

# **School Annual Report 2021**

**Springfield Primary School**



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### School Overview

Springfield Primary School is an established Independent Public School in the northern coastal suburb of Kallaroo. The school has a strong history in the local community opening in 1972. Being an older suburb the school has reduced in size in recent years.

As a small school, Springfield Primary School is the hub of a vibrant community and strives to create a nurturing and welcome environment, with a focus on pastoral care, where the whole school community work together to support the children of Springfield.

The teachers deliver innovative and engaging programs tailored to meet the needs of every child. The quality teaching and learning programs cover the Western Australian Curriculum, with a focus on literacy and numeracy, in combination with specialist programs in Visual and Performing Arts, Science and Technologies, French and Physical Education. We also offer opportunities for children to achieve success in our choir and band, as well as art and sporting competitions. The quality Early Childhood program balances explicit teaching with play-based learning. A strong focus of our teaching is using both indoor and outdoor learning environments – in the classroom and in our excellent nature play facilities.

### Vision statement

At Springfield Primary School we are creative and critical thinkers, who are empowered to achieve our personal best. We engage in an active learning environment, supported by our whole school learning community.

### Purpose

Our purpose is to inspire the children to become lifelong learners by having high expectations and encouraging high levels of participation for all students. We will develop higher order thinking skills to allow them to flourish in an ever changing world.

We will provide hands-on, play-based learning experiences in both an indoor and outdoor learning environment with a focus on inquiry learning and sustainability.

We will provide opportunities to develop the whole child by providing for their social and emotional, creative and physical wellbeing and challenging the children to aim high.

### Student Numbers and Characteristics

| Primary   | Kin  | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (25) | 32  | 29  | 29  | 37  | 15  | 35  | 29  | 231   |
| Part Time | 49   |     |     |     |     |     |     |     |       |

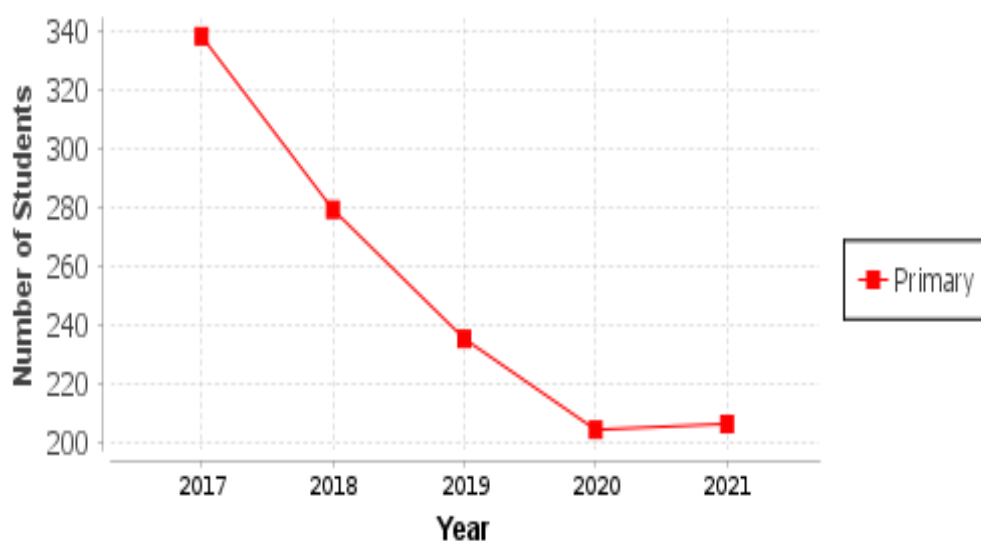
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

|        | Kin | PPR | Pri | Sec | Total |                | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|----------------|-----|-----|-----|-----|-------|
| Male   | 28  | 17  | 92  |     | 137   | Aboriginal     | 2   | 1   | 7   |     | 10    |
| Female | 21  | 15  | 82  |     | 118   | Non-Aboriginal | 47  | 31  | 167 |     | 245   |
| Total  | 49  | 32  | 174 |     | 255   | Total          | 49  | 32  | 174 |     | 255   |

## Semester 2

|                         | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------|------|------|------|------|------|
| Primary (Excluding Kin) | 338  | 279  | 235  | 204  | 206  |
| Total                   | 338  | 279  | 235  | 204  | 206  |

## Semester 2 Student Numbers



The dramatic decline in student numbers in recent years is attributed to additional classes being added to the local K-12 Anglican School, allowing many families to access places who were previously on waitlists.

An additional factor is the age and location of the suburb. Kallaroo is a desirable suburb close to the coast and numerous amenities. Many older families do not vacate their properties meaning housing stock is low and property costs are high. Recent changes to sub-division rules is seeing a change with some larger properties being redeveloped as small units. The initial impact of this on enrolments has been limited with the target market being young professionals or older retirees.

The school does though, anticipate that this may change in the future.

## Workforce composition

### Staff Numbers

|                                      | No        | FTE         | AB'L     |
|--------------------------------------|-----------|-------------|----------|
| <b>Administration Staff</b>          |           |             |          |
| Principals                           | 1         | 1.0         | 0        |
| Associate / Deputy / Vice Principals | 2         | 1.2         | 0        |
| <b>Total Administration Staff</b>    | <b>3</b>  | <b>2.2</b>  | <b>0</b> |
| <b>Teaching Staff</b>                |           |             |          |
| Other Teaching Staff                 | 19        | 13.6        | 0        |
| <b>Total Teaching Staff</b>          | <b>19</b> | <b>13.6</b> | <b>0</b> |
| <b>School Support Staff</b>          |           |             |          |
| Clerical / Administrative            | 2         | 2.0         | 0        |
| Gardening / Maintenance              | 1         | 0.6         | 0        |
| Other Non-Teaching Staff             | 8         | 5.6         | 1        |
| <b>Total School Support Staff</b>    | <b>11</b> | <b>8.2</b>  | <b>1</b> |
| <b>Total</b>                         | <b>33</b> | <b>24.0</b> | <b>1</b> |

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

### **WORKFORCE PLANNING**

Workforce planning identified the need to reduce the number of part-time staff and recruit staff with curriculum leadership knowledge and experience to support the school improvement journey. During 2021 leadership invested time into on-going discussions with staff about part-time work practices and industrial requirements and aligning these with workforce planning. In planning for the 2022 staff placements were adjusted to meet student needs and limit the number of part-time staff in each teaching and learning team. This will better support collaboration, moderation and continued school improvement. Allocation of specialist teaching staff continues to be a challenge with specialist permanent hours exceeding the requirement of DOTT for teaching staff. On-going professional learning and support for these staff has supported them in teaching additional curriculum areas or transitioning more time into classroom teaching.

## Student Attendance

### Business Plan Targets

Return the overall attendance rate to above the State and similar to Like Schools – Meeting in 2020

#### Primary Attendance Rates

|      | Non - Aboriginal |              |                   | Aboriginal |              |                   | Total  |              |                   |
|------|------------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
|      | School           | Like Schools | WA Public Schools | School     | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2018 | 94.7%            | 94.5%        | 93.7%             | 88.6%      | 89.7%        | 80.8%             | 94.6%  | 94.4%        | 92.6%             |
| 2019 | 93.5%            | 93.6%        | 92.7%             | 81.6%      | 84.1%        | 79.5%             | 93.2%  | 93.3%        | 91.6%             |
| 2020 | 94.7%            | 94.4%        | 93.2%             | 83.5%      | 83.9%        | 77.6%             | 94.4%  | 94.2%        | 91.9%             |

Reduce the percentage of Indicated At Risk category to below Like Schools – Meeting in 2020

|                        | Attendance Category |           |          |        |
|------------------------|---------------------|-----------|----------|--------|
|                        | Regular             | At Risk   |          |        |
|                        |                     | Indicated | Moderate | Severe |
| 2018                   | 83.8%               | 13.7%     | 2.1%     | 0.4%   |
| 2019                   | 77.4%               | 18.3%     | 3.9%     | 0.4%   |
| 2020                   | 86.5%               | 7.7%      | 4.8%     | 1.0%   |
| Like Schools 2020      | 83.8%               | 12.0%     | 3.1%     | 1.0%   |
| WA Public Schools 2020 | 75.5%               | 15.7%     | 6.1%     | 2.7%   |

Monitoring of 2021 attendance against our targets will happen when full year comparative data becomes available.

### Analysis and Impact of evidence

#### 2021 School Attendance Data – Source School Attendance Reporting (SAR)

School level data shows that our overall attendance rates dropped in 2021 with Semester 1 sitting at 92% and Semester 2 at 93.1%.

