Shaping the future

Principal Selection and Placement

Springfield Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

Contents

Introduction

Section 1: Quality Teaching and Learning

- Schools Online report

Section 2: Workforce Characteristics

- School workforce profile

Section 3: Student, Staff and Community Health, Wellbeing and Engagement

- Principal survey report

Principal Selection and Placement

Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

Conceptual Model for Workforce Planning and Development

Workforce Strategy
Improving Student Outcomes

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

School Profile

This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.

Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia (det.wa.edu.au)](det.wa.edu.au)

Shaping the future

Schools Online

School Report

Contact Information

Code	5557
Name	Springfield Primary School
Physical Address	31 Bridgewater Drive
	Kallaroo
	6025
Postal Address	(Same as above)
Phone	08 9407 3000
Fax	

School Details

School Code	5557
Commencement Date	01/01/1972
Education Region	NORTH METRO
Local Government Area	JOONDALUP (C)
State Electorate	HILLARYS
Commonwealth Electorate	MOORE
Independent Public School	2015
School year from	Kindergarten
School year to	Year 6
Principal Level	PS CLASS 4
Classification Group	PRIMARY SCHOOLS
Broad Classification	PRIMARY SCHOOLS

School Management

Principal

Michael Minson

Vice / Deputy Principal

Emma Wishart

Manager Corporate Services

Sam Campbell

Region Management

Director of Education

Cheryl Townsend

North Metropolitan Education Regional Office

Note:
Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

Springfield Primary School is an Independent Public School located in Kallaroo catering for children from Kindergarten to Year 6. Our strong focus on pastoral care and high expectations for all, builds positive relationships to achieve our motto of 'Working Together, Achieving More.'

We are a small school, and as such are able to provide children with a holistic education that focuses on the personal touch - academically, socially and emotionally.

Our well-established school has a strong academic program that provides excellent learning opportunities for each child.

Our teachers will deliver innovative and engaging programs tailored to meet the needs of your child. Our 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. We also offer opportunities for your child to achieve success in our choir and band, as well as art and sporting competitions.

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

We encourage you to visit our school to discover what we can offer your child.

T: 9407 3000 E: Springfield.ps@education.wa.edu.au

Follow us on Facebook

Programs

Department Endorsed Programs

- Primary Extension and Challenge Program

Primary Extension and Challenge (PEAC) is a part-time withdrawal program for upper primary school Years 5-6 students. Identified gifted and talented students are selected to participate in differentiated programs offered in a range of delivery modes.

Delivery modes include:

PEAC centres based within a district centre or office with a series of specialist courses or programs;

coordinator/s who establish courses in a range of schools and/or other sites and teachers are released to teach these;

allocation to schools and multi-age programs operate within schools; online delivery of programs

Programs focus on:

Social interaction with gifted and talented peers;

Intellectual rigour and challenge;

Pursuit of excellence;

Development of higher order process skills;

In-depth investigations of real problems;

Open-ended activities which encourage choice and negotiation;

Opportunities to interact with practising experts;

Students working at their own pace;

Self/peer evaluation and reflection of performance.

Student Numbers (as at 2023 Semester 2)

Primary

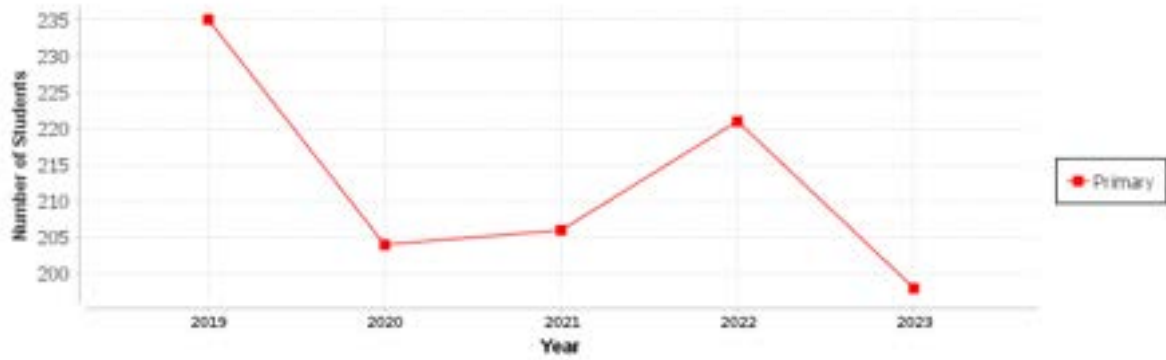|	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(18)	30	42	34	22	27	32	11	216
Part Time	35								

Note:

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

Gender

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

Student Number Trends (based on 2023 Semester 2 Census Data)

2023 Semester 2

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

Note:
The graph and table include only full-time students

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Other Teaching Staff	19	12.9	0
Total Teaching Staff	19	12.9	0
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	8	5.9	1
Total Allied Professionals	11	8.5	1
Total	**32**	**23.4**	**1**

Note:
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 Teacher Registration Board of Western Australia.

