

INTRODUCTION

'Faith in Learning' symbolises the spirit of South Perth Primary School and this annual report describes the significant achievements of 2006. The purpose of this annual report is to report the progress of the School Development Plan, Department of Education & Training (DET) initiatives, student performance information and significant achievements. Our purpose is always to develop the 'whole child' and this report clearly indicates that we are committed to the cognitive, socio-emotional, physical and spiritual development of the students at South Perth Primary School.

Success in a variety of events and across the curriculum demonstrates that the students at South Perth Primary School learn in a caring and respectful environment which is both stimulating and challenging. Whole school activities such as the 2006 J-Rock Eisteddfod at the Perth Convention Centre and in Bunbury, the choirs' outstanding performance at Winthrop Hall, the school band's opening of the District Awards Ceremony at Burswood, the Performing Arts evening at Como Secondary College and outstanding interschool sports achievements in swimming, athletics, cross-county, triathlons, netball, softball and soccer are evidence of excellence across the curriculum. Our students also perform excellently in annual Literacy, Numeracy and Science evaluations and have access to innovative programs such as Waterworks-Millennium Kids, Solar Schools Challenge, writing competitions, Talented & Gifted programs as well as support programs such as Support-A-Reader and ESL support.

SCHOOL ETHOS AND PURPOSE

The following purpose statement and supporting five core values underpins our planning and direction as a school. We have interpreted the Core Values of the curriculum in 'student friendly' terms so all PP - Yr7 students receive the same message throughout their schooling at South Perth Primary. The effectiveness and impact of our purpose statement is monitored via a values audit, Behaviour Management data, teacher judgements and feedback from the community. Details of the effectiveness are outlined further in the annual report. The school Spirit and Values are described as follows:

THE SPIRIT OF SOUTH PERTH PRIMARY

"Our desire and inspiration is to empower each other to:

- create a safe, caring and respectful learning environment, which is stimulating and challenging.
- develop each child's unique potential, as a resilient and resourceful learner of the 21st century."

Our 'student-friendly' five core values that reflect the Core Values from the Curriculum Framework are:

I WILL DO MY BEST

I ACCEPT AND RESPECT MYSELF

I RESPECT OTHERS AND THEIR RIGHTS

I AM RESPONSIBLE AND FAIR

I RESPECT AND CARE ABOUT THE ENVIRONMENT



Yr 6 SSWA CrossCounty Champions

COMMUNITY INVOLVEMENT

South Perth Primary School continues to be supported by a well organised and productive School Council and P&C Association. The major achievements of the P&C Association include significant fundraising for curriculum initiatives, support for the school bands, musical equipment, reading books, library materials, early childhood resources, air-conditioning throughout the whole school, shade for playgrounds, sports shelters and fencing. The P&C Association generates between \$40 000 - \$50 000 per annum from hall hire, P&C levy, fundraising and the uniform shop. Once again the Auction of Promises was an outstanding fundraising event.

The School Council's major business has involved finalising the Homework and Behaviour Management Policies, actioning recommendations from the school survey, local–area intake boundary changes, the approval of fees and charges, sponsorship and school chaplaincy. Significant work was completed by the School Council in 2004–2005 on changing the feeder secondary school relationship which will enable students who reside in our area to attend Kent St Senior High School or Como Secondary College.

FEEDBACK

In 2006 the school surveyed the students, parents and staff in relation to how inclusive and supportive the school is. We used the “Index for Inclusion” as our survey tool and a summary of the students' feedback was included in the 2004 and 2005 Annual Reports. This survey aims to solicit feedback from students, parents and staff in relation to issues that may impede learning and participation, explore possibilities for minimising barriers and increasing the involvement of students.