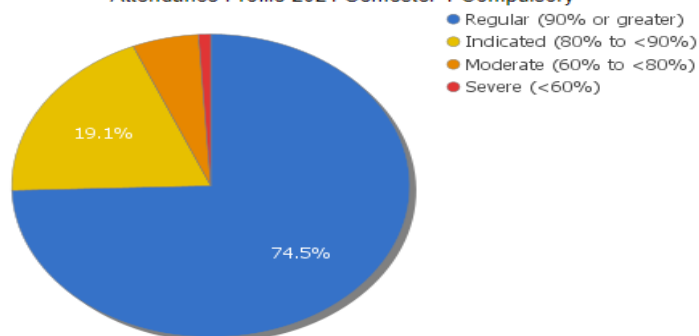
The Indicated At Risk categories also increased significantly, with Semester 1 at 19.1% and Semester 2 at 20.2%.

### 2021 - Semester 1 Collection (Finished for this Year/Semester)

Term View (Optional):

| Breakdown         | Attendance Rate % | Regular    | At Risk Indicated | At Risk Moderate | At Risk Severe | Auth. %    | Unauth. %  |
|-------------------|-------------------|------------|-------------------|------------------|----------------|------------|------------|
| KIN               | 91.7%             | 35         | 11                | 2                | 1              | 62%        | 38%        |
| PPR               | 92.2%             | 25         | 4                 | 4                |                | 78%        | 22%        |
| Y01               | 91.9%             | 19         | 9                 | 1                |                | 74%        | 26%        |
| Y02               | 93.7%             | 24         | 4                 |                  |                | 75%        | 25%        |
| Y03               | 92.0%             | 27         | 7                 | 3                |                | 69%        | 31%        |
| Y04               | 94.0%             | 12         | 3                 |                  |                | 91%        | 9%         |
| Y05               | 89.0%             | 23         | 9                 | 1                | 2              | 74%        | 26%        |
| Y06               | 92.6%             | 22         | 3                 | 2                |                | 85%        | 16%        |
| <b>Compulsory</b> | <b>92.0%</b>      | <b>152</b> | <b>39</b>         | <b>11</b>        | <b>2</b>       | <b>76%</b> | <b>24%</b> |

Attendance Profile 2021 Semester 1 Compulsory

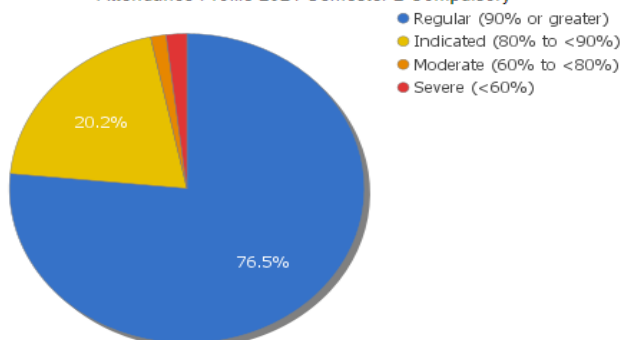


### 2021 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional):

| Breakdown         | Attendance Rate % | Regular    | At Risk Indicated | At Risk Moderate | At Risk Severe | Auth. %    | Unauth. %  |
|-------------------|-------------------|------------|-------------------|------------------|----------------|------------|------------|
| KIN               | 93.5%             | 40         | 10                |                  | 1              | 64%        | 36%        |
| PPR               | 92.5%             | 23         | 9                 | 1                | 1              | 71%        | 30%        |
| Y01               | 93.3%             | 23         | 5                 |                  | 1              | 66%        | 34%        |
| Y02               | 94.9%             | 27         | 3                 |                  |                | 63%        | 37%        |
| Y03               | 93.5%             | 35         | 4                 | 1                |                | 76%        | 24%        |
| Y04               | 93.4%             | 11         | 5                 |                  |                | 76%        | 24%        |
| Y05               | 91.6%             | 24         | 8                 | 1                | 2              | 70%        | 30%        |
| Y06               | 92.8%             | 20         | 9                 |                  |                | 76%        | 24%        |
| <b>Compulsory</b> | <b>93.1%</b>      | <b>163</b> | <b>43</b>         | <b>3</b>         | <b>4</b>       | <b>71%</b> | <b>29%</b> |

Attendance Profile 2021 Semester 2 Compulsory



The school attributes this decline, to increased awareness of keeping children home whilst unwell to reduce the risk of the spread of COVID-19. 2021 also saw a return to families taking their children out of school for vacations. Although International and Interstate travel continued to be avoided due to border closure, many families travelled throughout the state for holidays in term time.

This will be monitored closely in comparison to state wide data to see if this is a widespread trend or specific to Springfield Primary School.

Children in the At Risk categories will continue to be monitored closely and attendance support planning initiated through Student Services where required.

### **Non-attendance**

Springfield Primary School promotes regular attendance through a range of communication strategies, including school newsletters, Connect notices and on-going conversations.

Daily attendance is monitored by class teachers and school administration with most absences being attributed a reason through parent contact and response to the SMS attendance system.

Initial changes in attendance or unexplained absence is monitored and followed up by classroom teachers, before being referred to the student services team to be case managed. Further investigation is taken by a student services team member, followed by attendance planning, target setting and follow-up support being offered. School Psychologist and School Chaplain support is utilised to support this.

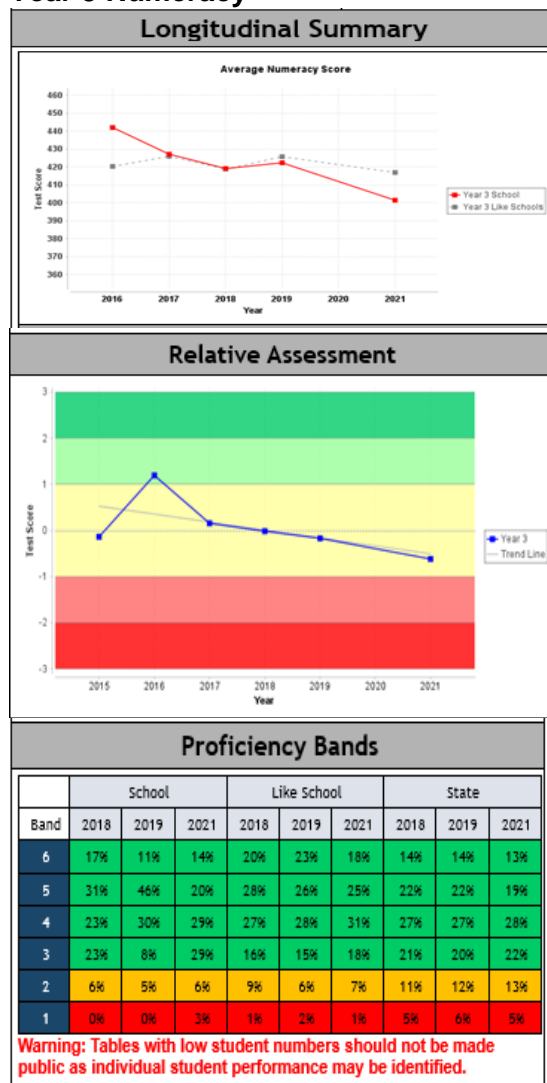
As required, the school works with outside agencies to support moderate to severe non-attendance, with the aim to establish more regular attendance patterns.



