



ANNUAL REPORT 2023



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School Overview

Springfield Primary School is an established Independent Public School in the northern coastal suburb of Kallaroo. The school has a strong history in the local community, opening in 1972 and the school celebrated its 50th Anniversary in 2022. The strong focus on pastoral care and high expectations for all builds positive relationships to achieve the school motto of 'Working Together, Achieving More.'

Springfield is a small school, which provides children with a holistic education that focuses on the personal touch - academically, socially and emotionally. The well-established school has a strong academic program that provides excellent learning opportunities for each child.

The teachers deliver innovative and engaging programs tailored to meet the needs of every child. The quality teaching and learning programs cover the Western Australian Curriculum, with a focus on Literacy and Numeracy, in combination with special programs in Visual and Performing Arts, French and Physical Education. The school also offers opportunities for children to achieve success in its choir and band, as well as artistic and sporting competitions.

The quality Early Childhood program balances explicit teaching with play-based learning. A strong focus of the teaching is using both indoor and outdoor learning environments - in the classroom and in its excellent nature play facilities.

Message From the Principal

The final year of the Springfield Primary School Business Plan 2020-2023 guided the operations of the school and provided the framework for a thorough self-review. During the year community and staff were surveyed using the Department's School Culture Survey, and this was unpacked by the staff and School Board to give the school feedback on strengths and areas of growth in setting the future direction.

In 2023 the school inducted several new staff to support the quality teaching and learning programs in place at the school and, with the first uninterrupted year after COVID-19, the school was able to progress its journey to low variance teaching approaches across all classrooms.

After interruptions to the 2020 National Assessment Program Literacy and Numeracy (NAPLAN) and the ongoing difficulties in reporting progress of students in the following years, 2023 saw changes to the both the timing of the assessment and the way it was reported. These changes meant that 2023 will form the baseline data of a new data set whereby achievement is measured with four proficiencies at the time of testing School level achievement in comparison to 'like schools' measured on expected achievement based on the school's Index Community Socio-Education Advantage (ICSEA) will also be available until 2025 when student progress based on previous achievements can again form part of the data set.

NAPLAN data, along with school-based assessments, were used to inform the school's self-review and set targets for the 2024-2026 Business Plan.

During Term 4 the school submitted a thorough self-assessment through the Electronic Self-Assessment Tool (ESAT) to inform a Public School Review (PSR) to be carried out by a Director of Public School and a Peer Reviewer in February of 2024. The school board and staff also worked closely together to develop the 2024-2026 business plan.

It has been a pleasure to be the principal of this vibrant school community for the past five years and the business plan review and preparation for the PSR allowed for a celebration of the progress and achievements made during this period.

Vanessa Blythe

PRINCIPAL



Working Together Achieving More

School Overview

Student Numbers And Characteristics

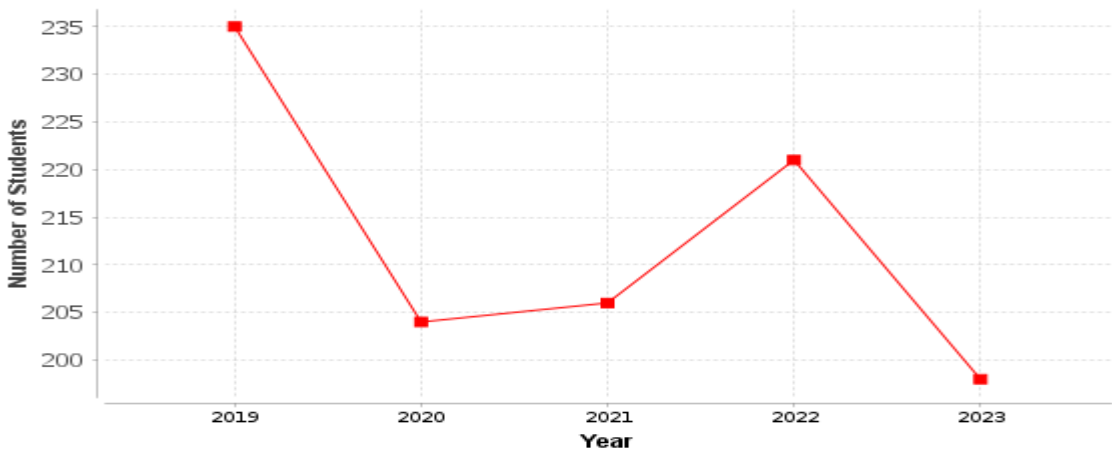
Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(18)	30	42	34	22	27	32	11	216
Part Time	35								

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

	Kin	PPR	Pri	Sec	Total
Male	11	15	95		121
Female	24	15	73		112
Total	35	30	168		233

Enrolment Trends



Semester 2	2019	2020	2021	2022	2023
Primary (Excluding Kin)	235	204	206	221	198

Student numbers decreased in 2023 due to a low number of Year Six students. The school predicts a slight increase in enrolments for 2024 but, despite an increase in subdivisions within Kallaroo, housing costs remain high and vacancy rates are low. Therefore, although a steady increase in enrolments is expected in the future this rate of growth remains low.



