

Strive • Believe • Achieve

# 2024 Annual Report





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# **INTRODUCING OUR 2024 ANNUAL REPORT**

Welcome to our 2024 Annual Report. This report contains a range of performance information that outlines the progress we have made in implementing key strategies outlined in SLPS 2022 –2025 Business Plan as well as system reporting requirements for the 2024 school year. Also detailed within this report are the major achievements and highlights of the year, reports from learning areas, financial and human resource management reports, and images that capture the many activities students participated in throughout 2024.

During the course of 2024 staff continued to refine and implement South Lake Primary School's (SLPS) whole of school approaches. Staff have enhanced data collection methods, implemented targeted and tiered interventions for students at risk both academically and socially in K - 6, and made significant inroads in implementing 'Science of Reading' and Explicit Teaching (ET). Special thanks to SLPS hard working curriculum leaders for their continued research and refinement of our ET documentation.

Early in Term 1, SLPS Early Childhood classes were audited by the National Quality Standards (NQS) verification team. The team noted," Warm, supportive and positive reciprocal relationships between children and educators were evident throughout the verification...Children are confident and show they feel safe by welcoming others into their discussions and learning...Children are supported in regulating their behaviour through an embedded positive behaviour approach, with a common language, consistent classroom management strategies, and a three-tiered whole school behaviour management process."

In 2024 we commence our Kaartdijin deployment journey. Kaartdijin replaces several outdated systems being used to monitor student data (attendance, behaviour and wellbeing), set budgets and manage assets. SLPS went live with Kaartdijin on the 5 August 2024. Additionally, SLPS was invited to participate in the Complex Behaviour Support (CBS) Project. Ms Webber CBS Coordinator was provided with evidence-based, complex behaviour related professional learning, enabling her to work with staff and leadership to implement Multi-tiered System of Support (MTSS) to address complex student needs.

As was noted in 2023 Annual Report, NAPLAN reports now indicate student achievement in terms of four proficiencies – Exceeding, Strong, Developing and Needs Additional Support. As a result, we have been unable to show the progress of our stable cohort Year 3 2022 to Year 5 2024. Notwithstanding this our 2024 NAPLAN results evidence that SLPS students have continued to perform as good as or better than like schools.

It is hoped that readers will find the 2024 Annual Report informative and reflective of the wonderful work done by students, staff and parents of the South Lake Primary Community.

### **SCHOOL AND CONTEXT**

Our vision at South Lake Primary is that all members of the school community will work together to achieve their full potential, becoming self-motivated life-long learners through an inclusive and empowering education. South Lake Primary School is a Level 5 school and currently accommodates students from Kindergarten to Year 6 as well as the School of Special Education Needs: Disability (SSEN: D) Team and School of Special Education Needs: Behaviour and Engagement (SSEN: BE) Team. With an ICSEA (Index of Community Socio-educational Advantage) of 979 (6) and student transiency of 31.4%, our student population continues to include a diversity of culturally rich people groups. 13.7% of students are Noongar children and over 15 different nations are represented in our student population, many students coming from the South Pacific Islands, New Zealand and South East Asia. In 2024, we had 12 full-time classes and students received instruction in English, Mathematics, Science, Humanities and Social Sciences (HASS) as well as instruction from full-time specialists in Physical Education, Art, Digital Design and Technology, Languages Other Than English (LOTE) Italian, and Music. Across the school K – 6 staff and specialists have implemented and refined Explicit Teaching. Additionally, as well as fulfilling the requirements of National Quality Standards (NQS) our early childhood staff have continued to embed the Walker Learning philosophy in classrooms.

At SLPS, successful students are at the centre of our school improvement, as articulated in our School Vision. Everything we do is evaluated in relation to the impact on student learning, their engagement at school and their enjoyment of the school experience. Our school improvement cycle is an ongoing process encompassing three components. We assess data and other evidence related to student achievement, social development, and school operations; we plan to improve the standards of student achievement and social development; and we act to implement planned strategies. At SLPS we foster a model of distributed leadership where staff are provided with ample opportunities to lead best practice in the Western Australian Curriculum, participate in peer coaching and aspire to future leadership opportunities in and beyond the classroom.

At SLPS, we view parents as partners in the education of their children and are proactive in linking with the home. Kaartdijin communication mechanisms will further enhance our capacity to provide timely information. Our School Council has successfully transitioned to a capable School Board and our P&C are active around the school; we acknowledge all of their input and fundraising efforts. As well as partnerships mentioned previously, connections with various government agencies, City of Cockburn Local Government Authority, universities, Institute of Indigenous Wellbeing and Sport, Michael Foundation, Lakeland Senior High School and network schools, and Foodbank contribute to SLPS's effectiveness and operations.

# **TEACHER QUALIFICATIONS**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board (TRB) of Western Australia.

### **PROFESSIONAL LEARNING 2024**

In 2024, professional learning for staff was prioritised according to the School Business Plan. Regular updates from the Curriculum Leaders and the PBS team featured prominently on term planners, as well as continued building of teachers' capacity to analyse data and implement the Australian Curriculum. Classroom observations by Conference Accredited Training (CAT) trained staff and ET leaders were undertaken to improve student outcomes by improving the instructional skills of staff. Teaching and school support staff have also attended online courses, Cockburn Central Education Network (CCEN) meetings outside of school hours, Fremantle Language Development Centre Courses, Graduate Modules, and professional learning sessions on school development days.

Professional learning included: Positive Behaviour Support; two days Classroom Management Strategies (CMS) for all Education Assistants; Instructional Strategies for Engagement (ISE) and CAT, Kaartdijin; Trauma Informed Practice / Trauma Sensitive Language; Sustainability at SLPS; embedding Music: Cross Curricula Approach; and "Going deeper into Reading to becoming critical, knowledge base readers." In addition, staff continued to share best practice at staff meetings, school development days and within learning teams.

Teachers have been provided with time to collaboratively plan, moderate, reflect, analyse data, review and develop learning programs and case management plans.

In Term 3 staff use the SIAF (School Improvement Accountability Framework) to review progress towards strategies articulated in the 2022 – 2025 School Business Plan. Term 3 2024 staff reflected on NAPLAN data and identified focus areas for review and consolidation over the remainder of the year.

All teaching staff used the Australia Institute for Teaching and School Leadership (AITSL) Standards to self-assess, participated in professional development, using Department of Education Performance Management templates, and classroom observation and feedback strategy.



