and impact.
- In staff meetings, teams use PAT assessment data (Year 1-6) to engage in a structured inquiry process, including data analysis, collaborative planning, implementation, and ongoing review.
- An impact team will be established to drive school improvement, manage change, and implement best practices across the school.

EALD FOCUS

HIGHLIGHTS AND ACHIEVEMENTS

At SPS, over 15% of our students come from an English as an Additional Language or Dialect (EALD) background. These students represent 10 nations around the world. Of our 648 students, 109 are from EALD backgrounds, with 38 of these students currently on Progress Maps. The Progress Maps are used to plan, monitor, and assess students in the early stages of their English learning.

At SPS, we prioritize research and evidence-based programs and practices to support our EALD students. These include initiatives such as *Letters and Sounds*, *Daily Reviews*, *The Writing Revolution*, and the *Syntax Project*. Additionally, our Kindergarten classes are supported by Level 3 Education Assistants (EAs), alongside Lead EAs, ensuring that our youngest EALD students receive tailored support, including resources like visuals and timetables.

We also remain committed to inclusivity and celebrating diversity across the school, making these values central to our approach both school-wide and in the classroom. These values are showcased through various SPS acknowledgments, traditions, and celebrations, including Harmony Day, ANZAC Day, SPS Cultural Week, NAIDOC Week, and Book Week.

The SPS Reconciliation Action Plan (RAP) deliverables were tracked and accounted for, and the PALS grant was utilized to support the development of the Noongar Bonar Garden.

FOCUS FOR 2025

Moving forward, we will track enrolment trends in language and heritage using census data. We will also continue to reference the Equity, Diversity, and Inclusion Plan (2021-2025) and the Multicultural Plan (2021-2025) to ensure that Department of Education directives and initiatives are followed and integrated into our school's strategies.



MATHEMATICS REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Mathematics curriculum support teacher was given regularly scheduled time to be released from the classroom to help drive the Mathematics Operational Plan and whole school directions.
 - Refined whole school scope and sequence documents to ensure low-variance curriculum, supporting shared planning across cohort teams.
- Teaching staff engaged in a Lines of Inquiry Data Analysis staff meeting, where they collaborated to interpret PAT data and develop targeted next steps to drive student progress and achievement.
- The Mathematics curriculum leader and a junior primary staff member attended the "Teaching for Impact" professional learning by Dr Paul Swan, sharing key takeaways with staff to enhance teaching strategies identified as 'low effort, high impact' - eg increasing student enjoyment through simple math games.
- Westwood Minute Assessments were completed in classes in Term 4 to gain insight to student fluency in basic number facts and inform intervention requirements.
- ICAS Mathematics was offered again to students for a second year running. Eighteen students from Year 2 – 6 nominated for the challenge, and of these students: 1 Merit, 6 Credits and 1 Distinction awards were awarded at a STARS assembly.
- An upper primary 'Challenge Club' was created to cater to students seeking an opportunity to develop problem solving and computational thinking skills and promote a positive school culture toward Math. Thirty-six students opted in to complete the Bebras Computational Thinking Challenge via the Australian Maths Trust. 10 Merit, 11 Distinction and 4 High Distinctions were awarded at a STARS assembly.
- Staff and Student surveys were redesigned with a focus on providing richer feedback to inform teacher/school planning. Results from the staff feedback demonstrated a high level of confidence in teaching/assessing Mathematics.
- Our Bi-Annual Observation and Professional Learning Cycles continued into their second year to ensure ongoing school improvement planning which promote consistency in our whole school Maths practices. Members of the leadership team completed observations of Math Daily Reviews with a particular focus on low cognitive load and interleaved spaced retrieval practice.
- Whole school student-by-student data collection was shifted from our school management excel document, to the Reporting to Parents platform in student data analysis.
- Education Support curriculum lead teachers were given time to develop OLI based assessment.
- Creation of an Education Support assessment for upper primary teachers that aligns with the PAT Year 3-4 mainstream assessment.
- ABLEWA based numeracy diagnostic assessment catering for students with limited communication capacity aimed at students at Foundation level (or below).

