



# Spearwood Alternative School

*Education through Community: Community through Education*

## ANNUAL REPORT 2022

From our koort ❤️ we acknowledge the traditional owners of this boodjar; the Whadjuk Noongar people. We offer respect to the ancestors, elders, leaders and all Aboriginal people of today as we share and care for this uniquely beautiful boodjar on which we are privileged to learn.



2022 SPEARWOOD ALTERNATIVE SCHOOL continued, as all schools, to meet the challenges and manage the further layers of complexity that Covid, high case load restrictions and the effects of Covid; on children, staff, families and communities; presented throughout the school year. A Covid Safe Return to School saw us wearing masks as we started our year with children; parents given location points to drop and collect child/ren, ventilation and vaccination conversations, perspex shields and Pass tab.

Babies were born, staff retired\*, we were locked down, parents 'locked out', we prepared for learning online, couldn't mix, couldn't mingle, we were masked up, families took to the road, camps were cancelled, cakes were baked, sausages were sizzled, clothes were swapped, partnerships strengthened, joyful occasions were celebrated, sorrow was shared and confidence in each other, as a connected school community, sustained.

Our SASsy children continued to be curious, inquisitive, imaginative, collaborative, disciplined, perseverant and meet the expectations of their engagement in learning and progressing. Affective learning was aligned with all academic learning. With their usual passion and commitment to their roles all staff navigated the year brilliantly.

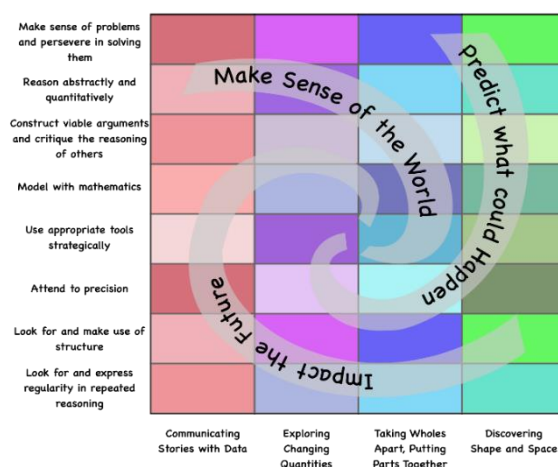
Mindful, intelligent and considerate School Board members and a dynamic P & C executive team recognized and were responsive in supporting school to meet community needs; encouraging and supportive of staff in their roles and partnering with staff to maintain and sustain the nurturing learning environment and school culture developed over decades as it met these challenges. Fears and anxieties were met with kindness and compassion as clear boundaries needed to be held, particularly around restrictions.

And we all learned and appreciated: more about ourselves, about each other and the world in which we live and learn.

\*We farewelled our longstanding MCS, Colleen Donaldson as she embraced well earned retirement. We farewelled our longstanding Early Childhood teacher, Lorraine Inglis, as she, after a period of illness also made the choice to retire". We are grateful for and truly appreciate the service of these two magnificent women to the institution that is SAS and to education in general.

Principal Denise Stone

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*Possibilities*



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## SCHOOL BOARD

Our SASsy School Board continued to work collaboratively with school staff to provide strong governance, support and direction. Our Board members with their individual experiences and diverse talents both reflect and influence our school ethos, vision and values in offering the best for all SASsy children. The Board complies with all relevant legislation

A balanced membership is sustained. Two longstanding community members retired from the Board in 2022: Bernie Morrow and Deb Fitzpatrick. They were thanked for their dedication and commitment to SAS vision and their considerable influence and impact in shaping the culture of SAS over two decades: in several roles, including that of being on SAS Wisdom Council, prior to being on inaugural SAS School Board 2015.

Retiring teacher, Lorraine Inglis, became a community member of the Board. Her knowledge of and impact in SAS becoming what it is and her many years experience in early childhood education is now appreciated in this role.

Mandi Winnett, previously a parent member of the Board, became a staff member, team teaching our youngest. Parent member Eddie Giuntini retired from the Board late 2021. Two new parent members were welcomed: Olenna Connell and Steven Blaine: at the Open School Board meeting 2022. Chair, Kelly Parsons, led their induction process.

The Board acknowledged and thanked SAS staff and entire school community for their “dedication, passion and commitment in continuing to **make a difference** for our children.”

