



SPENCER PARK PRIMARY SCHOOL

2017 SCHOOL ANNUAL REPORT

INTRODUCTION

The information contained in this annual report is a summary of information and data collected throughout 2017. A much larger report containing all of the data related to school performance for this school year, prepared prior to the schools' annual review, is used by the School Board and by staff to determine current needs and future planning priorities. This report is available to parents and interested people upon request.

Our School Business Plan and School Development Plan are also important documents when it comes to understanding school performance as these are a response to staff and School Board analysis of the data that has been collected.

PRINCIPAL'S PERSPECTIVE

2017 has been a year of transition with the appointment of a new principal and the permanent appointment of the school's existing deputy. Despite the change process a continued focus has been maintained in implementing an explicit teaching model based on the ideas of **John Fleming**. This work is a concerted effort to improve our effectiveness as teachers and lift the performance of our students beyond the kind of performance we have achieved in the past. This approach has a philosophy that "Every child matters every day" and that "All students can be high achievers". From a teaching perspective the main strategies involve the following:

- Intensive teaching of synthetic phonics and the alphabet code in the early years in a way that is about teaching all children to read by 6 years of age.
- A gradual release program structure that sees students involved in three set phases "I do" where the teacher explicitly teaches, "We do", where the students together practise skills and "You do" where students demonstrate individually their understanding of what they have learnt.
- Daily "warm up" sessions in both literacy and numeracy sessions, where students are involved in repetitive activities aimed at consolidating their understandings from short term to long term memory.
- The use of evidence based programs to support a teacher's learning program.
- Being more prescriptive and coordinated when it comes to the kind of teaching and curriculum that takes place at our school.
- Continued high expectations of students.

The following activity has taken place this year to support this focus:

- This year our School Leadership conducted **lesson observations** as part of the **performance management** process. The focus of these observations was on the math & literacy block and the way this was being implemented in each classroom. Teachers have also been encouraged to observe each other as a way of further developing their skills when it comes to explicit teaching and the Fleming approach.
- A focus on the **Math** and the developing of a scope and sequence document that provides staff with a detailed coverage of curriculum has commenced. An investigation of both **Origo** and **Yumi** math programs occurred throughout the year to provide curriculum support and pedagogy approaches. Linking of these two programs with the explicit teaching model has commenced.
- A continued focus on **Writing** has occurred this year with some professional learning in the '**7 Steps to Writing Success**' model.
- The **Spelling Mastery** program has again been implemented successfully in Years 1 and 2.
- **Collaborative** timetabling between teachers of similar year levels has encompassed a greater range of activity with more synchronised timetables allowing better opportunity for cross grouping and setting across the school. Establishment of Targets, Handwriting Guidelines, HASS planning tools and NQS assessments have been some of the areas covered in these sessions.
- **MiniLit**, a small group remedial intervention for younger students was implemented successfully for a small group of students in year PP/1.

School Performance information continues to be very positive:

- In terms of our NAPLAN results, the Year 3 group increased the number of areas where the average score was significantly above expectation (more than 1 standard deviation) from 2 in 2015 to 3 this year (Reading, Spelling, Grammar and Punctuation). Pleasingly, the average Writing score was also 0.9

standard deviations above expectation. In Year 5, Spelling was also significantly above expectation similar to 2015 and all other areas were at expected levels.

- Over 90% of our students were at or above the National Minimum Standard. As well as this we have a trends being established of having more students in the top 20% and less in the bottom 20% of NAPLAN scores.
- We exceeded our targets for the average NAPLAN score in each area tested in each year level.
- On average our most at risk literacy learners also advanced at levels far greater than the benchmarks we set as acceptable for these students.

For 2018 and into the future it is important that we maintain the momentum in ensuring that all staff have the skills they need to teach explicitly and that we have as many teachers as possible that, **if needed, could effectively and emphatically demonstrate their skills to others**. This needs to continue in a variety of learning areas with a particular focus on Math.