BUSINESS PLAN TARGETS

BUSINESS PLAN TARGETS	TARGET	COMMENTS
Annually, Pre-primary On-Entry data will be similar to or exceed like schools.	EXCEEDING	Our 2024 OLI data exceeded that of our Like Schools, and WA Public Schools.
Annually, Year 3 and Year 5 National Assessment Program (NAP) – Literacy and Numeracy data will be similar to or exceed like schools.	YEAR 3 EXCEEDING	Our 2024 Year 3 and Year 5 NAPLAN data exceeded that of our Like Schools, and WA Public Schools.
	YEAR 5 EXCEEDING	
Annually, in Term 4, Year 1 – 6 cohort norms will be at or above the national median in Progressive Achievement Tests (PAT).	YEAR 1 – ABOVE	Our 2024 Semester 2 PAT data was above the national median scaled score in Year 1, 5 and 6. It was like the national median scaled score in Year 2 and 3. Our Year 4 data was below the national median scaled score.
	YEAR 5 – ABOVE	
	YEAR 6 – ABOVE	
	YEAR 2 – LIKE	
	YEAR 3 – LIKE	
	YEAR 4 – BELOW	

OPERATIONAL PLAN TARGETS

OPERATIONAL PLAN TARGETS	ACHIEVED/ NOT ACHIEVED	FUTURE DIRECTIONS/COMMENTS
In 2024, SPS students in Year 3 and Year 5 students will achieve at or above like schools in NAPLAN Mathematics.	YEAR 3 EXCEEDING	Continue to measure our success against Like Schools and WA Public Schools. In 2025, we will be able to track against previous cohort of Year 3 students so targets will be created for groups of students in the different proficiency groups.
	YEAR 5 EXCEEDING	
In 2024, SPS students in Pre-Primary students will achieve at or above Public-School Median and ICSEA Decline Median in OLI Mathematics.	EXCEEDING	Continue to measure our success against Like Schools and WA Public Schools. Create targets to track students in line with the top 20% and bottom 20% cut points.
In 2024, SPS students in Year 1 – Year 6 will achieve at or above National Median Scaled Score in PAT Math (Semester Two data only).	YEAR 1 – ABOVE YEAR 5 – ABOVE YEAR 6 – ABOVE	Continue to measure our success against National Median Scaled Score of our Semester 2 data. Continue to lead teachers in data analysis and lines of inquiry of our PAT data.
	YEAR 2 – LIKE YEAR 3 – LIKE	
	YEAR 4 – BELOW	
In 2024, SPS student data (Year 3 – 6) will indicate that 70% of students agree or strongly agree with the statements: <ul style="list-style-type: none"> “I feel confident during Daily Reviews” “I feel like I am getting better at Mathematics because of Daily Reviews” 	NOT ASSESSED	Unable to assess due to students not being surveyed in 2024. Survey has been created and will be distributed to students in 2025.
In 2024, SPS staff data will indicate that 80% of staff agree or strongly agree with the statements: <ul style="list-style-type: none"> “I feel confident teaching Operations to my students” “I feel confident teaching Problem Solving to my students” “I feel confident differentiating Mathematics lessons for my students” 	ACHIEVED ACHIEVED ACHIEVED	Continue to gain staff feedback on their confidence levels in teaching and assessing mathematics. Survey will also gain feedback to inform future directions/priority areas.

FOCUS FOR 2025

- In Numeracy, SPS will continue:
 - Westwood testing to identify students in need of intervention and tracking of student progress in number fact fluency.
 - Upper Primary Challenge Club and prioritising opportunities for public celebrations of math achievements.
 - Offer ICAS Numeracy assessment to students and celebrate student achievement at STARS assemblies.
 - Creation of best practice videos for new/returning/existing staff members to refer to.
 - Ongoing development of an Instructional Playbook “Keys to Success” to promote and support low-variance, high-performance teaching across K-6.
 - Implementation of high expectations and clear engagement norms to support consistent, engaged, and high-quality learning across all year levels.
 - Embedding Daily Reviews across all K-6 classrooms, with peer and admin observations aligned to the SPS Bi-Annual Observation Plan to ensure consistency and impact.