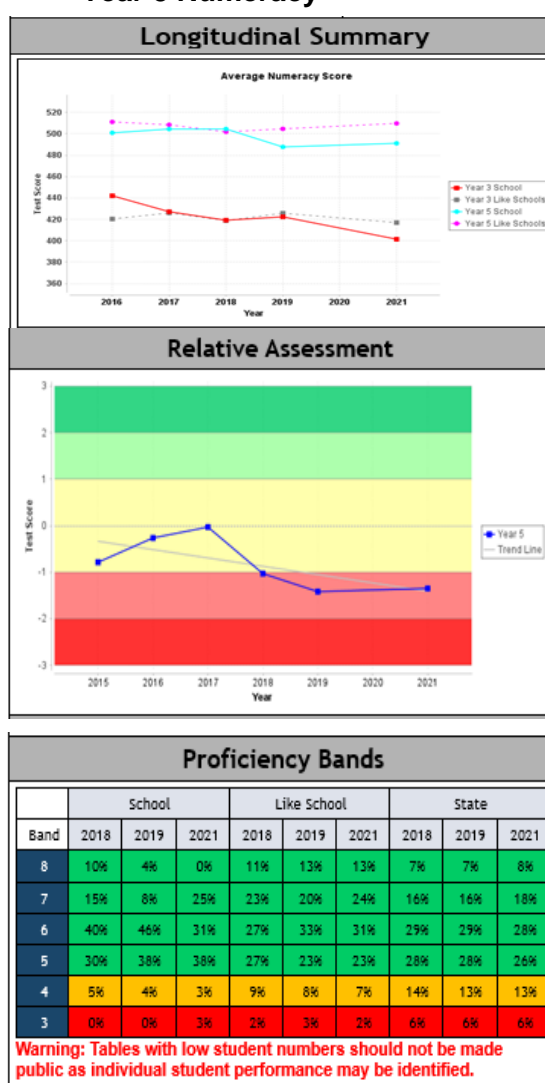
# Student Achievement and Progress - Numeracy

## NAPLAN

### Year 3 Numeracy



### Year 5 Numeracy



## Analysis and Impact of evidence

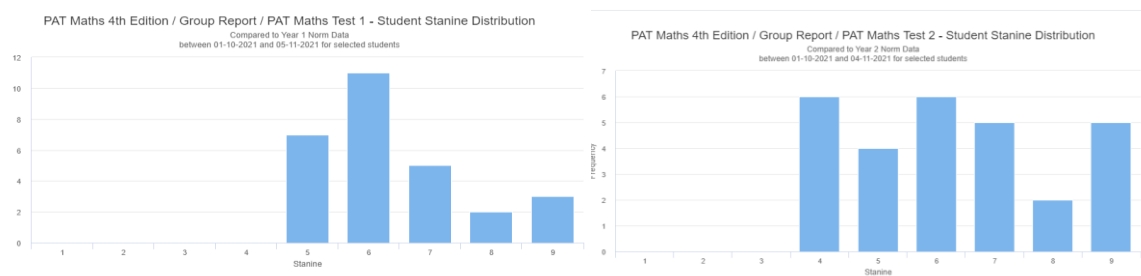
Numeracy achievement at Springfield Primary School has been on the decline in recent years, with Year 5 data being more than 1 standard deviation below the expected achievement for the past 3 years. Small cohort numbers need to be considered carefully with the percentages in the bottom 2 bands only representing 2 or 3 students. These children are supported with individual education plans and targeted intervention. Of particular concern to the school is the regression of students in the top achievements bands between Year 3 and Year 5. As significant numbers of children vacate to the private system from Year 4 onwards and many of these are the children who achieve in the top achievement bands in Year 3, analysing the progress of our stable cohort gives us a more accurate picture.

| Springfield Primary School |                    |                               | Numeracy       |                |                           | NAPLAN 2019 Year 3 to NAPLAN 2021 Year 5 |   |     |                                |      |
|----------------------------|--------------------|-------------------------------|----------------|----------------|---------------------------|--|---|-----|--------------------------------|------|
|                            |                    | Summary Data                  | Year 3<br>2019 | Year 5<br>2021 | Mean Progression          |  |   |     |                                |      |
|                            | Number of Students | NAPLAN Score Australian Means | 408            | 495.2          | Progress Australian Means | 87.2                                     |   |     |                                |      |
| Filtered Cohort            | 29                 | NAPLAN Score Means            | 425.1          | 492.28         | Progress Filtered Cohort  | 67                                       | Value add/Value Loss<br>Filtered Cohort | -20 | Effect Size Filtered<br>Cohort | 1.44 |

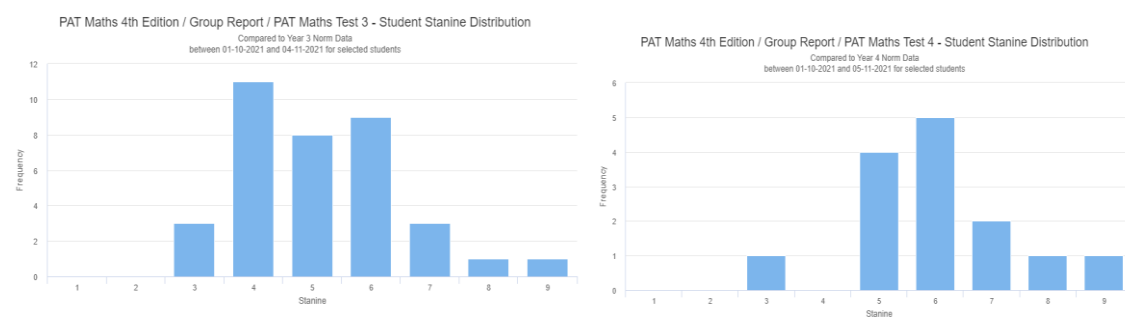
The above diagram represents the stable cohort (filtered cohort) and compares mean NAPLAN scores to Australian Means. In numeracy the filtered cohort saw a decline in mean scores in comparison to the Australian mean and therefore considerable analysis of the Year 5 NAPLAN Numeracy data has taken place to identify the lack of growth from Year 3 to Year 5.

In recent years a focus has been given to the teaching of problem solving, but further detailed analysis has identified reasoning skills, allowing students to analyse and selecting appropriate problem solving strategies needs further support. During 2021 all teaching staff were given professional learning in the teaching of the proficiency strands and mathematical language from a Teacher Development School.

The merit selection process was utilised during 2021 to appoint a permanent full time staff member for 2022 to lead the area of Mathematics at Springfield. Funds have been allocated to allow release from class time to allow for planning, modelling and peer coaching with an aim to improve numeracy practices at Springfield.

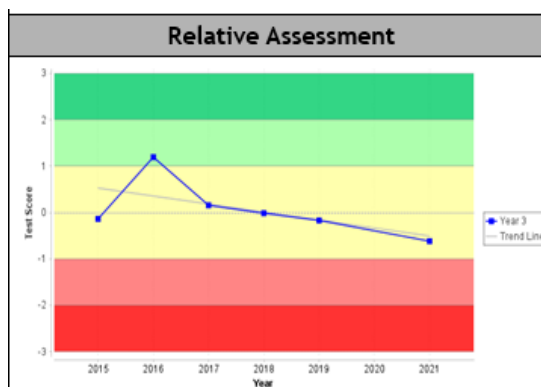
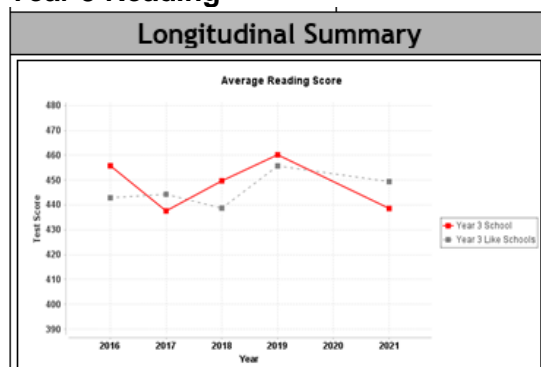


Year 1 and 2 ACER Progressive Achievement Tests (PAT) Maths data from 2021 shows all children scoring in the average to above average stanines, whereas Year 3 and 4 data shows the bulk of children in the average range. Our improvement focus will be building on the Early Years achievement from Year 3 onwards.



# Student Achievement and Progress - Reading

## Year 3 Reading

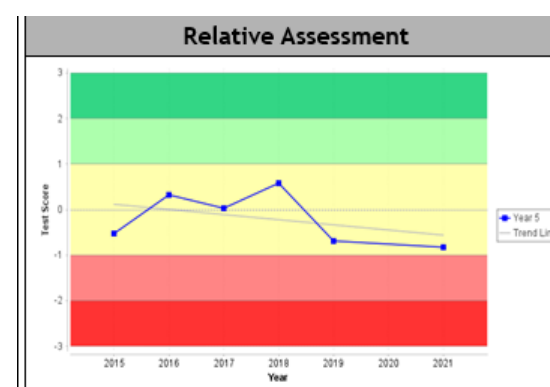
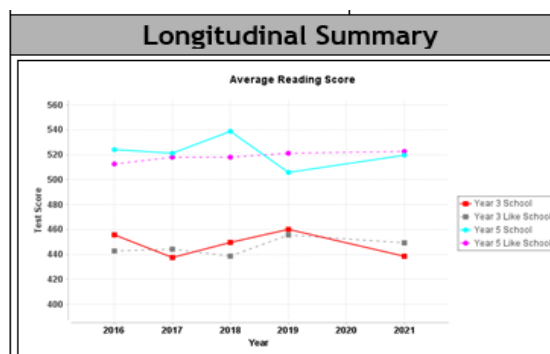


**Proficiency Bands**

| Band | School |      |      | Like School |      |      | State |      |      |
|------|--------|------|------|-------------|------|------|-------|------|------|
|      | 2018   | 2019 | 2021 | 2018        | 2019 | 2021 | 2018  | 2019 | 2021 |
| 6    | 17%    | 11%  | 14%  | 20%         | 23%  | 18%  | 14%   | 14%  | 13%  |
| 5    | 31%    | 46%  | 20%  | 28%         | 26%  | 25%  | 22%   | 22%  | 19%  |
| 4    | 23%    | 30%  | 29%  | 27%         | 28%  | 31%  | 27%   | 27%  | 28%  |
| 3    | 23%    | 8%   | 29%  | 16%         | 15%  | 18%  | 21%   | 20%  | 22%  |
| 2    | 6%     | 5%   | 6%   | 9%          | 6%   | 7%   | 11%   | 12%  | 13%  |
| 1    | 0%     | 0%   | 3%   | 1%          | 2%   | 1%   | 5%    | 6%   | 5%   |

Warning: Tables with low student numbers should not be made public as individual student performance may be identified.