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. Seesaw is a vital conduit between home and school as a window into the classroom as well as being the digital learning platform used across the school.

Communication between home and school continued to be under scrutiny by the school board based on feedback from parents in the 2023 School Culture Survey. Continued progress by the school in this area needed to be balanced with reasonable expectations of staff workload. The 2024-2026 Business Plan outlines the proposal to develop a parent as partners framework to clearly define processes and procedures in this area.

After a big push to re-establish the sense of community during Semester Two of 2022 and a successful 50th Anniversary Community event, 2023 saw a move back to a stable schedule of events to complement the curriculum. The school was able to build upon its sense of community by working with the Parents and Citizens Association (P & C) on several events which brought the community together during 2023.

2023 Highlights

Harmony Week

Area 3 and Area 6 celebrated Harmony Day with a French twist in class. Students created beaded bracelets using the French flag colours. They had a lot of fun making these! Area 7 looked at how the Eiffel Tower lights up at night and they created and decorated a mini 3D Eiffel Tower to take home. They also sang and danced along to some French songs! Area 5 have been looking at French foods and students decorated paper plates and napkins. The students had a lot of fun celebrating Harmony Week in French class.



The week culminated in the student leaders hosting a wonderful assembly to celebrate Harmony Week, encouraging everyone to think about what Harmony Week means to us. The assembly finished with a community song "Colours of Australia".



Relationships and Partnerships

P & C Welcome Gathering Term One

We had a great turnout for our 2023 P&C Welcome Gathering. It was a great opportunity to meet so many of our new families and to get together with all the current family groups. The Laser Tag was a huge success, as was the Ice Cream truck.



Resources Technologies Showcase

On the 4th of April over 40 students and staff travelled to the Perth Exhibition and Conference Centre to take part in the Resources Showcase. They learned about the vital role Western Australia plays in the world's technology and resource industry and how technology is making jobs safer and developing sustainable forms of energy for the future.

The students had the opportunity to use augmented reality, interact with robotic dogs, investigate future careers and meet Mark McGowan. A fantastic day was had by all.



Relationships and Partnerships

ANZAC Ceremony

The annual ANZAC Ceremony was held at the end of Term 1. It was a very moving ceremony and the perfect time for us to reflect and give thanks to all those who gave their lives in wars to enable us to live in the Australia we know today.



Crazy Hair and Sock Day

The first day of Term 2 was a little 'crazy' with an amazing array of colourful socks and fabulous hair styles on display. A special congratulations to the talented parents who created such fantastic hairstyles! This fundraiser was organised by the wonderful P&C.



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 2023 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.



Jeans for Genes Day

Instilling this Social Responsibility as an aspect of student leadership led to the 2023 school leaders identifying a charity to fundraise towards. The Student Leadership Team selected Jeans for Genes Day 2023 as a whole school event to raise awareness and valuable funds for children living with genetic disorders.



Working Together Achieving More

Relationships and Partnerships

RUOK? Day

In 2023 Springfield Primary School held a full day of events to recognise RUOK? Day with the aim to bring vital awareness to the importance of mental health and wellbeing.

The highlight of the event was the incursion from Strength Heroes, where students learned about how big emotions can make us feel and how to use our thinking brain to help our feeling brain.



Royal Agricultural Society of WA – Scarecrow Competition

The Royal Agricultural Society of WA ran their annual Scarecrow competition at the Royal Show. This competition aims to encourage students from across WA to learn about where food and fibre comes from and build awareness of the people who work in the agricultural industry in Western Australia. This year the focus was 'Celebrating Diversity in Agriculture'. Area 11 and 12 participated in this competition and learnt a lot about the agricultural industry in WA. The two classes worked together to create the amazing scarecrow 'Spring-Rose', who was entered into the competition, receiving a Highly Commended award for their creation!



Working Together Achieving More

Relationships and Partnerships

School Board

2023 saw three new parent representatives inducted onto the School Board. Board training was offered through the Joondalup Learning Community with several board members attending.

The board were highly engaged in school review and business planning discussions throughout the year culminating in the 2024-2026 Business Plan being published for the start of 2024.