- Collection of student-by-student data. Staff meetings will support teams to use PAT assessment data (Year 2–6) to engage in a structured inquiry process, including data analysis, collaborative planning, implementation, and ongoing review. Staff will create targets based off their class/cohort results of Semester 1 PAT data and track across to Semester 2 PAT data.
- In Numeracy, SPS will trial:
 - A whole school program targeted at improving number fact fluency. Beginning with trial classes from each phase of learning.
 - Brightpath Mathematics will be introduced to trial classrooms. Students are placed on the Brightpath Mathematics ladder and movement is tracked to inform intervention/extension.
 - Alternative solutions to allow students opportunities to consolidate their learning digitally, following the end of our Mathletics subscription.
- Nominations will be held to create an Impact Team that will drive school improvement, manage change, and implement best practices across the school.
- Create a digital version of a Mathematics resource file (to replace existing hard copy) of whole school documents and supporting resources.
- Create a catalogue of available library resources, along with a staff expectations agreement outlining the utilisation of resources.



PHYSICAL EDUCATION REVIEW

HIGHLIGHTS AND ACHIEVEMENTS



Updated Inclusive School Athletics Carnival including WADSA.
A well-received success A division Soccer team Won the CCSSA
Winter Interschool competition



Highest number of individual winners and runners up for
Interschool Athletics in the school's history (4)



The 2024 Faction Captains worked extremely well as a team

OPERATIONAL PLAN TARGETS

- Consolidate and Improve student skills across SPS. (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** **ACHIEVED**
- 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** **ACHIEVED**
- Engage a greater number of the wider school community to assist with school and interschool tasks and events than 2023. **STRATEGY - Relationships and Partnerships** **ACHIEVED**
- To maintain our new status as an A Division school at interschool athletics, summer and winter Carnivals. **STRATEGY - Teaching Quality** **ACHIEVED**

FOCUS FOR 2025

- To organise and deliver a high-quality interschool athletics carnival for the district.
- Continue to embed Year 3 and 4 (middle sport) to raise skills and participation in Physical Education. To run immediately after Senior sport in Semester 2 2025.
- To maintain our status as an A Division school at interschool athletics, summer and winter Carnivals. **STRATEGY - Teaching Quality**
- Continue to engage the increased number of the wider school community to assist with school and Interschool tasks and events. **STRATEGY - Relationships and Partnerships**
- 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**
- Improve student skills across SPS. (Focus 2025) 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**

MUSIC REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Approximately 90 Year 4 – 6 students participated in senior choir and performed at OneBigVoice, Cockburn Music Festival, our school ANZAC service, whole school assemblies and morning busking outside the music room.
- A song Ms Gaunt wrote about Yagan was performed at OneBigVoice, with our 6 of our own students winning soloist and compere roles.
- Students from PP – Year 6 enjoyed the OneBigVoice songs as part of their music curriculum.
- More than 100 Year 1 – 3 students participated in a term-long junior choir program, culminating in a community performance at open night.
- Big changes to open night performances resulted in a simpler format with reduced content, and a multi-age performance of the Busking For Change song as a focus and highlight.
- A strong IMSS program with above 90% retention rate until the end of Year 6, performance opportunities at a school level and within the Atwell Area Band



*Senior Choir at Cockburn Music Festival
Harmony Primary School*

OPERATIONAL PLAN TARGETS

- In 2024, Year 3 – 6 students grades in Music will meet or exceed A and B grades when compared with like schools. **ACHIEVED**
- In 2024, boys will make up at least 30% of choir members. **ACHIEVED**

In 2024, we will have a 100% retention rate for IMSS students (until the end of Year 6). **WORKING TOWARDS**



A soloist performs at the OneBigVoice Festival at the RAC Arena



A student engages with a performer after their Musicaviva workshop



The Senior Choir performs at a morning concert in our school community

FOCUS FOR 2025

- Increase student engagement, skill development, and well-being in the school choir program by improving vocal technique, musical literacy, and overall health, as measured by a 20% improvement in student self-assessment scores by the end of the academic year.
- Increase student engagement, skill development, and well-being in the instrumental music program by improving technical proficiency, emotional well-being, and reducing stress, as measured by a 20% improvement in self-assessment scores by the end of the academic year.

