



# Annual Report 2018



A key to the future

# OUR VISION



To develop the students' academic, social and physical skills so that they may develop a balanced attitude toward life and participate as a responsible member of society.

## WELCOME ALL

It is with pride that we present the 2018 Annual School Report which highlights the progress and achievements of Spearwood Primary School in the second year of its Business Plan 2017 – 2019.

Primarily the focus for this year has been on consolidation of the Business Plan's core strategies using the performance indicators as markers towards achieving the key objectives in 2019.

The four foci for the Business Plan are:

- High expectations of success for every student in the school
- High quality teaching with a focus on best possible teaching practices
- Strong and empowered leadership and
- Strong governance and support

Ensuring high expectations of success for every Spearwood Primary School student was enhanced with several celebratory initiatives including the termly Brilliant Kids Morning Tea, the various certificates awarded for great work, behaviour and attendance as well as the weekly 'pink' tickets raffle draw at each Monday morning assembly.

The values of Care and Compassion - Doing Your Best - Fair Go - Freedom - Honesty and Trustworthiness - Integrity - Respect - Responsibility and Understanding Tolerance and Inclusion were frequently discussed and unpacked so that students understood the expectations of them.

High quality teaching continued with an emphasis on Writing utilising the 'Talk for Writing' strategy across the school where daily storytelling increased the students' confidence in innovating and adapting texts to improve their own writing.

Ensuring students were 'ready' for learning by being mindful and in a calm state was a focus for Term 4. Following on from staff professional learning with Smiling Minds, each class introduced a mindfulness session, usually immediately after lunch, to provide the time and space to encourage students to take time to relax to improve their wellbeing which in turn would assist in their readiness for learning.

In 2018, we secured a \$20 000 federal grant for digital technologies. Miss Maloney was appointed as a digital specialist teacher to support innovation and provide learning opportunities for staff and students to enhance the digital technologies program at Spearwood Primary School to ensure students and staff were confident and adaptive users of technology.





Strong and empowered student leadership was a focus in 2018 with the continuation of appointing Year 6 School Captains and Prefects who committed to many projects throughout the year, including the organisation of the final school disco and the end-of-year school concert/graduation/book awards event. The Year 4/5 and Year 5/6 classes built a great addition to the school environment with the design and construction of the Rainbow Serpent pathway and the Bush Tucker Garden in Term 4 with the assistance of the Grounds Committee.

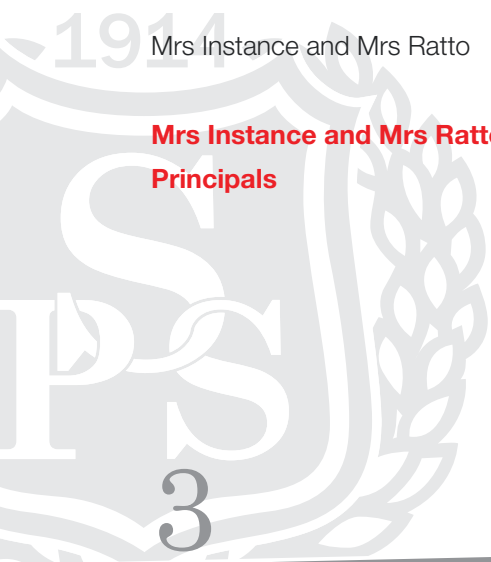
In the 'Strong governance and support' area considerable energy has been invested by the Board Chair, Mrs Griffiths, in ensuring the School Board members were inducted to become a high functioning and compliant board. The links between the P & C and the Board were strengthened to enable a streamlined approach to school operations inclusive of the Canteen and Uniform Committees. Of particular note is the work of the Grounds Committee who were the drivers for many of the beautification projects happening in 2018. Networking continued to further develop partnerships with the Filipino parent group, the City of Cockburn and other local businesses.

Overall it has been a busy and productive year with many initiatives commenced. 2019 will be the final year of the Spearwood Primary School Business Plan and an opportunity to reach for the targets sought.

We have enjoyed our time as principals of Spearwood PS in 2018 and look forward to hearing of your continued successes in 2019.

Mrs Instance and Mrs Ratto

**Mrs Instance and Mrs Ratto**  
**Principals**



## SCHOOL BOARD CHAIR'S NOTES

What a busy year 2018 has been! This is our second year of being an Independent Public School and the administration and teaching staff have worked extremely hard to achieve the goals the school board set out in the business plan at the end of 2016.

While Ms Rotondella has been on a well-deserved break, Mrs Instance and Mrs Ratto have overseen and provided guidance to help us maintain our values, focus areas and non-academic performance targets. On behalf of the school community, I thank them both for their dedication and their willingness to drive improvement over this year.

Thank you to all of our teachers and educational assistants for all the hard work you do in the classrooms and the work done behind the scenes that is often not publicly recognised.

To Carol Derbyshire and her team - you are all amazing and make Spearwood Primary School tick along so efficiently. The "to do list" is always very long but it is done with a smile!

Thank you to all the school board members for taking time out of your busy schedules to attend meetings. A special mention to Kim Clarke, Chris Heath and Annette Patterson, thank you for all the time given to the school in variety of roles over many years.

On behalf of the School Board, I want to extend our congratulations to the Year 6 Graduating class of 2018. We hope you have great memories of Spearwood Primary School and we wish you good luck at your new schools and for your future.