# **SCHOOL BOARD ACTIVITIES 2024**

#### In 2024 the South Lake Primary School Board:

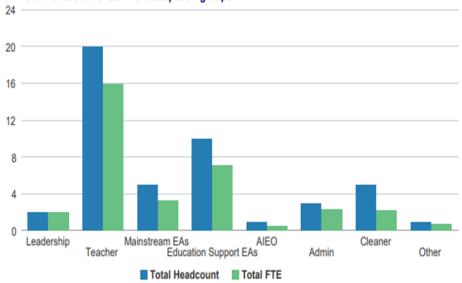
- Endorsed SLP's 2023 Annual Report;
- Endorsed and reviewed the School Budget, and Voluntary Contributions, Fees and Charges;
- Endorsed School Development Days for 2025;
- Examine School Board Terms of Reference;
- Endorsed changes to Reporting to Parents requirements;
- Endorsed continuation of School Chaplaincy Program in 2025;
- Reviewed Dress Code and Homework Policy;
- Examined 2024 NAPLAN Data, and student performance targets as described in the business plan for impact on student learning; and
- Examined Parent, Student and Staff Survey Data.

#### STAFF PROFILE 2024

#### FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	0	0.0	2	2.0
Teacher	19	15.0	1	1.0	20	16.0
Mainstream EAs	5	3.3	0	0.0	5	3.3
Education Support EAs	10	7.1	0	0.0	10	7.1
AIEO	1	0.6	0	0.0	1	0.6
Admin	3	2.4	0	0.0	3	2.4
Cleaner	5	2.3	0	0.0	5	2.3
Other	1	0.8	0	0.0	1	0.8
Grand Total	46	33.5	1	1.0	47	34.5





# **NAPLAN ACHIEVEMENT 2024**

#### **BUSINESS PLAN TARGETS PRIORITY AREA 3 QUALITY TEACHING ACHIEVED**

- South Lake Primary School students achieve 'At or Above' Like School in all NAPLAN areas in Years 3 and 5.
- 10. Progress of stable cohort from Years 3 to 5 in all NAPLAN areas is 'At or Above' Like Schools.

Our 2024 NAPLAN results evidence that SLPS students have continued to perform as good as or better than like schools. Additionally, student achievement in all 5 assessed areas is at or above the predicted school means. Staff strongly believe that our whole of school approaches to curriculum delivery and explicit teaching instruction, in every classroom, are improving student results. Highlights include:

**NUMERACY** Year 3 - 26% of cohort **Developing, and 57% Strong or Exceeding**. Performance was 0.4 standard deviations above predicted school mean.

<u>Year 5</u> - 43% of cohort **Developing** and 53% **Strong or Exceeding**. Performance exceeded that of like schools.

**READING**Year 3 - 15% of cohort **Developing** and 66% **Strong or Exceeding**. Performance exceeded that of like schools and was 0.5 standard deviations above predicted school mean.

<u>Year 5</u> - 13 % of cohort **Developing** and **69% Strong or Exceeding.** Performance exceeded like schools.

WRITING Year 3 89% Strong or Exceeding. Performance exceeded expected performance and was 1.8 standard deviations above predicted school mean. Performance was better than WA Public Schools.

<u>Year 5</u> - 88 % of cohort **Developing, Strong or Exceeding.** Performance was as good as like schools.

**SPELLING** Year 3 - 4% of cohort **Developing** and 77% **Strong or Exceeding**. Performance exceeded that of like schools and was 1.7 standard deviations above predicted school mean.

<u>Year 5</u> - 14 % of cohort **Developing** and 68% **Strong or Exceeding.** Performance exceeded like schools, was comparable to WA Public Schools and was 0.4 standard deviations above predicted school mean.

PUNCTUATION AND GRAMMAR Year 3 - 19% of cohort Developing and 61% Strong or Exceeding. Performance exceeded that of like schools and was 0.9 standard deviations above predicted school mean. Performance was better than WA Public Schools...

<u>Year 5</u> - 32% of cohort <u>Developing</u> and 54% <u>Strong or Exceeding</u>. Performance exceeded like schools, and was 0.8 standard deviations above predicted school mean.

NOTE: ENGLISH AND MATHEMATICS REPORTS OUTLINE STRATEGIES IN PLACE FOR STUDENTS AT RISK AND REQUIRING ADDITIONAL SUPPORT.

# **PROFICIENCY BANDS NAPLAN 2024**

		Year 3 Numeracy							
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools			
Level Range	2023	2024	2023	2024	2023	2024			
Exceeding	493 and above	7%	9%	5%	4%	11%	9%		
Strong	378 - 492	33%	48%	47%	49%	50%	50%		
Developing	311 - 377	47%	26%	31%	33%	24%	26%		
NAS	310 and below	13%	17%	17%	14%	14%	13%		

		Year 3 Reading						
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools		
Level	Range	2023	2024	2023	2024	2023	2024	
Exceeding	481 and above	17%	12%	9%	9%	16%	17%	
Strong	368 - 480	43%	54%	42%	43%	45%	43%	
Developing	282 - 367	23%	15%	31%	28%	24%	21%	
NAS	281 and below	17%	19%	19%	21%	14%	17%	

		Year 3 Writing							
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools			
Level Range	2023	2024	2023	2024	2023	2024			
Exceeding	503 and above	6%	4%	3%	4%	9%	9%		
Strong	370 - 502	56%	84%	66%	67%	65%	67%		
Developing	296 - 369	16%	4%	20%	19%	14%	14%		
NAS	295 and below	22%	8%	12%	10%	10%	9%		

		Year 3 Spelling							
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools			
Level Range	2023	2024	2023	2024	2023	2024			
Exceeding	489 and above	17%	27%	9%	9%	15%	14%		
Strong	380 - 488	40%	50%	39%	40%	42%	43%		
Developing	294 - 379	20%	4%	36%	37%	28%	28%		
NAS	293 and below	23%	19%	15%	15%	13%	13%		

# NAPLAN 2023 - 2024 LONGITUDINAL SUMMARY

		Year 3 Grammar & Punctuation							
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools			
Level Range	2023	2024	2023	2024	2023	2024			
Exceeding	523 and above	7%	15%	3%	4%	8%	10%		
Strong	404 - 522	43%	46%	34%	35%	42%	40%		
Developing	312 - 403	23%	19%	37%	36%	30%	28%		
NAS	311 and below	27%	19%	26%	25%	18%	21%		

		Year 5 Numeracy							
Proficiency NAPLAN Score Level Range	NAPLAN Score	School		Like Schools		WA Public Schools			
	2023	2024	2023	2024	2023	2024			
Exceeding	577 and above	4%	5%	4%	4%	11%	12%		
Strong	451 - 576	58%	48%	49%	50%	53%	51%		
Developing	386 - 450	27%	43%	29%	32%	23%	24%		
NAS	385 and below	12%	5%	18%	14%	12%	11%		

		Year 5 Reading							
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools			
Level	Range	2023	2024	2023	2024	2023	2024		
Exceeding	555 and above	12%	4%	8%	11%	18%	19%		
Strong	448 - 554	62%	65%	52%	48%	51%	47%		
Developing	377 - 447	15%	13%	22%	24%	18%	19%		
NAS	376 and below	12%	17%	18%	17%	11%	13%		

