ANNUAL REPORT
2015
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INTRODUCTION

The past year, 2015, was again a very full one for Springfield Primary School with a variety of events, happenings and developments occurring over the year. Using our four pillars (below) of our school as a guide here is an overview of the year.

1. **Academic**- Our students again performed really well not only in the National Assessments (NAPLAN) but in our own standardised assessments and teacher judgements through our reporting. Reading was again recognised as a strength in the school but good results were also shown in Writing, Spelling and especially in Grammar and Punctuation. Our year 5 NAPLAN results were especially pleasing. One area of concern was Numeracy as although we performed above Australian average we were not as successful as we have been when compared to Like Schools. More details of this are covered later in the report. In general terms, our students continue to perform to a very high standard in all areas of the Curriculum, including Science, the Arts, Sport and Digital Technologies.

2. **Pastoral Care**- Not only a pillar but also a cornerstone of our school as we all realise the importance of having a safe, caring and positive environment for our students. We again used the “Choose Respect Program” as our main guide but also inter-linked the “You Can Do it Program” across the school as well as the “Being Me Program” for our senior students. Our Chaplain, Jenny Palandri, delivered this last program and she proved invaluable during the year for the support that she gave to groups, individual students, families and staff.

3. **An Interesting and Enjoyable Environment**– This was created with a wide variety of incursions and excursions, a senior camp, sporting events, Edu-dance, community events, Pirate Day, Book Week, discos etc. We can honestly say that there was a lot happening. In the Arts, we were involved in a number of Visual Art projects, including the Joondalup Lantern Parade. The Choir performed on several occasions, including the Joondalup Songfest and at the Wanneroo show. We also entered over 40 students in the ACHPER Dance Festival. Our Sport Program covered a variety of coaching, competitions, carnivals and events both inter-school and intra-school. The physical environment was also enhanced with the development of our Nature Play Area, which brings us to our fourth pillar.

4. **Community Support**- Our parent body have given wonderful support to the school in a whole host of ways, ranging from parental help in the classroom, to help on trips and camps, to transport, help with fundraising etc etc. Whenever help is needed there are always willing volunteers, as epitomised in the work that was done to set up and develop our Nature Play Area. We are also very fortunate to have such a terrific Parent & Citizen group who give tremendous support to the school, the parents and students. We also had initiatives to support the wider community with a hamper collection at Christmas, the Uthando doll project, various charity fundraisers (led by our student leaders) and on-going support for our sister school in Bali.

The past year was also a very special one as we became an Independent Public School. The change to Student Centred Funding was a big shift in our administration and funding but it has enabled us to be far more flexible in providing improved resources for our students. This has been especially effective in providing extra staff to meet student needs. Next year again promises to be a very busy, interesting and enjoyable year for the whole Springfield Community, students, staff and parent, with a variety of events and initiatives already in the calendar.
Vision

Our learning community is committed to achieving the best possible outcomes for all students.

Mission

To provide learning opportunities for all students to achieve their full potential by fostering and encouraging a love of learning.

Ethos

All children will be provided with opportunities to succeed within a responsive, inclusive and supportive learning environment.

Values

Through our programs we promote students achieving to their full potential in a caring and encouraging environment.

Community Links

Collaborative partnerships between home and school are fundamental in building mutual respect and commitment to promote success in all areas.
FEATURES OF THE 2015 LEARNING PROGRAM

Australian Curriculum

This year we have continued with the implementation of the Australian Curriculum, with Maths, English, Science, Geography and History being fully included. Our Maths and English programs were the first to be developed in line with the Australian Curriculum and are now embedded in our planning and delivery but it is pleasing to see how Science has now been similarly included together with the more recent areas of History and Geography. We are confident that we are well advanced compared to many schools in the implementation and development of the Australian Curriculum and are also well placed for State curriculum initiatives.

Digital Technology

Students use a wide and modern range of technologies to enhance their learning. These include computers (classes in Years 3 to 6 each had access to a bank of 6 networked computers), an automated library, digital cameras and digital videos and Smartboards. We now have wireless operating in all our teaching areas, including the Library and undercover area. We are also improving and extending the availability of laptops to the students, through our COW program (computers on wheels).

Languages

Students in Years 2 to 7 continued to receive weekly French instruction which is supported by whole school French motivated activities such as French Week.