**Janine Griffiths**  
**Spearwood Primary School Board**  
**Chair Person**



## Achievement and Progress in 2018 in Business Plan 2017 – 2019 Priorities

Target	Met?	Report on Progress in 2017
<b>Literacy</b>  These targets apply to the English Literacy Targets in: <ul style="list-style-type: none"> <li>• Reading;</li> <li>• Writing;</li> <li>• Spelling;</li> <li>• Grammar.</li> </ul>		<b>National Assessment Program Literacy and Numeracy (NAPLAN)</b>
Increase student performance in Year Three to be equal to 'like schools' in all NAPLAN literacy areas.	Yes - 3 out of 4 areas	Year Three student performance was above 'like schools' in <ul style="list-style-type: none"> <li>• Reading (School 400 – Like Schools 380)</li> <li>• Writing (School 385 – Like Schools 368)</li> <li>• Spelling (School 390 – Like Schools 381)</li> </ul> Year Three student performance was below 'like schools' in <ul style="list-style-type: none"> <li>• Punctuation and Grammar (School 374 – Like Schools 382).</li> </ul>
Increase student performance in Year Five to be equal to 'like schools' in NAPLAN Literacy: Reading, Writing, Grammar and Punctuation.	No – only 1 out of 3	Year Five student performance was equal/slightly above to 'like schools' in Writing (School 430 – Like Schools 429). Year Five student performance was below 'like schools' in <ul style="list-style-type: none"> <li>• Reading (School 458 – Like Schools 464)</li> <li>• Grammar and Punctuation (School 430 – Like Schools 464).</li> </ul>
Increase the student performance in Year Five to be above 'like schools' in NAPLAN Literacy: Spelling.	Yes	Year Five student performance was above like schools' in Spelling (School 480 – Like Schools 469).
Maintain the higher progress achievement of growth between Year Three and Year Five in Literacy: Writing, Spelling and Grammar: when compared to Like Schools, WA Public Schools and Australian Schools.	Partially	In Reading and Writing the Year 5 cohort maintained high progress and achievement against 'like schools' but when compared with WA Public Schools and Australian schools, the progress was high with less achievement.  In Spelling there was high achievement/low progress against 'like schools' but low achievement and progress against WA Public Schools and Australian schools.  In Grammar & Punctuation the Year 5 cohort did not maintain the higher progress/achievement compared to other schools
<b>Numeracy</b>  Increase student performance in Year Three and Year Five to reduce the gap in Numeracy NAPLAN results between School Mean and WA All Schools mean.	Year 3 – Yes Year 5 – No	Both Year 3 and Year 5 student performance remains below the WA All Schools mean in Numeracy in 2018 – the same as for 2017 however the Year 3 cohort reduced the gap considerably and the Year 5 cohort extend the gap slightly. Year 3 School – 374    WA All Schools – 401 (gap of -27) Year 5 School – 446    WA All Schools – 486 (gap of - 40)
Maintain the higher progress achievement of growth between Year Three and Year Five in Numeracy when compared to: Like Schools, WA Public Schools and Australian Schools Information and Communication Technology (ICT) Capability	No	In Numeracy Year Five students achieved lower progress and lower achievement compared with Like Schools and WA Public schools.
Increase performance in the stable cohort of Year Four and Year Six in the annual ICT checklist assessment data for Digital Technologies: Knowledge & Understanding and Process & Production Skills when compared to previous years at the same level and these groups' previous achievement		The focus in 2018 was using the federal grant to build staff capacity to deliver the Digital Technologies curriculum. Data collection in 2018 was inconclusive due to the inconsistencies in expertise and capacity amongst teaching staff. Teachers spent 2018 familiarising themselves with the curriculum and working with a coach to plan, teach and assess some of the DT curriculum.

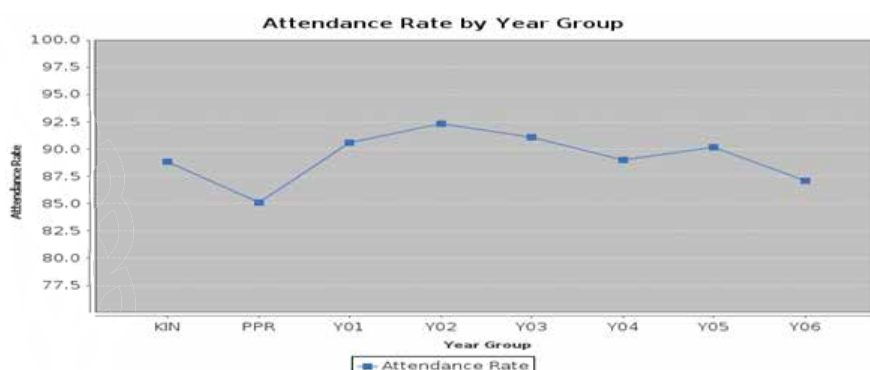
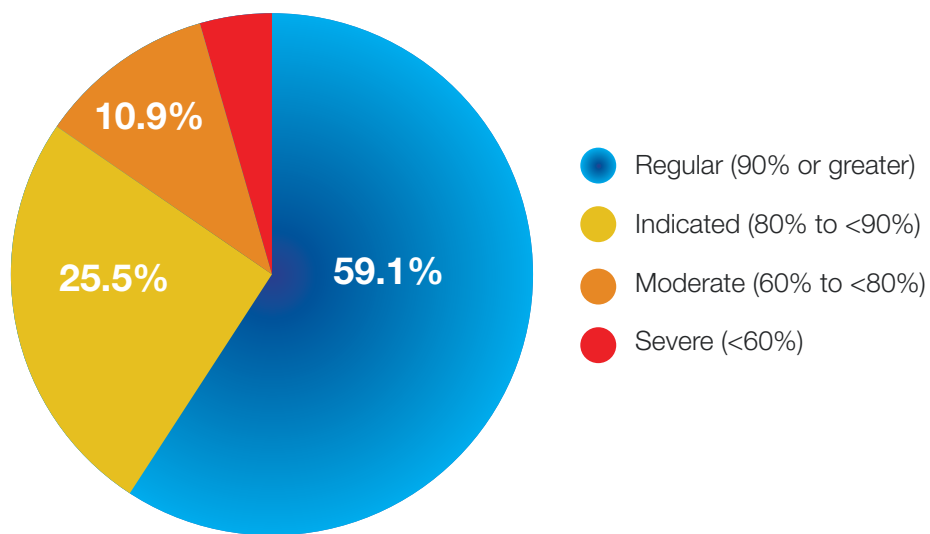


Target	Met?	Report on Progress in 2017
<b>Attendance</b>		
To maintain Non-Aboriginal, and Aboriginal student attendance to above that of 'Like Schools' and 'WA Schools'.	Partially Yes – 'like schools' No – 'WA Public Schools' Yes to both	Aboriginal student attendance was above both 'Like Schools' and WA Public Schools.  Using the end of year enrolment for this data the 2018 percentages were: Severe 4%, Moderate 11%.
To reduce the percentage of students At Risk in Severe and Moderate categories to a total of 8% or under.	No	The target of 8% has not been achieved being 15% overall and will need to be a focus for 2019.
<b>Behaviour</b>		
To improve the Parent, Staff and Student Survey Average rating to above 4 for item 'Student Behaviour is well managed at this school'.	No	A2016 - 2018 comparison Parents' survey results slightly decreased from 3.9 (2016) to 3.8 in 2018. Students' survey decreased also from 3.1 (2017) to 2.8.  Staff Survey 3.9 (2018)  This continues to be an area that requires more attention in understanding the survey statement and what it means to students, parents and staff. In discussions it seemed that the audience was answering whether or not there were misbehaviours present at school rather than answering how behaviour was managed. Further clarification is needed here.
<b>Retention</b>		
To maintain or improve the percentage of students choosing Government High Schools	Maintained 2017 - 2018	In the Graduates of 2018 cohort there were 24 students. 58% chose Government High schools with 42% choosing Fremantle College in its second year. 48% of Year sevens chose to go to various denominations of religious High Schools. This choice is reflective of the multicultural nature of our school. This is consistent with 2017 graduates.
<b>Attendance Overall Primary</b>		The importance of attending school regularly is an area that requires more attention, particularly in the Pre-Primary and Year 6 year levels. The positive recognition of students with 90% or more attendance is publicly acknowledged at assemblies during the year with attendance certificates.



## ATTENDANCE PROFILE

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
All	81 (59%)	35 (26%)	15 (11%)	6 (4%)



## NAPLAN 2018

### Year 3 NAPLAN Comparative Performance Comments

The Year 3 cohort was small with only 11 students but demonstrated improvements in 3 out of the 5 NAPLAN areas – Numeracy, Reading and Writing compared with 2017. Spelling achievement was almost equivalent with 0.3 in 2018 compared to 0.4 in 2017. Grammar and Punctuation is an area that needs attention with a drop of 6 points from 0.3 to -0.3 in 2018. Particularly impressive was the growth in Numeracy (9 points) and Writing (12 points) from 2017 -2018 however Numeracy remains an area of concern as it still remains in the negative score range.



