



ANNUAL REPORT 2022



Contents

Page 3	School Overview
Page 5	Relationships and Partnerships
Page 9	Learning Environment
Page 14	Leadership
Page 15	Use of Resources
Page 17	Teaching Quality
Page 22	Student Achievement and Progress
Page 24	Secondary School Destination Data



Educating the Children of Kallaroo for 50 Years

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, the school celebrated it's 50th Anniversary in 2022.



Springfield Primary School is the hub of a vibrant community and this was particularly evident with current and past staff and families coming together to celebrate 50 years of history. The event was celebrated by a whole school assembly, memorabilia displays in the library and an evening community event with food trucks, market stalls and performances.



Working Together Achieving More

School Overview

Student Numbers And Characteristics

Student Numbers (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(16)	50	32	26	31	35	18	29	237
Part Time	32								

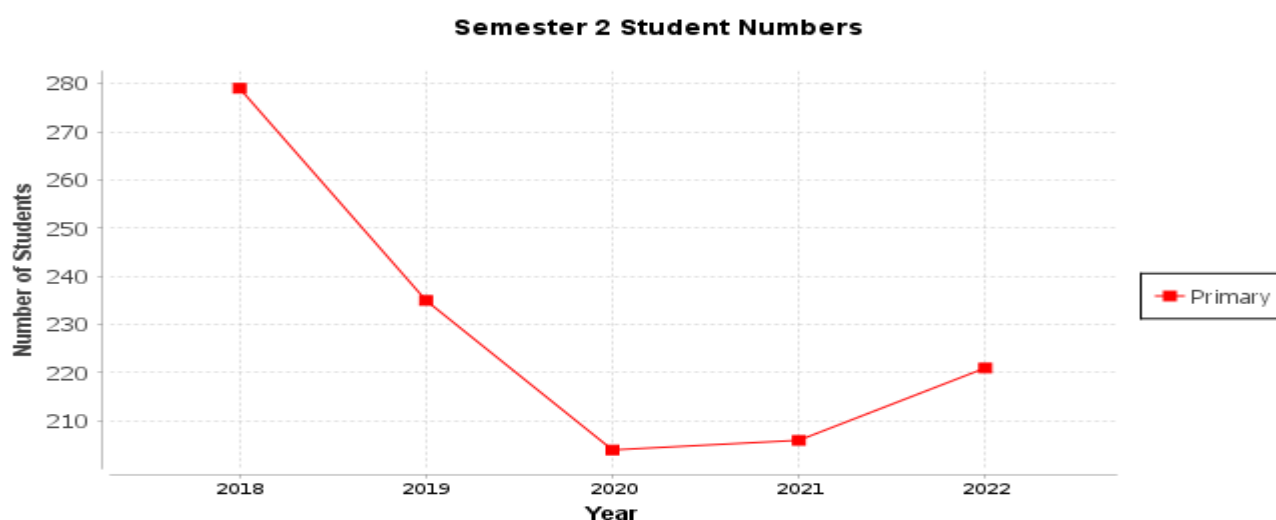
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	15	26	93		134
Female	17	24	78		119
Total	32	50	171		253

	Kin	PPR	Pri	Sec	Total
Aboriginal		2	4		6
Non-Aboriginal	32	48	167		247
Total	32	50	171		253

Enrolment Trends

Semester 2	2018	2019	2020	2021	2022
Primary (Excluding Kin)	279	235	204	206	221



After a significant decline in student numbers recent trends are demonstrating enrolment growth. Kallaroo is a desirable suburb close to the coast and numerous amenities and recent sub-division rule changes have led to some larger properties being redeveloped as small units. The initial impact of this on enrolments is beginning to flow through, although the school predicts lower numbers for 2023 with a predicted cohort of only 12 Year Six students. From 2024 onwards the school predicts a slow and steady increase in enrolments.



Working Together Achieving More

Relationships and Partnerships

Community Engagement

Springfield Primary School's motto is 'Working Together, Achieving More' and this is a continued area of focus for the school. Semester One 2022 saw a raft of COVID rules and restrictions which impacted our ability to meet and engage as a whole school community. Seesaw became a vital conduit between home and school to support learning from home and as a window into the classroom. Communication between home and school was vital during a period of rapidly changing conditions and communication processes established as part of our Communication Strategy, supported the school to keep open lines of communication during this tumultuous time.

The school was keen to re-establish the sense of community as soon as practicable and whole school assemblies and events were reintroduced with caution during 2022. After a successful whole of community event in late 2022 the school is keen to build upon this sense of community and will be working with the Parents and Citizens Association (P & C) to develop opportunities to bring the community together in 2023.