The Arts

The Music program continued for all classes, including Choir (Years 5 to 6) and lessons conducted in clarinet, flute and brass by the School of Instrumental Music for selected Year 6 students. These students performed on a number of occasions during the year. Our Choir performed during the year at assemblies and also at the Joondalup Songfest and the Wanneroo Show.

Edu-dance was included for all P-6 students in term two, culminating in a terrific afternoon presentation for parents. As a follow up, we entered the ACHPER Dance Festival in November at St Mary's Anglican Girls School.

Years 1 to 7 students had classes with the Visual Arts specialist in our Visual Arts Centre and also took part in a number of initiatives and projects, which included the Joondalup Festival’s Lantern Parade. All our year 3 and 4 students were invited to attend and we again had tremendous support from our parents.
SCHOOL SURVEYS

These were completed in term one of 2015 and utilised the new Australian Wide Survey Tool. Parents, staff and students have separate surveys and the results are summarised below. The scoring is on a scale of 0 to 5 for each question. The higher the score, the more satisfaction shown.

Student Survey

The two highest scoring questions were, “My teachers expect me to do my best” and “I like being at my school” which was very pleasing. Even the lowest scoring question, “Student behaviour is well managed”, had no students disagreeing. Generally, the responses from the students were all very positive with all averages being 4 or over. From this we would assume that the senior students completing this survey had a very positive view of the school.

Staff Survey

Similarly, the staff survey had the majority of question scores over 4. The lowest score (3.3) was for, “The school is well maintained”. This could be related to the age of the school and also that we had issues with the grounds during the year with changes in gardening staff. These have now been resolved with a gardener appointed and a plan for infra-structure renewal producing major improvements in this areas in 2015/16. The top scoring question mirrored the students, “Teachers at this school expect students to do their best”, showing that teachers and students expect high standards. This also ranked high with the parent survey, which again was very pleasing. One area that maybe could be improved on is feedback as staff, parents and students both ranked this question at the lower end of the spectrum. We will consider this aspect in our planning cycle and look for improvement in this area.

Parent Survey

We were delighted to have had 79 parents respond to the survey which statistically, gives a good indication of parental views. Again, most questions scored around the 4 mark with the highest score going to, “My child likes going to this school” (4.4). According to the statistical analysis therefore, we can assume that the favourable scoring would show us that the majority of parents have a high level of satisfaction with the school. This is further shown by the high score achieved for, “I would recommend this school to others”. The lowest score on the general questions was, “This school has a strong relationship with the local community” (3.6) with 7 parents disagreeing and 72 agreeing.

Overall, the results show a high level of satisfaction from students, staff and parents although it is our intention to respond to areas that may need improvement, eg feedback.

SCHOOL MANAGEMENT INFORMATION

Springfield collects a wide range of data on student achievement during the year including NAPLAN, teacher assessment and a range of standardised assessments to give a comprehensive overview of individual student achievement, cohort achievement, school profile and areas of strength and concern. The school has a rigorous self-assessment framework which involves all staff.

In 2015 the strengths of the school were highlighted as;

- The Pastoral Care Program.
- Literacy (Writing), demonstrated on page 8.
- The Whole School Literacy, Numeracy and Science Programs.
- The specialist programs in Visual Art, French, PE and Music.

The continued development of Digital Technologies to enhance learning opportunities.

SCHOOL PERFORMANCE

Students 2015

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolments</td>
<td>386</td>
</tr>
<tr>
<td>Girls</td>
<td>184</td>
</tr>
<tr>
<td>Boys</td>
<td>202</td>
</tr>
<tr>
<td>Full-time equivalent enrolments</td>
<td>367</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>1%</td>
</tr>
<tr>
<td>Language background other than English</td>
<td>13%</td>
</tr>
</tbody>
</table>
New students are welcomed.
OVERVIEW OF NAPLAN RESULTS 2015

The overall results is a good guide to comparison “Like Schools” and all Australian Schools for years 3 and 5. The year 5 results were high in all areas but especially in Writing. Both year groups did particularly well in Grammar and Punctuation. However, we were a little disappointed with our Numeracy results which although they were above Australian average, were a little lower than our usual results against Like Schools. We have already interrogated the data to look for specific areas to improve on and this has included, algebra, money and problem solving. Our planning has included addressing these areas.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>434</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>416</td>
</tr>
<tr>
<td>Spelling</td>
<td>424</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>461</td>
</tr>
<tr>
<td>Numeracy</td>
<td>409</td>
</tr>
</tbody>
</table>

How to interpret this chart

SIM schools saving students from statistically similar backgrounds
ALL Australian schools’ average
Student population below reporting threshold
Year level not tested

NUMERACY

Although the results showed above the Australian average for years 3 and 5 we were concerned that we were below Like Schools. When analysing the data, it was determined that although our students had a very good knowledge of basic skills, it was the higher order thinking questions which tended to not be answered as well. This was also shown by the number of students performing well, but not represented in the higher bands as were those of “Like Schools”. Our planning for 2016 reflects this as strategies are in place to lift the general standard of the students with an emphasis given to problem solving and higher order thinking skills in Numeracy across all years. The school had no students below National Minimum Standard (NMS).