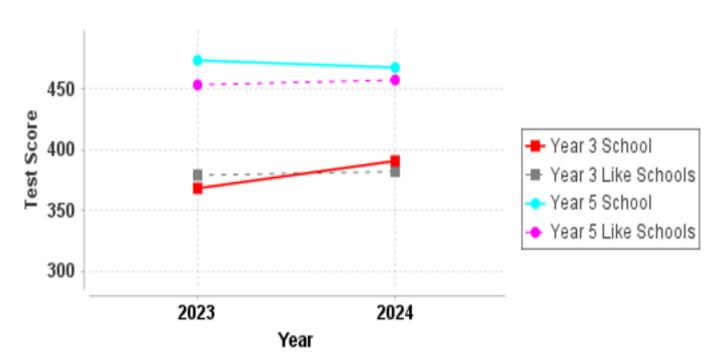
		Year 5 Writing							
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools			
Level	Range	2023	2024	2023	2024	2023	2024		
Exceeding	570 and above	0%	8%	4%	6%	10%	10%		
Strong	455 - 569	65%	42%	49%	53%	54%	54%		
Developing	385 - 454	31%	38%	31%	27%	22%	23%		
NAS	384 and below	4%	13%	16%	14%	12%	11%		

		Year 5 Spelling							
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools			
Level	Range	2023	2024	2023	2024	2023	2024		
Exceeding	553 and above	27%	23%	11%	15%	20%	21%		
Strong	451 - 552	54%	45%	49%	44%	48%	46%		
Developing	378 - 450	12%	14%	25%	27%	20%	21%		
NAS	377 and below	8%	18%	15%	14%	11%	11%		

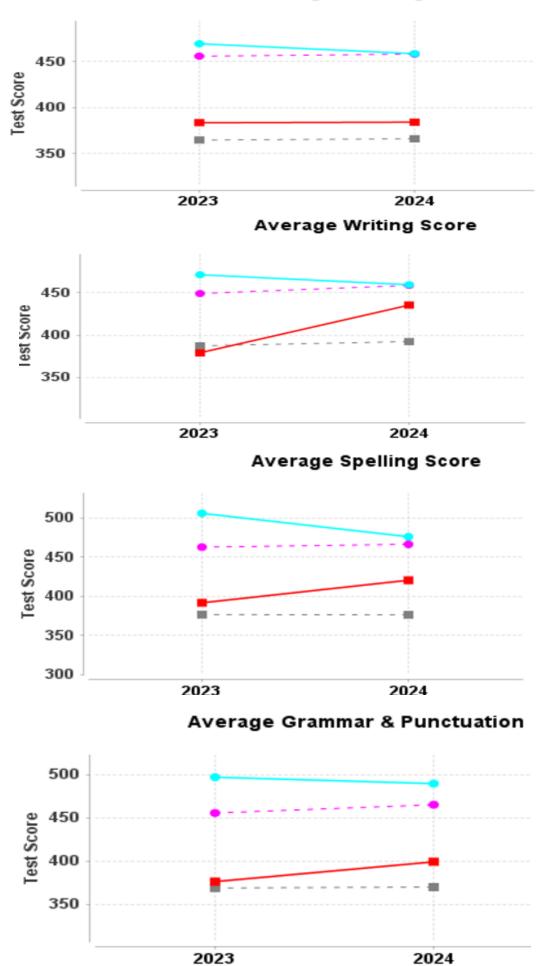
		Year 5 Grammar & Punctuation							
Proficiency	NAPLAN Score	School		Like Schools		WA Public Schools			
Level Range	2023	2024	2023	2024	2023	2024			
Exceeding	582 and above	15%	18%	4%	7%	13%	14%		
Strong	470 - 581	42%	36%	42%	44%	46%	46%		
Developing	397 - 469	38%	32%	34%	32%	26%	25%		
NAS	396 and below	4%	14%	20%	17%	14%	13%		

# NAPLAN 2023 - 2024 LONGITUDINAL SUMMARY

# **Average Numeracy Score**







# **NAPLAN COMPARATIVE PERFORMANCE – SUMMARY 2024**

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	-0.3	0.4	0.9	0.1
Reading	0.8	0.5	0.5	-0.2
Writing	-0.1	1.8	0.9	0.1
Spelling	0.8	1.7	1.9	0.4
Grammar & Punctuation	0.3	0.9	1.5	0.8



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

If blank, then no data available or number of students is less than 6

# PERFORMANCE OF ATSI AND LBOTE STUDENTS 2024 NAPLAN

PERFORMANCE OF ATSI AND LBOTE STUDENTS 2024 NAPLAN								
TESTED AREA	NAS		DEVELOPING		STRONG		EXCEEDING	
YEAR 3	ATSI	LBOTE	ATSI	LBOTE	ATSI	LBOTE	ATSI	LBOTE
NUMERACY		1	1		1	1		1
READING			1	1	1	4		
SPELLING					2	3		2
GRAMMAR					2	5		
WRITING					2	4		
YEAR 5	ATSI	LBOTE	ATSI	LBOTE	ATSI	LBOTE	ATSI	LBOTE
NUMERACY	1		1		1	2		1
READING			2		1	4		
SPELLING	1		1		1			4
GRAMMAR			2		1	1		3
WRITING			3	_		2		2
_			_		_	_		

# **ENGLISH, MATHEMATICS, SCIENCE GRADE SUMMARY 2024**

Information collected from Grade Reports show that while teachers believe that the majority of our students are achieving a C Grade, the percentage of students receiving A and B Grades in Mathematics and Science have increased. C Grade is Satisfactory - achievement of what is expected for this year level.

#### Reporting Period(s): Semester 2 2023

Code	Learning	Area	Α	В	С	D	E	U	Total Grades
ACE	English		19	54	80	47	11	0	211
		Percentage	9	25.59	37.91	22.27	5.21	0	
ACM	Mathematics		29	69	67	38	8	0	211
		Percentage	13.74	32.7	31.75	18	3.79	0	
ACS	Science		14	59	122	17	1	0	213
		Percentage	6.57	27.69	57.27	7.98	0.46	0	
		Totals	62	182	269	102	20	0	635
		Percentage	9.8%	28.7%	42.4%	16.1%	3.1%	0.0%	

#### Reporting Period(s): Semester 2 2024

Code	Learning	Area	A	В	С	D	E	U	Total Grades
ACE	English		15	57	77	55	15	0	219
		Percentage	7%	26%	35%	25%	7%	0	
ACM	Mathematics		34	66	70	42	7	0	219
		Percentage	16%	30%	32%	19%	3%	0	
ACS	Science		45	46	96	14	1	0	202
		Percentage	22%	23%	48%	7%	0%		
		Totals	94	169	243	111	23	0	640
		Percentage	15%	26%	38%	17%	4%	0%	



# STUDENT ATTENDANCE, ENGAGEMENT AND BEHAVIOUR REPORT 2024

In 2024, the Positive Behaviour Support (PBS) team met termly with an agenda aimed to enhance and support staff and students with PBS at SLPS. The PBS team continued to support staff to revise and teach behavioural expectations during the year by dedicating a Weekly PBS Focus as outlined in the PBS Term Planner and was reinforced during a weekly whole school assembly and allocated PBS lesson time slot. The use of a PBS student book was used to document lessons and help students consolidate their learning.