The school had developed a Community Relationships Operational Plan for 2022 and whilst COVID delayed some parts of this plan, many successful community events were possible.

Adopt a Bushland

Students in Years Four and Five were involved in the 'Adopt a Bushland' project, run by The City of Joondalup. This program is designed to raise awareness of the ecological values of local bushland and learn bushland management skills such as weeding and litter collection. The project involved a series of incursions and excursions building students skills and knowledge before having an opportunity to put their skills into practice in redeveloping two local areas of bushland. City of Joondalup, Deputy Mayor Ms Christine Hamilton-Prime extended her thanks in person to the students of Springfield.



Relationships and Partnerships

Pirate Day

Developing a sense of social responsibility is an important aspect of developing Ethical Understanding and empathy with children. At Springfield Primary School we identify opportunities to build this social responsibility into school events. In 2022 we participated in Pirate Day which is a day designed to build knowledge and understanding as well as raising vital funds for Childhood Brain Cancer. Whilst the day involved dressing up and a whole school assembly, some important learning was incorporated throughout the day.



Art Mural

Developing a lifelong love of reading and promoting effective reading habits is highly valued at Springfield Primary School and therefore we were delighted to work with artist Sioux Tempsett in an art workshop as part of Sioux's design for a large mural at Whitfords library. Having the library within walking distance of our school and being involved in this important work creates links between local families and the City of Joondalup Library Services.



Working Together Achieving More

Relationships and Partnerships

Scarecrows Across the Seasons

In 2022 our Year One students entered the 'Scarecrows Across The Seasons' competition at Perth Royal Show. Students across Western Australia created a scarecrow that showcased the plants and animals of our state in the different seasons. Springfield's entry 'Spring-Rose' was a wonderful representation of the Noongar season of Kambarang.



Parliament House

During Term Four the student leadership team had the opportunity to visit Parliament House as a culmination of their leadership journey. Caitlin Collins MLA, Member for Hillarys arranged this exciting opportunity and she hosted staff and students on a tour of Parliament House, a lunch and an opportunity to watch question time. Students were delighted to meet Premier Mark McGowan and gained valuable insights into the state's political system, past and present, during this visit.



Relationships and Partnerships

National School Opinion Surveys (NSOS)

The biennial NSOS was completed with parents, staff and students in Semester 2, 2021 and these survey results were closely analysed by staff and the school board leading to planned actions for the 2022 school year.

Based on feedback regarding communication it was identified that parents would like more information on themes and content taught in the classroom. This led to each class sending home a newsletter during the first week of each term, outlining concepts to be taught as well as information about upcoming events and class routines. Parent teacher interviews were held at the commencement of Term Three due to postponement in Term One because of COVID-19.

Lower ratings in behaviour is well managed at this school led to us exploring our agreed approaches at Springfield Primary School. A Behaviour and Social and Emotional Learning Operational Plan was developed and staff engaged in professional learning in Classroom Management Strategies, Positive Behaviour support and a set of expected behaviours and what these look like in different areas of the school was developed by staff. In 2023 we will be launching this document along with commencing a three-year partnership with Real Schools to develop a whole school culture of restorative practices.

The Surveys will be issued again in Semester Two 2023 and we will be looking to seek feedback on our planned improvements. We also plan to implement the Department of Education Quality Teaching Strategy, School Culture Surveys in Semester One 2023 and data from these surveys will be utilised by staff and the School Board in identifying key priorities for the 2024-2026 Business Plan.

School Board

There has been some renewal of the school board during 2022 with a new co-opted community member and three new parent members. Although induction and training was offered to these new members, being unable to meet face-to-face in Term One led to some disruption to processes. 2022 was the final year of tenure for three board members so to ensure the board will start 2023 in a strong position, nominations and voting took place in Term Four 2022. Board training will be offered by our Network of Schools 'The Joondalup Learning Community' in Term One and we encourage all new board members to undertake training.

With a big turnover of board members in 2022 and 2023 we will again unpack The Statement of Expectations to ensure the board has the knowledge to monitor the strategic direction of the school.

The board will support the school during 2023 in preparing the next strategic plan and preparing for the next public school review.



Learning Environment

- A Culturally Responsive Learning Environment

NAIDOC Week



Continuing to develop the students knowledge of Aboriginal and Torres Strait Islander Histories and Culture is a priority at Springfield Primary School and participating in NAIDOC Week builds on important in-class teaching. The children in our junior classes had the opportunity to participate in an extremely informative incursion presented by Indigenous Tours WA, with our older children participating in an incursion presented by the Water Corporation on uses of water in Aboriginal culture, later in the year.