Directions for the future and areas for improvement;

- **Daily Writing** has been well adopted and implemented across the school. It is expected that our focus on **Writing** will continue particularly with focus on elements of the '7 Steps to Writing Success' in years 3 to 6.
- Our performance in the **Maths** area, whilst at expected levels, is not resulting in enough students being extended in their mathematical abilities. As highlighted above two options have been adopted and integration of these along with explicit teaching will occur.
- Continue to further develop **collaborative processes** between teachers of similar year levels. Provision of focus areas and administration involvement.
- **Classroom observation** as a part of the performance management process will continue in 2018 with an approach that targets the development priorities that have been identified as part of the process in 2017.
- Planned visit from John Fleming from Haileybury (May 2018) with a focus on Math and Education Assistant professional learning.
- Implementation of a **HASS** planning proforma to integrate all areas of this learning area has been adopted by the curriculum committee to share and develop with staff throughout 2018.
- Upskilling of Education Assistants in relation to the provision of quality teaching and learning programs has been an area of focus throughout 2017 and will continue into 2018. Professional learning and stating classroom expectations as been two elements of this focus.

Overall the **attendance** this year has improved with an increase in the regular attendance and a decrease in the indicated percentages. The moderate and severe percentages have remained the same as previous years, but continued efforts in addressing these students have been implemented.

This snapshot of attendance taken in semester 1 shows that in 2017 there was an increase in the percentage of children attending 90% - 6% of students have moved from the 80 - 89% category into the regular category. The percentage attending in the lowest categories has stayed quite stable over time.

	At Risk (Severe) 0 – 59%	At Risk (Moderate) 60 – 79%	At Risk (Indicated) 80 – 89%	Regular 90 – 100%
2013	2%	8%	11%	79%
2014	2%	7%	17%	75%
2015	1%	7%	14%	78%
2016	2%	7%	20%	71%
2017	2%	7%	14%	77%

The area of **behaviour management** had mixed results with fewer numbers of time outs than compared to Sem. 1 2016. There was, however, an increase in both the number of students suspended and a large increase in the number of days given out for suspension. A continued focus on values and a firm line with aggressive/non-compliant behaviour has been adopted throughout 2017 and will continue in 2018.

Our **School Business Plan** 2016 -2018 also contains actions that will need to be considered in terms of planning for 2017.

TARGETS

Each year our planning contains specific targets. These are designed to assist us in evaluating the performance of our school on a yearly basis. In particular they also enable assessment of our progress in relation to meeting school improvement targets. The following information reports the extent to which we met these targets in 2017.

Targets set in our School Plan and fully achieved in 2017:

- On average, 85% of all students to be at or above the NAPLAN National Minimum Standard in all areas. (94%)
- All students on green files to improve by an average of 7 months, according to their annual standardised testing. (Neale Analysis Reading Accuracy: 12.3 months, Reading Comprehension: 7.9 months; SA Spelling: 12 months)
- Year 3 Average NAPLAN Score to be at or better than 375. (394)
- Year 5 Average NAPLAN Score to be at or better than 460. (479)
- On average, 30% of all students to be above the NAPLAN National Average in all areas. (40%)
- All K/P teachers to explicitly teach phonemic awareness and synthetic phonics as a basis for achieving the aim of having all students read by age 6.
- All primary classrooms to be involved in a Friday test period to be conducted after assembly each week as per the policy developed in 2015. (Achieved)
- All teachers to be participating in a Collaborative Group, and meet weekly, to share planning and preparation.
- Every student to be actively engaged in a class program consistent with the key elements of the Fleming Explicit Teaching model.
- By the end of the year facilitate a visit from John Fleming – May 2018.
- By end of 2016 review the Literacy Block format to ensure that it is reflective of current practice.
- By end of 2016 develop an editing checklist for written expression.
- All teachers to implement the Numeracy Block format as per structure developed in 2015.
- All teachers to participate in class teaching observation as part of the performance management process.
- By end of the year all teachers to be familiar with the new Humanities and Social Science curriculum ready for implementation in 2017.
- Continue to refine and develop the school's literacy scope and sequence.
- To maintain and improve upon our average attendance (92%) for all students. (92.2%)
- The percentage of Aboriginal students in the regular (90 – 100%) category will be better than 55%. (62%: Semester 1, 2017)
- The percentage of all students in the regular category (90 – 100%) will be better than 75%. (Semester 1: 77%)