Attendance

Primary Attendance Rates

	School	WA Public Schools
2021	92.0%	91.0%
2022	89.2%	86.6%
2023	91.3%	88.9%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	92%	92%	94%	92%	94%	89%	93%
2022	90%	92%	92%	88%	89%	88%	87%
2023	91%	90%	92%	91%	91%	92%	93%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Note

Non-attendance is subject to a departmental policy which states:

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.

Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

02/04/2024

NAPLAN Average Test Scores

NAPLAN - Numeracy	2023	
	Year 3	Year 5
Average Score	422	472

NAPLAN - Reading	2023	
	Year 3	Year 5
Average Score	435	487

NAPLAN - Writing	2023	
	Year 3	Year 5
Average Score	417	474

02/04/2024

Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2023	
	Year 3	Year 5
Exceeding	13%	3%
Strong	70%	55%
Developing	13%	31%
Needs Additional Support	4%	10%

NAPLAN Reading	2023	
	Year 3	Year 5
Exceeding	17%	17%
Strong	70%	48%
Developing	13%	24%
Needs Additional Support	0%	10%

NAPLAN Writing	2023	
	Year 3	Year 5
Exceeding	9%	10%
Strong	74%	60%
Developing	13%	17%
Needs Additional Support	4%	13%

Note

Exempted students and students identified with an intellectual disability who sat the test are excluded from the calculation.

Percentages may not add up to 100% due to rounding.

02/04/2024

Student-Centred Funding

Student-Centred Funding 2024

Per Student Funding	$2,120,484.00
Student and School Characteristics	$661,353.34
Disability Adjustments	$0.00
Targeted Initiatives	$66,765.82
Operational Response Allocation	$7,399.68
Regional Allocation	$0.00
Total 2024	**$2,856,002.84**

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	25	0	$136,700.00
Pre-primary	45	0	$427,500.00
Year 1	31	0	$294,500.00
Year 2	42	0	$399,000.00
Year 3	34	0	$323,000.00
Year 4	18	0	$142,884.00
Year 5	28	0	$222,264.00
Year 6	22	0	$174,636.00
Total	**245**	**0**	**$2,120,484.00**

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	8	$18,272.00
Disability	15	$154,138.95
English as an Additional Language or Dialect	7	$16,045.00
Social Disadvantage	30	$23,879.46
Sub Total		**$212,335.41**
School Characteristics		
Enrolment-Linked Base		$449,017.93
Locality		$0.00
Sub Total		**$449,017.93**
Total		**$661,353.34**

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	$1,870.08
Targeted Initiative: Additional support for delivery of mental health programs	$12,753.51
Targeted Initiative: Chaplaincy and Student Wellbeing Program	$24,817.23
Targeted Initiative: Preschool Reform Agreement	$27,325.00
Total	**$66,765.82**

Operational Response Allocation (Detail)

	Amount
Operational Response: Attraction and Retention	$7,049.68
Operational Response: Host School Psychologists	$350.00
Total	**$7,399.68**

02/04/2024

Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.

Springfield Primary School Profile 2020 – 2024

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Springfield Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:
Leadership: principal, deputy principal
HOLA/Coordinators;
Teachers: classroom teachers;
Education Assistants: education assistants (mainstream, education support), AIEOs;
Admin: school officers, manager corporate services, business managers and school corporate staff;
Cleaners;
Gardeners; and
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

Table 1 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	18	12.2	0	0.0	18	12.2
Mainstream EAs	4	3.0	0	0.0	4	3.0
Education Support EAs	3	2.3	0	0.0	3	2.3
Admin	2	2.0	0	0.0	2	2.0
Cleaner	4	1.9	1	0.8	5	2.7
Gardener	1	0.6	0	0.0	1	0.6
Other	2	1.3	0	0.0	2	1.3
Total	**36**	**25.3**	**1**	**0.8**	**37**	**26.1**