The 2022 NAIDOC theme led to some important work by classes in developing a class pledge as well as writing own class versions of Acknowledgement of Country. Our 2022 NAIDOC Assembly which was held as a Yarning Circle gave us an opportunity to share the Pledges and Acknowledgements. This was a very moving ceremony and ignited further discussion and enthusiasm for our cultural responsiveness journey. This led to Indigenous Tours WA being invited back to present to all staff on our Term Four School Development Day to continue to build their skills and knowledge.

In 2023 the school plans to engage in Reconciliation Week as well as beginning to develop a Reconciliation Action Plan.



Learning Environment

Attendance

Business Plan Targets

Return the overall attendance rate to above the State and similar to Like Schools – Meeting in 2022

Reduce the percentage of Indicated At Risk category to below Like Schools – Meeting in 2022

Attendance Overall

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
2020	94.7%	94.4%	93.2%	83.5%	83.9%	77.6%	94.4%	94.2%	91.9%
2021	92.5%	93.4%	92.4%	79.9%	84.6%	76.8%	92.0%	93.2%	91.0%
2022	89.5%	89.2%	88.3%	78.6%	82.7%	69.5%	89.2%	89.1%	86.6%

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Student Type : All Students ▼

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	86.5%	7.7%	4.8%	1.0%
2021	74.5%	19.1%	5.4%	1.0%
2022	62.0%	26.7%	7.2%	4.1%
Like Schools 2022	55.9%	33.5%	8.9%	1.6%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

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School level data shows that our overall attendance rates dropped in 2022 to below 90%. This is attributed to significant disruptions to attendance caused by COVID-19 isolation rules in Semester One and an increase in travel by families once borders re-opened in Term Two.

Similarly the Indicated At Risk category also increased significantly, but is aligned with like schools and all WA Public Schools during this period. We will be monitoring for a return to similar attendance rates as before COVID in 2023.



Learning Environment

Behaviour and Engagement

Monitoring of behaviour data at Springfield identified that only one student across the whole school was suspended during 2022. This student was suspended on two occasions for a total of 3.5 days.

This student was monitored closely with an Individual Behaviour Management Plan and support through the student services team.

No. days	Type (Sub-Type)
2.0	4
1.5	0

However, observation and feedback from 2021 had identified on-going low-level behaviour from a number of students, in a number of classrooms, which effected classroom engagement. Transitions between lessons and activities both within the classroom and around the school were identified as an area of concern which impacted teaching and learning time. During 2022 we had a renewed focus on Positive Behaviour in Schools strategies with all classrooms creating class charters, appropriate behaviour choices recognised and rewarded, but most importantly target behaviours were broken down and children were taught explicitly what that looked like. Each term commenced with some focus behaviours with key staff watching and ‘catching them being good’ during the Springfield Bootcamp. This experience was enjoyed by students and staff alike and has led to significant decreases in low level behaviour. During 2022 staff worked together to evolve the Bootcamp approach and developed RISE points and behaviours. This will be launched in 2022 alongside our Restorative Practices journey.



Learning Environment

Students At Educational Risk (SAER)

Identification and monitoring of progress of SAER has continued to be refined and improved. Data collection has been streamlined with whole school approaches and standardised norm-referenced data being utilised as a component of identification, along-side teacher judgement. A clear referral process is included in the SAER Policy and staff collaboration is utilised to support identification.

Teachers continue to be supported to improve practice in identification, planning, monitoring and reporting processes and Tier 2 and Tier 3 Intervention strategies are funded as a school priority.

Regular Student Services Team meetings have led to better record keeping, triaging appropriate support between School Psychology Services and School Chaplain and improved prioritising of interventions.

Disability Resourcing

5 Students received disability resourcing funding during 2022:

Disability Level	Number of Students
Disability Level 1	1
Disability Level 2	1
Disability Level 3	3

A further 8 students were supported through an Educational Adjustment allocation of \$8,055.26. These are students identified through The Nationally Consistent Data Collection of Students with Disabilities (NCCD) and NAPLAN results as having an imputed disability or below benchmark NAPLAN achievement. This small amount of funding contributes towards the school provision of Minilit and the MultiLit Reading Tutor Program.



Learning Environment

Physical Environment

The school has focussed on improving the learning Environment in recent years. Close monitoring and reporting of faults and working closely with the Department of Education Capital Works and Maintenance Team has led to support in improving the school buildings both internally and externally during 2019 and 2020. This has led to an improvement of the physical learning environment across the school. The opportunity was also taken to reassess room allocation and the creation of three distinct learning teams of Kindergarten/Pre-primary, Year 1 – 3 and Year 4-6. This allowed for the creation of a Specialist Teaching Block which also incorporates a space leased by HOOSCI to provide Out of School Hours Care on the school site. This was a welcome addition by many families and has shown increased usage throughout 2022. Other empty classrooms in Teaching Blocks were developed into shared play and inquiry learning spaces for hands on learning. This has added an additional element to teaching programs in line with the Business Plan focus areas.