## Year 5 Reading



**Proficiency Bands**

| Band | School |      |      | Like School |      |      | State |      |      |
|------|--------|------|------|-------------|------|------|-------|------|------|
|      | 2018   | 2019 | 2021 | 2018        | 2019 | 2021 | 2018  | 2019 | 2021 |
| 8    | 10%    | 4%   | 0%   | 11%         | 13%  | 13%  | 7%    | 7%   | 8%   |
| 7    | 15%    | 8%   | 25%  | 23%         | 20%  | 24%  | 16%   | 16%  | 18%  |
| 6    | 40%    | 46%  | 31%  | 27%         | 33%  | 31%  | 29%   | 29%  | 28%  |
| 5    | 30%    | 38%  | 38%  | 27%         | 23%  | 23%  | 28%   | 28%  | 26%  |
| 4    | 5%     | 4%   | 3%   | 9%          | 8%   | 7%   | 14%   | 13%  | 13%  |
| 3    | 0%     | 0%   | 3%   | 2%          | 3%   | 2%   | 6%    | 6%   | 6%   |

Warning: Tables with low student numbers should not be made public as individual student performance may be identified.

## Analysis and Impact of evidence

Relative assessment data shows continuing downward trend lines in reading achievement although achievement remains within the expected range. Year 3 reading data is fluctuating and this is impacted by relatively small cohorts of children. Again the 3% in Band 1 is one student who has identified learning difficulties, with previous years having no students below national minimum standard. Year 3 achievement in the top proficiency band is relatively stable but achievements through the middle bands is fluctuating.

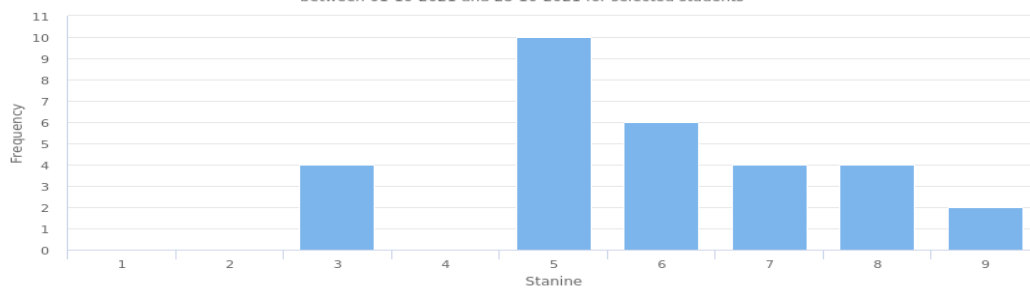
Significant emphasis has been given to improving the teaching of reading in the Early Years, since 2019. A whole school approach to the teaching of Phonological Awareness, Phonics and Spelling using the Diana Rigg PLD along with the introduction of decodable readers in the early years program, has seen significant growth in the decoding skills of children in Pre-primary to Year Two. Intervention has been given to children in Year 1 and 2 not making expected progress through the Minlit program.

This will allow for improvements in comprehension as reading fluency improves. During 2021 the school became part of Cohort 3 Centre of Excellence - Explicit Teaching of Literacy supported by Curtin University. This has already led to significant improvements in retention of Phonological Awareness, Phonics and Spelling through the introduction of daily reviews. 2022 will see this program further supporting reading progress with professional learning for staff in the Science of Reading and the unpacking of 'The Big 5' reading skills commencing with vocabulary.

Data gathered at the school level through PAT in term 4 2021, shows considerable improvements for our Year 2 cohort. Only 4 of the total cohort of 30 children were below satisfactory achievement and the 4 children all achieved Stanine 3, which should they continue to progress at the expected rate, would place them above National Minimum Standard in NAPLAN in 2022 representing no students in Band 1 or 2. This data will be monitored carefully to ensure it transitions to NAPLAN.



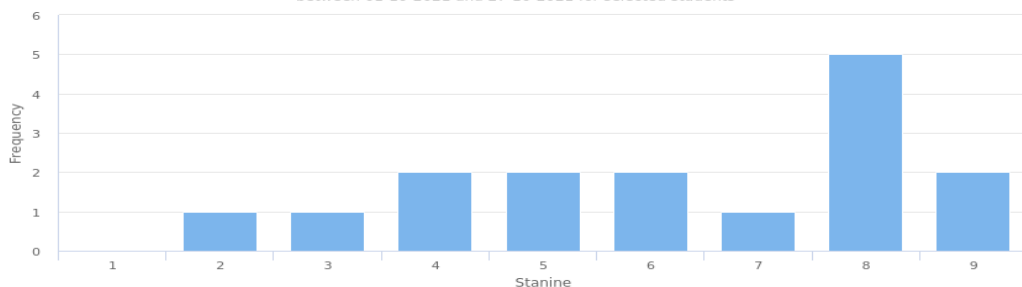
PAT Reading 5th Edition / Group Report / PAT Reading Test 2 - Student Stanine Distribution  
Compared to Year 2 Norm Data  
between 01-10-2021 and 28-10-2021 for selected students



The 2021 Year 4 cohort only consists of 16 students. They did not sit NAPLAN in 2020 due to COVID-19 so there will not be progress data from Year 3. Therefore school level data will be used to support 2022 data analysis. PAT data shows a wide spread of ability for this small cohort but the largest group are sitting in Stanine 8 which again may increase our percentage of high achievement in reading in 2022. The school anticipates improvements made to teaching and learning with the introduction of whole school approaches in recent years, will begin to show in our NAPLAN data in 2022 onwards.

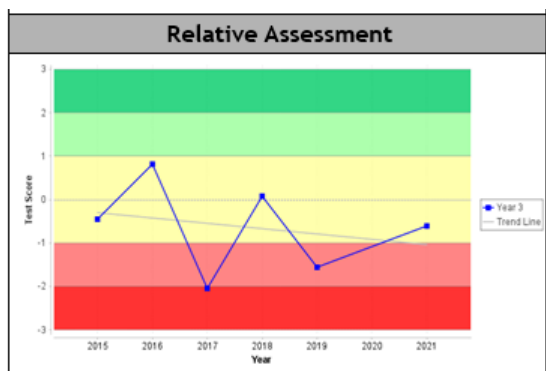
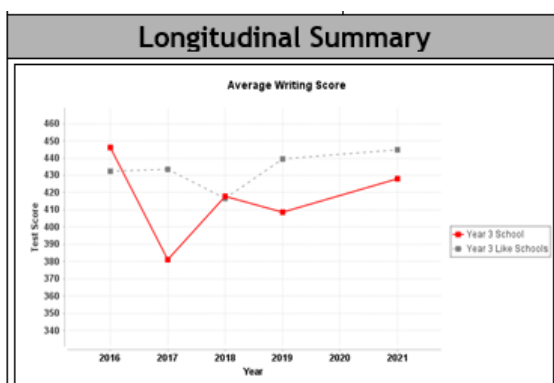


PAT Reading 5th Edition / Group Report / PAT Reading Test 4 - Student Stanine Distribution  
Compared to Year 4 Norm Data  
between 01-10-2021 and 27-10-2021 for selected students