## NAPLAN COMPARATIVE PERFORMANCE FOR YEAR 3

Year 3	Performance						Students					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Numeracy	-0.4	-0.6	-1.3	-0.6	-1.1	-0.2	27	24	27	24	18	11
Reading	-1.7	-0.2	-1.0	-0.2	-0.0	0.4	26	24	27	24	18	11
Writing	-1.3	-0.9	-0.9	-0.2	-0.6	0.6	27	24	27	24	17	12
Spelling	-0.9	-0.1	0.4	1.3	0.4	0.3	27	24	27	27	17	12
Grammar & Punctuation	-2.0	-0.4	-1.1	0.3	0.3	-0.3	27	24	27	24	17	12

## NAPLAN COMPARATIVE PERFORMANCE FOR YEAR 5

Year 3	Performance						Students					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Numeracy	-0.7	0.5	0.3	1.0	-0.1	-0.6	29	20	26	25	24	19
Reading	-1.7	0.7	1.2	-0.3	1.3	0.6	29	21	26	27	24	18
Writing	-0.8	0.8	1.5	1.7	0.5	0.6	29	21	25	26	24	19
Spelling	1.3	2.7	2.2	2.4	0.5	0.2	29	21	26	26	24	19
Grammar & Punctuation	-0.1	0.9	1.4	0.7	1.0	-1.8	29	21	26	26	24	19

- Above Expected - more than one standard deviation above the predicted school.
- Expected - within one standard deviation of the predicted school mean.
- Below Expected - more than one standard deviation below the predicted school mean.

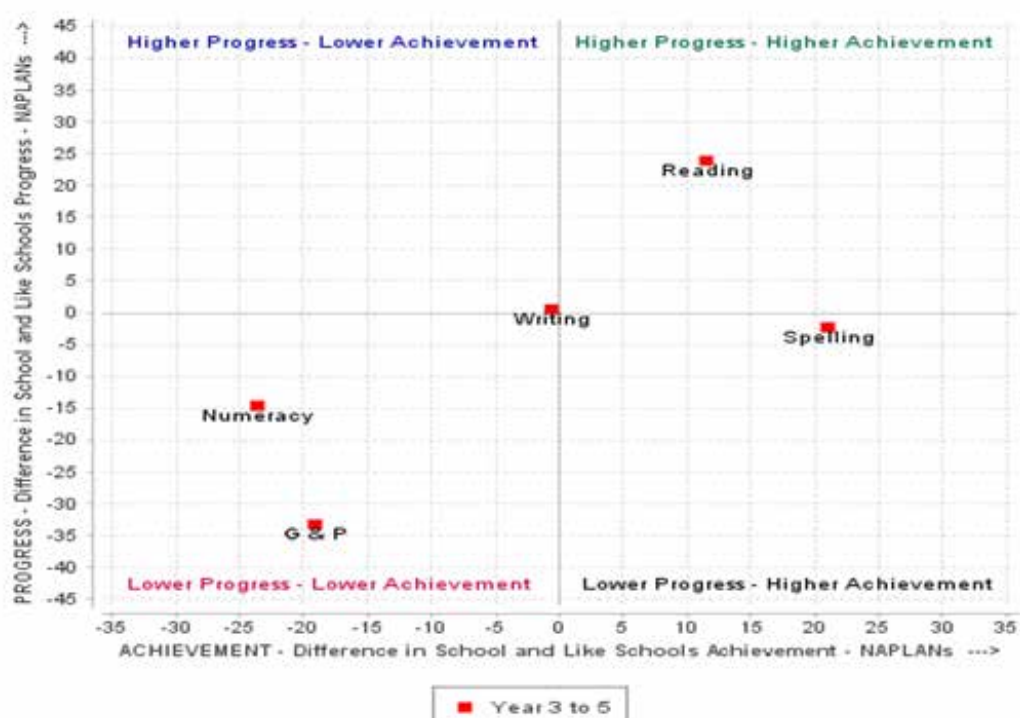


## YEAR 5 NAPLAN COMPARATIVE PERFORMANCE COMMENTS

The Year 5 cohort only had 19 students, a slight decrease from 2017. Of the 5 NAPLAN areas, only one area – Writing improved marginally from the previous year. The area of greatest concern was Grammar & Punctuation with a decrease of 28 points which will need to be a focus area in 2019. Numeracy is an increasing area of concern with a further decrease of 5 points and Reading, which decreased 7 points.

### Student Progress and Achievement Compared with Like Schools

#### NAPLAN Year 3 2016 to Year 5 2018

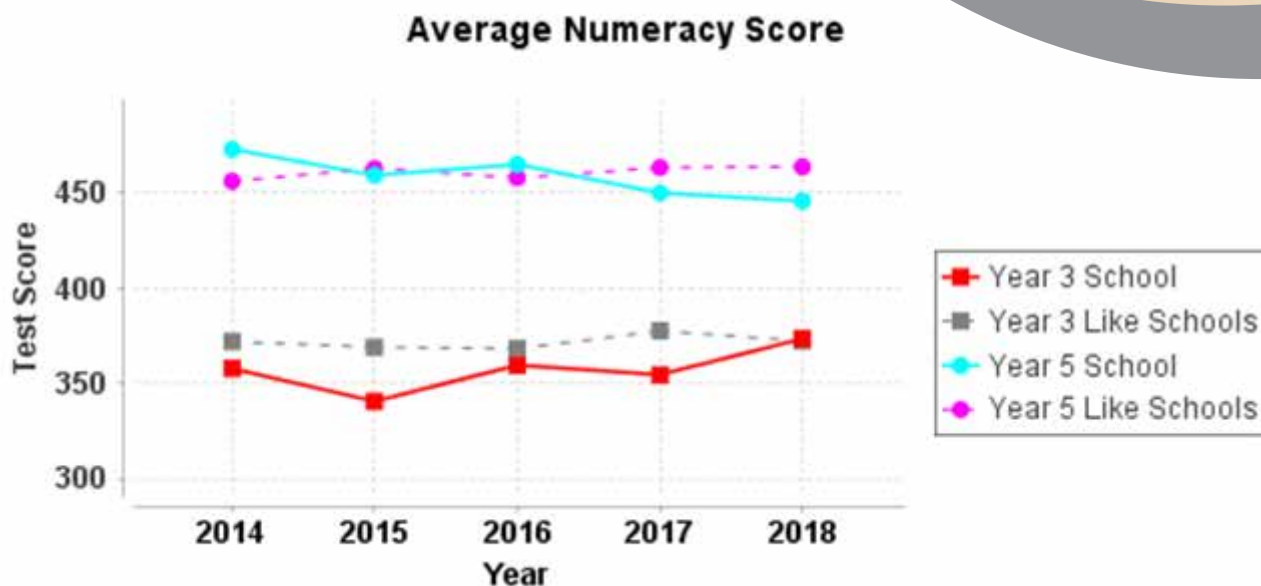


## STUDENT PROGRESS AND ACHIEVEMENT 2016- 2018

The Reading progress and achievement between Year 3 and Year 5 is extremely pleasing and validates the programs in place at Spearwood Primary School. Whilst Spelling achievement is also very pleasing, there is a need to focus on improving the personal spelling levels to achieve good progress as well. With Writing, whilst achievement is in the middle, to improve progress will require an accentuation of the Talk for Write program in all classes. Both Numeracy and Grammar & Punctuation achievement and progress are both areas to be in the spotlight for 2019.