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups
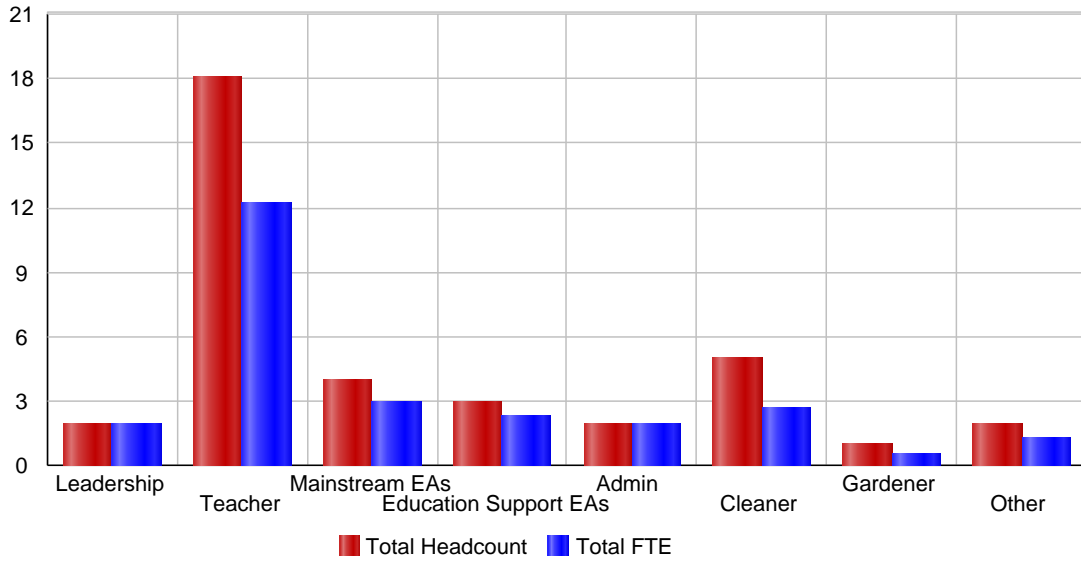
2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2020-2024).

Table 2 Total employment FTE and headcount 2020-2024

Year	Headcount	FTE
2020	39	28.1
2021	36	25.7
2022	39	29.7
2023	38	28.3
2024	37	26.1

Figure 2 illustrates the above data.

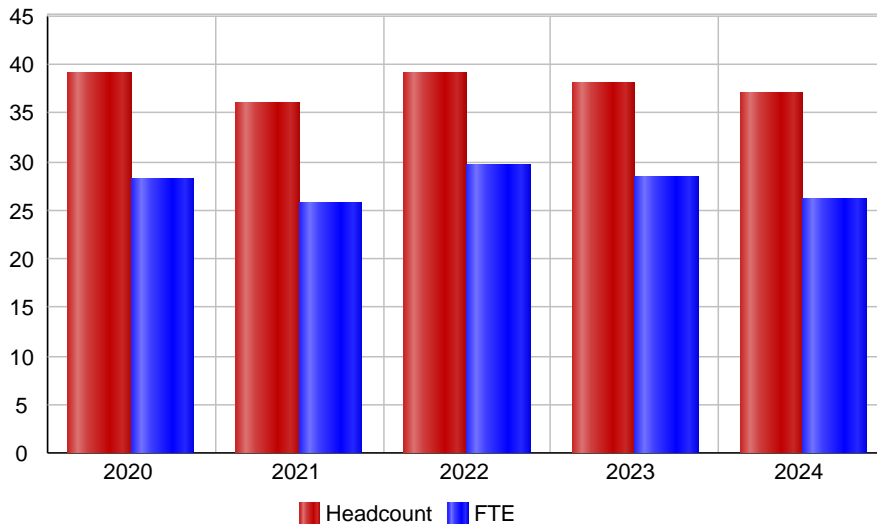**Figure 2 Total employment FTE and headcount 2020-2024**

Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	2	100%	0%
Teacher	18	44%	56%
Mainstream EAs	4	50%	50%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	3	33%	67%
Admin	2	100%	0%
Cleaner	5	0%	100%
Gardener	1	0%	100%
Other	2	0%	100%
Total	**37**		