Summary of Student Feedback from 2006 Survey

Question	%agree
I feel welcome at my school	97
Students help each other	97
Teachers help each other	98
Staff and students treat each other with respect	94
Parents are encouraged to participate	93
Parents are well informed about school activities	94
Teachers expect me to do my best	99
Teachers listen to my ideas	92
Teachers think all students are equally important	91
When I first come to SPPS I was welcomed & looked after	90
Teachers value all students at SPPS	92
Teachers encourage positive behaviour	98
Teachers work hard to make SPPS safe and happy	99
The school is doing all it can to stop bullying	85
Teachers, students ,parents have a common understanding of what is bullying	90
Teachers expect me to respect others by behaving appropriately	88
I learn to appreciate those who are different from me	97
Teachers help me learn myself	97
Teachers expect us to help each other	94



School Choir

Summary of Parent Feedback (Parents asked the same questions as students)

Strengths

- Supportive and friendly staff
- Caring and positive learning atmosphere
- Community spirit
- Variety of interesting educational activities across all learning areas
- Pleasant and welcoming physical environment – buildings and grounds
- Student respect and discipline

Areas requiring Improvements

- Inconsistency in homework
- Traffic/parking issues
- Improvements required in understanding bullying
- Communication between classroom and home

Summary of Staff Feedback (Also asked the same questions)

Strengths

- The students
- Whole school environment – buildings, grounds, resources and community
- Friendly and supportive staff

Areas requiring Improvements

- Increased opportunities for leadership and professional learning

FEATURES OF THE EIGHT LEARNING AREAS

The following information details student performance in a variety of learning areas as stipulated in our School Development Plan. A Managing Information System describes when and what information we collect. It is not feasible to collect and analyse student performance data from all learning areas every year.

However, literacy and numeracy information is collected every year via Western Australian Literacy and Numeracy Assessment (WALNA) data.

THE ARTS

In 2006 SPPS continued to develop the aspects of Music, Drama and Visual Arts throughout the curriculum with the major initiatives comprising a specialised drama program for years 5 – 7, Artist-in-Residence initiatives, whole school Talent Quest, the formation of a band and strings group and participation in the 2006 Rock Eisteddfod.

The school is rapidly gaining a strong reputation for excellence in the Arts which is evidenced by the performances of the school choirs at Winthrop hall, on television and in the community and the outstanding Junior Rock Eisteddfod at the Convention Centre and in Bunbury The school band's performance at the Burswood and the Performing Arts evening at Como Secondary College are further evidence of a rich Arts curriculum and improved outcomes