## NAPLAN: NUMERACY



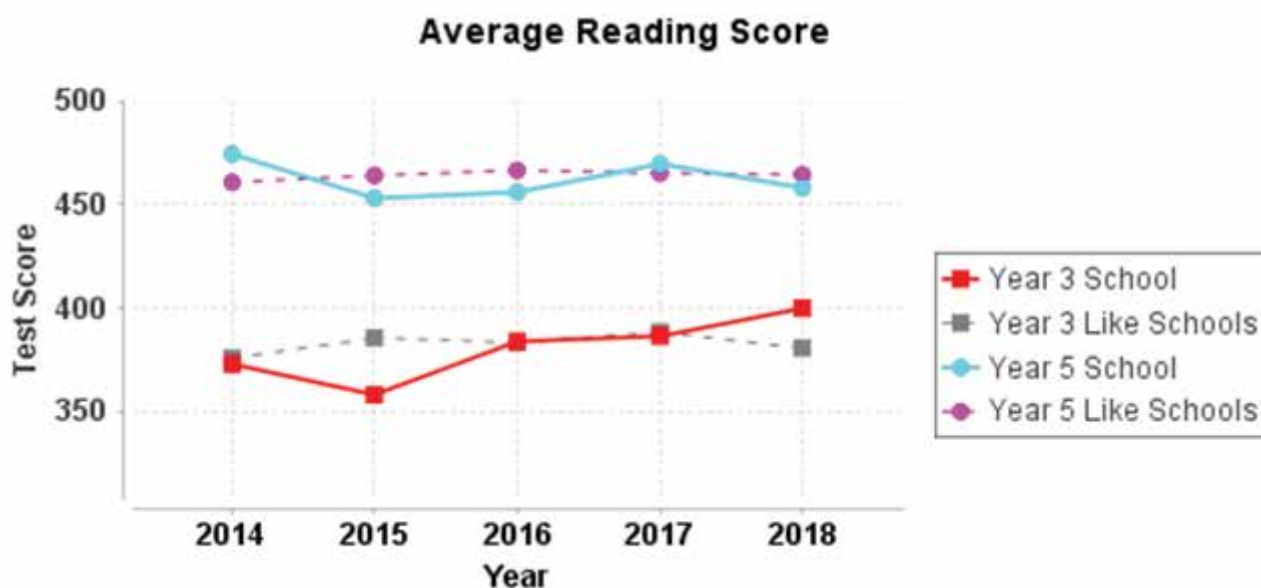
### Year 3

The trend line from 17/18 is encouraging and shows improvement to be equal to 'like schools' however Numeracy will still need to be a major focus in 2019 to remain positively within one standard deviation of the predicted school mean. A continued focus on explicit teaching and practice of the basic facts to improve fluency when students are working mathematically.

## Year 5

Analysis of the data shows that 42% of the students were in the limited area compared to 28% in 'like schools'. Half of the students were in the satisfactory range with only 8% in the upper ranges. Attendance played a part with 20% of students having attendance issues. The focus for Year 5 in 2019 will need to be explicit teaching for those in the 'limited' range and improving attendance rates for those at risk.

### NAPLAN: READING

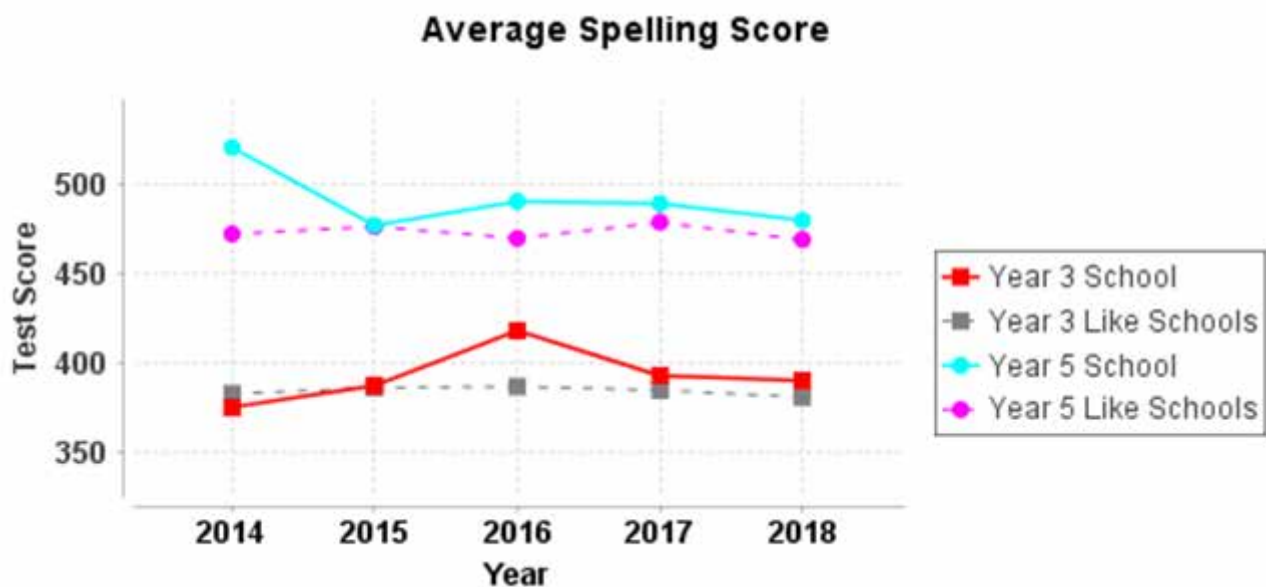


Year 3 Reading continues to improve to be above 'like schools' which is evidence of the rigorous reading program being implemented in the K – Year 3 area. Teaching daily Literacy blocks is expected and resources are plentiful and very current.

Year 5 Reading continues to be fairly positive but has decreased to be in the 'Expected' zone rather than the 'Above Expected' zone. Building reading into more areas of the curriculum is a focus for 2019 as well as more sustained reading at the inferential level.