Based on student feedback, the PBS acknowledgment systems have been continued with the inclusion of free play, I-pad time, golden time, free dress, pyjama parties and icy poles. The PBS team has continued to rotate staff to lead PBS assemblies; this has enhanced teacher-student relationships across the school. Students are familiar with all staff from across the school, improving teacher and student relationship building.

In 2024 the PBS facilitator has engaged in Conference Accredited Training to continue to strengthen the use of Classroom Management Strategies (CMS) Low Key Skills across the school. New Staff have engaged in CMS and ISE training as SLPS words towards full accreditation. Our internal PBS coach conducted an annual School Evaluation Tool (SET) Assessment that involved a thorough analysis of whole school PBS processes and detailed interviews from administration, teachers, support staff and students on their understandings of PBS.

The results of the SET assessment showed a 94.6% implementation average which is an increase of 3.5% increase with feedback including:

- 100% of staff interviewed could state all four of the PBS expectations, remaining steady since 2020.
- 100% of students asked can recall all four of the PBS expectations, including pre-primary students, remaining steady since 2020.
- 100% of staff reported using Turtle Tokens regularly and 100% of students acknowledged receiving Turtle Tokens, remaining steady since 2020. SLPS are in their eighth year of implementing PBS.

There is a continued culture of Positive Behaviour with both staff and students. This is attributable to consistency demonstrated in: the common language being used; the clear expectations being taught; the improved visual PBS presence in all learning areas and external spaces; the value of Turtle Tokens and PBS rewards; evacuation drills; and staff becoming more confident with whole school PBS processes, including leading PBS assemblies.

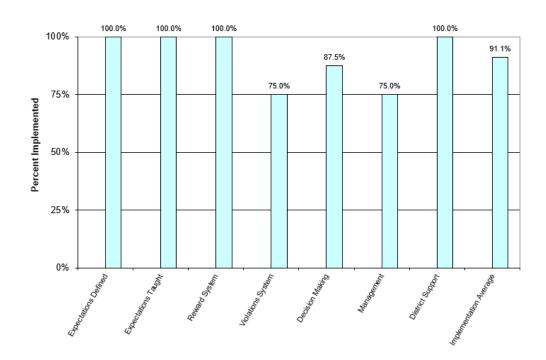
XUNO has continued to be a valuable tool in recording positive and negative behaviour data and identifying trends in the data collected at the beginning of 2024 but in August the school transferred to using Compass and Pulse. This has assisted in the ability to more readily track both positive and negative behaviours. Last year we had increased the number of PBS visuals around the school to model expected behaviours.

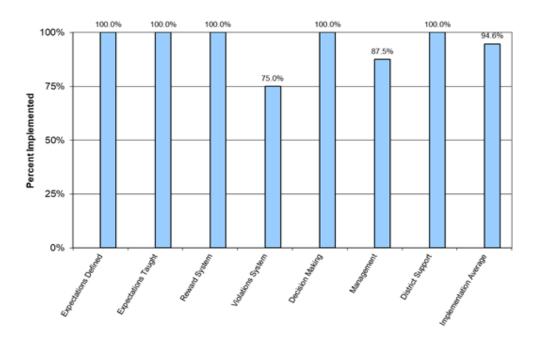
This year improved signage has been purchased and installed, to replace the original posters in twenty locations around the school, to further support PBS in our school environment. Signs have been placed in corridors, outside classrooms, at the sports shed, outside toilets and in the undercover area to remind students to walk, wear hats, line up correctly and how to play. Weekly school expectations have been posted in the newsletter and are displayed in all classrooms, including specialists. Our one-page sheet to help induct new staff was updated this year and used to introduce new staff to the school PBS and included in handbook and relief files for easy reference.

Student attendance, engagement and behaviour is a priority in the SLPS 2022 - 2025 Business Plan. Through the continued implementation and support of PBS practices, we aim to see evidence in increased academic performance and engagement, improved safety, observable expected behaviours, and a continued growth in positive school culture. Attendance wristbands for both excellent attendance, as well as improved attendance, have been implemented this year to encourage student attendance. We aim to improve student engagement by increasing student voice when reviewing PBS rewards and special events to give students more ownership of PBS at SLPS. We aim to improve students more ownership of PBS at SLPS.

This year SLPS participated in the Education Department Complex Behaviour Support initiative. This was an opportunity to embed the 'Teaching for Impact' model of support for teaching and learning. Ms Webber is SLPS's Complex Behaviour Support coordinator and has worked on a SLPS based project focussed on Tier 3 students at SLPS - identifying Tier 3 students; supporting teachers to collect data; and articulating a clear referral process for teacher assistance. A SLPS Teacher Request for Assistance for Behaviour was developed in consultation with the SAER team and school staff. It is paired with an Antecedent, Behaviour, Consequences (ABC) document to help staff identify challenging behaviours and triggers. The form will assist the PBS team when reviewing how they can further support the staff.

South Lake Primary School SET Features and Implementation Scores - 2023





#### Recommendations In 2025, staff will:

- Continue to implement PBS plans and procedures, as well as the explicit teaching of expected behaviours outlined in the 2025 SLPS Behaviour Matrix K-6;
- Use the school website, Audiri, and school newsletters to enhancing community engagement with expectations and reward systems;
- Improve strategies to increase Tier 1 and 2 student engagement (including regular class rewards, special events etc.;
- Participate in Inductions to ensure processes outlined in the Whole School Positive Behaviour
   Support Plan are implemented;
- Implement the PBS lesson schedule with fidelity. The PBS Team will continue to consider ways to motivate staff and keep staff accountable for teaching PBS lessons weekly;
- Continue to monitor Turtle Token use;
- Continue to review minor and major behaviours with all staff and use of recording on Compass;
- Engage in PD and observations by the PBS Team to enhance PBS practices and processes across the school;
- Continue to use Compass-Pulse to monitor PBS data, both positive and negative, and conduct regular reviews and annual SET to reflect on the effects of current PBS practices around the school;
- Improve acknowledgement systems and student engagement by increasing student voice in refining rewards and events; and
- Continue to train staff in CMS and provide inductions for staff and relief staff.