Comparative Performance for Numeracy

The chart above demonstrates that we are performing as expected for our school but we are aiming at raising our performance through implementing strategies mentioned all.
WRITING

For the past few years, Reading has consistently been a strength across the school but this year the results in Writing were also strong. The number of students in the top two bands for year 5 are well above Like Schools, 39% compared to 24%. When looking at the results and analysing the data, we would argue that one area of improvement would be to progress the students in bands 5 and 6 to achieve in the higher band levels. To achieve this, our planning includes strategies to develop students’ sentence structure to be more complex across all year levels so that general writing ability will be improved.

Although the overview below shows that our year 3 students were below Like Schools, we were pleased to note that 50% of our students were in the top two bands.
ATTENDANCE

As can be seen, our attendance figures are at an acceptable level and are above the State average, with a slight improvement from last year. However, one aspect of our school attendance which has to be taken into account is the high number of students who take extended holidays to visit overseas, especially in Europe or Africa. Although we can appreciate the reasons families choose to go in term time it does have an effect on our attendance figures.

We have a strategy in place to identify students who are at risk through poor attendance generally and then to support these students. On the chart below, we only have two students classed as severe and there are extenuating circumstances for these with 10 students in the moderate risk category, with the majority of these on extended holidays during the year. Attendance is not considered to be a major issue at our school.

This graph gives a good indication compared to like schools and also State Schools. There has been a steady increase in attendance where we are still above State average and 100% Aboriginal attendance.

<table>
<thead>
<tr>
<th>Attendance Profile 2015 Semester 2 Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular (90% or greater)</td>
</tr>
<tr>
<td>54.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Attendance Rates</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Non - Aboriginal</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
</tr>
</tbody>
</table>
2016 SCHOOL DESTINATIONS OF THE 2015 STUDENT COHORT

It is pleasing to note that the trend away from private schools to the State sector is continuing with 22 students opting for State High Schools out of 32 students. We again had a number of students applying for specialist programs, and all successful, in local High Schools.

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4153 Belridge Secondary College</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>1325 St Mark’s Anglican Com School</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4129 Duncraig Senior High School</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4042 Perth Modern School</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4144 Woodvale Secondary College</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1366 Lake Joondalup Baptist College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4140 Ocean Reef Senior High School</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1326 Prendiville Catholic College</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1100 Aranmore Catholic College</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4026 John Forrest Secondary College</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4192 Joseph Banks Secondary College</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1383 Mater Del College</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
TEACHER JUDGEMENT

Teacher Judgements, as reported to parents were consistent with other results such as NAPLAN. The school has an internal moderating process and also used the Department’s support materials to ensure consistent reporting. Comparison through Dept. data showed that the judgements were well within the expected range.

⇒ Value Added

The students at Springfield have achieved at a high level consistently but they have also continued to perform well with “value added” data, in that the majority of our students are improving/progressing at higher rates than would be expected, compared to State averages.

⇒ Teacher Retention

The teaching staff continues to remain very stable with the current workforce remaining at the school. The implication here is that staff are very happy to work at Springfield and the school has the benefit of the stability and consistency.

⇒ Teacher Qualifications and Training

All staff are qualified to teach by the Department and all hold TRB registration. All staff take part in regular Professional Learning both school-based and off-site sessions. The staff are very professional in their approach and continue to attend Professional Learning regularly for personal development and also to benefit the school and students in general. The professional learning provided through the Joondalup Learning Community (Network) has been particularly successful, especially the Conference organised in March for all staff from the 12 schools in the Network.
1. **Numeracy**

The school will continue to develop and maintain its ‘Whole-school Numeracy Policy’, in line with Department and National initiatives. In particular we will also continue to provide enrichment and extension activities for our more able students. We will continue to concentrate on pedagogy to look for variety in teaching and learning strategies to meet the needs of the students of the 21st Century, integrating Learning Technologies in the process and in line with the Australian Curriculum and the EYLF. Our NAPLAN data suggested that although the majority of our students had a sound grasp and knowledge of Number, our school self-assessment indicated that a greater emphasis on Algebra and higher order maths skills should be a particular focus as this was an area where improvement could be made. For more detail of specific plans see Strategic Plan, 2016/17.