Early in 2021 a commitment was made by the State Government to provide a rebuild of Springfield Primary School. Significant increases in costing in the Building Industry has led to this project being deferred to Budget Review. The school is waiting for information on this process and does not yet have a timeline for this proceeding.

The junior playground equipment needs renewal and the school has requested that the P & C focus fundraising efforts in supporting the school to invest in upgrades in this area.



Leadership

School Vision and Priorities

The 2020 – 2022 Business Plan was aligned with the Department’s Strategic Plan and developed in consultation with the whole school community. Short, medium and long term goals were established and based on the long term goals, a renewed School Vision and purpose were developed by the staff and the school board. The vision statement is visible throughout the school and regularly referred to by staff and students as we work towards meeting this vision. The Department’s 2020-2024 Strategic Direction – Every Student, Every Classroom, Every Day is incorporated into decision making and actions on our improvement journey at Springfield Primary School.

Significant interruption to regular school routine in Semester One 2022, led to the Department of Education, giving schools leeway to postpone aspects of their strategic and operational plans for 12 months. The school was due to develop a new strategic plan in 2022 ready to start the 2023 school year. After consultation with the school board it was agreed to extend the current plan by 12 months and utilise 2023 for the development of the next business plan. Consultation with the staff, the school board and the school community will be used to develop the next strategic plan.

High expectations are in place for every student and data literacy is improving across the staff. Disciplined dialogue based on collected evidence ensures that we know numbers, names and needs to support the students of Springfield. School improvement has been significant with the majority of business plan targets being met as we move into the review stage of the plan.

Distributed Leadership Model

A priority in recent years has been to develop a distributed leadership model across the school with a focus on up-skilling and recruiting staff to support improved practice. Phase of learning Teams and collaborative planning are now embedded in school operations and these are supported with Focus Group Committees to lead school priorities and support implementation of operational plans.

During 2022 we continued our Future Leaders journey with a further group of three staff entering Cohort Two of the program and being offered a suite of Professional Learning to support leadership development by the JLC. They were each allocated a mentor from another school and liaised with school leadership to develop their skills in leading a change project, in line with school priorities. During 2022 staff who took on a leadership role were supported with additional release time from class to support their leadership development and to support the school improvement journey. Funds were set aside during 2020 and 2021 to support the additional staffing for 2022 to allow for lead teachers to be released from class. Priority areas for this support were in English, Maths and Classroom Management Strategies. The focus of the time was to develop teacher capacity and align practice across the school to improve student outcomes. Careful budgeting will allow this process to continue into 2023 with an additional focus on ICT and Digital Technologies.



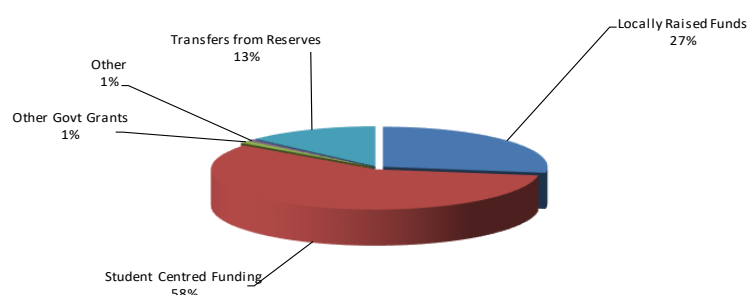
Use of Resources

Springfield Primary School

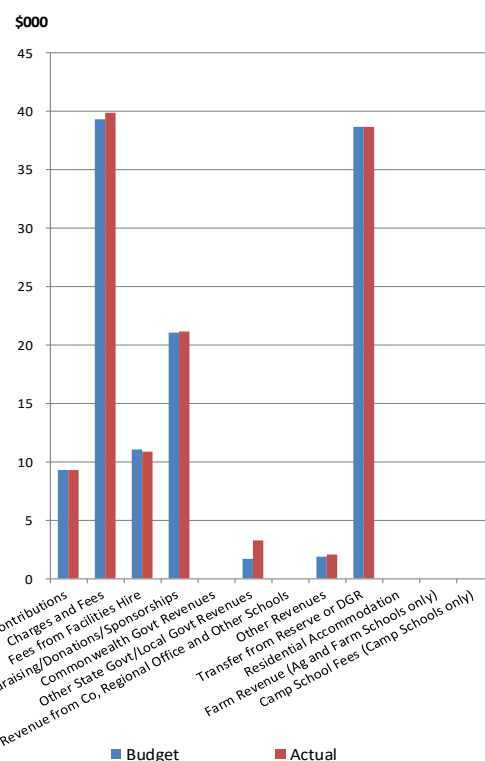
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,323.00	\$ 9,323.00
2	Charges and Fees	\$ 39,290.75	\$ 39,913.50
3	Fees from Facilities Hire	\$ 11,091.00	\$ 10,909.08
4	Fundraising/Donations/Sponsorships	\$ 21,102.18	\$ 21,168.74
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,650.00	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 1,878.25	\$ 2,020.35
9	Transfer from Reserve or DGR	\$ 38,650.00	\$ 38,650.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 122,985.18	\$ 125,284.67
	Opening Balance	\$ 41,236.71	\$ 41,236.71
	Student Centred Funding	\$ 171,450.99	\$ 171,450.99
	Total Cash Funds Available	\$ 335,672.88	\$ 337,972.37
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 335,672.88	\$ 337,972.37