Table 3 identifies the current proportion of full time employees for each occupational group.
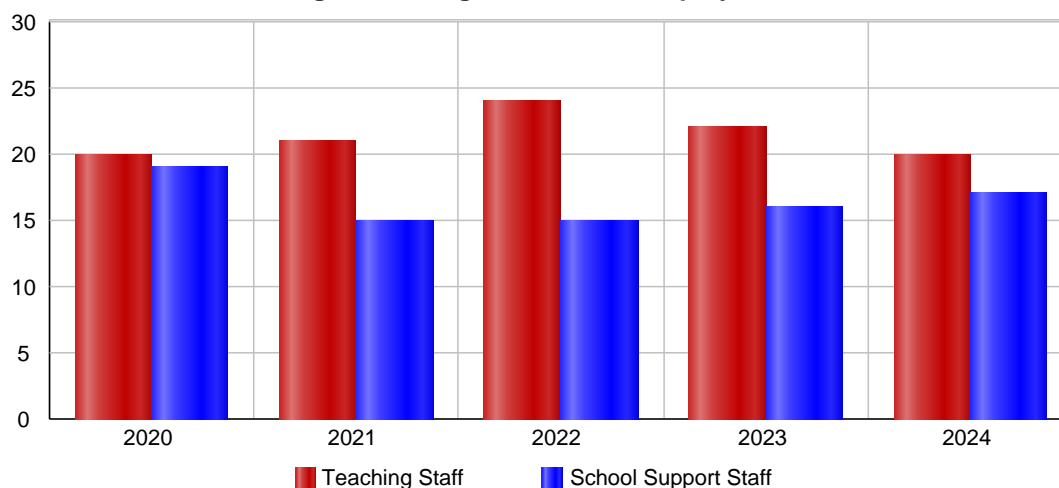
Figure 3 Categories of staff employment

Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	39	20	19	236
2021	36	21	15	248
2022	39	24	15	248
2023	38	22	16	239
2024	37	20	17	245

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend
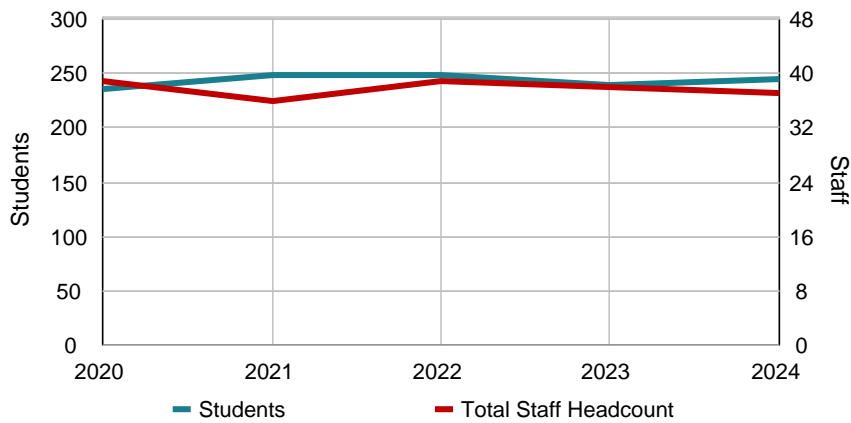
3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Springfield Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2020	7	32	5	15	2	17
2021	7	29	5	16	2	13
2022	7	32	5	19	2	13
2023	6	32	4	18	2	14
2024	7	30	5	15	2	15

Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	6.0	22.1	4.6	12.0	1.4	10.1
2021	6.0	19.7	4.6	10.2	1.4	9.5
2022	5.8	23.9	4.4	14.4	1.4	9.5
2023	4.3	24.0	3.0	13.9	1.3	10.1
2024	5.3	20.8	4.0	10.2	1.3	10.6

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2020 and currently in 2024.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2020	1
2021	1
2022	3
2023	2
2024	1

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2020 and currently in 2024.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2020	1
2021	1
2022	1
2023	1
2024	1

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2020 with the current 2024 data.