#### **STUDENT ATTENDANCE SUMMARY 2024**

School Performance Management System reported that for SLPS in 2024 the regular attendance rate was 87%, as expected (Yellow). In 2024, 9% of students, known to various agencies, were categorised as severe non attenders. Despite our efforts, including rewards, frequent communication with District Office Attendance Officers and Department of Communities, getting these students to school continues to be a challenge.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	83.2%	85.5%	88.3%	56.9%	68.5%	69.5%	79.1%	83%	86.6%
2023	87.3%	89.2%	90.3%	70.8%	77.5%	74.3%	85%	87.9%	88.9%
2024	88.7%	90%	91%	74.6%	81.6%	74.3%	86.9%	89.3%	89.4%

### **STUDENT SUSPENSIONS 2024**

The table below compares the number of suspensions for the last two years. There has been a reduction in the number of suspension, students receiving suspensions, an overall total reduction of 58% from 2023 to 2024. Students identified at behavioural risk have Individual Behaviour Plans (IBP's) and have been referred to SSEN:BE and outside agencies. In 2024 SLPS participated in the Complex Behaviour Support Program. School Performance Monitoring System noted that 6% of students at SLPS were suspended.

		2023				
YEAR GROUP	GENDER	SUSPENSIONS	STUDENTS	DAYS SUSPENDED		
К	F	1	1	1.5		
Р	М	8	2	10.5		
YR 4	F	2	2	3		
YR 4	М	11	2	30		
YR 5	М	8	4	10		
YR 6	F	2	2	4		
YR 6	М	18	3	43.5		
TOTAL		50	16	104.5		
	2024					
YEAR GROUP	GENDER	SUSPENSIONS	STUDENTS	DAYS SUSPENDED		
К	М	1	1	0.5		
PP	F	3	1	6		
YR 1	М	5	2	19		
YR2	F	1	1	1.5		
YR 3	М	2	2	7		
YR 4	М	2	1	4		
YR 5	F	1	1	1.5		
YR 6	М	9	5	45		
TOTAL		29	14	84.5		

# STUDENT ATTITUDE, BEHAVIOUR AND EFFORT SUMMARY 2024

Suspensions, summarised in tables on page (16) are within the expected range and comparable to like schools. Staff at SLPS have determined that:

- For a student to achieve 'consistently' they would be demonstrating ABE 85% 100% of the time.
- For student to achieve 'often' they would be demonstrating ABE 60% 85% of the time.
- For a student to achieve 'sometimes' they would be demonstrating ABE 40% 60% of the time.
- For student to achieve 'seldom' they would be demonstrating ABE < 40% of the time.

Figures below summarises overall percentages of students receiving consistently or often for their attitude behaviour and effort, reported to parents in Semester 2 2024, and compared to Semester 2023.

Year	2023	2024
Pre-primary	84.6%	73.7%
1	87%	80.3%
2	90.4%	81.2%
3	87.8%	91.5%
4	82.5%	92%
5	83.3%	87%
6	89.4%	86.6%



**Buddy Groups** 

#### **MATHEMATICS LEARNING AREA REPORT 2024**

The Mathematics committee, comprised of Ms Swift, Ms Carpenter, Mrs Lennon, Ms Haynes, Mrs McEwan and Mr Smart, have worked closely with staff in reviewing goals and identifying areas of improvements for 2024. Maths targets have been updated and the Operational Plan has been reviewed for 2025.

Oxford Maths has continued to be used as the primary whole school approach to deliver the Maths Curriculum and has been delivered in alignment with the South Lake PS Explicit Teaching Model. Due to positive feedback from staff and students, Oxford Maths texts books were purchased again for students to use in 2024 to continue to support student learning. Addressing a recommendation in 2022, Think Mentals books were used in Years 2-6 daily, and this will continue in 2025.

Mathletics and Targeting Maths programs have continued to be used to further supplement the Maths Curriculum, maximise differentiation opportunities and to provide greater opportunities for students to regularly interact with ICT. In 2024, Years 4-6 trialled Times Tables Rock Stars for 4 weeks, which showed improvement in students' fluency and recall in multiplication and division. This program will be implemented for Years 3-6 in 2025.

Regular end of unit Post-Test assessments in Maths using the Oxford Maths grading system has improved both grade level alignment with NAPLAN and moderation across the school. Staff have continued to record assessments using Gradexpert Student Maps, leading to improved data analysis as a whole school. In 2024, PAT Maths online assessments were administered in Years 3-6 in Terms 1 and 4. This data has informed student reports and provided additional data for monitoring whole school student progress. PAT Maths will be replaced by Brightpath Maths in 2025 to minimise costs and maximise existing available resources.

Maths Warm-ups have continued to be implemented across the school to support the transference of learning from short term to long term memory. A whole school SLPS Scope & Sequence and Warm-up Overview has been developed and implemented in 2023, continuing into 2025.

In Term 3, all students participated in a 100 Days of School celebration. Students dressed up and participated in a variety of Maths games and activities throughout the day.

#### Recommendations In 2025, teachers will:

- Continue to use the South Lake Explicit Teaching model to implement Oxford Maths using purchased text books:
- Continue to use Think Mentals for Years 2-6. K-1 teachers will implement daily mental maths session with a focus on basic facts;
- Continue to participate in '100 Days' across all year levels to consolidate numeracy skills and celebrate number in a variety of ways;
- Continue to collaborate to develop and work toward a consistent, whole school approach to an improved, Oxford Maths aligned Warm-up;
- Continue to be supported in implementing the South Lake Explicit Instruction Teaching Model;
- Enhance environmental print of Maths vocabulary and skills in alignment with the South Lake PS Teaching and Learning Handbook;
- Continue to use Mathletics (Years 2-6), and Targeting Maths to further support and consolidate student learning using ICT; and
- Implement Times Tables Rockstars (Years 3-6) to support recall and fluency in multiplication and division.

#### **ENGLISH LEARNING AREA REPORT 2024**

Throughout the year, the English Committee, comprised of Ms Moffitt, Mrs Webber, Ms Beattie, Mrs Plover, Ms Taplin, Ms Spagnolo, Mrs Bendtsen, Ms Roffey and Ms Madgen, met to achieve specific goals, and identify areas of improvement in preparation for 2025. English targets for 2025 were revised, and adjustments have been incorporated into the Operational Plan.

2024 staff continued to utilise the 'South Lake PS Teaching and Learning Handbook', a guide to our consistent, whole-school approach to Explicit Teaching. This document is a comprehensive and organised resource that outlines school-wide processes and includes curriculum and assessment planning materials for teaching staff.

The primary focus of the committee in 2024 was to continue strengthening school-wide processes in the area of Reading. Administration resourced weekly time for the English leader, Ms Moffitt, to evaluate current practices and engage in evidence-based research. Time was dedicated to analysing DIBELS data, supporting the inclusion of reading intervention into timetables and implementing approaches of the 'Science of Reading'. Modelled and paired reading was successfully implemented in all PP-Yr. 6 classrooms, as well as the explicit instruction of comprehension strategies. The success of explicit reading instruction was evident in the 2024 NAPLAN reading results. 66% of year 3 students achieved results that were 'strong' or 'exceeding' expectations, and 69% of year 5 students achieved a 'strong' or 'exceeding' level of proficiency.