## Student Achievement and Progress - Writing

### Year 3 Writing

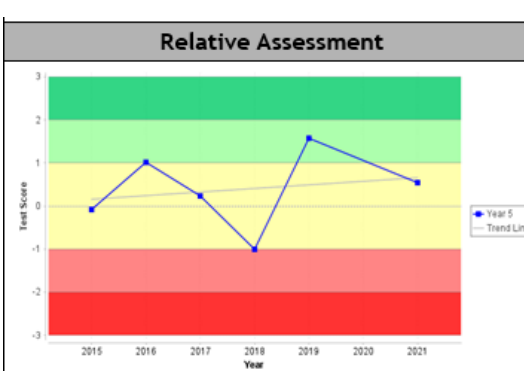
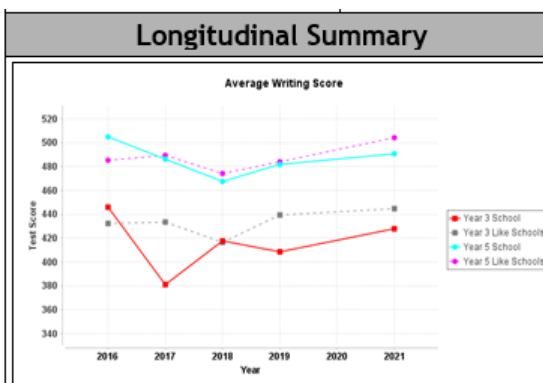


**Proficiency Bands**

| Band | School |      |      | Like School |      |      | State |      |      |
|------|--------|------|------|-------------|------|------|-------|------|------|
|      | 2018   | 2019 | 2021 | 2018        | 2019 | 2021 | 2018  | 2019 | 2021 |
| 6    | 15%    | 9%   | 22%  | 12%         | 24%  | 26%  | 11%   | 14%  | 19%  |
| 5    | 29%    | 34%  | 22%  | 43%         | 40%  | 43%  | 27%   | 32%  | 37%  |
| 4    | 33%    | 37%  | 42%  | 21%         | 25%  | 21%  | 29%   | 31%  | 25%  |
| 3    | 17%    | 14%  | 11%  | 16%         | 8%   | 6%   | 18%   | 12%  | 10%  |
| 2    | 6%     | 3%   | 3%   | 4%          | 2%   | 2%   | 8%    | 6%   | 5%   |
| 1    | 0%     | 3%   | 0%   | 3%          | 1%   | 1%   | 8%    | 4%   | 3%   |

Warning: Tables with low student numbers should not be made public as individual student performance may be identified.

### Year 5 Writing



**Proficiency Bands**

| Band | School |      |      | Like School |      |      | State |      |      |
|------|--------|------|------|-------------|------|------|-------|------|------|
|      | 2018   | 2019 | 2021 | 2018        | 2019 | 2021 | 2018  | 2019 | 2021 |
| 8    | 0%     | 0%   | 9%   | 4%          | 7%   | 13%  | 3%    | 3%   | 6%   |
| 7    | 5%     | 28%  | 20%  | 13%         | 14%  | 19%  | 10%   | 12%  | 15%  |
| 6    | 20%    | 24%  | 34%  | 29%         | 32%  | 36%  | 27%   | 28%  | 31%  |
| 5    | 62%    | 32%  | 26%  | 36%         | 32%  | 24%  | 31%   | 32%  | 28%  |
| 4    | 12%    | 12%  | 9%   | 10%         | 10%  | 7%   | 17%   | 16%  | 12%  |
| 3    | 0%     | 4%   | 3%   | 7%          | 5%   | 2%   | 13%   | 9%   | 8%   |

Warning: Tables with low student numbers should not be made public as individual student performance may be identified.

### Analysis and Impact of evidence

In 2019 Year 3 Writing data was more than 1 standard deviation below expected for the second time. Achievement was fluctuating but the trend line was negative. Year 5 data was also regressing during this period. The Year 5 cohort had been given target intervention based on their low achievement in Year 3 NAPLAN in 2017. Value adding for this cohort was significant with their Year 5 data in 2019 sitting more than 1 standard deviation above the expected level. The success of this intervention led to an awareness of the need to change practice and in 2019 structured whole school approaches were introduced in Seven Steps to Writing Success and Diana Rigg PLD. In 2021 there was an improvement in Year 3 Writing back into the expected range. This will be monitored closely in coming years to ensure this trend continues. Year 5 data in 2021 was above the expected level for the second test period in a row leading to a reversal of the downward trend line.

Significant change in Teaching and Learning has occurred between 2019 and 2021, with the introduction of research based whole school programs, and targeted intervention for those students not making the expected progress. At a school level we are seeing significant improvements in Early Years data, which we are anticipating will begin to show evidence of impact in our NAPLAN data in coming years.

Our longitudinal progress is measured through PAT and shows significant reductions to the long tail in all Year levels in Reading and Maths and Mean Scores and top achievement scores increasing in most areas to above Australian Means.

## Secondary School Destination

| Destination Schools                        | Male | Female | Total |
|--|------|--------|-------|
| <b>Belridge Secondary College</b>          | 3    | 4      | 7     |
| <b>St Mark's Anglican Community School</b> | 1    | 0      | 1     |
| <b>Duncraig Senior High School</b>         | 3    | 1      | 4     |
| <b>Ocean Reef Senior High School</b>       | 3    | 4      | 7     |
| <b>Prendiville Catholic College</b>        | 0    | 1      | 1     |
| <b>Mater Dei College</b>                   | 3    | 1      | 4     |
| <b>Wanneroo Secondary College</b>          | 1    | 0      | 1     |
| <b>Butler College</b>                      | 0    | 1      | 1     |
| <b>Greenwood College</b>                   | 1    | 0      | 1     |
| <b>Bob Hawke College</b>                   | 1    | 0      | 1     |
| <b>Sacred Heart College</b>                | 1    | 0      | 1     |

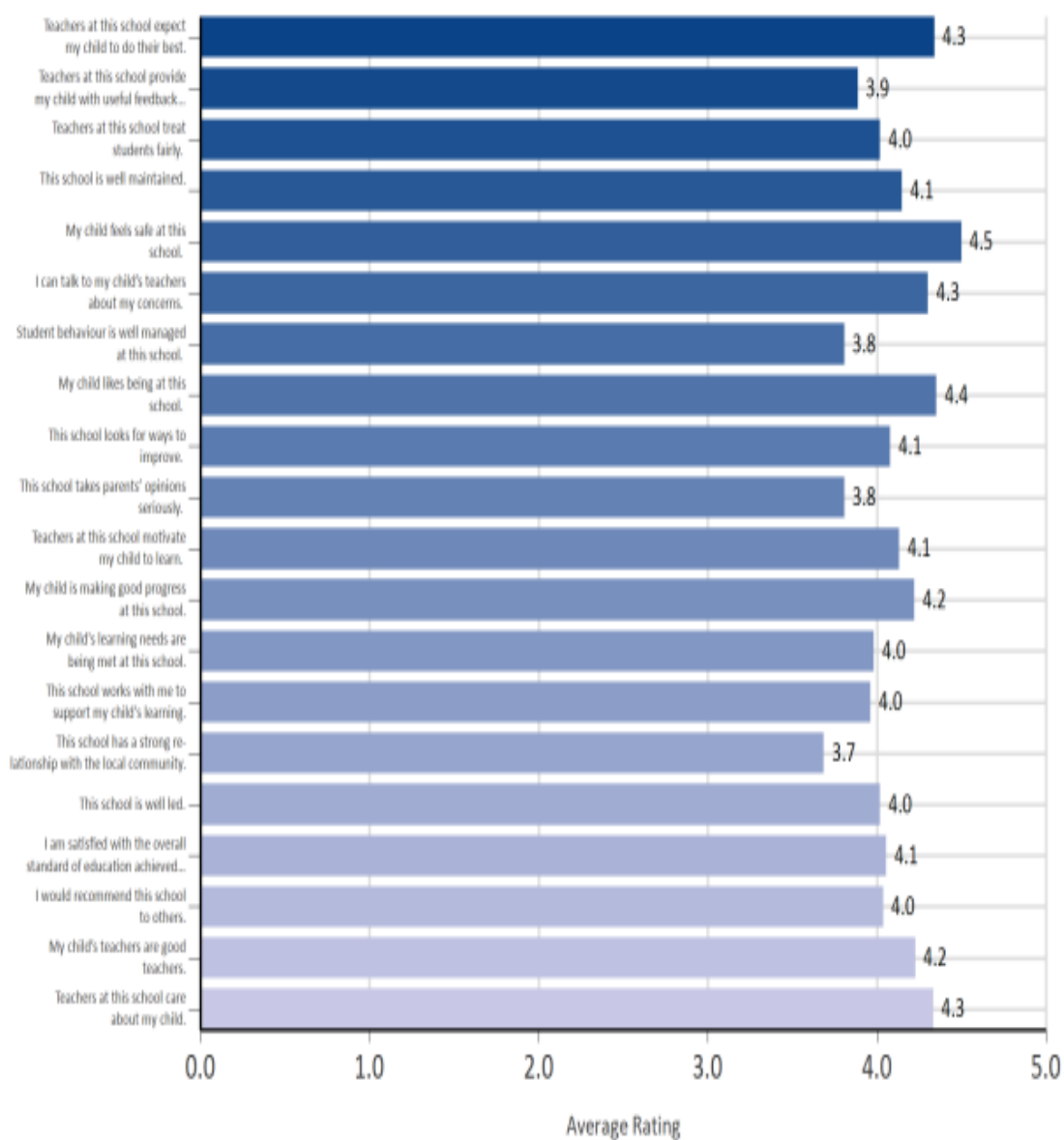
### Analysis and Impact of evidence

Belridge Secondary College is our Local Intake School but this continues to not take the majority of our Students. Many parents explore alternative options, with opinions based on historical school reputations rather than current school achievement and programs. Working closely with Belridge Secondary College we are continuing to promote Belridge throughout the Community.