*In 2022, the Board invested a lot of time in strengthening its governance, including the appointment of a Deputy Chair. It developed and endorsed new Terms of Reference that clearly outlines the key roles and responsibilities, limitations, tenures and governance of the Board. It can be viewed in the CONNECT library*

*To further enhance the governance skills of members, a Board effectiveness survey was conducted in late 2022, with results informing an externally facilitated training session in early 2023. This helped clarify our collective understanding of roles and responsibilities and fine tune our meeting structure and purpose.*

*The vast majority of Board functions is to participate in planning, reviewing, monitoring and evaluating the School's performance against its objectives. However, it is also important to note the limitations of the Board: it cannot intervene in the control or operations of the School or the education of students, nor can it performance manage staff (including Principal). Should these matters be flagged with a Board member, they will be redirected to either the School or Department of Education.*

*One of most important functions of the Board is to promote the School in the community, which is a priority in 2023. Whilst we recognise that more can be done to communicate Board business, we also acknowledge the administration, budget and time limitations of a small school the size of SAS.*

*The Board continues to be highly motivated by our talented and passionate teachers who nurture our creative, confident and resilient students.*

*As a full-time working parent, I often struggle to keep up with what's going on in the classroom. However, as a Board member, I am privy to the onerous government red tape and shifting goal posts that SAS navigates every year to keep providing a solid yet creative curriculum, and safe, stable learning environment for my child. For this, I am immensely grateful.*

*We look forward to supporting the governance of SAS as best we can and seeing the continuation of Community through Education and Education through Community.*

Kelly Parsons (SAS Board Chair)

A copy of the full SAS Board Chair's Annual Report is available.



We are grateful for SASsy P & C executive team for their energy, support and, with general P & C, fiscal contribution to all things SAS.

They worked with Covid restrictions and 'explored creative and alternative ways to maintain community connections' including holding first general meeting 2022 in local reserve and the annual SAS Disco / Picnic at large outdoor gathering space.

They made obvious their appreciation to staff "for all that they have done and continue to do to provide our kids with a safe and fun learning environment, especially during these times".

Parents created, with staff coordinator, a version of the planned whole school community camp as a 'kids only camp'. Later in the year with restrictions lifted a spectacular shorter version of camp was successfully conducted. The six qualities (habits of creative learners) around which the camp was created being:

***Collaborative Courageous Disciplined Imaginative Inquisitive and Persistent!***

The P & C further progressed a number of projects in grounds – a treehouse platform and a 'big kids' obstacle/fitness course'.

Work was also continued with the Piara rejuvenation project. With a successful grant from City of Cockburn two workshops on native plant propagation were conducted and greenhouse upgraded to house these.

P & C funds, and dynamic parent supporters, enabled the biennial desert adventure to be possible for our senior SASsy children to make in 2022.

## ENROLMENTS

2022 school year began with 96 students / 59 families. We received more applications for enrolment than for the number of places available in both our kindergarten and preprimary groups. Few places in other year groups were taken up and all classes operated at capacity.

Attendance throughout the year was, of course, impacted by Covid: as have been recent years.

ATTENDANCE 2022 and previous years comparison			
	SAS	'Like Schools'	WA Public Schools
2020	92.9%	94.6%	91.9%
2021	89.6%	94 %	91 %
2022	86.5 %	89.8 %	86.6 %

'Like Schools' are those with similar Index of Community Socio-Educational Advantage (ICSEA)

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## BUSINESS PLAN

2022 saw the continued progress towards and achievement of our 2020 – 2024 Business Plan priorities. The IMPLEMENTATION TIMELINE of SAS Business Plan 2020 – 2024 was modified and adjusted as data analysis and evidence required and reflected in annual OPERATIONAL PLANS. These are also informed by the recommendations of the SCHOOL PERFORMANCE REVIEW REPORT.

## SCHOOL SELF ASSESSMENT

is a continual process. All staff engage in rigorous discussion and passionate debate; all individually and collectively reflect on the impact of our teaching and teaching support roles to improve outcomes for all children. SCHOOL PERFORMANCE REVIEW of our SSA scheduled for December 2022 was rescheduled to term 2, 2023, following a significant incident in the school.

## SCHOOL IMPROVEMENT PLANNING.

School Improvement decisions are made based on the analysis of data and assessment, both system and school; and reflect the recommendations of the SCHOOL PERFORMANCE REVIEW 2021.

A number of School Improvement Programs to guide and support strategic, operational and classroom planning to improve student outcomes were explored. An EOI was submitted to participate in the program introduced by the Dept of Education as part of the recently released Quality Teaching Strategy.

A Collegiate Principal was engaged in 2022 to support and strengthen robust school self assessment processes and to support school improvement planning.