Following the successful trial of Knowledge Based Units (KBU) in Year 5/6, the approach was trialled across the school and embedded into the 2025 Reading Operational Plan. Knowledge-Based Units were designed to provide students with a comprehensive understanding of the world, enhancing their reading comprehension and allowing them to connect background knowledge to complex texts. In preparation for 2025, staff selected units that integrate cross-curricular topics and developed a scope and sequence document to avoid overlap among year levels. Staff plan to continue to implement and refine reading practices in 2025.

DIBELS, a screening tool to assess students reading skills, was fully implemented across PP-Year 6 measuring their progress over the year (beginning, middle, end). Data gathered from the assessment was utilised to identify students in need of additional support or intensive intervention. Results have shown positive progress across year levels. DIBELS has replaced both the 'Decodable Readers Sparkle Kit' and the 'PROBE' reading assessments. DIBELS is also SLPS Year One mandatory Phonics assessment tool.

As per committee recommendations following the review of Cracking the Code data, Heggerty was made the primary focus of the Literacy warm-ups in Kindergarten. ECE staff have noted a significant improvement in pace and phonemic awareness this year. Staff have continued implementing 'Talk for Writing' in years K-6, demonstrating outstanding progress in NAPLAN writing results. 88% of year 3 students achieved results that were 'strong' or 'exceeding' expectations, and 50% of year 5 students achieved a 'strong' or 'exceeding' level of proficiency. Both year 3 and 5 writing results were above like schools. Staff have recognised continued positive progress being made across all year levels. BrightPath continues to be used as a form of moderation. Upper school teachers trialled the online grading system in 2024 and used it as a guide to support their judgements when marking. This will continue to be embedded in writing assessment in 2025.

The 'Syntax Project' that was trialled by staff in 2023 was embedded into the 2024 English Operational Plan for PP-Year 6. This initiative has demonstrated positive progress in student knowledge of grammar concepts and is evident in their writing.

The 'Jolly Phonics' spelling program has consistently proven successful in its implementation across Year 1 to Year 6. NAPLAN spelling results showed 77% of year 3 students and 68% of Year 5 students achieving results that were 'strong' or 'exceeding' expectations. In 2024, Pre-Primary engaged in spelling routines to ensure a consistent approach to spelling instruction. This has been successful and will provide a smoother transition for students entering into Year 1.

Early intervention continued to be a focus of the committee in 2024, with positive improvements recognised in K-2 intervention programs. The 'Mini-Lit' program has been superseded by 'Mini-Lit Sage' and will be fully implemented in 2025. Danielle Bendtsen, with the assistance of Ebony Moffitt, has continued to oversee the program, successfully guiding three groups to completion, with an additional group predicted to finish in early 2025. The 'Sound of Reading Toolkits', a Tier 3 intervention for students identified at educational risk, has continued to be implemented by Education Assistant, Ms Madgen. Progress of students has been successful, providing 32 students with access to additional phonological and phonemic support.

Over the course of the year, Librarian Ms Spagnolo, in collaboration with the Events Committee, coordinated various events including Book Week, the 2024 Book Fair, and a visit from Australian children's book author, Lisa Van Der Wielen. Displays were also created for significant days including ANZAC Day, Harmony Day & National Sorry Day. All of these events proved to be highly successful and will be continued in the coming years.

#### Recommendations in 2025 teachers will:

- Implement strategies and school-wide processes outline in the 'South Lake PS Teaching and Learning Handbook';
- Engage in on-going professional learning and research in the 'Science of Reading' approach;
- Continue implementing Knowledge Based Reading Units and explicitly teaching comprehension strategies;
- Continue implementing DIBELS reading assessment and reviewing data collected;
- Continue implementing the 'Syntax Project' in Years PP-6 and embedding content into Literacy warmups for upper school;
- Revise the SLPS literacy warm-up for Kindergarten and Pre-Primary students; and
- Continue planning and implementing Talk for Writing Units and developing resources for each yearly cycle.



#### **SCIENCE LEARNING AREA REPORT 2024**

At the start of Term 4 in 2024, the Science Committee now comprising of Mr Smart, Mrs Matthews, Ms DeRobertis, Mrs Weatherburn, Ms Swift, Mr Garbutt and Ms Peake reviewed the 2024 Operational Plan and identified improvement targets ready for 2025.

In 2024 the Science Lab was well-utilised and significant improvements were made to the organisational structure of the storeroom. This allowed for an increase in the number of practical lessons that could take place on any given day and more effective use and re-use of consumables. The Science Specialist hosted an 'open lab' afternoon through STAWA's Primary Science Teachers Network, whereby other Primary Science specialists were invited to attend, network and discuss all facets of the job. Relationships were built, advice was shared and the room received extensive positive feedback.

Detailed programs were developed by the Science Specialist to deliver the SCSA Science Curriculum to all classes, focusing and reporting on Biological Science and Physical Science. A number of programs were used to ensure breadth and depth coverage of each strand, including Primary Connections and Inquisitive.

Within these new programs there was also a particular focus on developing students' science vocabulary and understanding and execution of the scientific method. This included implicitly imbedding foundation knowledge in the early years. Key concepts such as 'making a prediction', 'carrying out a method' and 'reflecting on the investigation' were introduced to kindergarten classes to ensure a strong foundation on which to develop their science skills.

ACER Progressive Achievement Tests (PAT) have continued to be used as a whole school assessment for students in Years 3 - 6. There was significant improvement in results across all years and detailed data analysis in currently taking place to ensure any 'gaps' are imbedded within programs next year. Please note, PAT results are not a comprehensive reflection of science knowledge because not all areas of content have been covered in this calendar year. Furthermore, PAT Science does not test science skills.

National Science Week occurred during Term Three and the Science Specialist, along with extensive support from school leadership, classroom teachers and administrative staff, organised activities throughout the week. Students painted a science-themed tile to decorate the brick wall outside the lab, a research competition was run for students in A block and an incursion showcasing minibeasts was held for students in B block. Students also attended 'science day' activities in the undercover area, run by the specialist teachers. The experiments they took part in on a rotational system covered physics, biology, chemistry and earth and space sciences. Students from our local high school also attended, lead by Linda Hirst and Janine Slater, and ran a station investigating 'whale snot'!

During 2024, the Sustainability Team continued to implement and refine a number of initiatives to improve sustainable practices around the school. Students continued to carry out composting, gardening, and recycling duties throughout the year. Continued utilisation of recycling station, 'Containers for Change', 'Worm Buffet' and maintaining the school's Waste Wise Accreditation took place throughout the year. Compost containers in the teaching blocks and in staff room were well-utilised, as were the recycling trays to collect used writing implements. We are currently awaiting the new bin system which will create a cohesive, whole-school approach to waste sorting in class-rooms.