Of particular note though is that many children leave Springfield successfully gaining access to Specialist Programs at alternative high schools through a merit process and we recognise that this is based on specialist teaching and opportunities provided at Springfield.

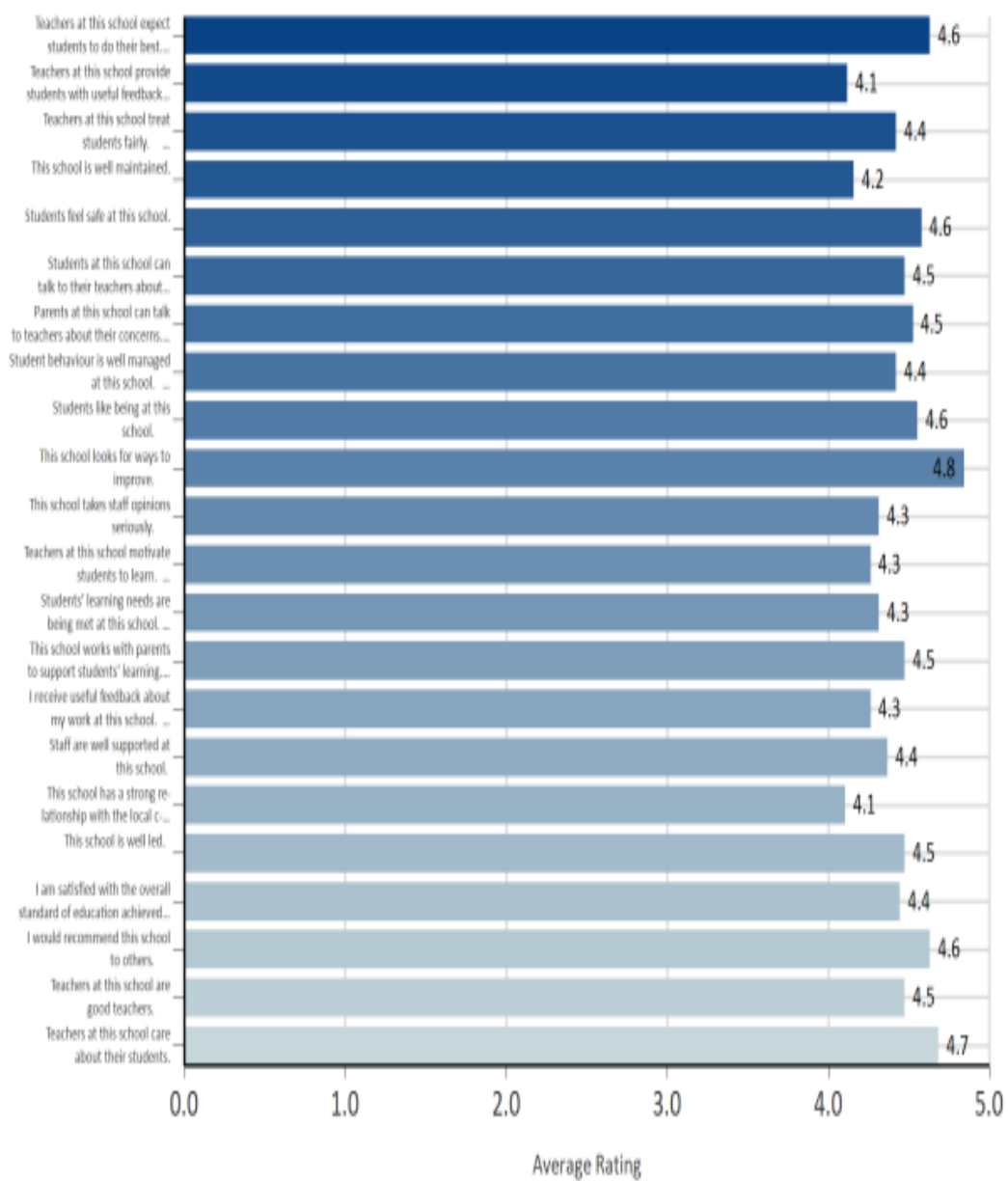
## Parent/student/teacher satisfaction with the school

### Parent Opinion Survey 2021

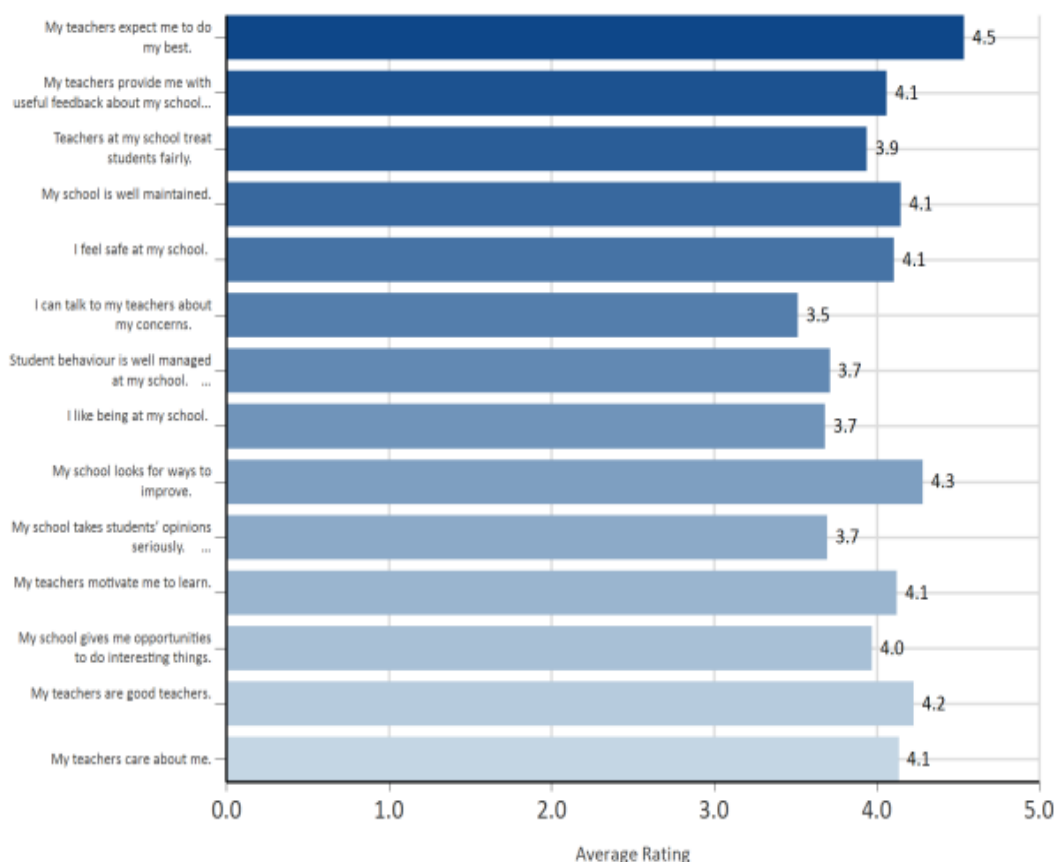




## Staff Opinion Survey 2021



## Student Opinion Survey 2021



### Analysis and Impact of evidence

During 2021 the Biennial School Surveys were conducted with Parents, Students and Staff. Parent uptake of the survey was positive with approximately 1/3 of all families completing the survey. There was a good cross section of responses from all year levels Kindergarten to Year 6. Statements about the school were rated from 1 – Strongly Disagree to 5 – Strongly Agree, with all items falling above the average rating by parents. The majority of statements were averaged at 4 and above, with those falling below 4, being examined further by school staff and the school board to support continued school improvement. The three areas with the lowest ratings were:

- Student behaviour is well managed at this school
- The school takes parent opinions seriously
- The school has a strong relationship with the local community

The staff survey resulted in all average ratings being 4 or above, with the lowest rating of 4.1 being 'The school has a strong relationship with the local community' which aligns with the parent rating.