VISUAL ARTS REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Maintained and continued partnerships with Southern Cross Care and greater community.
- Year 5/PP sewing project continued for the third year.
- Year 6 gift to the school completed for the block 1 toilets (protective behaviour focus).

OPERATIONAL PLAN TARGETS

- 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 (ie Southern Cross Care).

FOCUS FOR 2025

- Continue and maintain a high level of visual arts making.
- Continue and maintain legacy projects (Year 6 gift to the school connected to Protective Behaviours).
- Provide students with appropriate variety and access to materials in the Visual Arts Curriculum.
- Continue to develop the outdoor veranda classroom space for Visual Arts and Science lessons.

LANGUAGES (INDONESIAN) REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Students from PP-Year 6 have continued to learn Bahasa Indonesia in the languages room in the Senior block, 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 2025 Languages Program developed.
- Embedded ICT use in the languages classroom, has improved learning outcomes as well as increasing interest in learning another language.

OPERATIONAL PLAN TARGETS

- Continue to utilise the KETAWA program for students in Year 3-6, to consolidate learning of Bahasa Indonesian. **ONGOING**
- Further consolidate the understanding of, and increase the positive attitude towards language learning, within our school community. **ONGOING**
- Further develop the use of ICT in the language classroom via KETAWA, ELLA APS and DUOLINGO. **ONGOING**

FOCUS FOR 2025

- Ensure a smooth transition for new Indonesian teacher in 2025.
- Work together with new teacher to utilise existing programs and resources and develop new ones for future use.
- Continue high academic rigor and expectations in projects to maintain and continue to meet or exceed like schools.

SCIENCE REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Students from PP to Year 6 have continued to learn science understanding and science enquiry skills.
- Food scrap collection for worm farm and towers. **ACHIEVED**
- Science monitors recommenced. **ACHIEVED**
- Classroom science tests to be multi choice to provide instant results and feedback. **ACHIEVED**
- New worm farms installed. **ACHIEVED**
- Students reporting to parents by making a book creator of photos of their work in science, each term. **ACHIEVED**
- Engaging with cross curricular links with other specialists. **PARTIALLY ACHIEVED**
- Sustainability plan. **ACHIEVED**

DATA ANALYSIS

PAT Testing

Students in Year 3 – 6 participated in Science PAT testing during Term 1 and Term 3. The assessment is completed online for all students in Year 3 – 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. The Science PAT test is completed in classrooms by their classroom teachers. Some questions will refer to contexts that require different background knowledge, and this can often be missed by some students.

Conclusion

In the Semester 2 Science PAT test, 3 cohorts (Year 4, 5 and 6) were above (>1) the National Median Scaled Score. 1 cohort (Year 3) was below (<1) the National Median Scaled Score.

- Year 4 and 5 cohorts were more than 2 above the National Median Scaled Score.
- The current Year 4 cohort have progressed from being 4 below the National Median Scaled Score in 2023, to now being 2.6 above.
- Overall, Semester 1 to Semester 2 scores were higher across all year levels compared to 2023.

FOCUS FOR 2025

- Continue with sustainability plan by mapping out goals for the year.
- Move to two-year cycle for delivery for classes on a fortnightly rotation of science lessons – Year 4-6.
- Continue and increase participation with collection of food scraps for worm farm.
- Plant some permanent plants in garden as well as perennials.
- CCEN science challenge – increase the number of students participating.
- Continue high academic rigor and expectations in projects to maintain and continue to meet or exceed like schools.