Table 7 Comparison of age profile data

|	2020			2024		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	1	0	1	0	1
25 to 34	8	6	2	5	5	0
35 to 44	7	4	3	15	10	5
45 to 54	11	5	6	8	3	5
55 to 59	9	3	6	4	1	3
60 to 64	2	0	2	3	1	2
65 to 69	1	1	0	1	0	1

5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2020 to 2024

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	46.4	43.1	49.8	50	45.6
2021	46	43.9	48.9	50.9	44.8
2022	45.6	44.3	47.7	51.9	44.3
2023	43.6	39.8	48.7	42.9	43.7
2024	44.9	41	49.5	43.6	45.2

Figure 5 Average age of teaching and school support staff members 2020 to 2024
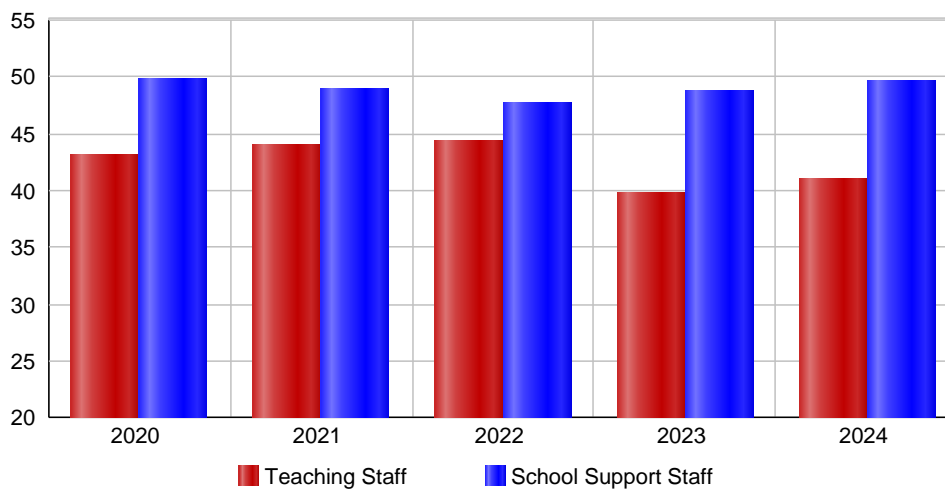
6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2020 to 2024

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	1	0.8	9	4.5	0	0.0
2021	1	0.8	7	4.5	0	0.0
2022	1	0.8	7	4.3	0	0.0
2023	1	1.0	7	3.7	0	0.0
2024	1	1.0	7	4.1	0	0.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Springfield Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

| Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2020	100	70.5	1	10.9
2021	124.5	72.5	112	18.2
2022	84.5	55	121	15.6
2023	85	66	0	9.7

7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2020	40.7	21.3	40.8	8.9
2021	29.7	37.9	0	6.0
2022	48.7	33.7	0	7.5
2023	45	55.6	1	9.2

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2020 and 2024.