Targets not yet met or to be assessed later in the year when all of the information becomes available:

- All children involved in NAPLAN in 2016 to paragraph their written expression assessment.
- By end of pre-primary, 90% of all students to be able to identify the correct phoneme for each of the 26 letters of the alphabet.
- To maintain and improve upon our average attendance for Aboriginal students (87%). (Semester 1: 85%)
- Throughout the year publish (weekly) the best pieces of writing throughout the school.

HIGHLIGHTS AND DEVELOPMENTS

INTERSCHOOL SPELLING CHAMPIONSHIP SUCCESS

Our representative Year 5/6 students, participating in 2 teams of 3 students, finished first and second at this event. This is the fourth time that we have won this competition in the 10 years that it has been running. Our Year 3/4 team also came first and fourth in their respective event. As a result we will again host this event in 2018. This is a measure of the strength of our spelling program.

BASKETBALL COURT UPGRADED

New basketball poles and backboards were installed this year, helping to eliminate the appearance and safety of the courts. Netball poles also received and upgrade.

NATURE PLAYGROUND

Three new nature-based playgrounds were placed within the school grounds throughout 2017. These provided students with a variety of areas to play and engaged them with a variety of motor skills and social play opportunities.

EAGLES CUP

Our Yr 5/6 Eagles Cup Football team won the B Division competition. This was a wonderful achievement as the team had experienced limited success in previous years. The school also engaged an Aboriginal parent to voluntarily coach the team throughout the year.

SCHOOL PERFORMANCE

The school's 2017 NAPLAN results were again very positive with all areas at or above expected performance. This year, four areas out of the 10 assessed in both year levels were above expected. Many of our key NAPLAN targets were met or exceeded. Longitudinally, results continue to trend upwards in most areas apart from Yr 3 numeracy.

Those students identified as being at risk in terms of their literacy development (Green File) also performed extraordinarily well making great progress since they were tested in 2015.

EXPLICIT TEACHING FOCUS

This approach has continued to be a successful and highly productive school focus. Adjustments have been made throughout the year to improve and consolidate this approach, particularly in the area of numeracy. A visit from John Fleming was postponed until 2018 to provide staff with more time to implement numeracy strategies. Classroom observation, further professional learning throughout the year along with the implementation of a range of initiatives has ensured that our momentum has been maintained.

VEGETABLE GARDEN

Continued progress on the vegetable garden was undertaken, with adjustments to the original plan implemented. Creation of large garden beds, plantings of several fruit trees and renewal of the garden beds were all undertaken.

SCIENCE CLASSROOM FUNDING

The school was one of only two schools in the Albany area to be allocated funding for the refurbishment of a science room and purchasing of new materials. The work will commence in early 2018 and provide students with a wonderful new facility.

3 YEAR OLD PROGRAM

A new program was commenced this year for our pre-kindergarten students (3 Year Olds). The program provides 3 year olds with an opportunity to come along with a parent for a 1 ½ session a week. The parents and students meet in the kindergarten to familiarise themselves with the surroundings, meet the staff and participate in school readiness activities. The Child and Parent Centre partner with the school to provide the program.

SPECIAL PROGRAMS

Spencer Park Primary School featured a number of special programs throughout 2017; many of these are ongoing from year to year and add value to the overall scope of the curriculum offered at our school.