2. **Literacy**

The school will continue to develop and maintain the Whole School Literacy initiatives and further develop areas where a need is identified. As with Numeracy, our planning would include full implementation of the Australian Curriculum. The Lexile Reading program would continue to have a high profile with our years 3-6 as part of our Reading priority across the school. The NAPLAN results also showed strength across all age groups in Reading and Writing with improved results in Grammar and Spelling. This was a focus area last year. However, analysis of the data showed that an area for improvement is sentence structure, with an emphasis on developing more complex sentences and paragraphing across all year groups, linking in with extending our students capabilities. More detail is included in the school’s Strategic Plan.

3. **Science**

As with Literacy and Numeracy, the school will continue to fully implement Australian Curriculum Science across the school. A focus group of interested staff will lead this, with ‘specialist’ teachers taking years 3-6 for Science programs. This has been successful in 2015, and with development of this strategy will continue in 2016.

4. **Pastoral Care**

Pastoral Care continues to be a cornerstone of the school, providing a safe, caring and positive environment for our students to grow, blossom and develop their skills and abilities. In 2015 we will again be re-visiting the Choose Respect initiative as well as having a major emphasis on the You Can Do It Program. Our Pastoral Care committee will again lead this priority. The school is viewed as a safe, happy environment that strives to reduce bullying and it is felt that students are being taught to accept differences. (See survey results on page 6)
### Operational One Line Budget Statement

**Issued on 31 December 2016**

**School:** Springfield Primary School  
**School Year:** Dec 2015

**Region:** North Metropolitan Region

#### One Line Budget – Dec 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry Forward (Cash)</td>
<td>2,929</td>
</tr>
<tr>
<td>Carry Forward (Salary)</td>
<td>8</td>
</tr>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>Student-Centred Funding</td>
<td>3,288,668</td>
</tr>
<tr>
<td>Transfers and Adjustments</td>
<td>11,520</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>132,373</td>
</tr>
<tr>
<td><strong>Total Funds:</strong></td>
<td>3,435,498</td>
</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>3,032,006</td>
</tr>
<tr>
<td>Goods and Services (Cash)</td>
<td>391,122</td>
</tr>
<tr>
<td><strong>Total Expenditure:</strong></td>
<td>3,423,128</td>
</tr>
<tr>
<td><strong>Variance:</strong></td>
<td>12,370</td>
</tr>
</tbody>
</table>

**TOTAL INCOME**

```plaintext
- Carry Forward (Cash) $2,929.00
- Student-Centred Funding $3,288,667.54
- School and Student Characteristics $502,780.88
- Targeted Initiatives $569,878.80
- Regional Allocation $0.00
- Transfers and Adjustments $115,200.00

- Carry Forward (Salary) $7.98
- Per Student $2,692,107.00
- Disability Adjustments $44,278.86
- Operational Response Allocation $32,364.00
- Transition Adjustment $0.00
- School Transfers – Salary -$228,480.00
```
FINANCIAL ACCOUNTABILITY
Operational One Line Budget Statement
Issued on 31 December 2016

Income
- School Transfers - Cash $240 000.00
- Department Adjustments $0.00
- Locally Raised Funds (Revenue) $132 373.00
- Voluntary Contributions $14 815.00
- Charges and Fees $55 972.00
- Fees from Facilities Hire $1 309.00
- Fundraising/Donations/Sponsorships $18 359.00
- Commonwealth Govt Revenues $2 153.00
- Other State Govt/Local Govt Revenues $4 178.00
- Revenue from CO, Regional Office and Other schools $29 745.00
- Other Revenues $5 842.00

Expenditure
- Salaries $3 032 005.68
- Appointed Staff $3 032 005.68
- New Appointments $0.00
- Casual Payments $0.00
- Other Salary Expenditure $0.00
- Goods and Services (Cash Expenditure) $391 122.00
- Administration $20 550.00
- Lease Payments $0.00
- Utilities, Facilities and Maintenance $116 358.00
- Buildings, Property and Equipment $42 150.00
- Curriculum and Student Services $139 167.00