During Term 2 a survey was sent home to parents. The survey data identified improvements across all areas, however, a small number of parents still commented they felt communication could improve further. The school has been working on this and the board discussed further ways this could be achieved. Surveys from 2017 and 2019 also showed lower ratings regarding behaviour management. The school has reviewed their practices and are exploring restorative practices. This is a three-year journey, using Real Schools and will also be part of the strategic direction in the new business plan.

Financially Springfield is in a reasonable position at the end of 2023 and will be putting money into reserve, along with contributions from the P&C, for new play equipment once the rebuild is complete. Post Covid, voluntary contributions have been down, and we are not meeting projected income. Looking forward to 2024 the budget will be much tighter due to expected number of students.

Outside of board meetings, the Principal and Board Chair attended an education forum hosted by Caitlin Collins at Belridge Secondary College. This was an opportunity for Principals and Board representatives from schools within the Hillarys electorate to meet and share experiences with the education minister Tony Buti. Caitlin Collins also kindly hosted several board members for dinner at Parliament House.



Learning Environment

Attendance

Business Plan Targets

Return the overall attendance rate to above the State and similar to Like Schools – MET

Reduce the percentage of Indicated At Risk category to below Like Schools – MET

Attendance Overall Primary

	Total		
	School	Like Schools	WA Public Schools
2021	92%	93.2%	91%
2022	89.2%	89.1%	86.6%
2023	91.3%	91.1%	88.9%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	74.5%	19.1%	5.4%	1.0%
2022	62.0%	26.7%	7.2%	4.1%
2023	71.2%	20.5%	7.8%	0.5%
Like Schools 2023	67.5%	24.8%	6.4%	1.3%
WA Public Schools	61.0%	25.0%	10.0%	4.0%



School level data shows that our overall attendance rates improved in 2023 to above 90%. This is attributed to the resumption of more regular processes following COVID-19 and a concerted effort to work with families where attendance rates were lower than expected.

Similarly, the Indicated At Risk category from 2022 but not 2021 was favourable compared to like schools and all WA Public Schools during this period.



Learning Environment

Behaviour and Engagement

In 2023, there were no suspensions. Low level behaviours were dealt with following agreed, whole-school structures and, where intervention from the Deputy Principal or Principal were required, these did not escalate further.

Following extensive work in 2022 to improve low-level behaviour from students, Springfield Primary School engaged with Real Schools in 2023, the first year of a three-year journey. Real Schools focus on using priming and affective language to make it clear to students the behavioural expectations, and to positively reinforce students for meeting these expectations, while using positive and affective language to correct students when expectations are not met.

Teachers engaged with a consultant, who worked with Phase of Learning Teams (PoLTs) to support the program. Early anecdotal evidence and data indicates that these strategies are having a positive impact on student behaviour.



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 the School Chaplain, and improved prioritising of interventions.

Disability Resourcing

6 students received disability resourcing funding during 2023:

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

A further 15 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), the Phonics Initiative 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. Other empty classrooms in Teaching Blocks are used for shared play and inquiry learning spaces for hands on learning.

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 P & C continue to focus fundraising efforts in supporting the school to invest in upgrades in this area.



Leadership

School Vision and Priorities

The 2020 – 2023 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.

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 most business plan targets being met as we moved into the final year of the plan.

Consultation with the School Board and the staff has informed the development of the 2024-26 Business Plan, which was finalised at the end of 2023.

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 2023 we continued our Future Leaders journey with several staff continuing to engage with a suite of Professional Learning to support leadership development, offered by the Joondalup Learning Community Network of Schools. 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 2023, 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. Priority areas for this support were in English, Maths, ICT and Digital Technologies, and Classroom Management Strategies. The focus of the time was to develop teacher capacity and align practice across the school to improve student outcomes.

Additional teacher leadership also supported the implementation of Inquiry Learning and the Aboriginal Cultural Standards Framework.