DIGITAL TECHNOLOGIES REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- Nicola Da Luz continued her role as Network Support Officer in 2024.
- A laptop was purchased for use in the Undercover Area (UCA), to replace the existing computer. This is to reduce damage to the computer/wall ports during everyday use of the UCA.
- A laptop was purchased to be used with the Bell Commander and the newly installed speakers to replace the existing siren sound. Students created musical pieces for the sirens during the day, and a song was chosen in alignment with our Respectful Messages for the end of the day.
- 1:1 iPad Program was adjusted to remove the Year 1 students. The program is now endorsed for Year 2 – 6 across Mainstream Classrooms.
- Purchased and installed phones in all planning rooms so that teachers who are given DOTT or extra planning time will have access to a phone.
- Professional Learning was provided to staff on the new projectors and their features on a SDD.
- Hours of technical support were purchased through Winthrop Australia/Solutions IT.
- Infrastructure replacements are planned and budgeted for in our Infrastructure Leasing Budget for 2025 and beyond.
- Infrastructure:
 - 37 x iPads and covers replaced (PP, Y1 set) - 2 year lease exp 2026
 - 38 x Epson Laser Projectors replaced (various classrooms) - 5 year lease exp 2029
 - 47 x PC's and Monitors replaced (various classrooms) - 5 year lease exp 2029
 - 2 x Konica C651i Printer/Copier (staff room) - 5 year lease exp 2029
 - 1 x Konica C550i Printer/Copier (LC6) - 5 year lease exp 2029

SURVEY ANALYSIS

National Schools Opinion Survey – Parent Survey

The platform for surveys was decommissioned in 2024 so surveys were unable to be completed. Surveys will resume in 2025 with a new DoE endorsed platform. SPS will create the same forms using Microsoft Forms if the platform is not available in Term 2 2025.

FOCUS FOR 2025

- Continue to follow the SPS Reputation Strategy, communicating and promoting the school through digital platforms.
- Continue to direct the school community to all of our digital platforms of communication through QR codes and signage around the school.
- Audit and replace/upgrade digital technology devices (blue bots, bee bots, etc.).
- Infrastructure:
 - 40 x iPads and covers (Teacher) - lease exp 01/02/2025 (number reduced from 47 on previous lease)
 - 16 x iPads and covers (EA) - lease exp 01/04/2025 (number reduced from 27 on previous lease)
 - 20 x iPads and covers (Student Loan) - lease exp 01/04/2025
 - 1 x Epson Projector (LC6.4) - lease exp 01/09/2025
 - 9 x All-in-One PC's with webcam and additional monitors (Admin) - lease exp 01/11/2025 (number reduced from 12 on previous lease)

STEAM/SUSTAINABILITY REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

- An offer was sent out to Senior Teachers at SPS to contribute to various committees across the school, with one of those committees being the Sustainability Impact Team. Allison Bell, Clare Hall, Michell Hoe and Deidre Morey are the key staff leading the Impact Team.
- Impact Team sat down with the Deputy Principal to analyse the existing implementation/action plans created in the past, and re-direct the school. A revised Sustainability Plan was developed following this meeting with long/short term goals.
- Impact team distributed jobs/roles from the plan to be self-driven in their areas of implementing different actions from the Sustainability Plan.
- A re-branding of Containers for Change recycling took place with an emphasis on challenging the different factions at SPS to recycle their containers. This is led by the faction eating on Fridays where teachers promote the students recycling the appropriate containers. The faction branded bins were also moved to a more central location outside the library for more foot traffic.