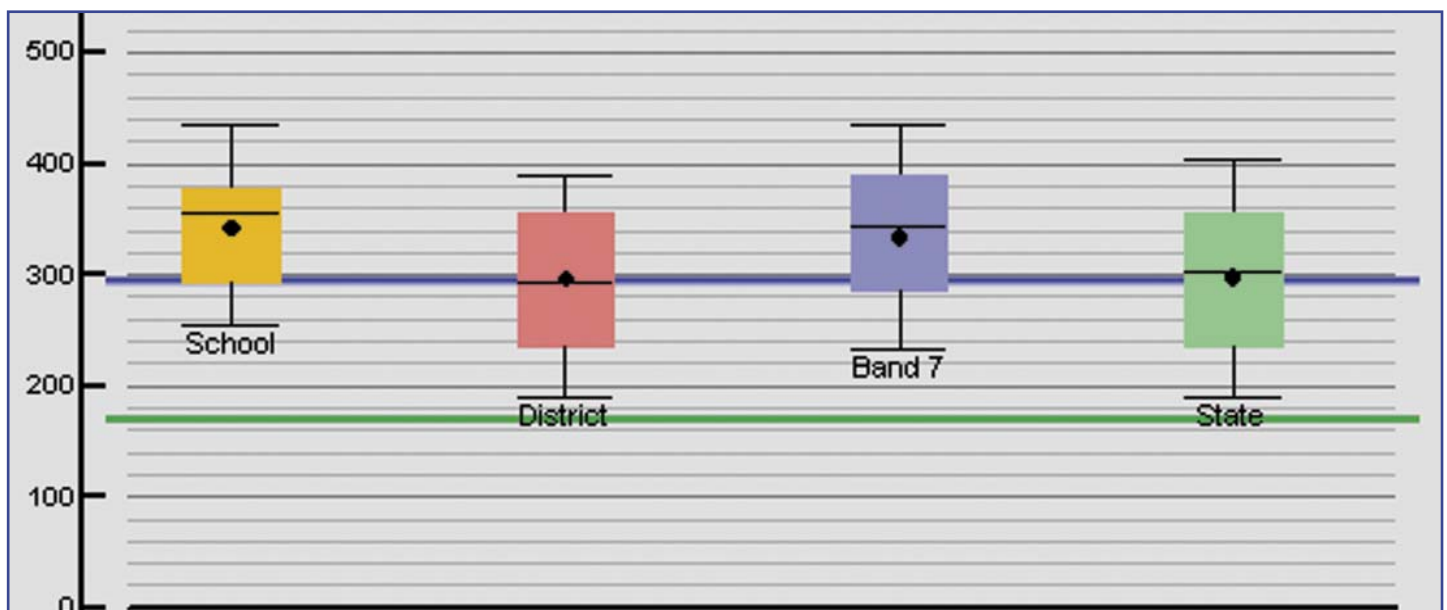
ENGLISH

This year's comparative information focuses on schools of similar demographics. We are classed as being least disadvantaged (Band 7) while band 8 are the schools that are most advantaged. We were classed as a Band 6 school in 1999–2003. Our demographics have not changed significantly but the index used by the DET has changed. Our achievement targets in Reading, Writing, Spelling and Mathematics were to "Achieve at a Band 7 level" and "Have 100% of students above the benchmark".