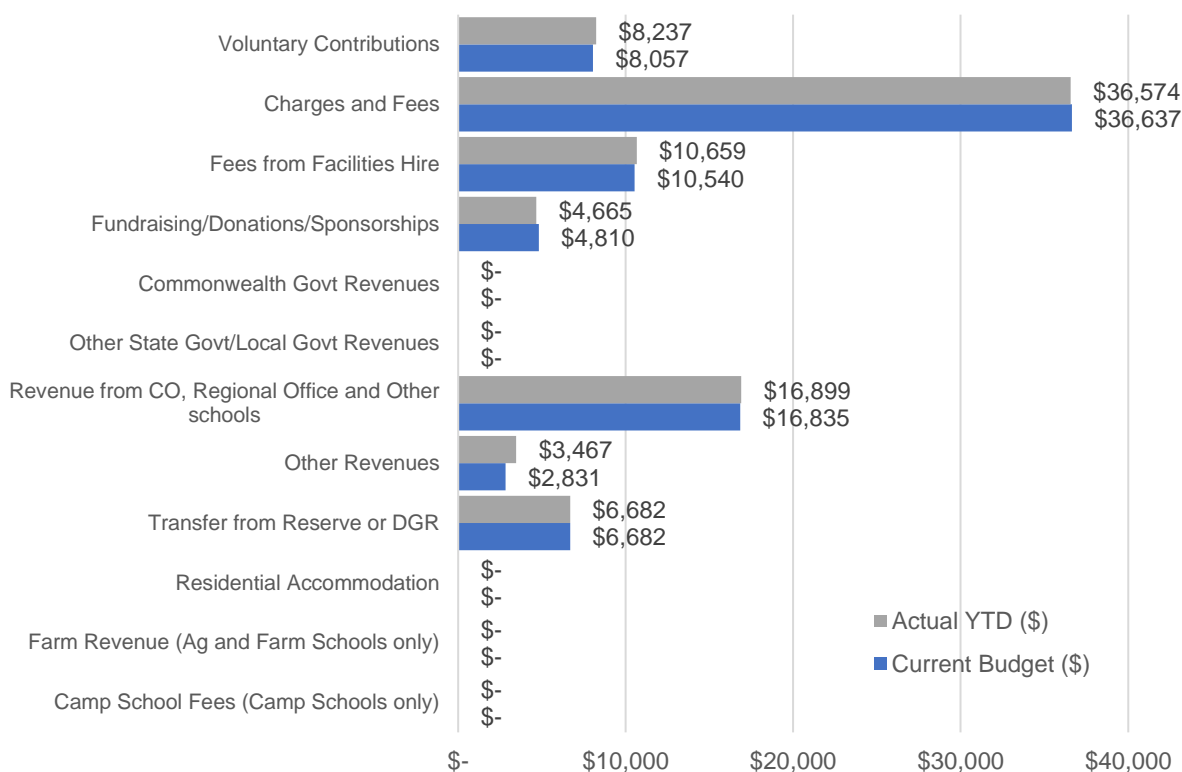


Use of Resources

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	46,943	46,943
Carry Forward (Salary):	145,576	145,576
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	2,747,673	2,747,673
Locally Raised Funds:	86,392	87,182
Total Funds:	3,026,585	3,027,374
EXPENDITURE		
Salaries:	2,513,606	2,513,606
Goods and Services (Cash):	382,914	316,681
Total Expenditure:	2,896,520	2,830,287
VARIANCE:	130,064	197,087

REVENUE

Dec 2023 (Verified Dec Cash)