OPERATIONAL PLAN TARGETS

Operational Plan Targets	Achieved/ Not Achieved	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.
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 2025

- In Sustainability for 2025, SPS will continue to:
 - Promote Containers for Change recycling program, informing students of the outcomes of the recycling, and reimbursing the money raised to promote/drive future sustainability practices.
 - Utilise REMIDA recycling centre for STEAM/classroom projects as well as reducing the need to purchase school products that could rather be collected from REMIDA.
 - Promote the food scraps bins across all classrooms and create an incentive for best class as a reward.
 - Continue the success of 'Walk/Ride safely to school day' and investigate dates on the school planner where this can be a regularly scheduled day/s in the term.
 - 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 completed in the classroom, at home.
- Drive more recycling within the school/community:
 - Communicate with the local council about getting 'yellow' recycling bins for the school so that more waste could be recycled throughout the school day.
 - Link with Officeworks to promote/introduce greater stationary recycling within classrooms, shoe boxes to be collected at the school to then be used as stationary recycling stations in each class.
 - Establish a greater sense of community recycling within the SPS community, and the possibility of setting up a community recycling station at the school.
 - Investigate local grants that will be used for purchasing animal baths/boxes.
 - Gain further staff/student voice around sustainable practices that could be undertaken at SPS.



RELATIONSHIPS AND PARTNERSHIPS

HEALTH AND WELLBEING REVIEW

HIGHLIGHTS AND ACHIEVEMENTS

Respectful Messages

The SPS Respectful Messages, developed in collaboration with the WA Respectful Relationships Teaching Support Program (WARRTSP), were successfully implemented throughout 2024. These messages, created in late 2023 with input from staff and aligned with our STARS values, were shared in various formats, including assemblies, classrooms, and via the PA system and school siren.

Whole School Positive Behaviour Changes

A Positive Behaviour Support (PBS) Impact Team was established, and an Implementation Plan was developed, outlining actions and goals across three phases. Achievements to date include the creation of the 'SPS Behaviour Matrix', updates to the 'Good Standing Policy', the development of 'Positive Behaviour Plans A and B' and the 'Responding to Unexpected Student Behaviour' flow chart, the introduction of 'Restorative Think Sheets' for student reflection, implementation of a token distribution system for staff, and the increased visibility and promotion of the STARS mascots throughout the school. Student expectation assemblies have addressed new positive changes to our behaviour systems and staff have been regularly updated on the progress of these initiatives.

In-School Activities

The In-School Activity Cycle served as a key reference for event planning throughout the year, including partnerships with Constable Care, Safe4Kids, St John First Aid, and Bully Zero throughout 2024.

Aussie Optimism Program

In 2024 a committee was created for the program that consisted of two teachers, two EA's and Donna Howat. Committee staff completed training for the program and resources were purchased for the school to access. Teaching staff were given a PL on the program and were asked to trial a lesson/module before the end of the year and provide feedback based on how they would like to implement this within their classroom. Given the feedback received, an implementation plan was developed for 2025 and beyond.

Health Curriculum

At the start of the year, staff were given time to review the revised Health Curriculum and update our SPS Year Level Health Planners, accordingly, ensuring alignment with the new guidelines.

OPERATIONAL PLAN TARGETS

The Health and Wellbeing Operational Plan links directly to the 2024-2026 Business Plan in the strategies under 'Learning Environment'.

OPERATIONAL PLAN TARGETS	ACHIEVED/ NOT ACHIEVED	COMMENTS
Biannually, the Be You survey results from students are positive with 80% of respondents agreeing with statements about SPS.	NOT ACHIEVED	Be You Survey is only administered in ODD years. Unable to track data.
In 2024, a new whole school positive behaviour system will be introduced that aligns with Positive Behaviour Support (PBS).	ACHIEVED	Changes made to whole school systems <ul style="list-style-type: none">• Good Standing Policy• Recording Unexpected Behaviour Chart• Whole School Behaviour Matrix• Positive Behaviour Plan A and B• Restorative Practice Think Sheet• Token Reward System

OPERATIONAL PLAN TARGETS	ACHIEVED/ NOT ACHIEVED	COMMENTS
In 2024, SPS will have fortnightly respectful messages shared with the school community.	ACHIEVED	Target has been achieved. Messages shared with students fortnightly through notices on the PA and at assemblies.