The students' survey was conducted with all students from Year 4-6. Again all average ratings were above the average range with some similarities to other survey groups also being evident. 'Student behaviour is well-managed at this school' and 'My school takes student's opinions seriously both rated at 3.7, which aligned with the parent survey. Strengths of the student survey were that the students identified teachers had high expectations, they were given useful feedback about their work, their teachers are good

teachers, that they felt safe at Springfield Primary School and the teachers care about them.

Other lower ratings were given for 'I can talk to my teachers about my concerns' and 'My school takes student's opinions seriously', although these ratings were still above average, they warrant further follow-up. Initial investigations have identified many concerns are referred straight to the deputy principal, removing the teacher from the first step of working through a problem or concern with a child and/or the family and steps will be taken to redress this in 2022. During 2022, we will also follow up the students' survey responses with them directly so they can see we are acting upon them and will again include student voice when creating our next business plan.

Additional open ended questions on all three surveys allowed us to gain further insight into things that were working well and areas for improvement. Parent communication has continually received lower responses but through the open ended questions we were able to identify many positives from the improvements we have implemented. The new newsletter format and regular whole school communication was well received. Many parents felt well communicated with and very well informed about what was happening at the school. Many said that communication had improved but were still basing their ratings on things that had happened in the past. Areas identified for improvement were more regular classroom communication with parents, both on what children were learning and more regular feedback on their child's progress. After long discussion on this with the school board and exploration with staff it was agreed to implement termly class newsletters giving an overview of whole class learning foci for the term as well as information about upcoming events. We trialled this in Term 4 2021 and will implement this termly in 2022. Parents identified that they were well communicated with if their child's behaviour warranted a referral to administration but felt more timely information from class teachers prior to it reaching this stage would be beneficial. More focus on positive behaviour was also requested.

Other areas identified by parents were concerns with aging school buildings and requests for updating of play equipment, vegetable gardens and such like to support the learning environment. Springfield Primary School will be commencing planning of a re-build during 2022 so planning for improvements to the outdoor areas will happen to align with the new build.

Analysis of survey data and responses was a big focus of our Term 4 self-review school development day, with Community Engagement and Behaviour and Social and Emotional Well-being becoming focus areas for 2022, with each having its own operational plan and a focus group of teachers leading the implementation of each of these plans.

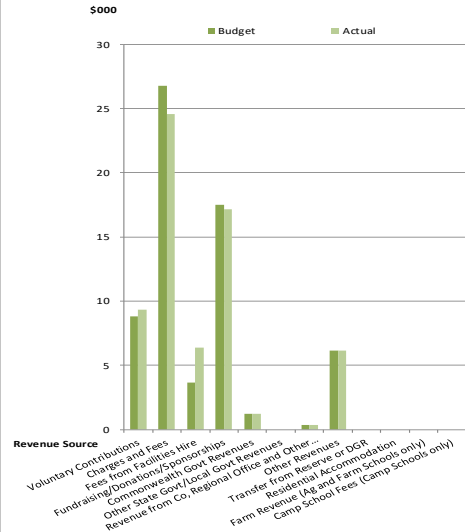
## School Income by Funding Source (DATA)

Insert your School  
Logo Here or  
Delete if not  
required

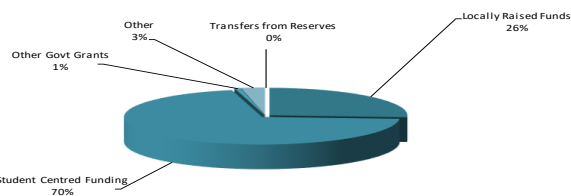
### Springfield Primary School Financial Summary as at 31 December 2021

|    | Revenue - Cash & Salary Allocation                 | Budget               | Actual               |
|----|--|----------------------|----------------------|
| 1  | Voluntary Contributions                            | \$ 8,820.00          | \$ 9,352.00          |
| 2  | Charges and Fees                                   | \$ 26,800.00         | \$ 24,587.66         |
| 3  | Fees from Facilities Hire                          | \$ 3,659.07          | \$ 6,363.61          |
| 4  | Fundraising/Donations/Sponsorships                 | \$ 17,500.00         | \$ 17,166.85         |
| 5  | Commonwealth Govt Revenues                         | \$ 1,205.74          | \$ 1,205.74          |
| 6  | Other State Govt/Local Govt Revenues               | \$ -                 | \$ -                 |
| 7  | Revenue from Co, Regional Office and Other Schools | \$ 325.00            | \$ 375.00            |
| 8  | Other Revenues                                     | \$ 6,150.00          | \$ 6,131.96          |
| 9  | Transfer from Reserve or DGR                       | \$ -                 | \$ -                 |
| 10 | Residential Accommodation                          | \$ -                 | \$ -                 |
| 11 | Farm Revenue (Ag and Farm Schools only)            | \$ -                 | \$ -                 |
| 12 | Camp School Fees (Camp Schools only)               | \$ -                 | \$ -                 |
|    | <b>Total Locally Raised Funds</b>                  | <b>\$ 64,459.81</b>  | <b>\$ 65,182.82</b>  |
|    | <b>Opening Balance</b>                             | <b>\$ 58,346.63</b>  | <b>\$ 58,346.63</b>  |
|    | <b>Student Centred Funding</b>                     | <b>\$ 154,696.89</b> | <b>\$ 154,696.89</b> |
|    | <b>Total Cash Funds Available</b>                  | <b>\$ 277,503.33</b> | <b>\$ 278,226.34</b> |
|    | <b>Total Salary Allocation</b>                     | <b>\$ -</b>          | <b>\$ -</b>          |
|    | <b>Total Funds Available</b>                       | <b>\$ 277,503.33</b> | <b>\$ 278,226.34</b> |

Locally Generated Revenue - Budget vs Actual

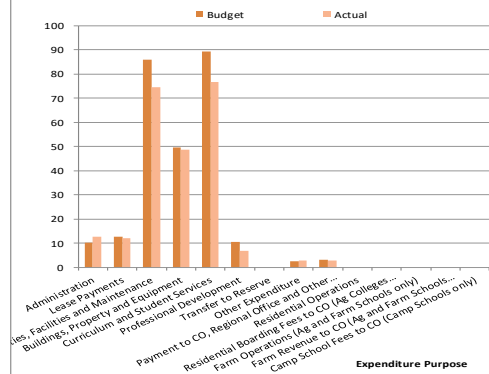


Current Year Actual Cash Sources



|    | Expenditure - Cash and Salary                      | Budget               | Actual               |
|----|--|----------------------|----------------------|
| 1  | Administration                                     | \$ 10,050.00         | \$ 12,690.55         |
| 2  | Lease Payments                                     | \$ 12,600.00         | \$ 12,109.36         |
| 3  | Utilities, Facilities and Maintenance              | \$ 85,700.00         | \$ 74,597.49         |
| 4  | Buildings, Property and Equipment                  | \$ 49,555.00         | \$ 48,694.07         |
| 5  | Curriculum and Student Services                    | \$ 89,262.90         | \$ 76,608.18         |
| 6  | Professional Development                           | \$ 10,500.00         | \$ 6,827.86          |
| 7  | Transfer to Reserve                                | \$ -                 | \$ -                 |
| 8  | Other Expenditure                                  | \$ 2,535.00          | \$ 2,797.12          |
| 9  | Payment to CO, Regional Office and Other Schools   | \$ 3,000.00          | \$ 2,665.00          |
| 10 | Residential Operations                             | \$ -                 | \$ -                 |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | \$ -                 | \$ -                 |
| 12 | Farm Operations (Ag and Farm Schools only)         | \$ -                 | \$ -                 |
| 13 | Farm Revenue to CO (Ag and Farm Schools only)      | \$ -                 | \$ -                 |
| 14 | Camp School Fees to CO (Camp Schools only)         | \$ -                 | \$ -                 |
|    | <b>Total Goods and Services Expenditure</b>        | <b>\$ 263,202.90</b> | <b>\$ 236,989.63</b> |
|    | <b>Total Forecast Salary Expenditure</b>           | <b>\$ -</b>          | <b>\$ -</b>          |
|    | <b>Total Expenditure</b>                           | <b>\$ 263,202.90</b> | <b>\$ 236,989.63</b> |
|    | <b>Cash Budget Variance</b>                        | <b>\$ 14,300.43</b>  |                      |