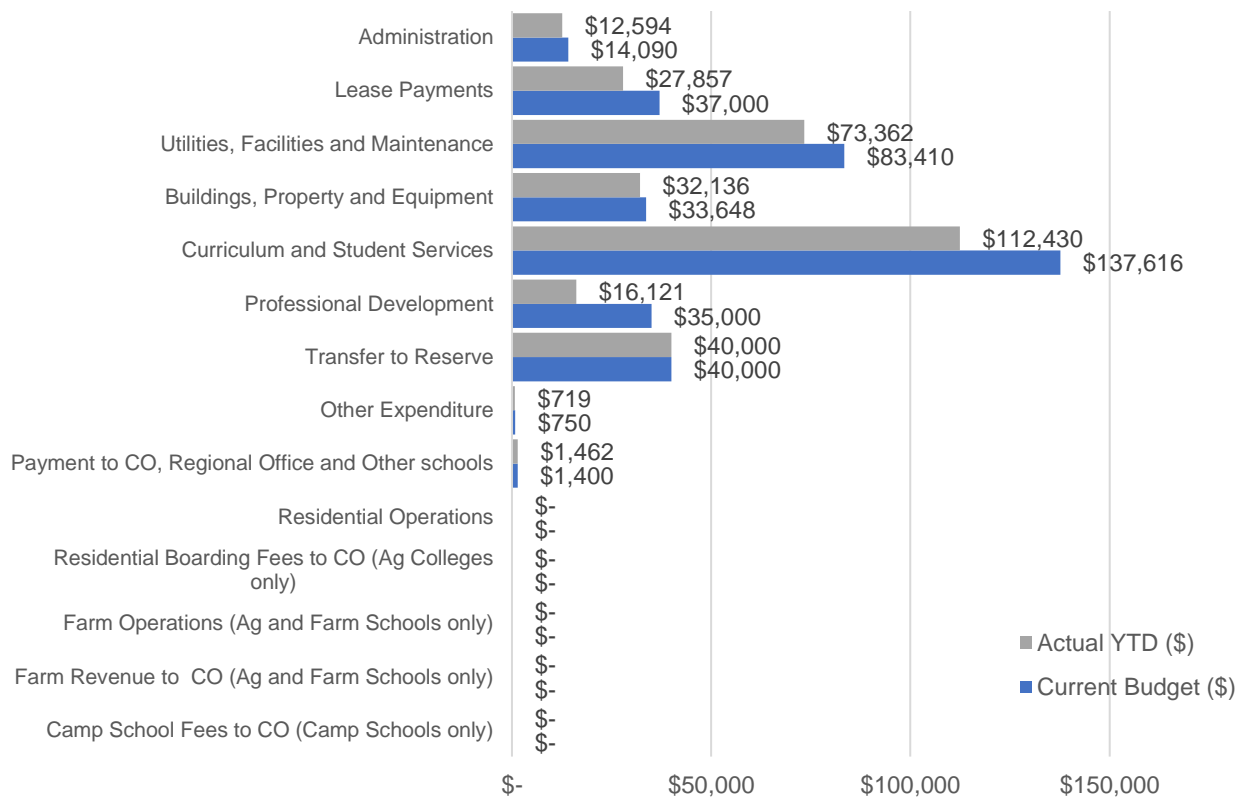


Working Together Achieving More

Use of Resources

EXPENDITURE

Dec 2023 (Verified Dec Cash)



Working Together Achieving More

Use of Resources

Allocation of Resources

The 2023 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 priorities. 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. During 2023, financial practices were improved with the introduction of the Flexipurchase Management System and the movement to Purchase Cards for all Cost Centre Managers.

The school board were presented with financial data and updates on a regular basis with discussions focused on 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

With the progress made in previous years to reduce the number of part-time classroom teachers, several new full-time staff commenced in 2023 as staff moved into retirement or gained promotions. The school focused time and efforts into thorough induction of new staff to ensure continuity of culture and whole school approaches.

Changes in the specialist teacher roles has assisted in aligning the required time for Specialist Teachers to meet industrial requirement for Teacher's Duties Other Than Teaching (DOTT) time. This ensured that additional School Resourcing was not unnecessarily directed to this area and was available to support other school priorities.

Student and School Characteristics Funding

In 2023, careful planning ensured that planned revenue and actual revenue were closely aligned, meaning that financial decisions made throughout the year were clearly outlined in strategic and operational planning. The school was able to prioritise spending in these areas while still allowing for an appropriate amount to carryover to support planning for 2024.



Teaching Quality

English

In 2023 teaching staff at Springfield Primary School undertook professional development at West Coast Language Development Centre in Literature Based Units. The purpose of this was to develop teachers' capacity to create learning experiences with evidence-based teaching strategies to improve language and literacy. Further support was provided to teachers through coaching, in school professional development and the creation of support guides and materials to best meet the needs of the students at Springfield. The full implementation of Literacy Based Units across all Springfield classrooms will continue in 2024.

Further support and advancement in the explicit teaching of literacy has been a focus through teacher modelling, collaboration in POLT's and reflective coaching sessions. A literacy and language guide has been developed to support teachers' capacity to master the teaching of the Big 6, along with a guide of evidence driven practice to influence teaching and learning. These supports will be the foundation of Phase Team meetings in 2024.

The explicit teaching of vocabulary has seen a steady improvement with the implementation of Literature Based Units. Teachers have been upskilled in best practice instruction of vocabulary. A cross-curricular focus will be supported in 2024 with the implementation of the vocabulary support document.

As daily reviews are embedded practice at Springfield, the focus in 2023 has been to streamline common language and increase the active participation of students. Teachers were supported through in school professional development and peer modelling.

Story dogs has been a unique and exciting reading program that was implemented this year. It provides reading support to a target group of Year 2 students who have greatly benefited from the program with a growth in confidence and engagement.



Teaching Quality

English



National Simultaneous Story Day took place in Term Two with all classes participating in the reading of 'The Speedy Sloth' and engaging in literacy learning tasks based on the story.



In Term Three the school community participated in book week. The community came together for a book week parade, displaying the children's and teachers' fabulous costumes of characters, to celebrate their favourite books. To top off book week, the annual classroom door display took place. This year classes were to focus on an Indigenous text, learning new vocabulary and text structures. The school observed the hard work of each class with a classroom walk through afternoon.