World Environment Day was organised by Mrs Dewitt the music specialist, and provided students with a number of engaging activities that brought our environment to the forefront of everyone's minds. Students rotated through stations in the undercover area making bees wax wraps, agreeing on commitments to the environment for 2024, having a relay race to teach them about correct recycling processes and designing signs for our new bin system. Furthermore, Bunnings employees from Bibra Lake volunteered their time and resources for students to create and take home their own planted seed pot ready to sprout at home.

#### Recommendations in 2025:

- Development of a Common Assessment Task that tracks student understanding of Science Inquiry across years 3-6;
- Addressing 'gaps' found from PAT Science Test results into programs;
- Refreshment of the school's vegetable garden;
- Plan for National Science Week, learning from issues in the 2024 week-long program;
- Continue to build a relationship between Lakeland SHS Science Department and ourselves;
- Maximise use of cost-neutral incursions from a variety of providers;
- Specialist Science Teacher to continue to utilise the South Lake Explicit Teaching Model in deliver-

# THE ARTS LEARNING AREA REPORT 2024

In 2024 the Arts teachers Mrs Jeckells, Mrs De Robertis and Mrs Dewitt met on a regular basis to plan, moderate and assess in Music and Art to create a cohesive Arts program.

In Music, choir students performed for the first time at the West Australian Government Schools Music Society at the Crown Theatre. Students also performed at One Big Voice, ANZAC Service, school assemblies, graduation and carolling in the community. The Instrumental Music in School Services (IMSS) program offered classical guitar lessons for several students in Year 5 and Year 6; this will continue in 2025. Talent Show was a success demonstrating the vast musical abilities of our students.

The graduating cohort performed another successful piece to conclude the performances for the year. In Visual Arts the Art room was open during parent afternoon where parents could see students works and participate in interactive activities. Students also created Christmas cards and an ANZAC Display for the City of Cockburn.



# **PARENT SURVEY 2024 SNAPSHOT**

6. Teachers at this school expect my child to do their best.





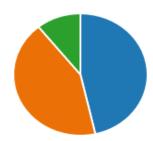
10. My child feels safe at this school.

Strongly agree	14
Agree	13
Neutral	1
Disagree	0
<ul> <li>Strongly disagree</li> </ul>	0



17. My child is making good progress at this school.

<ul> <li>Strongly agree</li> </ul>	13
Agree	12
<ul><li>Neutral</li></ul>	3
Disagree	0
<ul> <li>Strongly disagree</li> </ul>	0



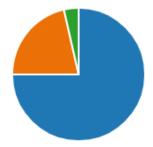
19. This school works with me to support my child's learning.





24. My child's teachers are good teachers.

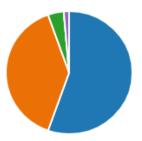




# **STUDENT SURVEY 2024 SNAPSHOT**

# 4. My teachers expect me to do my best.

Strongly Agree 41
Agree 29
Neutral 3
Disagree 0
Strongly disagree 1



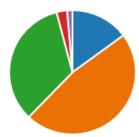
### 8. I feel safe at my school.

Strongly agree	24
Agree	26
Neutral	17
Disagree	3
Strongly disagree	3



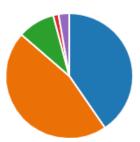
### 13. My school takes students' opinions seriously.

<ul> <li>Strongly agree</li> </ul>	11
Agree	35
Neutral	25
Disagree	2
<ul> <li>Strongly disagree</li> </ul>	1



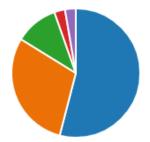
# 15. My school gives me opportunities to do interesting things.

<ul> <li>Strongly agree</li> </ul>	30
Agree	34
<ul><li>Neutral</li></ul>	7
Disagree	1
<ul> <li>Strongly disagree</li> </ul>	2



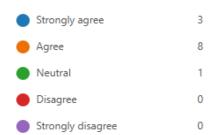
# 16. My teachers are good teachers.

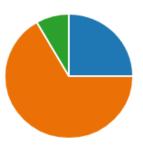
Strongly agree	40
Agree	22
Neutral	8
Disagree	2
<ul> <li>Strongly disagree</li> </ul>	2



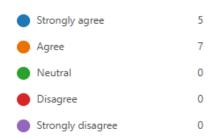
# **STAFF SURVEY SNAPSHOT 2024**

4. Staff are supported to practise self-care





5. Staff are actively engaged in school improvement



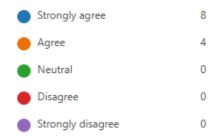


8. Staff morale reflects quality professional relationships





23. Our school's agreed approach to pedagogy is evidence-based and appropriate for our students





58. I create and sustain a culturally responsive and culturally safe learning environment

Strongly agree 5
 Agree 7
 Neutral 0
 Disagree 0
 Strongly disagree 0



# FEEDBACK FROM PARENT AND STUDENT SURVEY 2024

#### **PARENTS** -

I do like the school. I feel like the teachers are good. Management are good. I like that they are easily approachable by being at the gates before & after school. I've loved every teacher my child has had so far.

Just an observation though, encourage boys to play netball and allow more girls to take part in the soccer interschool. Overall, the teachers are all wonderful and my kids feel happy and comfortable being at school. Thanking all the educators for their tremendous efforts.

The only real issue is the lack of parking and fines from council though this is outside of the school's control. Parents shouldn't be penalised with fines to drop off/collect their children because there is a lack of parking. petition for the council to design and create better and maximum parking spaces for drop offs and longer periods.

My child loves this school and looks forward to new learnings everyday.

Our child is thoroughly enjoying their schooling at SLPS and loves learning.

#### STUDENTS -

Everybody helps you when you need it. Your teachers help you if you're having a hard time.

Everybody is so kind you can make like 5 friends on your first day.

I like South Lake because the teachers are kind, helpful to people. My teacher has helped me understand more stuff. I feel safe when I'm in the school. South Lake is a colourful and fun I love my school.

What I like about SLPS is teachers they always believe in me when I need help or when things get challenging

The thing I like about SLPS is, how people encourage others to do their best in everything. We have the opportunity to do cool things like excursions such as camp and interschool.