## NATIONAL SCHOOL OPINION SURVEY - SASsy PARENTS "What do you think?"

2022 returns from parents gave us overwhelmingly positive feedback. Responses to 90% of the twenty questions asked in this survey continue to rise:

- |   |         |
|---|---------|
| • "teachers at this school care about my child"         | 4.9 / 5 |
| • "my child likes being at this school"                 | 4.8     |
| • "I can talk to my child's teachers about my concerns" | 4.7     |
| • "my child's teachers are good teachers"               | 4.7     |
| • "my child feels safe at this school"                  | 4.7     |

A line of inquiry was developed and responses considered to the singular criteria that was below 4.0 (at 3.9) regarding the "taking of parents' opinions seriously". Given that our ethos is Education through Community: Community through Education it is of high importance to collectively reflect on this.

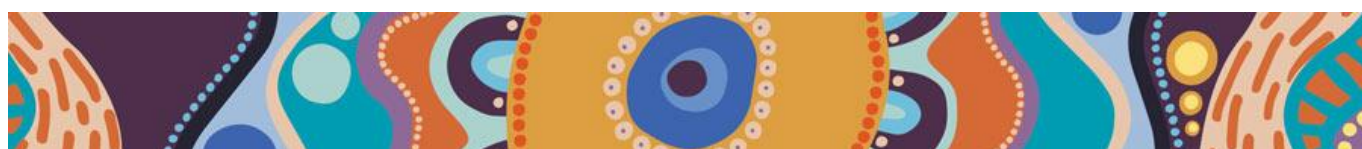
85 % of criteria rated above 4.5 / 5. This includes "student behaviour is well managed at this school"; increasing from a low base 2016; and with a 0.6 point increase 2020 - 2022.

The school culture, ethos and signature pedagogies support a healthy learning environment with positive relationships. Development of social emotional and personal capabilities; together with academic progress and achievement; is embedded in practice and signature pedagogies of SAS.

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## STUDENT SERVICES

We farewelled our school psychologist of 20/21 and welcomed JB into the role. An allocation of 0.06FTE translates to about three days per term which we negotiated to be six half days.

As with our previous school psychologist, our new psychologist demonstrates a great alignment with SAS values and philosophy. She is familiar with models we have been exploring; particularly that of Dr Ross Greene's evidence based model of intervention Collaborative and Proactive Solutions.

As well as other roles in the school our School Chaplain sourced parent workshops: Circle of Security and Tuning Into Kids for SAS families. These particular programs align well with SAS pedagogy and practices. She advised of local offerings to children and families: 'screens and our boys' webinar and opportunities such as skate board coaching.

Most importantly she supported us – children, staff and families - through some difficult times; including a significant and critical incident. \*We were sad to have to say farewell to Feonagh at end of year. The position of School Chaplain (SAS Hearticulturalist) will be sought in 2023.

Principal as Learning Support Coordinator and Learning Area Leaders that support and enable DIFFERENTIATED LEARNING to meet all matters of educational risk. Case Management processes track all children's learning individually and allow accommodations and teaching adjustments to meet needs and improvement student outcomes.

## LEARNING ENVIRONMENT

One of the focus areas of our SAS Business Plan (BP) 2020 – 2024 is that we, as an intentional teaching and learning approach, 'embed the physical environment as a resource to support learning programs' and 'demonstrate practice of physical environment as third teacher'.

The concept of environment as third teacher is aligned and generally associated with Reggio Emilia education practice and is one that influences our thinking for meeting the needs of all children.

2021 included an audit of the extent to which our outdoor environment is utilised and staff brainstorming around timetables and possibilities for engagement in the environment of our glorious and extensive grounds.

This supports play and inquiry based pedagogy based in evidence and research – besides signifying Covid responsiveness and health and wellbeing.

2022 saw us further developing and implementing this as an outdoor classroom policy along the lines of the development of the Play Policy. The nature of Bush and Forest Schools and Place Based learning and Two Way Science practices integrating curricula.



Harmony Group projects 2022 drew on this – with children designing, in their mixed age groups, to enhance or create new learning opportunities and possibilities in our grounds and pitching their concept and design to P & C for support to implement.

## CULTURAL RESPONSIVENESS

Spearwood Alternative School demonstrates our ongoing respect for Aboriginal and Torres Strait Islander peoples' history and culture: evidenced throughout our year levels in curriculum, program planning, whole school events and camps and reflected in our art works around the school building and grounds. This year we committed to further our acknowledgement of the traditional owners of this land and our heartfelt intention for reconciliation by developing a RAP through Narragunnawali.