The Premier's reading challenge was a success with over forty participants, twenty- five of these students reading more than sixty books over the course of the challenge. We ran three holiday reading challenges which saw a great number of students participating and sharing photos of their holiday reading with their teachers.



Working Together Achieving More

Teaching Quality

Mathematics

Whilst the school had made significant improvements in Mathematics achievement up to Year 3 NAPLAN, self-review showed that the school had not yet been able to build on these early gains and make significant inroads into improving Year 5 results.

This led to a decision being made to engage in a full systematic review into the teaching of Mathematics at Springfield Primary School, along with a detailed Line of Inquiry into the Mathematics NAPLAN data.

The staff were surveyed using the Evidence is for Learning (EFL) Self-Assessment tool to critically evaluate their practice. This was comprehensively and honestly engaged in by all staff members. The results of this showed an inconsistency in staff levels of confidence and skill across the eight evidence-based recommendations on the effective teaching of Mathematics.

A review of current practice surrounding mental maths warm-ups, problem solving, and data collection will lead to the review and streamlining of current practice to ensure a whole school approach.

Following the EFL reflection and a thorough line of inquiry into NAPLAN data, a list was constructed of areas that require focus. This criteria was used to evaluate the variety of Mathematics programs available. The staff voted and decided to use 'Learning Through Doing' (LTD) which is a hands-on, evidence-based approach to teaching Mathematics. The whole school program includes yearly overviews, detailed lesson plans, engaging activities, pre and post assessment tasks and concept check-ups. After a free trial in Term 4, 2023, moving to full implementation will be supported by professional learning and coaching in 2024. In preparation, all necessary LTD resources have been purchased.

During 2023, the Mathematics curriculum was enhanced by a NUMERO club and a Mathematics extension group for students in Years 3 to 6. This was structured following the Mathematical Association of Western Australia Maths Talent Quests. Four groups of students followed their own project ideas and were supported by the lead teacher with the mathematics involved. This ranged from the perfect ratio for Vegemite sandwiches to investigating water pressure at depths and its effect on objects. Students successfully presented to a panel of staff and students.



Teaching Quality

The next steps for this will be to model to staff how this process can be integrated into classroom practice.

The priorities for 2024 include:

- Successful implementation of LTD
- Review of problem-solving approaches
- Using Elastik data and Gap analysis tasks to further enhance differentiated teaching
- Reviewing the Whole school data collection in Mathematics

Science

2023 saw the continuation of a Science Specialist Teacher. Each class from Year 1 to Year 6 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 Earth and Space Sciences and Biology being taught by the specialist teacher in 2023 and Physics and Chemistry being taught by classroom teachers. Inquiry Skills and Ethical Understanding are integrated through all Science strands and are incorporated into teacher judgements for reporting. In 2023, students performed a common investigation task that was used for Science moderation with teachers from the school network and beyond. The moderation activity highlighted the effective use of scientific vocabulary in our school which positively affected the outcome of the final grading. The online review of vocabulary has supported this achievement.

Science week saw full participation of the children in the activities relating to the theme of Innovation and Artificial intelligence (AI). Children explored machine learning and AI to create their drawings. Additionally, the children demonstrated their creativity by designing innovative paper planes for a contest.



The use of 'Seesaw' fostered connection with parents and initiated an online science journal.

Successful implementation and refinement of the cooperative groups in Science lessons resulted in a higher engagement in team activities.



Teaching Quality

The Arts

Visual Arts

Visual Arts as a specialist area returned to Springfield P.S in 2023. For many students, it was their first experience with the designated art space, for others it was a well-received return. The primary focus was the establishment of classroom routines and exposure to processes and materials. Introducing well known artists and incorporating the formal elements of art and principles of design in a process versus outcome approach built a foundation of enthusiasm, exploration, and creativity.

Vincent Van Gogh, Paul Klee, Georgia O'Keefe and Picasso provided the inspiration for a variety of projects across multiple mediums. For some it was often the first exposure to a particular medium and artist, which created a hive of excitement and experimentation. Authenticity was the priority when exploring indigenous art. Students researched their own birth flower as their link to country and presented it in the style of Jimmy Pike. While a collaborative door display was created alongside individual pieces in the style of Rosemary Petyarre's Bush Medicine Dreaming. The sharing and appreciation of the creations was highlighted with newsletter recounts, displays in the Art area and office, plus artwork returning to classrooms for higher visibility.

The foundation year was a huge success with students appreciating that art is not only unique but often tells a story. 2024 will see the consolidation of some skills and further exploration into more complex and technical processes, widening students' exposure to a variety of artists, both Australian and International, across multiple time periods.