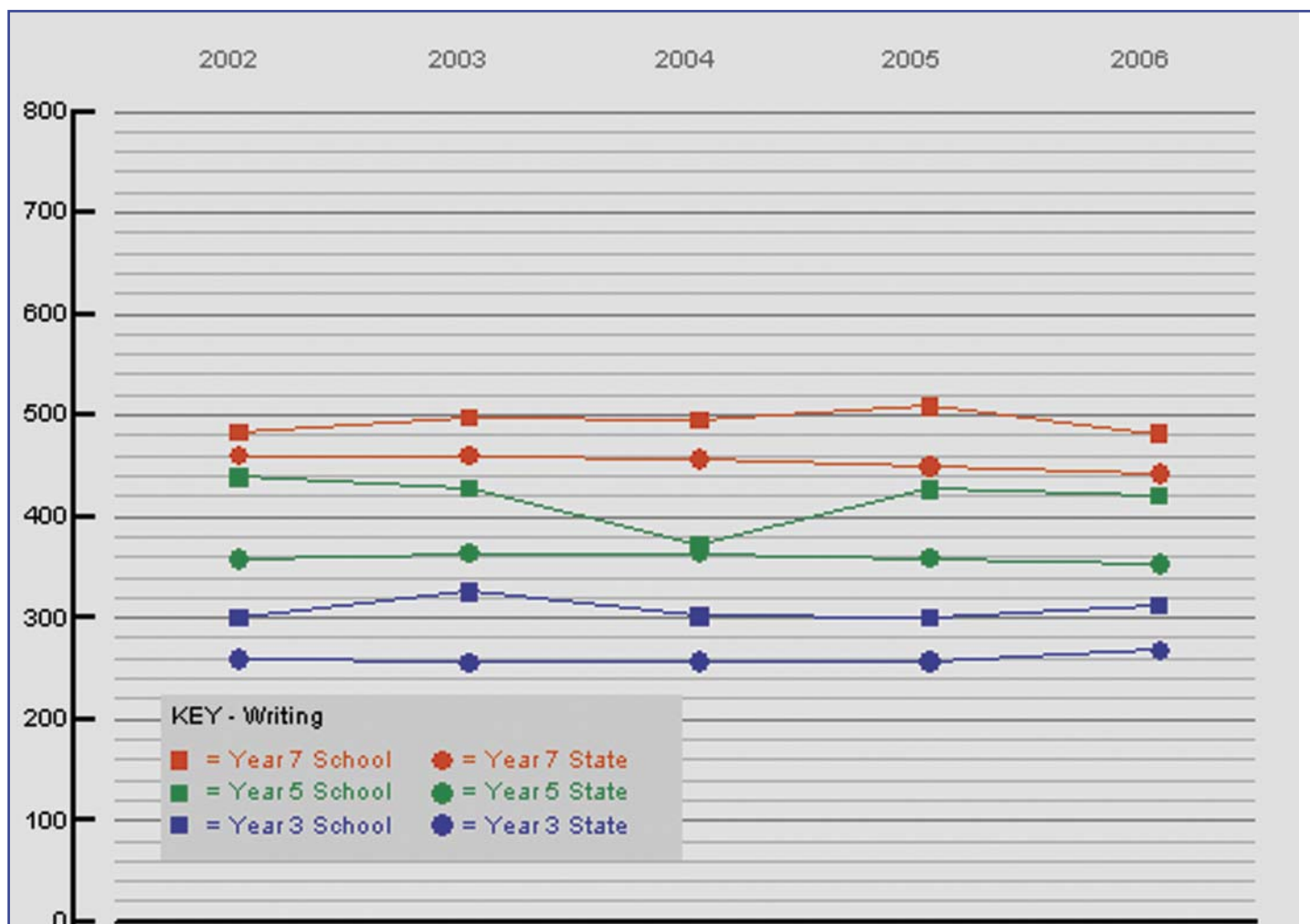
READING

As in previous years South Perth Primary students achieved well above the state and district in all year levels, which is to be expected. We continue to achieve our target of performing at Band 7 level in years 3, 5 and 7. In 2006 our achievement in Reading continues to be sound with our whole school performance being very positive. Noticeable improvements include:

- Zero Year 3s below the benchmark and one Year 5 below the benchmark
- 97% of Year 7s above the benchmark (WA average is 81%)
- No difference in Reading performance of Year 3 girls compared to boys.
- More Year 5 girls in the top 25% than boys
- More Year 7 boys in the top 25% than girls
- No noticeable trend difference in the performance of boys compared to girls across the school.



2006 SOUTH PERTH PRIMARY SCHOOL Year 3 Reading Comparison with District, Band & State



SOUTH PERTH PRIMARY SCHOOL - Writing Year Group Comparison across Years with State

WRITING

Performances in Writing at South Perth Primary School continues to improve and build on the 2004 success in the Western Australian Young Writer's Competition, where SPPS was judged equal winner of the Syd Donovan Writing Award for 2004. The W.A. Young Writer's Competition is the oldest and best supported writing competition in W.A. for government and non-government schools. Students also achieved awards in 2006 in this competition as well as in the Cristobel Mattingley writing competition.

In relation to the 2006 WALNA results there was a noticeable improvement in the Year 7 cohort who performed below expectations in 2004 i.e. 54% of students above WAGSAT (WA Government Schools Achievement Target). In 2006 this group of students exceeded expectations i.e. 76% above WAGSAT, close to a 20% improvement. 80% of 2006 Year 3 students and 73% of 2006 Year 5 students were above WAGSAT.

MATHEMATICS

WALNA results continued to be of a very sound standard in Years 3, 5 and 7. In Year 7 the boys outperformed the girls but there was no visible difference between girls and boys in Years 3 and 5.

The performance of the Year 7s was very different in the Year 7s of 2005 but this was to be expected. The performance of the 2006 Year 7s was down on their performance as Year 5s in 2004.

In 2006 there were 100% above benchmark in Year 3, 97% in Year 5 and 94% in Year 7.

VALUE ADDING

The graph on this page is an indication of the type of student data analysis that takes place using the WALNA data. This graph plots the Writing performance of the Year 3, 5 & 7's who sat the WALNA in the past five years. This is a comparison of our performance against BAND 7 types of schools (i.e. similar demographics). Our target is to achieve at a Band level because this is a high achievement target for SPPS.

HEALTH and PHYSICAL EDUCATION

Health and Physical Education Participation and performance of students throughout the school in 2006 has been very good. This is attributed to a more innovative morning fitness program being implemented, specialist physical education teaching throughout the school, providing opportunities for all students to participate in a variety of sporting events and constant promotion throughout the school of the benefits of regular physical activity. Fitness assessment of students indicates fitness levels have improved significantly throughout the year. The AIS Shuttle Run Relay Test indicated that our students have improved on average by over one level and confirmed that our senior students are considerably above national averages in relation to aerobic fitness. The year six boys won the State Cross Country Championships at Perry Lakes which is an outstanding achievement.