- **Physical Education** – All year levels are involved in a Physical Education program managed by a specialist Physical Education teacher.
- **Music** – All year levels are involved in a Music program conducted by a specialist Music teacher. A feature of this is a choir program involving some 50 of our year 3 to year 6 students. Students in years 5 and 6 also have access to the Department of Education's Instrumental Music Program. Students at our school can choose between clarinet, flute, guitar or brass instruments if they are selected to be part of this program. Five positions are allocated for each instrument at each year level.
- **Learning Difficulties Program** – Children with learning difficulties are identified at the end of year 1 and are then involved in a program that includes the provision of an individual education plan, as well as quite detailed and regular monitoring of their progress throughout their primary years of schooling or until they are able to safely exit this program.
- **Talented and Gifted** - Funds are set aside each year to provide small group specialised programs for our talented and gifted students.
- **School Chaplaincy** – The school employs a School Chaplain to provide additional support in the area of Pastoral Care.
- **Student Services** – The school provides a thorough process of identification, monitoring and provision for students with special educational needs. This includes the work of the School Psychologist, Deputy Principal, Chaplain and other specialized health services.

LITERACY AND NUMERACY DATA SUMMARY

The following information is based on the results of the NAPLAN testing carried out on students in year 3 and 5 in the first half of 2017. This data relates to the National Minimum Standard (NMS), the minimum expected performance for students in these year levels and the National Mean.

Spelling

Year 3 100% of students at or above the NMS
46% of students above the National Mean
Year 5 97% of students at or above the NMS
53% of students above the National Mean

Reading

Year 3 89% of students at or above the NMS
35% of students above the National Mean
Year 5 100% of students at or above the NMS
51% of students above the National Mean

Writing

Year 3 100% of students at or above the NMS
54% of students above the National Mean
Year 5 89% of students at or above the NMS
54% of students above the National Mean

Language Conventions (Grammar and Punctuation)

Year 3 95% of students at or above the NMS
27% above the National Mean
Year 5 92% of students at or above the NMS
41% of students above the National Mean

Maths

Year 3 92% of students at or above the NMS
19% of students above the National Mean
Year 5 89% of students at or above the NMS
22% of students above the National Mean

COMPARISONS 2009 – 2017

Average Percentage of students at or above the National Minimum Standard

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Reading	88	84	85	88	93	88	96	90	89
Writing	91	87	84	92	85	90	91	92	100
Spelling	94	84	83	77	85	86	96	94	100
Maths	90	90	92	90	85	92	94	96	92
L/Conventions	84	87	84	80	92	84	92	89	95
School Average	89	86	86	85	88	88	94	92	94

Percentage of Students at or above the National Mean

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Reading	26	31	32	33	30	35	35	43	43
Writing	39	23	21	26	31	42	24	37	54
Spelling	24	20	27	25	23	33	22	26	50
Maths	27	31	30	29	39	38	38	43	20
L/Conventions	32	36	29	23	22	35	36	40	34
School Average	29	28	28	28	29	37	31	38	40

NAPLAN Comparative Performance Summary

NAPLAN Comparative Performance for Year 3

Year 3	Performance						Students					
	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
Numeracy	0.4	-0.1	0.8	0.4	0.3	-0.7	42	48	49	36	45	36
Reading	0.8	-0.2	1.3	1.1	1.2	0.9	42	49	49	36	45	37
Writing	-0.2	0.5	0.6	-0.4	0.9	1.5	42	49	50	36	45	37
Spelling	-0.5	-0.1	0.7	0.5	2.0	1.4	43	49	50	36	45	37
Grammar & Punctuation	0.2	0.1	0.7	1.3	1.5	1.0	43	49	50	36	45	37

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

NAPLAN Comparative Performance for Year 5

Year 5	Performance						Students					
	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
Numeracy	-0.4	0.2	-0.4	-0.4	-0.5	0.2	38	34	38	42	39	35
Reading	-0.4	1.4	0.2	0.3	0.3	0.9	38	35	39	44	40	35
Writing	0.4	0.5	0.5	-0.2	-0.3	1.6	38	35	39	44	39	35
Spelling	0.1	0.3	1.3	2.4	1.0	1.5	38	33	39	44	40	36
Grammar & Punctuation	-0.7	0.3	-0.6	0.7	0.5	-0.2	38	33	39	44	40	36

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

PARENT SATISFACTION SURVEY

In 2016 surveys were distributed on Open Night and as a result a much higher number (70) were returned than the previous year. As a result, the data collected was of a better quality, statistically, than the previous year.