DATA ANALYSIS

Employee Wellbeing Survey 2024

All staff were asked to complete the Employee Wellbeing Survey in Term 4, 2024. This is the fifth consecutive year that this survey has been administered to gain data around staff wellbeing.

Factors to consider

There were 63 staff who completed the survey, in comparison to 43 in 2023 and 103 in 2022. 29 out of the 63 respondents indicated that they work in Mainstream classrooms.

Conclusion

- 68% of staff indicated that they agree or strongly agree with the statement 'I feel part of the staff team at SPS'.
- 90% of staff either agree or strongly agree that their co-workers and them have a good working relationship.
- 29% of staff responded with 'neutral or disagree' to the statement 'Employees treat each other with respect'.
- 31.7% of staff responded with 'neutral' to the feeling satisfied with the culture of their workplace, with 11.1% responding with disagree or strongly disagree.

Attendance

We have analysed the attendance data for Success Primary School, 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 (93%) is above Like Schools (91.6%) and WA Public Schools (89.4%).
- The overall attendance rate at SPS has increased from 91.5% in 2022 to 93% in 2024.

FOCUS FOR 2025

- Respectful messages will continue to be shared each fortnight to students and the school community. This is directly linked to the WA Respectful Relationships Teaching Support Program (WARRTSP).
- The PBS Implementation Plan will remain active, with both short-term and long-term goals being actioned throughout the year. Our Whole School Positive Behaviour system will continue to be developed.
- Continue actioning the WARRTSP Action Plan that was developed in 2022 – focussing on positive behaviour and respectful relationships within the school. The Health and Wellbeing Impact Team will continue this implementation of change within the school.
- Time has been allocated for Kate Servante to facilitate small groups for the Aussie Optimism Program with Year 4 and 5 students. Staff will be encouraged to incorporate modules from the program into their existing planning documents.
- Relevant health and wellbeing websites, 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.