Positives in School Health and PE include: Participation and promotion of walk and cycle to school days. Winning S.S.W.A Swimming Carnival, S.M.P.S.S.A Swimming Carnival, International Football and Girls and Boys Softball. Strong performances in Volleyball, Basketball, International Football, AFL Football, Netball, Athletics, Cross Country and Cricket at Interschool level. SPPS also participated in Little League Football (AFL fixtures) and before school, lunchtime and after school sporting opportunities increased. In 2006 we also further developed student leadership in sport and recreation.



SSWA Swimming Carnival 2006

JAPANESE

The year seven students participated in DET's Monitoring Standards in Education (MSE) Assessments in Writing, Speaking, Listening and Responding. In addition the year Six students carried out the exact same assessment as the year sevens in Writing.

In Speaking 39% of Yr 7's were in the top 25% of W.A. and 75% were in the top 50% of WA. In Listening and Responding 51 % were in the top 25% of W.A. and 76% were at or above the state average.

The results for Yr 7 writing were not as strong with only one student being placed in the top 25% and 23% being at or above the state average. The year 6's performed far better on the exact same assessment and the following comparisons compare our Yr 6 students with W.A.'s year 7's. There were 17% of the Year 6's in the top 25% of W.A. and 40% in the top 50% of Yr 7's in W.A. This is an outstanding result give the students are 12 months younger and have had one year less of Japanese.

SCIENCE

All Yr 6 students participated in the University of NSW Science Assessments for schools. This assessment was chosen because the norms are higher than the average population because only those schools and students who chose to do this competition are included in the sample. As a consequence SPPS paid for all Yr six students to complete the competition to see how the students fared. Our Year 6's compared favourably (on average) with those year sixes across Australia who chose to complete this competition. Our strengths were in Observing and Measuring, Interpreting Predicting and Concluding and Reasoning.

The school continues to develop a whole school approach to Environmental Education and specific programs implemented include Waste Wise, Recycling, Solar Schools challenge, Solar Energy (Solar Schools), Milyu and Water Works.

SOCIETY & ENVIRONMENT (S&E)

The following information was reported in the 2005 Annual Report. It has been reprinted for your convenience and demonstrates that the school analyses student performance information in S&E.

In addition to this sampling of student performance, South Perth Primary students are involved in a

variety of programs involving S&E e.g. WebQuests, Environmental Education, Inquiry approach (classroom/library), assignment work, Millennium Kids, Technology & Enterprise projects, WA Week and ANZAC Day.

Year 3 2002

- Year 3 students scored well above the state mean in ICP, Place and Space and the Resources.
- In ICP 93.2% achieved level 2 or above which is a very strong performance.
- In Place and Space 93.2% achieved level 2 or above which is a sound result.
- In Resources 100% of students achieved level 2 or above and 13% achieved in the level 3 – 4 range.

Year 7 2005

- The year 7 students performed well above the State average in both TCC and NSS which supports the 2002 performance in 2002 in an evaluation of the Resources component of S&E
- 0% of students performed below Level 3 which is extremely positive
- 56% achieved level 5–6 in TCC (state average is Level 4) which is outstanding
- 90% of the sample achieved level 3 or above in the ICP and Place and Space strands, and 100 % in the Resources strand achieved level 3 or above.
- 50% of the sample achieved level 5 in the ICP and Place and Space strands which is a very strong performance.

The next sampling of student performance in S&E will be undertaken in 2007.

INFORMATION and TECHNOLOGIES

In 2006 an analysis of staff professional learning in the use of Learning Technologies was undertaken to gauge the staff's access to professional learning and the subsequent transfer to teaching methodologies in the classroom. This analysis was also undertaken in 2001 and 2002. The largest gains are indicated below:

- Professional Learning structured as part of a whole school approach: 40.3% agree (2002), 70% agree (2006)
- I use ICT in my Teaching & Learning occasionally (weekly)
- 41.2% agree (2002), 70% agree (2006)
- I use ICT in my Teaching & Learning regularly (daily): 31.9% agree (2002), 30% agree (2006)
- I assist other staff to integrate and use ICT in their Teaching & Learning: 40.3% agree (2002), 80% agree (2006)

In summary the students and staff at South Perth Primary continue to develop their usage and understanding of information and communication technologies. In 2006 the staff focussed their energies and professional learning on monitoring and reporting student performance electronically.