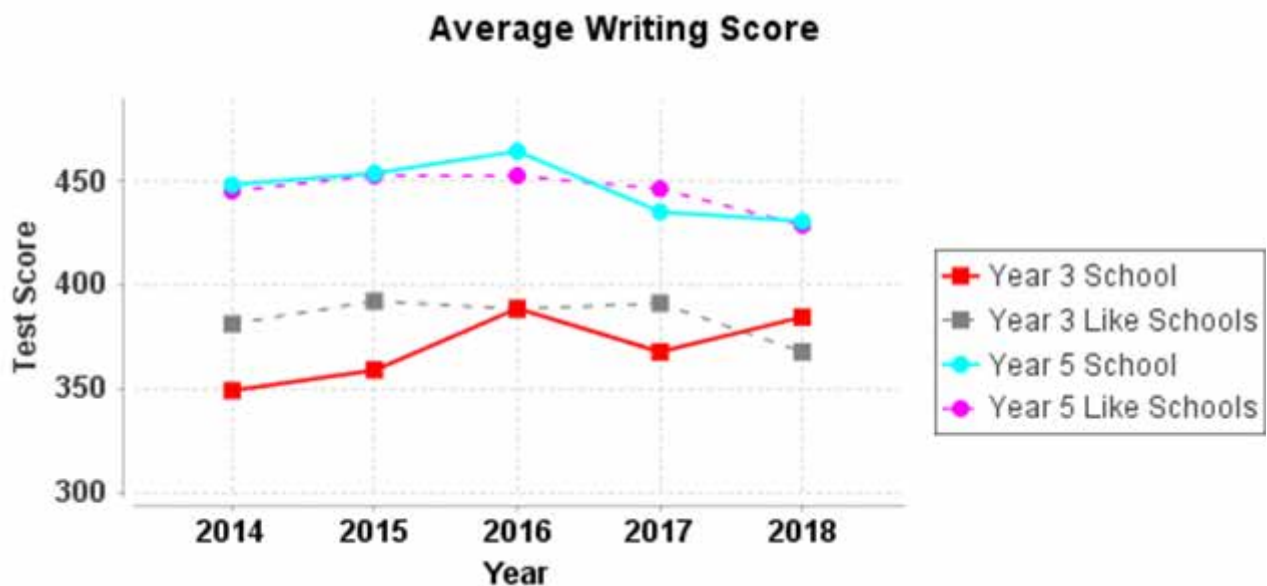


## NAPLAN: SPELLING



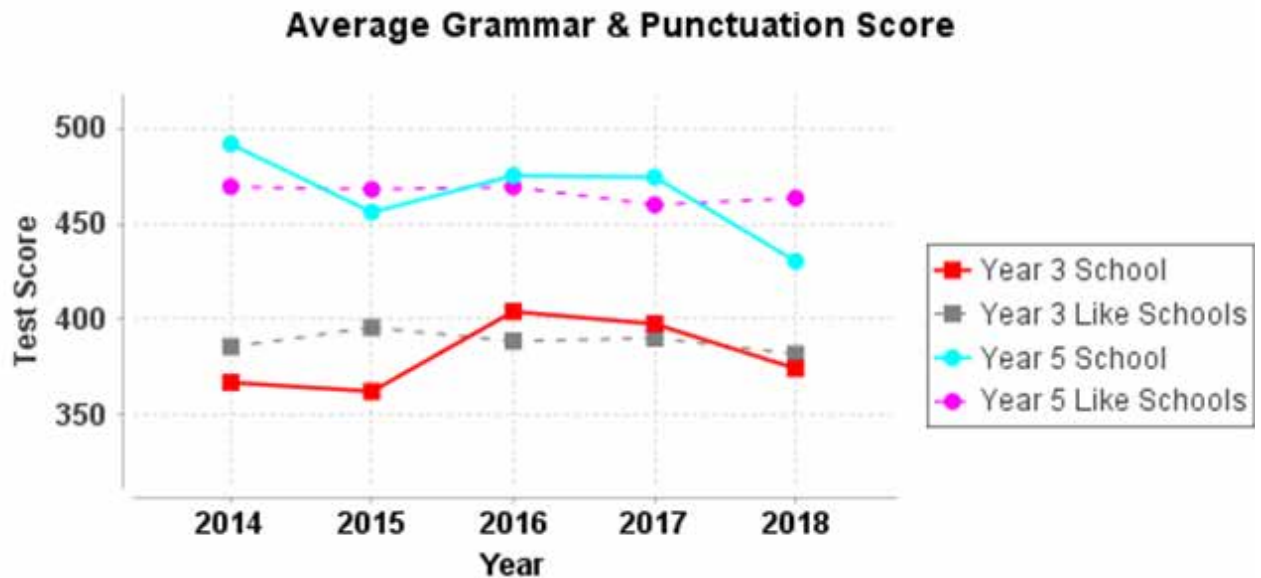
Both Year 3 and Year 5 remain consistent with results staying within the 'expected' range and slightly above 'like schools'. Further improvements are planned for with the focus on ensuring correct spelling is evident across all areas of the curriculum.

## NAPLAN: WRITING



Both Year 3 and Year 5 results remain in the 'Expected' area with the Year 3 cohort demonstrating exceptional growth since 2017. There is a focus on writing daily and this has contributed to maintaining the 'at or above like schools' targets. The introduction of the Talk for Writing (T4W) program this year is a planned strategy to improve writing skills by linking oral language practices to embed the different genres of writing. This familiarity of the English language is designed to assist students in tackling the writing process with more confidence.

## NAPLAN: GRAMMAR & PUNCTUATION



Both Year 3 and Year 5 trend lines are disappointing and will require an additional focus for 2019 to meet the target of being equal to 'like' schools in 2019. A deliberate and explicit teaching program will need to be implemented where there is an expectation that correct grammar and punctuation will be used across the curriculum. Raising the importance of this area with students is a discussion worth pursuing.

## SCHOOL BASED BEHAVIOUR

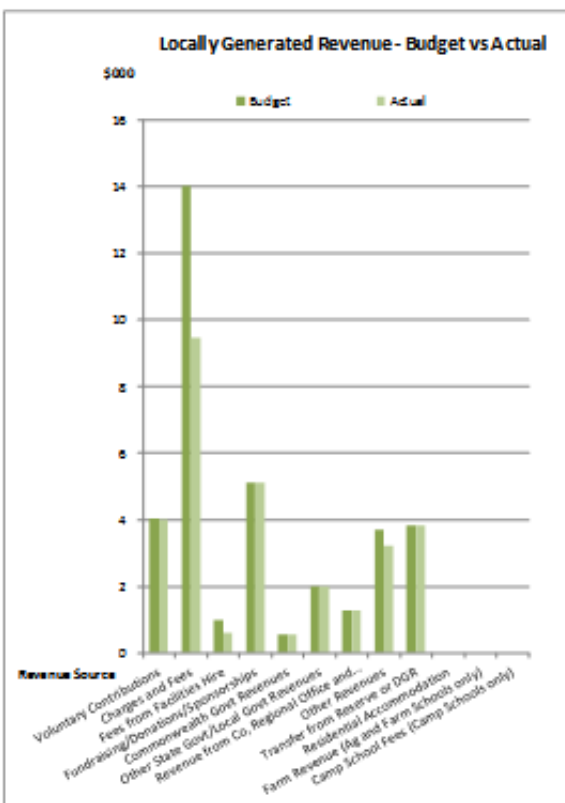
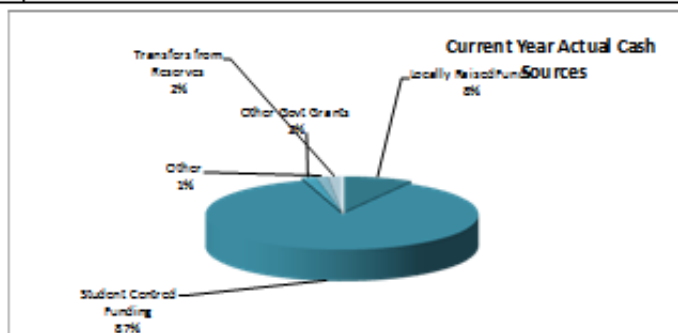
There were 22 suspensions totalling 37 days in 2018 which is an increase from 2017. Students who were suspended were from Years Four to Six. More than half of the suspensions were for 'Violation of Code of Conduct or school/classroom rules'. All staff remain committed to promoting and supporting positive behaviour across the school whilst modelling and teaching the Values for Australian Schooling. Highway Heroes is a social and emotional program which is explicitly taught across the school in conjunction with the daily mindfulness practices.