Actual Year to Date by funding sources

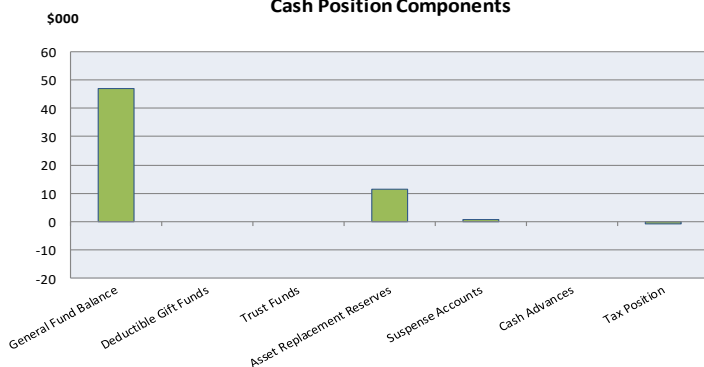


Locally Raised Revenue - Budget vs Actual

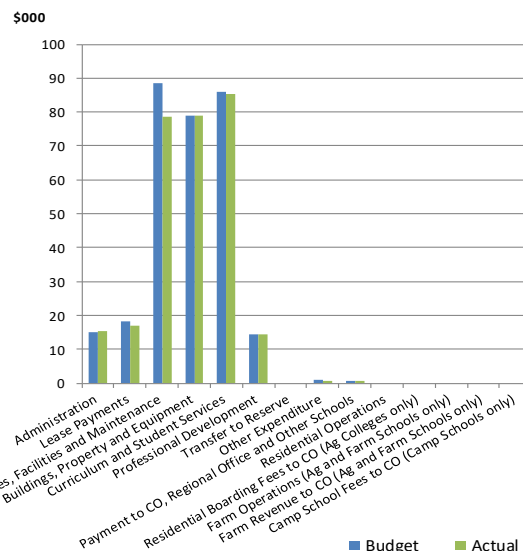


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 15,020.00	\$ 15,240.30
2	Lease Payments	\$ 18,300.00	\$ 17,072.96
3	Utilities, Facilities and Maintenance	\$ 88,631.00	\$ 78,609.91
4	Buildings, Property and Equipment	\$ 79,015.36	\$ 79,015.17
5	Curriculum and Student Services	\$ 86,034.12	\$ 85,282.90
6	Professional Development	\$ 14,500.00	\$ 14,316.05
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 900.00	\$ 831.97
9	Payment to CO, Regional Office and Other Schools	\$ 660.00	\$ 660.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 303,060.48	\$ 291,029.26
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 303,060.48	\$ 291,029.26
	Cash Budget Variance	\$ 32,612.40	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 58,179.11
Made up of:	
1 General Fund Balance	\$ 46,943.11
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 11,350.00
5 Suspense Accounts	\$ 602.00
6 Cash Advances	\$ -
7 Tax Position	\$ (716.00)
Total Bank Balance	\$ 58,179.11



Working Together Achieving More

Use of Resources

Allocation of Resources

The 2022 Operational Plans were created 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.

Workforce Planning

Current 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 2022 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 school year staff placements were adjusted to meet student needs and limit the number of part-time staff in each teaching and learning team. This better supported collaboration, moderation and continued school improvement. Continued work in this area has led to plans for the 2023 school year with only one class set up with a tandem teaching situation. Other part-time staff will be utilised in Specialist Roles or to release teachers for leadership time.

The pressure on staffing created by the number in Specialist Teachers who held permanent contracts greater than the required amount of specialist time required to provide industrial requirements of DOTT will ease for 2023 with a number of staff moving permanently to other schools. This has allowed us to realign our planning and reinstate an Art Specialist Teacher at Springfield Primary School for the 2023 school year.