Figure 6 Sick and Personal Carers leave trends 2020 to 2024

- ■ Average Sick/Carers leave per Teaching Staff FTE
- ■ Average Sick/Carers leave per School Support Staff FTE
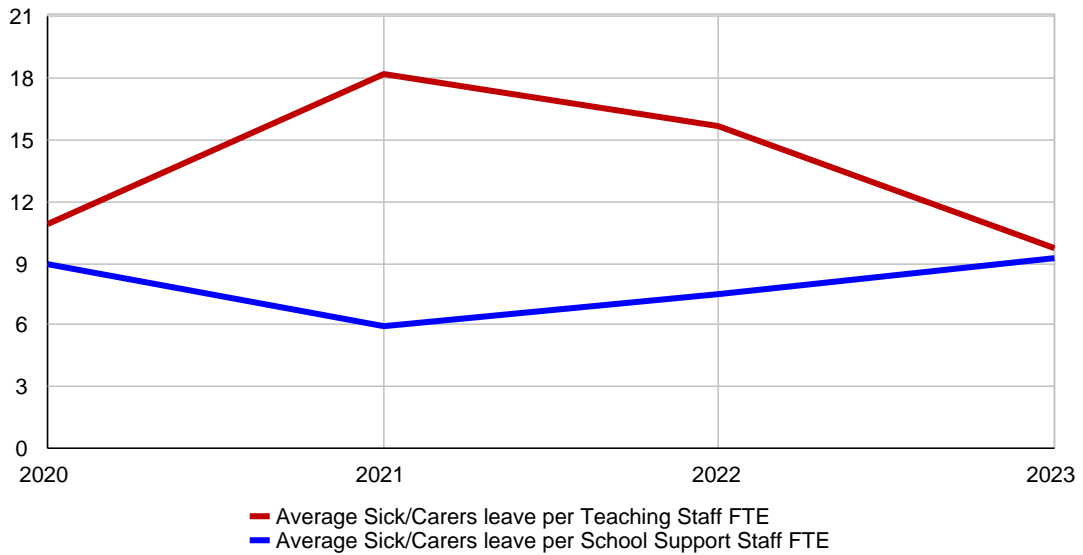
8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2020	3	0	3	45.2	8.0%
2021	2	0	2	43.7	5.0%
2022	1	0	1	53.8	2.6%
2023	1	0	1	49.9	2.7%
Total	**7**	**0**	**7**		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.
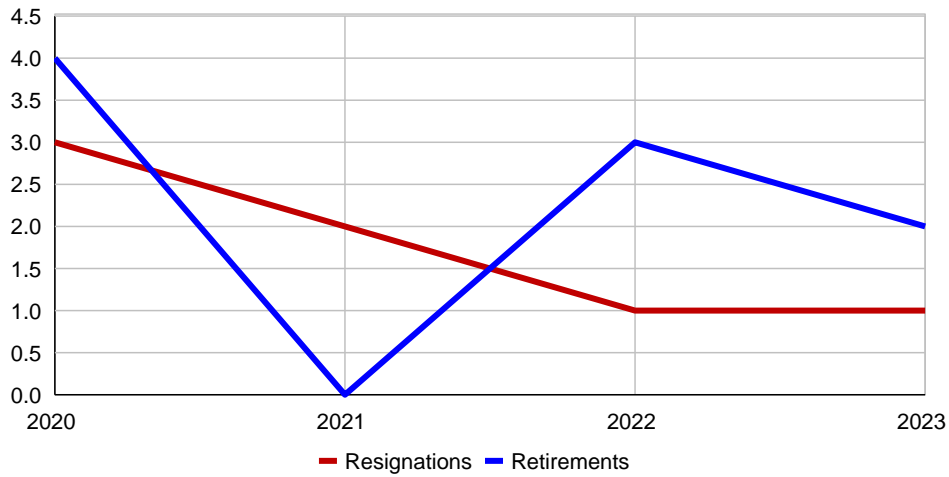
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2020	4	1	3	59.8	10.7%
2021	0	0	0		0.0%
2022	3	1	2	63.1	7.9%
2023	2	1	1	61.2	5.4%
Total	**9**	**3**	**6**		

Figure 7 Comparison resignation and retirement numbers

8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Teacher	1	0.2	1	0.4	0	0.0	0	0.0
Mainstream EAs	1	0.8	0	0.0	0	0.0	0	0.0
Education Support EAs	1	0.8	0	0.0	0	0.0	0	0.0
Admin	0	0.0	1	1.0	1	1.0	0	0.0
Gardener	1	0.6	0	0.0	0	0.0	0	0.0
Other	0	0.0	1	0.7	0	0.0	0	0.0
Total	**4**	**2.4**	**3**	**2.1**	**1**	**1.0**	**0**	**0.0**

Figure 8 Potential retirements as per age group
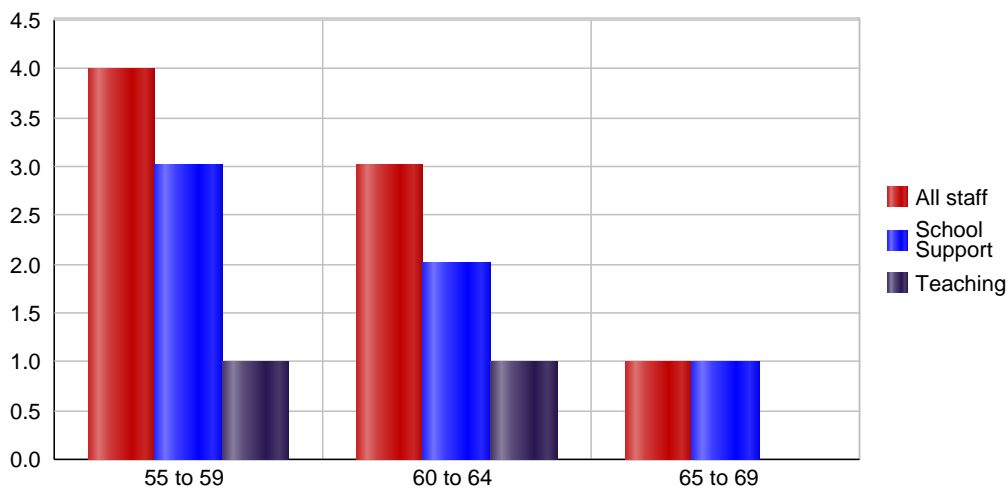

Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	18	2	90%	10%
2021	18	3	86%	14%
2022	20	5	83%	21%
2023	17	5	77%	23%
2024	15	5	75%	25%

Figure 9 Employment Class (Teachers)
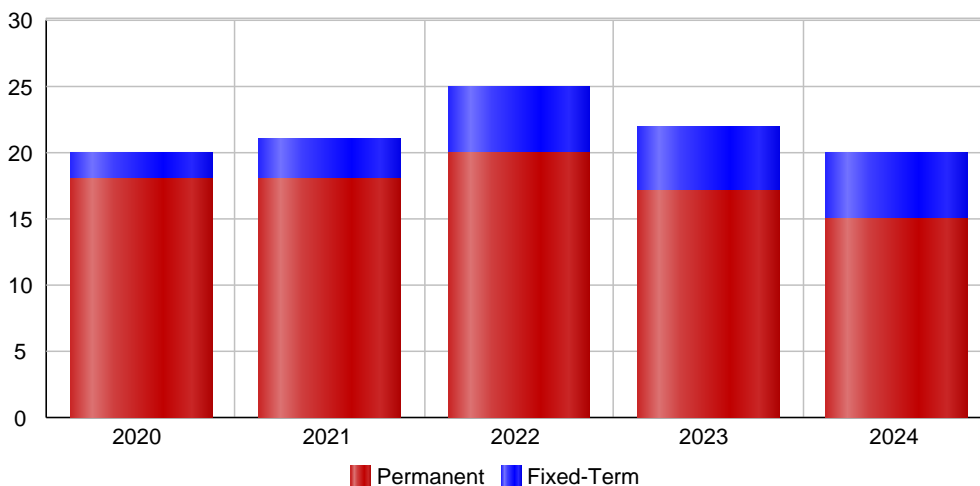
Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	18	1	95%	5%
2021	15	0	100%	0%
2022	14	1	93%	7%
2024	15	2	88%	12%
2023	15	1	94%	6%

Figure 9a Employment Class (School Support)
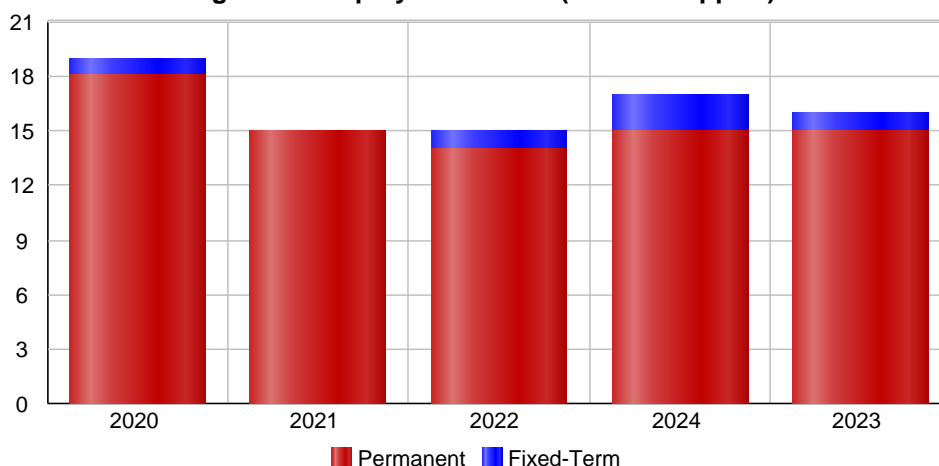

9.1 Pay Grade

Table 16 provides the pay grade of teachers at Springfield Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	1	1.0	2	1.8	15	11.8
2021	2	1.6	2	1.8	15	9.4
2022	1	0.6	5	3.8	15	11.2
2023	0	0.0	6	4.4	14	10.5
2024	0	0.0	8	5.2	10	7.0