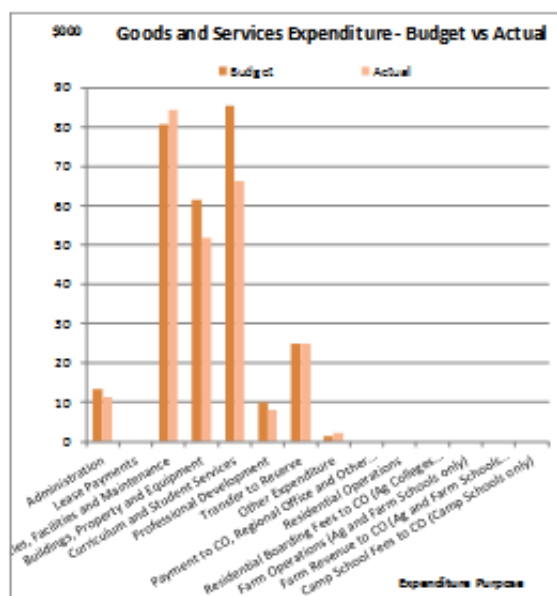
# ANNUAL BUDGET AND ACCOUNTS

Spearwood Primary Financial Summary as at 18 FEBRUARY 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 4,035.00	\$ 4,035.00
2	Charges and Fees	\$ 14,020.00	\$ 9,452.82
3	Reals from Facilities Hire	\$ 1,000.00	\$ 99.84
4	Fundraising/Donations/Sponsorships	\$ 5,100.00	\$ 5,100.00
5	Commonwealth Govt Revenues	\$ 579.17	\$ 579.17
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co-Regional Office and Other Schools	\$ 1,274.82	\$ 1,274.82
8	Other Revenues	\$ 3,596.22	\$ 3,102.47
9	Transfer from Reserve or DGR	\$ 3,846.00	\$ 3,846.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 33,534.18	\$ 30,070.81
Opening Balance		\$ 38,935.00	\$ 38,935.00
Student Centred Funding		\$ 202,908.07	\$ 202,908.07
Total Cash Funds Available		\$ 275,778.25	\$ 271,298.88
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 275,778.25	\$ 271,298.88



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 13,134.00	\$ 11,188.84
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 80,383.86	\$ 84,189.38
4	Buildings, Property and Equipment	\$ 80,380.82	\$ 81,800.84
5	Curriculum and Student Services	\$ 85,389.78	\$ 88,905.28
6	Professional Development	\$ 9,833.00	\$ 8,019.13
7	Transfer to Reserve	\$ 14,829.00	\$ 14,829.00
8	Other Expenditure	\$ 1,900.00	\$ 2,341.75
9	Payment to Co-Regional Office and Other Schools	\$ -	\$ -
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		\$ 275,778.25	\$ 245,846.10
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 275,778.25	\$ 245,846.10
Cash Budget Variance		\$ -	\$ -



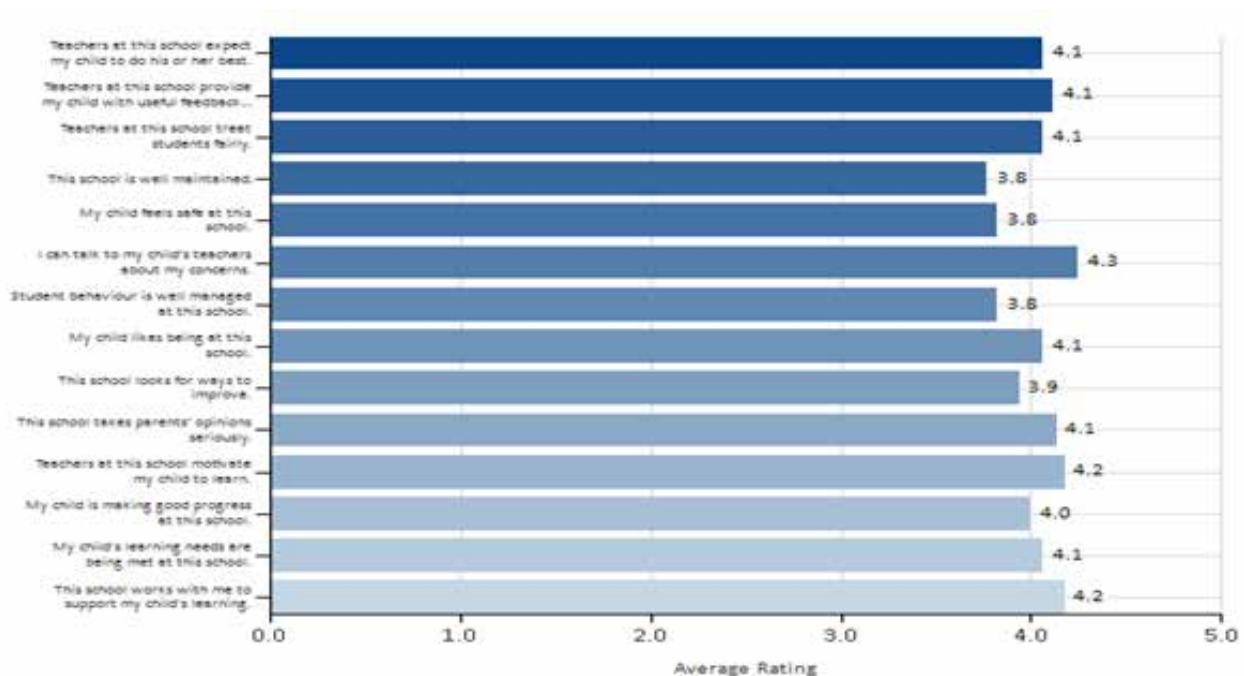
Cash Position as at:	
Bank Balance	\$ 154,234.51
Made up of:	-
Bank Fund Balance	\$ 11,444.78
Debtors & Gift Funds	\$ -
Trust Funds	\$ -
Asset Replacement Reserves	\$ 181,182.86
Suspense Accounts	\$ 1,187.37
Cash Advances	\$ -
Cash Position	\$ 336.00
Total Bank Balance	\$ 154,234.51

## SPEARWOOD PARENT SURVEY 2018

In 2018, whilst only 17 parents completed the survey given to approximately 50 families, this has increased since 2016. In all but four areas the school has ranked Agree (4.0) or above to the positive statements. Where the parents had ranked below 4.1, this represents in each case only one or two parents.