Student and School Characteristics Funding

2022 per student funding was enhanced with \$409,974.73 school characteristics funding in the form of Enrolment Linked Base. This funding is allocated to small schools to support the funding of school leadership and circumstances unique to small schools. At Springfield this money has continued to support smaller class sizes, funding leadership and allied professional support staff for the school.



Teaching Quality

English

In 2022 the school concluded it's 12 month journey of professional learning and support through The Centre of Excellence Explicit Teaching of Literacy program. The whole school scope and sequence in Phonological Awareness, Phonics and Spelling moved from draft to full implementation and all classes incorporated daily reviews to support retention of this knowledge at the start of each lesson. Springfield's Intern carried out an observation and feedback cycle, watching each teacher's daily review, as part of the final component of this journey. 2023 will see a large turn over of staff and Term One 2023 will be utilised to assess their skills and knowledge in Daily Reviews, they will then be offered professional leaning and support to ensure sustainability of this whole school non-negotiable.

Our English improvement journey continued in 2022 with the unpacking of the Big Six in the teaching of Reading – Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Oral Language. Explicitly teaching vocabulary was a key focus area and Fluency will be the focus moving into 2023. During 2023 teaching staff will also continue this journey in exploring Literature Based Units in professional learning presented by West Coast Language Development Centre.

Students were encourage to continue regular home reading, with Home Night Reading Certificates continued to be presented in each classroom. The Premier's Reading Challenge was promoted in many ways and uptake was fantastic across all age groups.

The Scholastic Book fair was held early Term Three with excellent community support. Book Week was utilised to focus on the development of numeracy concepts through literature, with each class selecting a book to support the teaching of one of their key teaching foci for Term Three. This culminated in a book week door display competition. The calibre of entries was extremely high with judges awarding a winner from each phase of learning team, as they were unable to narrow it down to an overall winner. Feedback identified the breadth and depth of knowledge built in each classes identified numeracy concept was extremely enhanced through using literature.

Book Week culminated in the annual book week dress up parade and the assembly was enhanced with the staff leading an item on the Rainbow Serpent.



Teaching Quality

Mathematics

School improvement in Maths was driven by a continued focus on unpacking the proficiency strands in 2022. Think Mentals was purchased to enhance a whole school approach to fluency in mental maths. Professional learning in utilising the program was presented to all staff and it was trialled in all classes during the 2022 school year. This will continue to be rolled out into 2023 with the Westwood, One Minute Maths assessment being utilised to monitor impact of the program.

Back 2 Front Maths continues to be a key component of the teaching of Maths at Springfield Primary School. This program focuses on problem solving and extension through Hard Thinking Lessons and promotes retention of knowledge through interleaving of concepts through weekly planning. Further focus on Back 2 Front Maths Misconception assessments and the resources to address the misconceptions in classrooms will happen in 2023.

The Top Ten Maths Literature Library and supporting resources were purchased in 2023. These were initially utilised to support the Book Week Door Display competition but will be further unpacked with staff and promoted to support teaching in 2023.

Science

2022 saw the continuation of a Science Specialist Teacher. Each class from Pre-primary to Year Six had a 55 minute session each week with the specialist teacher. The time allocated to specialist teaching in Science has led to us creating a two-year rolling teaching program with Physics and Chemistry being taught by the specialist teacher in 2022 and Earth and Space Sciences and Biology being taught by classroom teachers. Inquiry Skills and Ethical Understanding are integrated through all Science strands and are incorporated into teacher judgements for reporting.

Science Week 2022 saw the students from Year Four to Six enter the JLC Science Week competition. STEM Challenges were created for each year group around the theme of Glass, More than Meets the Eye, and the children worked in teams to investigate and create an entry. Entries were judged at school with the top three entries competing against other schools at Belridge Secondary College during Science Week. We came away with third place in both Year Four and Year Five.



Student Achievement and Progress

NAPLAN

Numeracy

Proficiency Bands Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633								
7	530 - 581								
6	478 - 529	14%	18%	25%	17%	31%	31%	35%	31%
5	426 - 477	20%	25%	16%	24%	38%	23%	35%	30%
4	374 - 425	29%	31%	28%	30%	3%	7%	6%	9%
3	322 - 373	29%	18%	22%	20%	3%	2%	6%	2%
2	270 - 321	6%	7%	6%	7%				
1	Up to 269	3%	1%	3%	2%				

In Year Three Numeracy we have continued to improve on the number of children achieving in the top proficiency bands with a greater percentage than like schools in 2022. We also continue to have very few students below the minimum standard with the 3% identified in the above diagram being only one student.