Considerable data and information can be generated and displayed as a result of collecting the surveys. This full range of data available is analysed by our School Board and by staff. This information and analysis is available on request.

Given the limited space set aside for this report an overall summary of the data collected is provided in the graph below. Any score above 4 is a positive affirmation of the item surveyed.

***From 2017 the parent survey will be conducted biannually rather than annually.*

Rating Score

Strongly agree 5

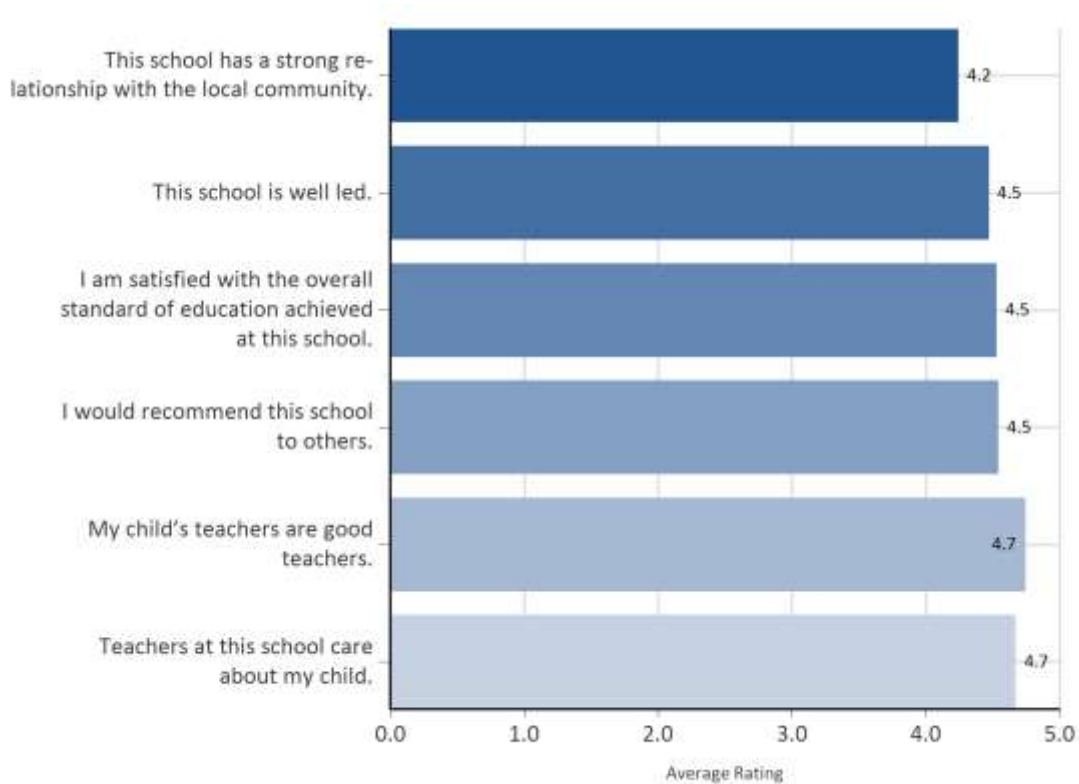
Agree 4

Neither agree nor disagree 3

Disagree 2

Strongly disagree 1

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SCHOOL BOARD REPORT

2017 Annual Report

The Spencer Park Primary School (SPPS) Board members for 2017 were Carrie Beeck (Chairperson), Jeremy Hadlow (Principal), Carl Luscombe and Jenny Kightly (School Representatives), Mrs Michelle Gray, Mr Jem Ruggera, Mrs Linda Taylor (Parent Representatives), Mrs Eileen Wheeler (Business / Community Representatives) and Robyn Clements (Secretary).