The students continued to develop their skills knowledge and understandings via online learning accessing the Internet, use of Web Quests and presenting their learning via Powerpoint, Word, Excel and Publisher. Students also use regular programs such as Inspiration, Kidpix, Phonics Alive, electronic books.

ENROLMENT PATTERNS

2006 proved to be a year of continued growth with steady enrolments throughout the year across all year groups. SPPS enrolled 390 PP – 7 students and will commence 2007 with close to 400 students who need to be accommodated in 15 classrooms as per 2006. SPPS has very limited classroom and play space due to the size of the property (1.8 Ha) and 400 students is maximum capacity for South Perth Primary. SPPS has applied for capital works funding to increase the number of purpose built classrooms because in 2010 the predicted enrolment is 430 PP–Yr.7 students which will require a 16th classroom and the possible loss of another court.

PASTORAL CARE AND VALUES

South Perth Primary School has a positive and proactive whole school approach in values education, through integrated curriculum and is effective for all our school community. In 2004 all year 5 and 7 students were surveyed re their understanding of and practice of our Core Values. In 2003 the same students had been surveyed as Year 4s and 6s. A summary of the improvements was published last year and is repeated below.

In 2006 we sampled all Year 4 and 6 students (the Year 4s were originally surveyed as Year 2s in 2004).

Positives noted (2003 – 2004):

- Values program is supportive of the Behaviour Management Policy
- Values program is effective
- Positive behaviours and student contributions are valued, encouraged and supported
- 'Tribes' program supports and integrates with the Values program
- Year 5 and 7 students evaluated in 2004 showed significant improvements across most values



Statistical Overview:

Breakdown in Year Groups:
(number of reported incidents)

PP	1	2	3	4	5	6	7
0	14	13	12	17	14	9	11

History of Reported Incidents:

2001	2002	2003	2004	2005	2006
185	142	78	70	107	90

Comments:

1. Twelve incidents from students, new to the school.
2. Decrease in high frequency of repeat offenders from 2005.
3. General feeling is the tone around the school at recess and lunch is very positive and more students are physically active.
4. Administration have been proactive in being in the playground for the first few minutes of recess and lunch which assists to establish a positive tone and good behaviour.
5. Increased sports training for upper students at lunch times has helped to keep students engaged and motivated during lunchtimes and in some cases before and after school.
6. Monitoring of incidents via SIS has dramatically improved the tracking of students and analysing trends, thereby improving early intervention.

surveyed i.e. their understanding as well as their practices.

Focus for the Future:

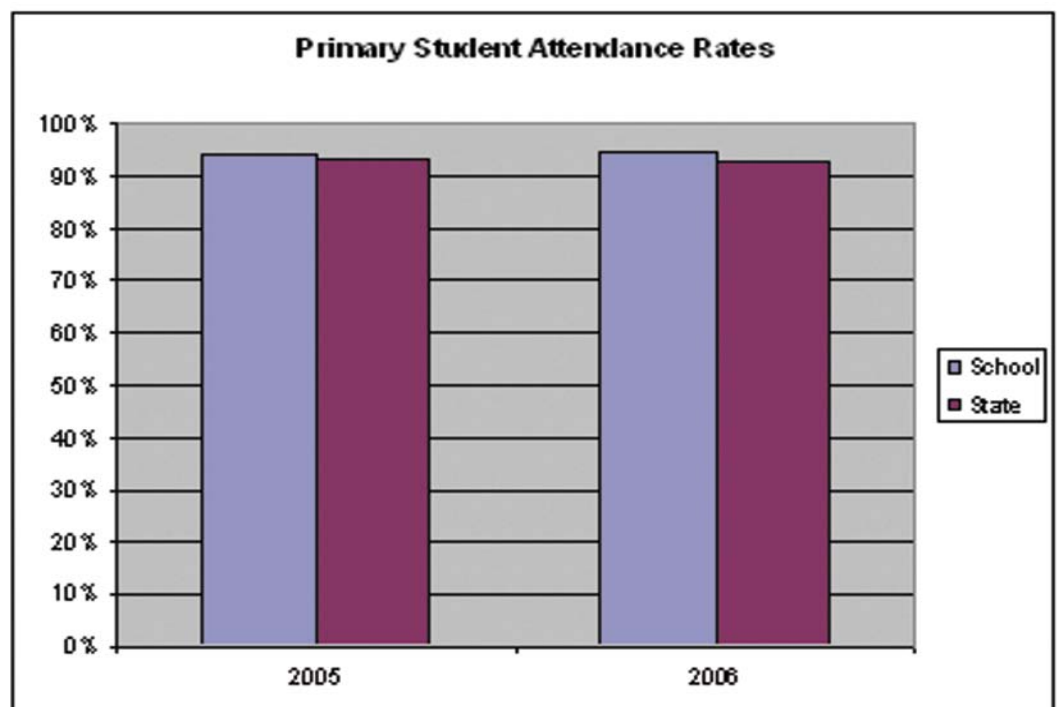
- Cooperation and Conflict – focussing on empowering students to understand and practice conflict resolution.
- Environmental Responsibility and Diversity of Species – improved understanding of what this means