### Celebrations from RAP progress report June 2022

- Aunty Nicole joined our Sassy Team as Noongar Language Teacher for Bakoolba and Bungana
- Thursday Bush School for Narooma foci on Noongar history, art, story and culture
- Naroomans sing Noongar songs
- Our early years programs align with the principles, practices and outcomes of My Time, Our Place aboriginal education documents
- Elder Charne Hayden Welcomed us to Country to celebrate the first day of National Reconciliation week. Her son Ryan Humphries performed a smoking ceremony in Piara, played the didgeridoo for us and shared knowledge about bush foods flourishing on our school site, and Noongar language.
- Bakoolba students read Sorry Poems to Aunty Charne at Whole school event
- Bungana students facilitated Aboriginal flag ceremony in Piara National Reconciliation event
- Cooinda students created Sorry Day posters/ displayed around the school National Reconciliation event.
- Cooinda students painted Aboriginal flags and 'planted' in Mt Woofy
- Cooinda students learn Noongar words and create many art works
- Delicious No-Roo stew and damper for shared lunch National Reconciliation week
- Karen (RAP leadership) undertaking Noongar and Language course at Curtin University.
- PALS grant approved to partially fund Deadly Arts program for 2022 and 2023!
- Kids write seasonal (six Noongar seasons) Acknowledgements of Country in Garden lessons and share them weekly at the Whole School Meeting and other community events.
- Two-Way Science Bush Planning incorporated into Gardening program.
- Noongar story and bush tucker/medicine signs in Piara continue to inspire teacher and student learning.
- Story telling and yarning everywhere!
- Aboriginal books and resources available and on display in the Library
- Students care for Country (Boodjar) in Piara in Garden lessons
- Drama production of the Carers of Everything
- Bakoolba kids explore ancestral backgrounds and celebrate culture
- RAP staff Focus meeting to share ideas and celebrate progress
- Alignment to Global Goals learning and integration of Art, Design Technology and HASS
- Exploring Aboriginal symbols in Art lessons with Kerry





### Later in 2022

- Indigenous Literacy Foundation's Great Book Swap
- Deadly Arts Noongar artists teaching indigenous dance and music throughout semester 2
- Aboriginal flag mural painting with Kerry and kids
- Desert Adventure camp!
- Subscription to Koori Mail, national indigenous digital news.
- Native Propagation workshops in term 3 thanks to parent RAP members submission \$1800
- Reticulation system for our greenhouse to enable native seed propagation - grant submission of \$1200

### Challenges

- Covid restraints impacting community/parent involvement in school activities
- Coordinating meetings with group members
- Funding, Time, Resources



### QUALITY TEACHING / TEACHER LEADERSHIP

Literacy and Numeracy Leaders provided mentoring and coaching in these core learning areas as whole school approaches and programs are implemented and embedded to improve student outcomes. Further details in Use of Resources.

Leadership in Science/Technology/ Engineering and Specialist Arts and Mathematics Teachers saw development and refinement of Scope and Sequence planning in all these learning areas.

Leadership in Rock and Water supports development of students' personal and social capabilities and positive attitude and mindset. This growth supports engagement in and efficacy of learning.

Staff collaboration, a positive learning culture, includes peer observation and feedback reinforcing and consolidating professional learning and growth.

High Impact Teaching Strategies (HITS) that support SAS signature pedagogies are embedded; and others becoming embedded; in practice; and continue to be part of shared PROFESSIONAL LEARNING AND DEVELOPMENT through a schedule of weekly Focus Meetings and School Development Day agendas.

Two teachers participated in FUTURE LEADERS program supported by the Cockburn Fremantle Schools Network. As they presented to other Future Leaders and Principals of Cockburn Fremantle Network Schools the outcome of their learning and research each began with a narrative of their action research: with beautiful examples demonstrating and reflecting on their own learning and that of SAS staff, children and community.

SAS teachers also mentored practicing student teachers in 2022 and welcomed in interested secondary students for work experience in classes.



## STUDENT LEADERSHIP

Student leaders of Harmony Groups were capably led through training sessions with staff member holding role of Leadership: Rock and Water. They explored and robustly discussed these leadership principles:

- Take ownership
- Believe (in the cause)
- Cover your Mate
- Balance
- Overwhelmed? Prioritise and Take Action
- Lots of Little Decisions: take the path that works
- Check the Ego.

Examples were applied in the context of student leadership. Relevant Rock and Water games were chosen to weave into HG program.