Music

Music at Springfield Primary School started off in 2023 with students learning through movement, song, and the playing of instruments. All classes participated in learning a song or songs by first learning the rhythm, then singing and finally creating their arrangements on instruments. This culminated in a wonderful performance of the pieces they had learnt at the Music assembly in Term 4.

The Choir formed in the early part of Term 1, with their first performance at the ANZAC ceremony at school. They then learnt ten songs with choreography for the One Big Voice Concert in August. It was an exciting event of which the Choir performed with a number of other choirs at the RAC Arena. A special mention must go to Alice in Year 5 who performed a solo at the event.

The School Band got going at the end of Term 1 with some beginner instrumentalists who had just started their journey of learning an instrument. After a lot of persistence and commitment by the students, they performed admirably at the Music Assembly in Term 4.



Teaching Quality

Physical Education

2023 was a huge year in Physical Education for Springfield Primary. Students participated in a variety of sports during their Phys Ed time such as cricket, hockey, netball, soccer, tennis and dodgeball. To further support students' skill development, senior sport and before-school morning fitness were held weekly. These sessions were assisted through our sporting partners SEDA College, WA Cricket, MBA sports, and Sporting Schools.

In Term 2, Springfield PS participated in the Oceanside Winter Sports and Lightning Carnival, where Year 4-6 students represented their school in either Aussie Rules, Netball, Hockey, or Soccer. In Term 2, we also held the school's faction cross-country carnival from Pre-Primary to Year 6. In Term 3, we held our whole school Faction Athletics Carnival in which Kwila was crowned champions. Selected students then represented the school in the Oceanside interschool athletics carnival later in the term. These carnivals allowed students to demonstrate and work on their distance throw, long jump, sprints, and team games.

All these initiatives at Springfield Primary have allowed students to showcase their teamwork, resilience, and skill acquisition. A terrific effort from everyone involved and we are looking forward to another busy 2024.



Working Together Achieving More

Teaching Quality

LE FRANÇAIS

This year has been a busy and eventful one for les filles et les garçons de Springfield Primary School. We have discovered many new aspects of France and have developed our cultural understandings. Students have also extended on their grammar and speaking skills from a variety of topics through role plays and language activities. Mini restaurants have been set up in class where students have practised conversations and enjoyed bringing a French café to life.

Harmony Day was celebrated with a French twist in classes. Areas 3 and 6 created beaded bracelets using the French flag colours, Area 7 created and decorated mini 3D Eiffel Towers to take home and sang and danced along to some French songs. Area 5 discussed popular foods in different cultures and decorated French paper plates and napkins.

We also celebrated French Day in Term 4, where students creatively dressed up in blue, white, and red outfits. The day involved a variety of craft and canvas painting activities within French class. Years 1 to 6 enjoyed decorating and tasting Eiffel Tower biscuits and chocolate croissants as well as sampling the popular French Orangina drink.

Students have also tried out some of their craft skills in class and have made French-themed pencil cases and mini bags, showcasing a variety of cultural icons. They have all created some wonderful pieces of work over this year.



With the French Teacher taking parental leave from the beginning of 2024, the school was unable to source a suitable French Languages Teacher for the 2024 school year.

The school board agreed to a trial of AUSLAN for the 2024 school year, allowing time to decide on the future of Languages Teaching at Springfield Primary School.



Student Achievement and Progress

NAPLAN Numeracy

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2023			
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	13%	13%		
Strong	378 - 492	70%	58%		
Developing	311 - 377	13%	22%		
NAS	310 and	4%	7%		

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2023			
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	3%	13%		
Strong	451 - 576	55%	63%		
Developing	386 - 450	31%	19%		
NAS	385 and	10%	5%		

In 2023, the NAPLAN Proficiency changed from bands to levels. As our targets were set to the previous bands, we are unable to assess all targets in our 2021-23 Business Plan. However, the new proficiency level data shows that our Year 3 students performed above like schools in Numeracy, as demonstrated by Springfield PS having a higher combined percentage of students in the 'Exceeding' and 'Strong' levels compared to like schools. Our Year 5 students had a higher percentage in the 'Developing' and 'Needs Additional Support' levels, and adjustments and interventions have been established to target these students.

Reading

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2023			
		Sch	Like Sch	Sch	Like Sch
Exceeding	481 and	17%	18%		
Strong	368 - 480	70%	53%		
Developing	282 - 367	13%	23%		
NAS	281 and	0%	7%		

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2023			
		Sch	Like Sch	Sch	Like Sch
Exceeding	555 and	17%	20%		
Strong	448 - 554	48%	59%		
Developing	377 - 447	24%	16%		
NAS	376 and	10%	5%		

As with Numeracy, our NAPLAN Reading data shows that our Year 3 students are achieving above like schools, with a higher percentage of students in the 'Exceeding' and 'Strong' proficiency levels. It is also pleasing to note that there are no students identified at 'Needs Additional Support'. Our Year 5 students had a higher percentage of students in the 'Developing' and 'Needs Additional Support' levels, and these students are tracked and have documented plans to ensure that we put strategies in place to support strong improvement in their learning.