STAFF ATTENDANCE & RETENTION

- Attendance of all staff in 2006 – 96%
- Retention: 21 existing staff from 2005 and 5 new staff in 2006

BEHAVIOUR MANAGEMENT & DISCIPLINE

The students at South Perth Primary School continued to be well-behaved and respectful. This is evidenced by the low level of poor student behaviour and opinions/observations made by staff, parents and the students themselves. It is also important to note that the longer a student stays at our school, the better behaved they are. Credit must go to the students, staff and families for their combined efforts in reinforcing appropriate behaviour.



SOUTH PERTH PRIMARY	Sample Mean	School Mean
1. Care and Compassion - Care for self and others	74.6	75.2
2. Doing Your Best - Seek to accomplish something worthy and admirable, try hard, pursue excellence	80.0	83.8
3. Fair Go - Pursue and protect the common good where all people are treated for a just society	67.2	70.9
4. Freedom - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and stand up for the rights of others	72.7	74.8
5. Honesty and Trustworthiness - Be honest, sincere and seek the truth	67.8	70.5
6. Integrity - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds	72.3	75.5
7. Respect - Treat others with consideration and regard, respect another person's point of view	73.5	76.4
8. Responsibility - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment	67.5	69.7
9. Understanding, Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others	70.7	73.8

Summary of Year 4 and Year 6 SPPS student's responses as compared to other WA students in relation to the National Values Framework

FINANCE

Income

DET Grants 40%

DET Special Purpose Grants 15%

Voluntary Contributions 8%

Student Funded Activities 28%

Other revenue (interest, P&C...) 9%

Annual turnover approx. \$300 000 pa

Expenditure

Curriculum resources & activities 28%

Student funded activities 28%

Resources, equipment, stock 14%

Replacement reserves 7%

Utilities/Cleaning/Grounds 15%

IT leases, replacement, repairs 8%

In 2006 the school increased its turnover and now turns over approximately \$300 000 pa. The 2007 schedule of fees and charges was approved by the School Council and the excursion/incursion fee was raised to \$ 90 per child to reflect the cost of bus transport and increase use buses with seatbelts. The collection rate for voluntary contributions has improved on previous years and is close to 70%.

RECOMMENDATIONS for 2007

1. Continued implementation of "1st STEPS Maths strategy (Number completed in 2006 and Measurement scheduled for 2007).

2. Develop higher order comprehension skills with the year 4-7 students (Achievement target).

3. Implement assessment and moderation processes which support classroom teachers in reporting to parents.

4. Review SPPS Behaviour Management Policy in conjunction with School Council.

5. Complete the Investing in Our School Projects re Classroom Furniture and IT (\$80 000).

6. Enact the improvement planning for Inclusivity and Values which will focus on conflict resolution, mutual respect and bullying.

7. Enact recommendations from 2006 Finance Audit ie. Financial & Resource Management

GARRY HEWITT

Principal
SPPS 2006

MERV BYFIELD

Chairperson
SPPS School Council
2006