In the current Business Plan two targets were targeted for improvement to reach the score of 4

- The school looks for ways to improve – the school is still working towards achieving this as the 2018 score was 3.9, identical to the 2016 score.
- The school takes parents' opinions seriously – this improvement target was met with a 2018 score of 4.1 which was a substantial improvement on the score of 3.7 in 2016.



In 2018 we added a comments section asking for highlights. The parent responses were as follows:

- ✓ My child loves Edu-dance, when incursions take place, also the involvement of parents from different cultures doing special cooking days.
- ✓ My child is happy and always enjoys coming to school
- ✓ Academic subjects, weekly assignments for them to be responsible, more sports that the kids enjoy and equal fair treatment for the kids.
- ✓ Location and staff.
- ✓ Sports, dancing. More academics. Teachers give weekly homework to students.
- ✓ Awesome principal
- ✓ SPEARWOOD PRIMARY SCHOOL is best school for me - as a mum my kid is enjoying studying here and the activities. The teachers are good and caring for students. This school has equal treatment for all students and teachers are friendly.
- ✓ Treasure Hunters, Lunchtime activities for the children.
- ✓ Meeting new friends.
- ✓ Children enjoy playing with friends in kindergarten and learning through fun.
- ✓ Equal fair treatment to kids.



## AREAS FOR FOCUS IN 2019 TO REACH A TARGET SCORE OF 4 OR ABOVE

- The school is well maintained (3.8)
- My child feels safe at this school (3.8)
- Student behaviour is well managed at this school (3.8)
- This school looks for ways to improve (3.9)

In response to the survey results there have been several planned initiatives to address these areas of concern.

- School maintenance has been given a substantial boost of late with an intensive schedule of works planned and undertaken for school and garden maintenance with the focus being on cleaning up and tidying the school gardens, pathways and playgrounds. Several areas of the school have been painted with additional shelving installed and two classrooms have had their ceilings replaced. The Grounds Committee has been very active in several projects to beautify the school as well as providing an educational focus – the Early Childhood Fairy Garden, the Year 6 Graduates' Rainbow Serpent Pathway and the Year 4/5's Bush Tucker garden all contribute to the beautification of the school. The 2019 plan includes a Year 6 Graduate project to design and paint a mural to match the Bush Tucker Garden on the back of the old canteen wall.
- Safety at school is another area where some planned initiatives will assist in improving safety for all – students, parents, staff and the broader community with the major initiative being the approval of the perimeter fencing of the entire school. The installation of the fence will occur in Term 1, 2019 and should reduce the number of incidents of unknown visitors on site and provide a greater sense of safety with knowing that all visitors on site have been through the front office.
  - Student behaviour management changes have included a more restorative approach when addressing student behaviour where students are encouraged to 'unpack' what happened and consider other choices of behaviour for the future. Weekly whole school Monday morning meetings focus on a goal of the week for all of the students and usually fall under two main ideas – respect and doing your best which are firmly embedded in the school's Behaviour Management Policy. The pink tickets for demonstrating positive student behaviour continued to be a successful strategy for 'catching' students being great students.
  - The school has been actively seeking feedback for improvement and in 2019 the focus will be on elevating the profile of the School Board members so that parents have the opportunity to connect and discuss their concerns more often. School Board members will be invited to assemblies, and be highlighted in school newsletters and on the school website to improve their accessibility. This will assist in providing a conduit between the school and the community.

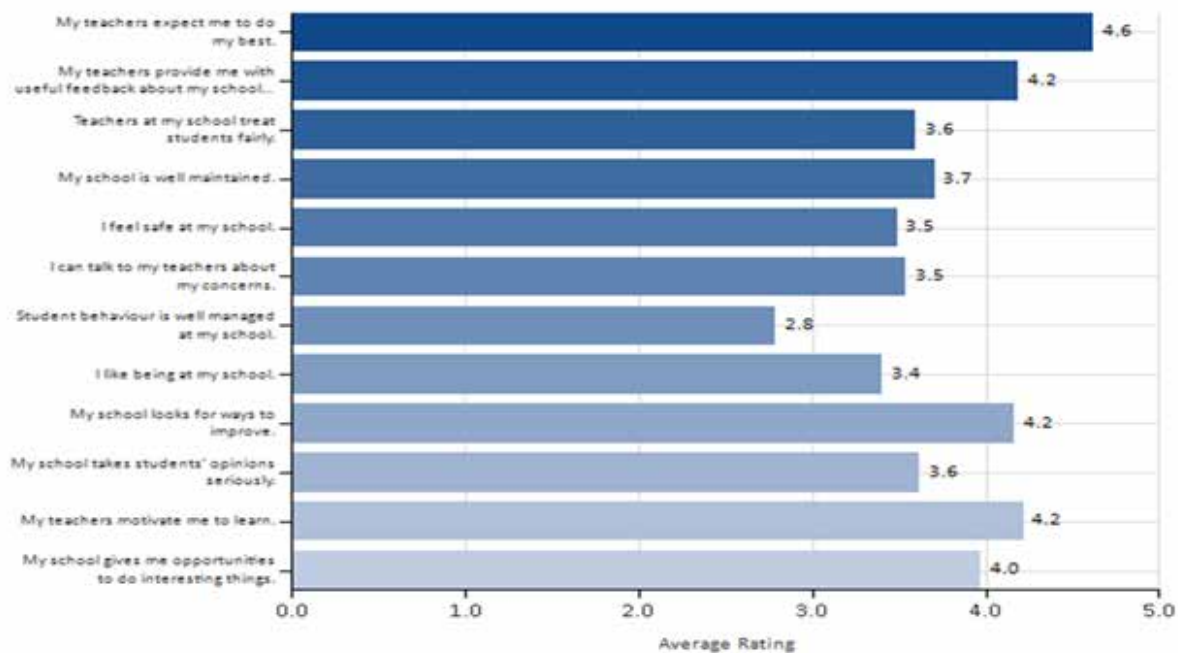
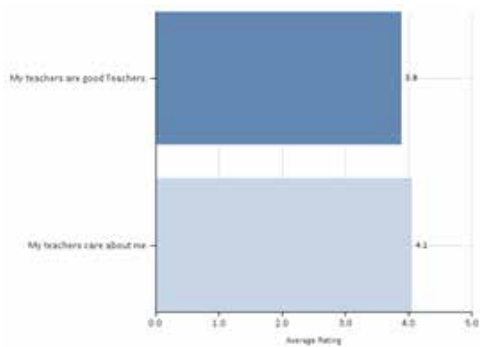


# SPEARWOOD STUDENT SURVEY 2018

In 2018, the student survey was completed by our Year 5 and 6 students. The low ranking for ‘Student behaviour is well managed at my school’ was further investigated with 25% of the group neither agreeing nor disagreeing because they did not see behaviour.

Years Five (51%) and Six (49%) students were surveyed online. The group was 49% male and 51% female. The group has 22% Aboriginal students and 78% Non-Aboriginal.

Overall there are many positive results with the four highest ranking statements being about the quality teaching and learning at Spearwood Primary School.



We asked the students about the highlights of attending Spearwood Primary School.

The highest ranking items included:

- Sports including carnivals and clinics
- STEM learning and access to more technology
- Incursions
- Music
- Whole school literacy celebrations, assemblies and Crunch'n'Dip morning teas
- Special events / celebrations and lunch time clubs.