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2020 and 2024
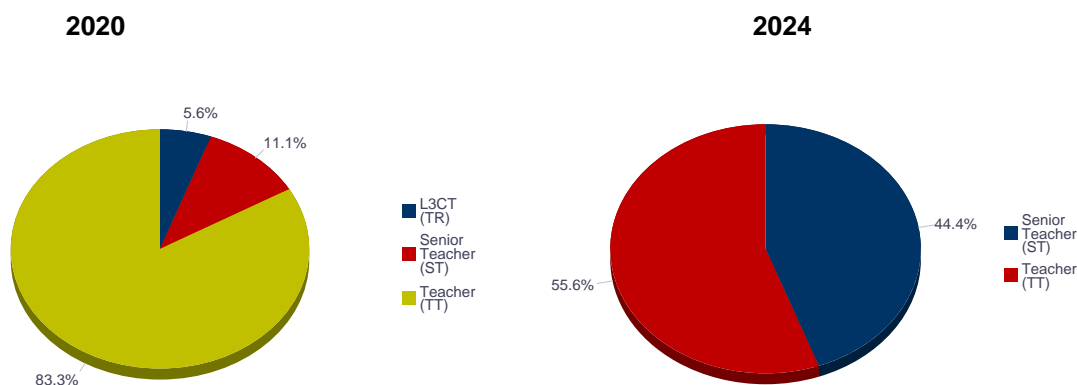
10.1 Accrued Leave as at   28/03/2024

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	13	6	19

Table 18 Long Service Leave - Staff with next accrual in 2024 or 2025

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2024	1	1	2
Next Accrual in 2025	1	4	5

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	1	1
Between 20 and 40	0	1	1

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	1	0	1
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0

Student, Staff and Community Health, Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the school principal.

Additional information about the school context can be obtained from:
- the school's website
- the school's annual report
  - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics Quick Stats, by location
  - search by location to find summary data about families and dwellings in the area
- Australian Early Development Census
  - Search by location to find summary data about early childhood development outcomes in the area

Principal Survey report: Springfield Primary School

Whole school approaches/programs
The top five of the school's key programs or approaches
1) Diana Rigg – PLD 2) Science of Reading approach including Literature Based Units – WCLDC 3) Daily Reviews 4) Learning Through Doing (Maths) 5) Play/Inquiry Learning

Targeted programs
School-based programs that target specific groups of students
1) MiniLit - Tier 2 2) Reading Intervention 3) MultiLit Reading Tutor Program - Tier 3 Reading Intervention 4) Gifted and Talented 5) Maths Challenge Group

Professional learning
Most recent whole-school professional learning activities
1) Real Schools - Creating a Restorative School Culture 2) Literature Based Units - West Coast Language Development Centre 3) Learning Through Doing - MathsCentre of Excellence 4) Explicit Teaching of Literacy 5) LILEY (Leading Inspired Learning in the Early Years)

Student welfare	Yes	No	Details/Provider
After school care provision	1		HOOSCI (Hillary's Out of School Hours Care)
Pre-kindergarten program or partnership			

Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen		1				
School breakfast club		1	N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen					
School breakfast club					

Parent education
Real Schools - Restorative Practices

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	4
Community representatives	2
Other	

Capital works projects	
Are there any capital works projects in progress?	No
Are there any capital works projects pending in the next 18 months?	Planned whole school redevelopment - $15m promised at last election. Has not yet started and is being rescaled due to increasing costs associated with building.

Have any capital works applications been submitted and awaiting a decision?	No

Community based committees, excluding the Council/Board that this school operates

P & C - small but active group. Fundraising towards new playground equipment. Last year's main events were a quiz night and a colour run.

Deed of Licence Agreements

MBA Sports - Termly bookings whilst waiting for news of rebuild start date.

Sponsorship arrangements

None

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement.

Commendations

Four things that the school is doing well
1) A commitment to developing community connections and partnerships for the benefit of all is clearly evident within the school.   2) Staff demonstrate a strong moral purpose and build positive relationships with students and families to support ongoing student success.   3) Staff are actively encouraged to have high aspirations and take leadership roles beyond their classrooms.   4) A stable, distributed leadership model empowers staff, providing opportunities to build their leadership capabilities.   5) Significant work in realigning practices has resulted in the sustainable and transparent allocation of resources through the implementation of strategic planning, management and monitoring processes.   6) There is a clear intent to ensure resources are deployed in a targeted way to optimise learning outcomes for all students. A commitment to continue embedding a performance culture focused on low variance, evidence-based, whole-school approaches is evident. Staff demonstrate a shared ownership for the success of all students.

Recommendations:

Four areas that would benefit from further improvement
1) Track and monitor mathematics data to ensure the new program demonstrates evidence of impact.   2) Continue to develop staff data literacy through ongoing engagement in authentic conversations around data and its role in informing teaching practice.   3) Clarify and implement whole-school expectations in the teaching of higher order thinking skills and the use of inquiry based learning.   4) Maintaining a focus on the school's improvement intent, consider making explicit the links between the business and operational plans.