Our 2022 Year Five cohort only consisted of seventeen students so these results need analysing with caution. We do though identify a continued focus of improvement being: more students achieving in the top proficiency bands. Although stable cohorts were not tracked in the 2022 data presented to schools, close analysis of the cohort by school staff identified that all students at or below National Minimum Standard in 2022 had been new to the school in 2021 or 2022. All but one of these students have since left the school. The other student arrived at the school with diagnosed learning difficulties and continues to be supported with an Individual Education Plan (IEP).

Reading

Proficiency Bands Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633								
7	530 - 581								
6	478 - 529	42%	38%	31%	35%	32%	30%	12%	29%
5	426 - 477	14%	23%	34%	23%	6%	16%	35%	17%
4	374 - 425	17%	21%	16%	23%	6%	5%	0%	6%
3	322 - 373	22%	9%	16%	11%	6%	2%	6%	3%
2	270 - 321	3%	7%	3%	6%				
1	Up to 269	3%	2%	0%	2%				



Student Achievement and Progress

NAPLAN

In Year Three Reading we had slightly less students achieving in the top proficiency band than in 2021 or compared to like schools. However if we look at the top two proficiency bands we have 65% of our students achieving in this range which is a fantastic achievement. We also do not have any students below the minimum standard. The school attributes this success to tier one teaching in the early years being aligned to the Science of Reading and the successful introduction of a tier two support program of MiniLit for those students not progressing as expected by the end of Pre-primary or during Year One.

Again the Year Five data needs viewing with caution, but similarly to Year Three although our percentage of students in the highest band is below like schools, if we analyse the top two bands then 47% of our students sit in this range. A focus across Year Three and Five will be to move more students from the second top band to the top band in coming years.

Writing

Proficiency Bands Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					9%	13%	18%	9%
7	530 - 581					20%	19%	18%	19%
6	478 - 529	22%	26%	15%	20%	34%	36%	35%	31%
5	426 - 477	22%	43%	27%	40%	26%	24%	6%	25%
4	374 - 425	42%	21%	33%	28%	9%	7%	12%	11%
3	322 - 373	11%	6%	15%	8%	3%	2%	12%	4%
2	270 - 321	3%	2%	6%	3%				
1	Up to 269	0%	1%	3%	1%				

Our Year Five Writing data continues to show a larger number of students in the top proficiency bands when compared to like schools and the school attributes this to the successful implementation of Seven Steps to Writing Success adding creativity to students writing. However analysis of the Year Three data and Grammar and Punctuation data has led to the school identifying the need to spend the 2023 school year assessing the processes being used to explicitly teach text structure and organisation in the early years as well as introducing a draft Grammar and Punctuation Scope and Sequence and gradually integrating taught grammar and punctuation concepts into daily review.



Student Achievement and Progress

NAPLAN

Proficiency Bands Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	22%	12%	15%
7	530 - 581					18%	22%	6%	21%
6	478 - 529	28%	40%	19%	36%	30%	25%	29%	28%
5	426 - 477	28%	25%	22%	21%	27%	20%	41%	25%
4	374 - 425	17%	19%	34%	21%	9%	7%	12%	9%
3	322 - 373	17%	9%	16%	12%	3%	3%	0%	3%
2	270 - 321	8%	4%	9%	6%				
1	Up to 269	3%	3%	0%	3%				

Proficiency Bands Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	23%	6%	16%
7	530 - 581					42%	29%	29%	26%
6	478 - 529	22%	33%	25%	28%	24%	25%	35%	26%
5	426 - 477	19%	25%	25%	27%	21%	15%	12%	20%
4	374 - 425	31%	20%	25%	23%	6%	6%	6%	9%
3	322 - 373	19%	13%	19%	12%	6%	2%	12%	3%
2	270 - 321	6%	5%	6%	6%				
1	Up to 269	3%	3%	0%	3%				

Year Three spelling data shows 75% of students in bands 4-6. This is similar than like schools and over 2021 and 2022 we can see the positive impact Promoting Literacy Development (PLD) has had on student spelling. In Year 5 the bulk of students sit in bands 6 and 7 and we are not yet similar to like schools in the top band. The school will be monitoring this closely in coming years as 2023 sees the fifth year of this programs implementation. At the commencement of this journey in 2019 placement testing identified big gaps in students knowledge and with phonics and spelling knowledge being cumulative, work was focussed on filling gaps arising from no whole school scope and sequence previously being in place. 2023 will see students tested who commenced PLD in Year One, 2024 Pre-primary and by 2025 the Year Five students will have commenced this program at the start of their schooling in Kindergarten. Year Five data in coming years will assist us to assess the effectiveness of this program in meeting the needs of students at Springfield Primary School.