The School Board was formed in 2013 after SPPS became an Independent Public School (IPS).

The School Board accepted and endorsed the 2016 SPPS Annual Budget, and reviewed both the SPPS Finance Report for 2017 and the Proposed Budget for 2018. The Board approved the Voluntary Contributions and Charges as well as the equipment list for 2018. The School Development Plan for 2018 was discussed, reviewed and endorsed.

Areas of how the Board functions were discussed including:

- Delivery and Performance Agreement
- Constitution
- Code of Conduct
- Self-Assessment

The School Board supported the implementation of the THREE (Together Helping Raise Early Education) Program, which started in term 2 of this year. This was a new initiative for SPPS in 2017 and was established to promote future student growth for the school and early intervention programs.

The Board has once again continued to support the use of the National Assessment Program Literacy and Numeracy (NAPLAN) testing to assess and monitor the progress of our children's education standards. We also evaluated the 2017 NAPLAN results and student performance and school targets. The Board also discussed the implementation of the NAPLAN Online initiative, which SPPS took part in throughout the year.

Other issues discussed were the Target documents for parents, Scripture lessons for 2018-9, New Playgrounds, Class Structures, Staffing changes, School promotion and School Values.

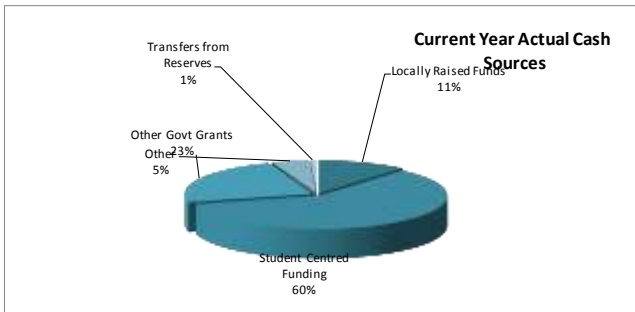
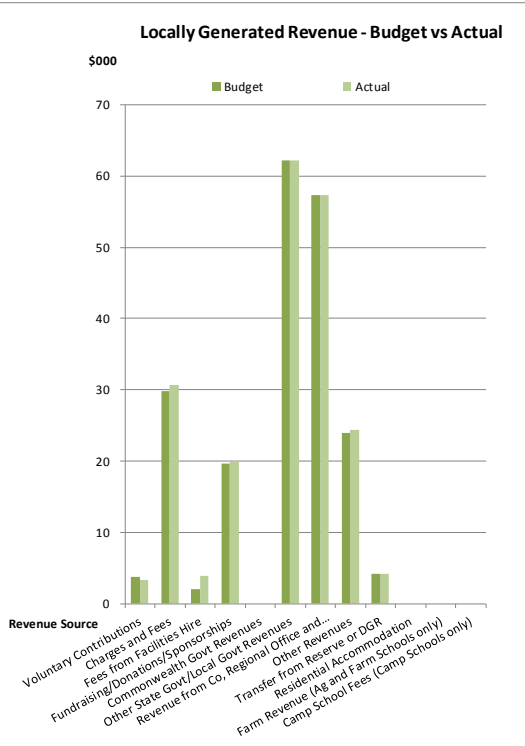
We thank the staff of SPPS for their contribution, enthusiasm and commitment to the education of our children and look forward to 2018 and the challenges the year may bring.