Goods and Services Expenditure - Budget vs Actual



Cash Position



|                              |                     |
|------------------------------|---------------------|
| <b>Cash Position as at:</b>  |                     |
| <b>Bank Balance</b>          | <b>\$ 91,040.71</b> |
| <b>Made up of:</b>           |                     |
| 1 General Fund Balance       | \$ 41,236.71        |
| 2 Deductible Gift Funds      | \$ -                |
| 3 Trust Funds                | \$ -                |
| 4 Asset Replacement Reserves | \$ 50,000.00        |
| 5 Suspense Accounts          | \$ 1,657.00         |
| 6 Cash Advances              | \$ -                |
| 7 Tax Position               | \$ (1,853.00)       |
| <b>Total Bank Balance</b>    | <b>\$ 91,040.71</b> |

## Analysis and Impact of evidence

### ALLOCATION OF RESOURCES

The creation of the 2021 Operational Plans were planned with a close alignment of resourcing to support school priorities. The school finance committee closely interrogated budget submissions to ensure planned budgets were allocated to support these plans. Current school resources were audited and organised to identify priority resourcing needs and Curriculum Leaders and Cost Centre managers were further supported to identify priority spending areas. Funds were distributed to support professional learning, distributed leadership, teacher relief as well as physical resources.

The school board were presented with financial data and updates on a regular basis with discussions focused around the percentages of Voluntary Contributions received and

strategies to try to increase this, the funding of school priorities and workforce planning and management practices.

### **STUDENT AND SCHOOL CHARACTERISTICS FUNDING**

2021 per student funding was enhanced with \$413,481 school characteristics funding in the form of an Enrolment Linked Base. This funding is allocated to small school to support the funding of school leadership and circumstances unique to small schools such as managing class allocations with small cohorts of students. At Springfield this money has continued to support smaller class sizes to ensure a maximum of 2 year levels in a composite class. Of the additional \$155,423.73, over two-thirds of this money is allocated through disability resourcing to support students with diagnosed disabilities, leaving limited funds allocated to other student characteristics such as English as an Additional Language or Dialect, Aboriginality, Educational Adjustments and Social Disadvantage. The limited money that was available was directed to support Tier 2 and 3 targeted intervention programs such as MiniLit and the MultiLit, Reading Tutor Program. Small class sizes also allow teaching staff greater opportunity to support these students.

### **Targeted Initiative Funding**

The school received Targeted initiative funding through the School State Funded Chaplaincy Program and this allowed for the employment of a Chaplain 1.5 days per week. This is a highly valued addition to our Student Services Team, offering individual and small group intervention as required. In 2021 the school identified a significant increase in anxiety and mental health concerns in students mainly attributed to family breakdown. Chaplaincy support was triaged and monitored through the Student Services Team. This vital support will continue into 2022.

The school received money through the Level 3 Classroom Teacher program which was utilised to support school improvement through a distributed leadership model. This funding also came with a proportion of funds for the Delivery of Mental Health Programs linking to the Level 3 Classroom Teacher role. This has supported the introduction of Be You, training and resources for whole school Social and Emotional Learning and up skilling of staff. Unfortunately the school's only Level 3 Classroom Teacher retired at the end of 2021 meaning this funding will no longer be available. A priority focus from 2022 onwards will be to support further staff who demonstrate the required curriculum leadership skills to apply and gain Level 3 classroom teacher status.

### **Teaching and Learning**

The school continued into its second year of accessing Leading Inspired Learning in the Early Years (LILEY). LILEY came with targeted initiative support to train a lead teacher and release time for Kindergarten to Year Two teachers to engage in a Professional Learning Community (PLC) termly, to improve practice.

The School was also successful in being selected to join Cohort 3 of the Centre of Excellence, Explicit Teaching in Literacy Program through Curtin University. Targeted initiative funding was received to support this program in Semester Two 2021 and Semester One of 2022. An Intern was trained to lead this program in the school and this funding has already supported improvements of practice which has shown measurable improvements to school level data in a short time frame.

A focus of staff in 2022 is to conduct action research to explore a balance between explicit teaching and play-based learning in the Early Years.

| Identified school priority                                | Progress against priority   | Planned actions  |
|---|---|--|
| Relevant and Engaging Learning Opportunities for Students | <ul style="list-style-type: none"> <li>• Whole School Implementation of PLD Phonics and Spelling with data and progress tracked termly and whole school Scope and Sequence document created</li> <li>• Numeracy block trialled and implemented across the whole school</li> <li>• Whole school approach to teaching writing utilising Seven Steps to Writing Success as a resource.</li> <li>• Multi-media approach to teaching and learning supported by mobile technology</li> <li>• Data is utilised to identify, support and track students at educational risk</li> <li>• Whole school approach to Social and Emotional Learning using You Can Do It! resources</li> </ul> | <ul style="list-style-type: none"> <li>• Embed daily review to support retention of literacy skills</li> <li>• Further refine numeracy block with a focus of explicit teaching and extension of skills and knowledge</li> <li>• Writing skills and genre scope and sequence to be developed</li> <li>• Further develop the bank of technology available across the school and unpack digital technologies scope and sequence</li> <li>• Continue to unpack and explore the Critical and Creative Thinking Strand of the WA Curriculum</li> </ul> |
| Motivated and Engaged Staff                               | <ul style="list-style-type: none"> <li>• All staff engage in regular, planned performance and development cycles</li> <li>• Collaboration is becoming embedded with effective PLCs in Phase of Learning Teams and Focus group Committees utilised to drive improvement</li> <li>• Effective leadership pathways created for aspiring staff through a distributed leadership model</li> <li>• Aspiring staff are supported with Professional Learning through the JLC Network Future Leaders program</li> <li>• LILEY and the Centre of Excellence, Explicit Teaching of Literacy accessed to support staff development</li> </ul>   | <ul style="list-style-type: none"> <li>• Further refine Performance and Development in line with school priorities</li> <li>• Support teachers with Peer Coaching in Focus Areas in 2022 through allocated release time for peer coaches</li> <li>• Utilise school resourcing on a cyclical basis to support leaders to be released for peer coaching and school improvement</li> </ul>  |
| Meaningful Community Relationships                        | <ul style="list-style-type: none"> <li>• Implementation of Communication Strategy</li> <li>• 2 and 3 way conferences held with all families yearly</li> <li>• Dedicated Transition to Kindergarten Program embedded</li> <li>• School board is inducted, trained and actively engages in monitoring school progress in line with the Statement of Expectations 2021-2024</li> <li>• Seesaw and Connect utilised as a window into the classroom</li> </ul>   | <ul style="list-style-type: none"> <li>• Extend Seesaw use across all classes K-6</li> <li>• Parent workshops to be offered to support whole school approaches</li> <li>• Continue to improve communication and feedback from classroom teachers to families</li> </ul>  |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>• OSHC provided on school site</li> <li>• The Aboriginal Cultural Standards Framework is unpacked and reflected on by staff to support improved practice</li> <li>• Aboriginal histories and cultures are taught, celebrated and more visible across the school</li> <li>• A team approach is utilised to support 'at risk' students and families, and works in partnership with outside agencies</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to unpack and improve practice in line with ACSF</li> <li>• Work with the community to celebrate the 50<sup>th</sup> anniversary of the school in 2022</li> </ul>   |
| Safe, Supportive, Sustainable Learning Environment | <ul style="list-style-type: none"> <li>• A strategic, planned approach has been in place to support improvements to the indoor and outdoor learning spaces.</li> <li>• \$15 million allocated for a planned rebuild of Springfield Primary School</li> <li>• A dedicated Specialist Block is up and running enhanced by a dedicated Science classroom</li> <li>• Play based learning has been supported by significant investments in resourcing</li> <li>• Dedicated flexible learning spaces have been created in each teaching block to support hands on, inquiry learning</li> </ul> | <ul style="list-style-type: none"> <li>• Work closely with the Department of Education to plan the rebuild to benefit the Kallaroo Community, with a focus on sustainable practices</li> <li>• Promote and encourage use of Yarning Circle as an outdoor classroom</li> <li>• Implement a whole school approach to positive behaviour and align behaviour expectations across the school</li> <li>• Engage in the City of Joondalup's Adopt a Bushland/Coastline Program</li> </ul> |