Student Achievement and Progress

Business Plan Target Review

Writing

Reduce the percentage of students achieving at or below the scale score of 199 to less than the state in On-entry Writing Assessment.

With changes to how On-entry is reported since writing this target we are now looking at the percentage of students in the bottom 20% to less than schools with a comparative ICSEA decile.

2022 Springfield Primary School 5% Comparative ICSEA Decile Schools 8%

Target Met

Increase the percentage of Year 3 students achieving Band 6 or above in writing to be above state and similar to like schools.

2022 Springfield 15% Like Schools 20%

Target Not Met

Increase the percentage of Year 5 students achieving Band 8 or above in NAPLAN Writing to be above state and similar to like schools.

2022 Springfield 18% Like Schools 9%

Target Met

Sustain the current trend of no students from the stable cohort making very low progress between Year 3 and Year 5 writing.

No data available due to 2019 cancellation of NAPLAN due to COVID-19.

Reading

Increase the percentage of the stable cohort of Year 3 students making high or very high progress from On-entry Reading assessment to Year 3 NAPLAN reading.

2019 23.3%

2022 47.8%

Target Met

Reduce the percentage of Year 3 students achieving at or below the National Minimum Standard to less than like schools.

Springfield 3.1% Like schools 8%

Target Met

Increase the percentage of Year 5 students in Band 8 or above in NAPLAN reading to be above state and similar to like schools.

Springfield 17.6% Like Schools 14.4%

Target Met

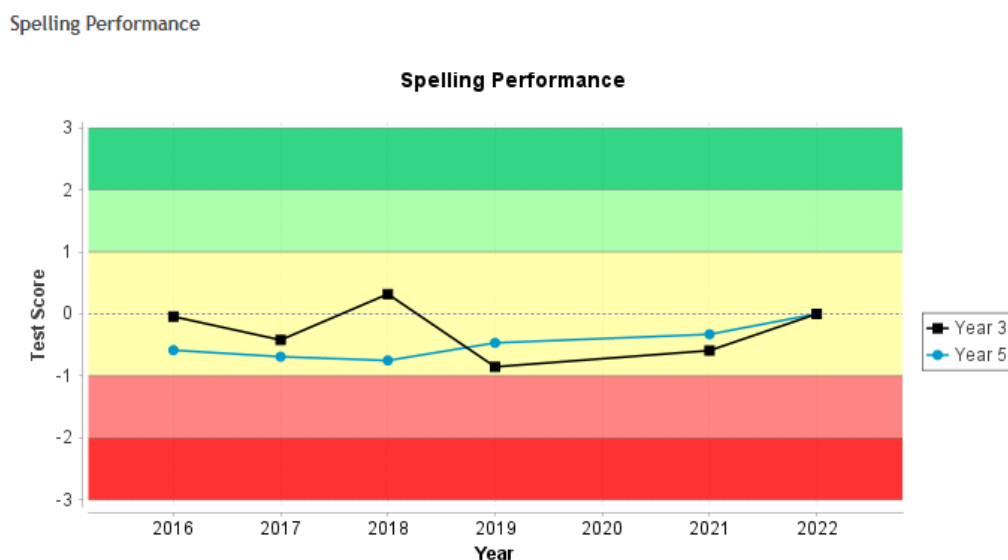


Student Achievement and Progress

Business Plan Target Review

Spelling

Arrest and then reverse the downward trend line of achievement in NAPLAN Spelling, in both Year 3 and Year 5.



Target Met

Maths

Increase the percentage of the stable cohort of Year 3 students making high or very high progress from On-entry Numeracy assessment to Year 3 NAPLAN Numeracy.

2019 36.7%

2022 43.4%

Target Met

Increase the percentage of Year 3 students achieving Band 6 or above in NAPLAN Numeracy to be above state and similar to like schools.

Springfield 25% Like Schools 16.8%

Target Met

Increase the percentage of Year 5 students achieving Band 7 or above in NAPLAN Numeracy to be above state and similar to like schools.

Springfield 17.7% Like Schools 27.8%

Target Not Met



Working Together Achieving More

Secondary School Destination Data

Secondary School Destination	
Belridge Secondary College	15
Duncraig Senior High School	6
Ocean Reef Senior High School	2
Woodvale Secondary College	1
Carine Senior High School	1
St Mark's Anglican Community School	2
Lake Joondalup Baptist College	1
Peter Moyes	1

In previous years student secondary destinations have been very broad and spread across a number of schools, with a large number entering the private setting. Although this continues to be the case, for 2023 we have a cohort bigger than 10 moving to Belridge Secondary College meaning that we can explore progress between Year 5 and Year 7 NAPLAN data more effectively, and will do this closely in 2023 as we develop targets for the next strategic plan.