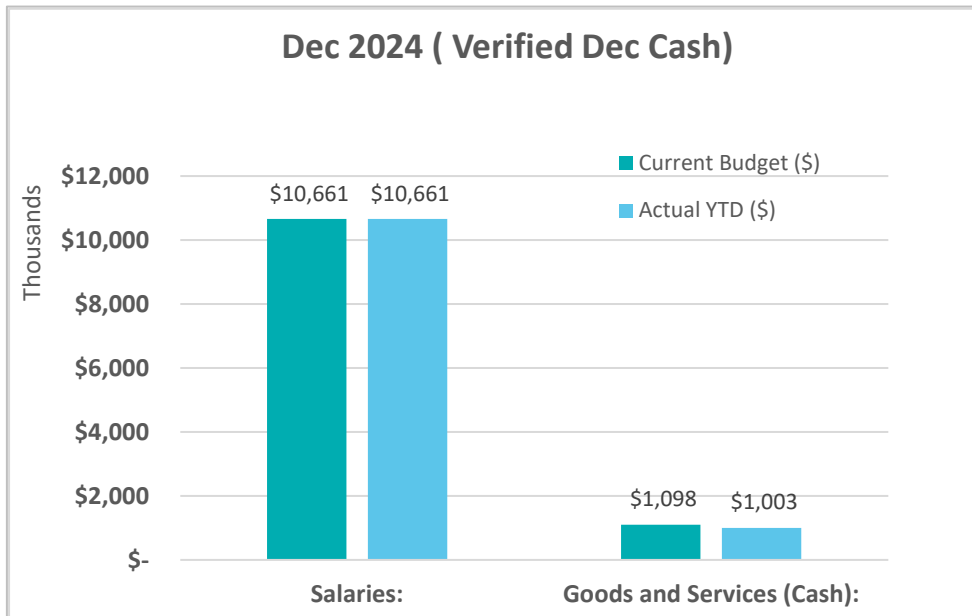
USE OF RESOURCES

FINANCIAL SUMMARY

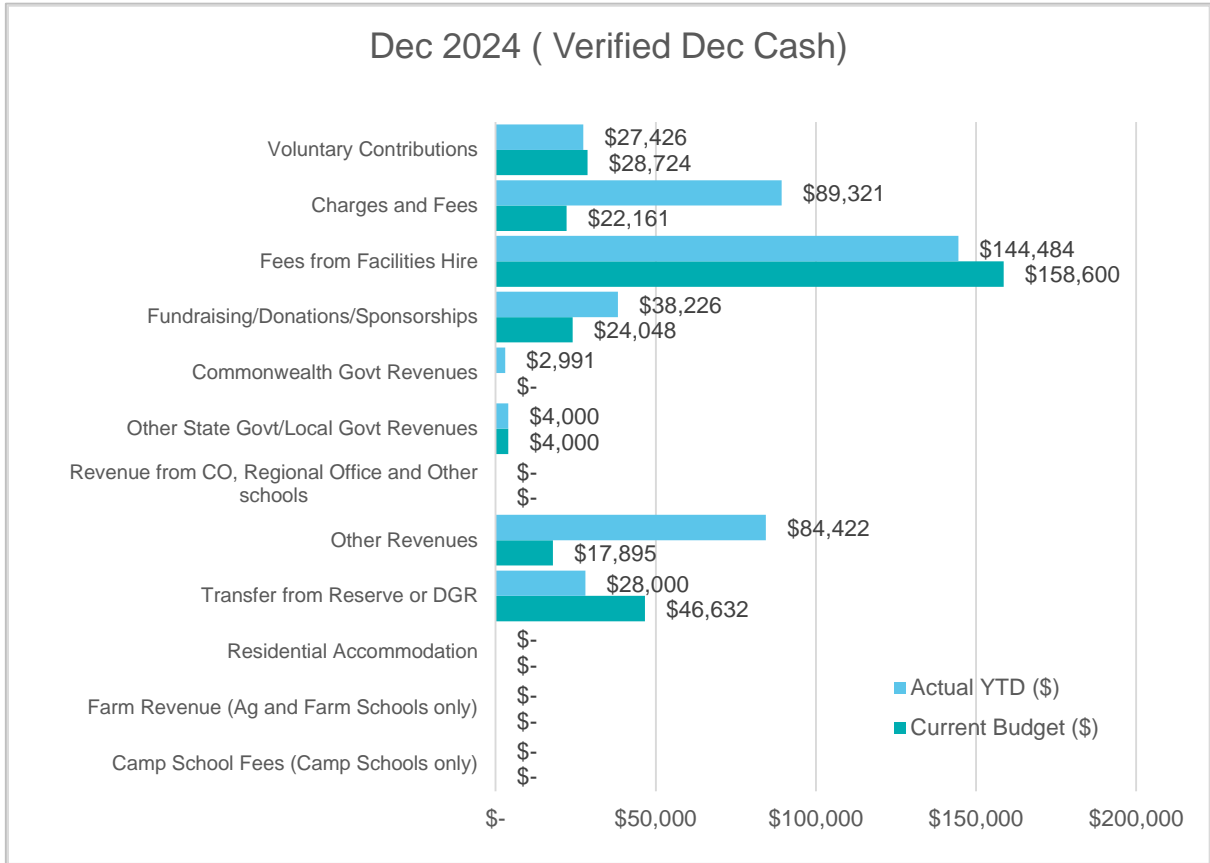
ONE LINE BUDGET SUMMARY

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	304,258	304,258
Carry Forward (Salary):	511,427	511,427
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	10,936,939	10,936,939
Locally Raised Funds:	302,059	418,870
Total Funds:	12,054,684	12,171,495
EXPENDITURE		
Salaries:	10,660,959	10,660,959
Goods and Services (Cash):	1,098,088	1,003,072
Total Expenditure:	11,759,047	11,664,030
VARIANCE:	295,638	507,464

GOODS AND SERVICES VS SALARY EXPENDITURE



LOCALLY GENERATED REVENUE – BUDGET VS ACTUAL



GOODS AND SERVICES EXPENDITURE – BUDGET VS ACTUAL