Spencer Park PS School Board

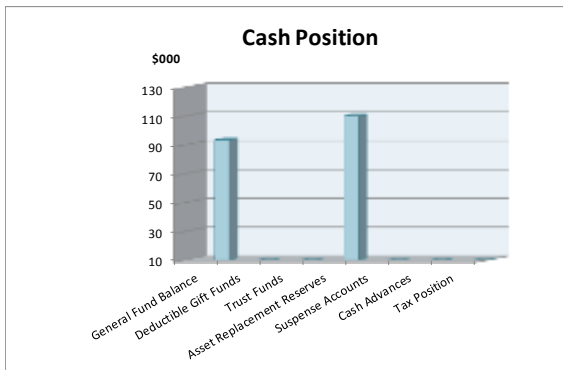
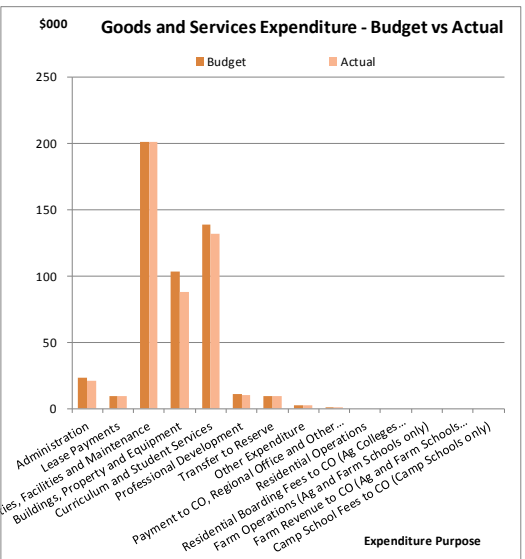


Spencer Park Primary School Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 3,738.00	\$ 3,269.17
2 Charges and Fees	\$ 29,856.00	\$ 30,689.47
3 Fees from Facilities Hire	\$ 2,000.00	\$ 3,885.90
4 Fundraising/Donations/Sponsorships	\$ 19,680.00	\$ 19,898.58
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 62,250.00	\$ 62,250.00
7 Revenue from Co, Regional Office and Other Schools	\$ 57,340.00	\$ 57,310.00
8 Other Revenues	\$ 23,923.00	\$ 24,446.24
9 Transfer from Reserve or DGR	\$ 4,138.00	\$ 4,138.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 202,925.00	\$ 205,887.36
Opening Balance	\$ 55,327.00	\$ 55,327.73
Student Centred Funding	\$ 303,794.00	\$ 303,794.19
Total Cash Funds Available	\$ 562,046.00	\$ 565,009.28
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 562,046.00	\$ 565,009.28



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 23,018.00	\$ 20,600.95
2 Lease Payments	\$ 9,094.00	\$ 9,094.94
3 Utilities, Facilities and Maintenance	\$ 200,676.00	\$ 200,497.16
4 Buildings, Property and Equipment	\$ 102,753.00	\$ 87,532.72
5 Curriculum and Student Services	\$ 138,572.00	\$ 131,566.27
6 Professional Development	\$ 10,549.00	\$ 9,751.53
7 Transfer to Reserve	\$ 9,000.00	\$ 9,000.00
8 Other Expenditure	\$ 2,456.00	\$ 2,583.10
9 Payment to CO, Regional Office and Other Schools	\$ 940.00	\$ 940.00
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	\$ 497,058.00	\$ 471,566.67
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 497,058.00	\$ 471,566.67
Cash Budget Variance	\$ 64,988.00	



Cash Position as at:	
Bank Balance	\$ 203,038.26
Made up of:	\$ -
1 General Fund Balance	\$ 93,442.61
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 110,083.72
5 Suspense Accounts	\$ 1,430.93
6 Cash Advances	\$ -
7 Tax Position	-\$ 1,919.00
Total Bank Balance	\$ 203,038.26

2017 Annual Report Endorsement.

This report has been verified and endorsed by:

Jeremy Hadlow Principal

A handwritten signature in black ink, appearing to read 'N. Milligan', written over a horizontal line.

Neil Milligan Regional Area Director

Carrie Beeck School Board Chair

A handwritten signature in black ink, appearing to read 'Carrie Beeck', written over a horizontal line.