Student Achievement and Progress

NAPLAN

Writing

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2023			
		Sch	Like Sch	Sch	Like Sch
Exceeding	503 and	9%	8%		
Strong	370 - 502	74%	79%		
Developing	296 - 369	13%	10%		
NAS	295 and	4%	3%		

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2023			
		Sch	Like Sch	Sch	Like Sch
Exceeding	570 and	10%	12%		
Strong	455 - 569	60%	64%		
Developing	385 - 454	17%	18%		
NAS	384 and	13%	6%		

In Year 3 and 5 Writing, Springfield PS students performed similarly to like schools, although there was still a higher percentage of Year 5 students in the ‘Needs Additional Support’ level. Springfield Primary School continues to develop literacy blocks in all classrooms to ensure consistent school wide practice, and this should support improved results in Writing. As in other areas, students in the ‘Developing’ or ‘Needs Additional Support’ levels are tracked, with Curriculum Adjustment Plans or Individual Education Plans used where required to fast-track progress and improve student achievement.



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.

2023	
Springfield Primary School	18%
State Primary Schools	45%
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.

With changes to NAPLAN proficiencies in 2023, we can compare the percentage of students in the 'Exceeding' level against like schools.

2023	
Springfield	9%
Like Schools	8%
Adjusted Target 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.

With changes to NAPLAN proficiencies in 2023, we can compare the percentage of students in the 'Exceeding' level against like schools.

2023	
Springfield	10%
Like Schools	12%
Adjusted Target Not 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 change of assessment time from Term 2 to Term 1 in 2023, meaning that the Department will not track Year 3-5 progress for this assessment.

Spelling

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

No data available due to change of assessment time from Term 2 to Term 1 in 2023, meaning that the Department have started a new trend line which commenced this year.



Student Achievement and Progress

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%
2023	42.8%

Target Met

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

With changes to NAPLAN proficiencies in 2023, we can compare the percentage of students in the 'Needs Additional Support' level against like schools.

Springfield	0%
Like schools	7%

Adjusted 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.

With changes to NAPLAN proficiencies in 2023, we can compare the percentage of students in the 'Exceeding' level against like schools.

Springfield	17%
Like Schools	20%

Adjusted Target Not Met

Mathematics

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%
2023	64.3%

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.

With changes to NAPLAN proficiencies in 2023, we can compare the percentage of students in the 'Exceeding' level against like schools.

Springfield	13%
Like Schools	13%

Adjusted 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.

With changes to NAPLAN proficiencies in 2023, we can compare the percentage of students in the 'Exceeding' level against like schools.

Springfield	3%
Like Schools	13%

Adjusted Target Not Met



Student Achievement and Progress

Key Points

- Writing targets were mostly met, but Year 5 students performed slightly below like schools regarding students achieving in the higher proficiency levels.
- Reading targets were mostly met, but Year 5 students performed slightly below like schools regarding students achieving in the higher proficiency levels.
- Mathematics improvement targets are on track, as Year 3 progress data has improved significantly since 2019.
- Mathematics achievement data was mixed, with Year 3s performing consistently with like schools and Year 5s performing below like schools.

Key Actions

- Springfield PS continue to engage with the West Coast Language Development Centre to support Literature Based Units in the Literacy Blocks to support improved Reading, Writing, Spelling and Grammar outcomes for students.
- To improve Mathematics achievement and progress, particularly in upper primary, staff engaged in extensive research of evidence-based Mathematics programs. As a result, *Learning Through Doing* was selected to provide a program that explicitly teaches mathematical concepts in an engaging way while allowing differentiation to support high achieving students and students that require additional support.



Secondary School Destination Data

Secondary School Destination	
Belridge Secondary College	7
Mater Dei	2
St Mary's AGS	1
Duncraig SHS	1
Kingsway Christian College	1
Alkimos College	1

With only a small cohort of Year 6 Students we again saw the majority of students moving on to the Local Intake Secondary College at Belridge. This has been a change in recent years and is reflective of the work carried out with the local network of the promotion of programs and achievement at Belridge Secondary College (BSC). Although a number of students move to the local Anglican School at the end of Year 5, the majority of those remaining at Springfield for Year 6 now move onto BSC.