### STUDENT DESTINATION DATA YEAR 6 STUDENT MOVEMENTS 2024

DESTINATION SCHOOLS	MALE	FEMALE	TOTAL
Lakeland Senior High School	11	8	19
Leeming Senior High School	2		2
Divine Mercy College	2		2
Piara Waters Senior High School	1		1
Atwell College		1	1
Melville Senior High School		1	1
John Curtin College of The Arts	1		1
Harrisdale Campus	1		1

South Lake Primary School Captains and Student Leaders assisted by Deputy Principal Mr Smart, their teachers and specialists, have taken on the responsibility of being leaders, and have capably provided leadership at different forums. This included the ANZAC March and School ANZAC Service, presenting the councillors address at school assemblies, Remembrance Day, greeting special guests at school, and assisting in the junior school and at sporting events. Our student leaders have been excellent examples of responsible citizens to all students in the school

Our 2024 graduating Year 6 students have accessed a wide range of enriching activities:

- Celebrating 100 Days of School.
- Freeze Frame Opera performed their enchanting version of "The Magic Flute".
- Engaging activities during Reconciliation Week, roo tail and Reubens amazing roo sliders,
- NAIDOC Assembly including a smoking ceremony (Adrian Tanner).
- Sustainability Week, Cockburn Wetlands excursion and our Green Team's sustainability
- initiatives.
- The Choir's inspiring 'Crown Theatre' and 'One Big Voice' performances.
- Cross Country, Athletics, and Summer and Winter Carnivals sporting events.
- The memorable Year 6 Point Peron Camp



# **SCHOOL EVENTS AND HIGHLIGHTS 2024**

# Easter Hat Parade





















# RECONCILIATION WEEK ASSEMBLY



# Bo's Haidoc Assembly







# scitech









# DPERA





# BOOKWEEK







# World Environment Day































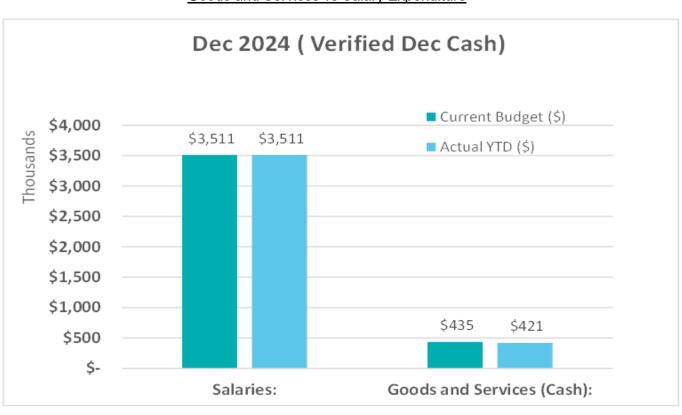


# **ONE LINE BUDGET SUMMARY 2024**

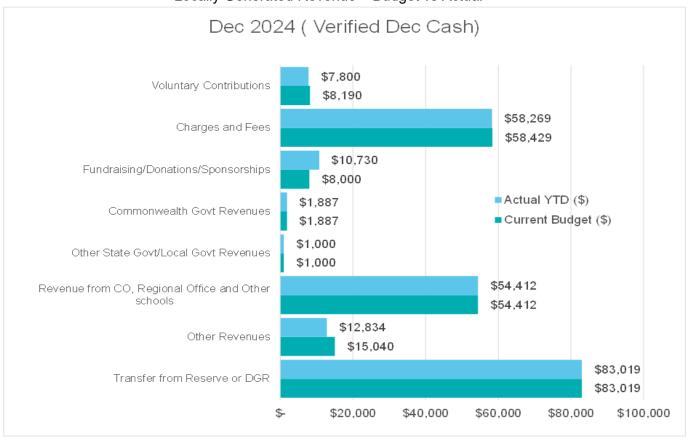
#### One Line Budget Summary

ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)			
	Current	Actual YTD	
	Budget (\$)	(\$)	
Carry Forward (Cash):	153,033	153,033	
Carry Forward (Salary):	199,987	199,987	
INCOME			
Student-Centred Funding (including Transfers & Adjustments):	3,483,016	3,483,016	
Locally Raised Funds:	229,977	229,952	
Total Funds:	4,066,013	4,065,988	
EXPENDITURE			
Salaries:	3,510,913	3,510,913	
Goods and Services (Cash):	435,296	421,025	
Total Expenditure:	3,946,209	3,931,938	
VARIANCE:	119.804	134.051	

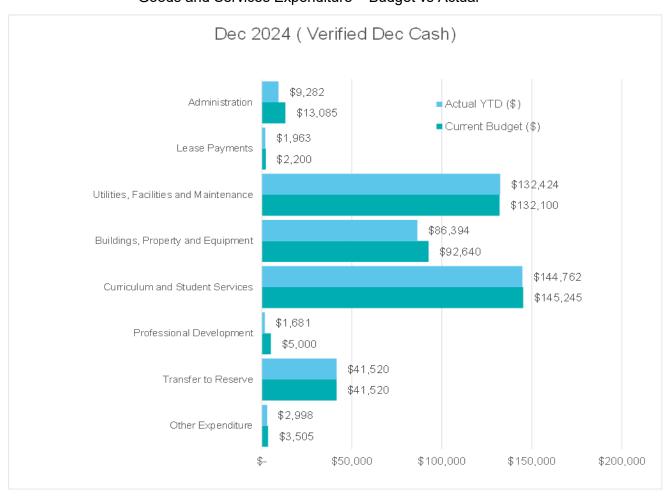
#### Goods and Services vs Salary Expenditure



#### Locally Generated Revenue – Budget vs Actual



#### Goods and Services Expenditure – Budget vs Actual



# **PARENTS AND CITIZENS REPORT 2024**

Detailed below is a brief overview of South Lake Primary School P&C 2024 operations and successes.

#### **Uniform Shop**

The uniform shop operated successfully and opened every Friday offering both new and second-hand options. Updates to the uniform that includes a Leavers Shirt, school dress, shirt and jacket have proven to be very popular. Order forms are available from the canteen, or on the Audiri app or the official school website, and can be placed via the canteen.

#### Canteen

The canteen held several theme menu order days, with special options including Sushi and sausage sizzle in addition to their usual nutritious offerings under the guidance of the traffic light system. Revisions to the canteen menu were endorsed by the school principal.

#### **Fundraising**

Fundraising continued to be a focus:

- Term 1 Easter Raffle
- Term 2 Crazy Hair Day, Mothers Day Raffle
- **Term 3** Fathers Day Raffle, Faction Sports Carnival that included food and refreshments for the parents and carers, a big raffle, and the canteen provided meals deals for the students
- **Term 4** Colour Fun Run (Thank you school staff and Brianna Ryan for your special coordination)

  Monster Christmas Raffle Fundraising

#### Highlights in 2024

- P&C donated all food and drinks for the Year 6 Graduation Breakfast and contributed to Graduation lunch
- P&C purchased a new mobile barbeque for the school
- P&C made a \$50 gift for Year 6 Book Awards
- P&C Donated \$2280 towards the purchase of a new shade cover for senior block
- In Term 4 'Christmas Hampers 'were made up from donated goods and were given to the Ottey centre and handed out to grateful recipients.

The contribution made by South Lake Primary P&C is only possible, thanks to the dedication of the volunteer committee and support of the parents and community.

I would like to personally thank the fantastic parents who have volunteered, for a successful 2024.

Nicole Acosta

Parents and Citizens President