In addition to this feedback, students also requested a fence around the school and soccer goals as ways to improve the school. We have taken this feedback on board and have purchased premium soccer goals. Students also participated in Soccer clinics during Term 3.

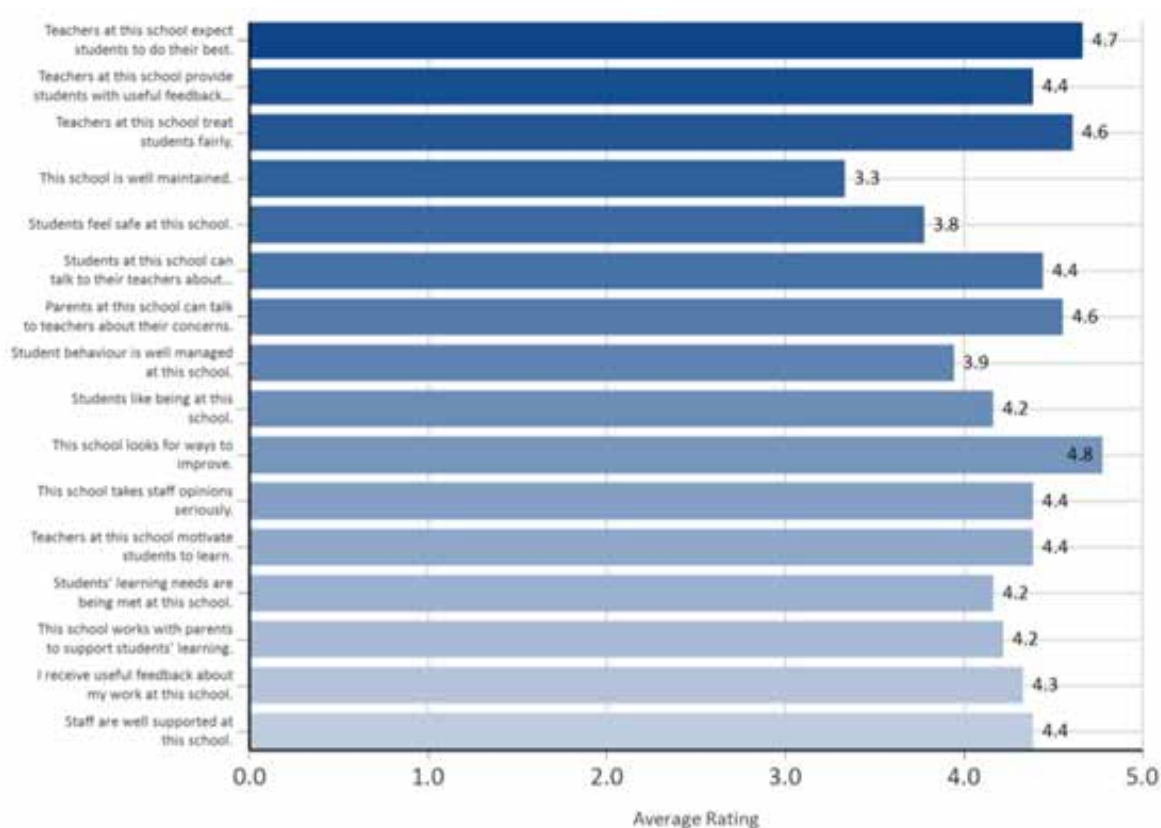


## SPEARWOOD STAFF SURVEY

In 2018, the student survey was completed by our Year 5 and 6 students. The low ranking for 'Student behaviour is well managed at my school' was further investigated with 25% of the group neither agreeing nor disagreeing because they did not see behaviour.

Years Five (51%) and Six (49%) students were surveyed online. The group was 49% male and 51% female. The group has 22% Aboriginal students and 78% Non-Aboriginal.

Overall there are many positive results with the four highest ranking statements being about the quality teaching and learning at Spearwood Primary School.



The Business Plan targets were to maintain or improve bi-annual survey results for the following:

- This school takes staff opinions seriously (2016 result - 4.5 and 2018 result - 4.4)
- I receive useful feedback about my work at this school (2016 result - 4.3 and 2018 result - 4.3)
- Staff are well supported at this school (2016 result - 3.7 and 2018 result - 4.4)

Results indicate that staff are feeling more supported in 2018 than in 2016 however there has been a considerable staff turnover so those surveyed in 2016 are not necessarily those surveyed in 2018.

In 2018 there has been a deliberate effort to ensure staff professional learning was specifically targeted towards the needs of the staff in being able to confidently implement the initiatives of the Department of Education.

For example, staff have had several opportunities to learn how to deliver the Technologies curriculum based on the Department's STEM (Science, Technology, Engineering and Maths) initiative. Following the professional learning, there has been additional support in classrooms where a specialist teacher has worked shoulder-to-shoulder with staff to up-level their digital skills. The Finance Committee has ensured that the digital resources available are current with student – device ratios 1:1 in most cases. This has been well managed through prudent planning, regular maintenance and the successful application of Digital Technology grants by the Deputy Principal.

Staff have also been well supported in the provision of additional, and often free, incursions and excursions sourced by the administration to augment the teaching and learning programs in the classroom. For example, all classes attended an incursion from SERCUL to learn about more about the Aboriginal culture - bush tucker food and the six seasons, at no cost. All students were involved in the KIN incursion where they had the opportunity to learn how to tie knots to be able build cubbies using branches, sticks and ropes in teams of students ranging from Pre Primary to Year 6 – again at no cost.



## HIGHLIGHTS OF 2018

The year was filled with multiple opportunities for students to engage in activities other than specific classroom learning. Sporting incursions and excursions were a particular highlight with clinics being held on site for soccer, basketball and AFL football. SPS demonstrated great skills and sportsmanship at the soccer and netball lightning carnivals in term 2 and the interschool cross country in term 3.

Senior students planned and managed the ANZAC service and raised money for the local RSL by cooking and selling ANZAC biscuits. School-wide STEM learning projects were planned and enormously successful, with students planning and building playgrounds out of various materials.

Book Week was another great occasion on the annual calendar with students embracing Book Parade, National Simultaneous Storytime and an Author visit. Crunch'n'Dip was a highlight each term with students participating in the Great Aussie Crunch in September.

Edudance and the Faction Athletics carnival in term 3 was a hit with all students participating and doing their best. Gold faction took the shield once again.

Students engaged in a 'Kids in Nature' hut building project and enjoyed the story telling and musical abilities of Tjupurru and his Didgeribone. Other incursions included Start Smart, Food Sensations, Police Pipe Band and the Water Authority.

Our awesome students were recognised in a number of ways with Aussie of the Month and a Brilliant Kids Morning Tea held each term. These students gave the principal feedback about what was working well and what areas we could improve.

End of year highlights include a visit to Fremantle and the Spare Parts Puppet Theatre for years 3-5 and a 'Big Day Out' for year 6 students who spent the day at Bounce and the movies. The senior class created a Bush-Tucker garden as their legacy for all students to enjoy. The Christmas disco was planned, organised and managed by the student leadership team and enjoyed by all.





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**A key to  
the future**