Besides the weekly HG program (involving Kitchen / Garden / Global Goals) student leaders also coordinated and facilitated special events for whole school participation: had a voice and worked with the Camp Committee to create camp program. Student leaders were the decision makers to prioritise HG 2021 designed projects for implementation in their learning environment.

## ACTIVE CITIZENS / LEADERS:

In the midst of all going on around them in 2022, as well as individual circumstances and stories, there was a lot for our children to come to terms with. With varying degrees of awareness, the ways in which our children found ways to process and to express their understandings and confusions were impressive.



War

Peace

Reconciliation



Rights

Responsibilities

SASsy children embraced the theme of National Reconciliation Week 2022:

### ***Be Brave Make Change***

Global Goals for Sustainable Development were explored (as part of Harmony Group program).

*"if we wait for governments, it'll be too little, too late; if we act as individuals, it'll be too little, but if we act as communities; it might just be enough, just in time"*

*Rob Hopkins*

Millenium Kids granted a group of Bungana students \$500 towards their proposal for polluting industries: part of their Civics and Citizenship and Business Enterprise studies.

SAS was represented at the annual Hiroshima Day remembering and SASsy students read to the audience the story of Sadako and the Paper Cranes.

Bakoolbans visited local council chambers and acted as members of council, the mayor and media in a mock sitting – debating on several important issues. The children were celebrated by the mayor's personal assistant and education officer as the "best class" that had ever visited council; they were mannered, listened respectfully and demonstrated genuine interest and inquisitiveness.

As we headed to the voting booth, Cooidans, these emerging writers, developing their persuasive writing skills, reflected on being Prime Minister:

*I would like to be PM. I would tell the Lego factory to make Inventor again. I wouldn't stay in a chair all day; I'd make a rule that PMs can do other things like ride their bikes and watch TV*

*It will be really hard to be a prime minister because there are so many decisions. It's not easy to make decisions!*

*Everyone will have tacos every second Tuesday because tacos are delicious.*

*I would not be PM. You have to talk all day. I would rather run around all day and swing on the swing.*

*I would be PM because I can bring happy places to all of the people in the country. I can plant lots more nature because it is good for the environment and keeps it healthy. I will get a team to pick up rubbish from the ocean for the fish.*

*If I was prime minister I will get a magic stick and freeze the people that cut down trees. I would say no picking flowers.*

*Stop the people spraying the food because it is bad for you.*

*If I was the PM I would allow no cars on the roads. Bicycles, scooters, skateboards and rhinoceroses only.*

*I could get the rich people to pay the poor people and give them enough to buy food.*

SAS parent 2022:

***"May we never underestimate the power of a small primary school to be brave and make change!"***

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## STUDENT ACHIEVEMENT and PROGRESS

### WHOLE SCHOOL DATA collection

An annual Whole School assessment schedule, within a case management process for all students, continuously collects data to support monitoring and tracking the progress of each individual student; in Literacy and Numeracy development particularly. These assessments identify progress and inform planning to meet year on year growth with targeted and explicit teaching.

BrightPath assessments have been tracking the progress of our SASsy young writers. Teachers moderate children's writing samples using the Looking At Student Thinking (LAST) protocol. In 2022 SAS teachers joined with local schools group using Brightpath Writing for moderation.

2022 BrightPath assessment was also introduced for tracking the progress of our SASsy Mathematicians. All staff participated in online professional learning and Maths Curriculum Leader has coached and mentored implementation.

### STANDARDISED SYSTEM DATA collection

ON-ENTRY assessment program is an assessment for learning conducted in term 1, Pre-Primary. The assessment provides teaching staff with specific information regarding a child's understandings and skills in Literacy and Numeracy and determines the case-management for targeted teaching and learning adjustments.

The early childhood team identifies individuals to be tracked through testing on the appropriate module in Year 1 and 2 to monitor improvement.

AEDC data may also inform teaching for these our younger students.

NAPLAN (National Assessment Program Literacy And Numeracy) is a standardized assessment for all Australian children in years 3 and 5 and we are reminded:

- Judgements should only be made with an understanding of the particular school context.
- 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. (SAS)

In 2022, for both year groups, overall performance results were 'as expected'. The performance of our former year 6 students, tested as year 7s 2022 is particularly pleasing. These results are available in Schools Online.

All forms of NAPLAN data are analysed, lines of inquiry pursued, the impact of strategies and whole school programs reviewed and action plans developed and implemented to support improved student outcomes each area.

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External factors that influenced the testing included the disruption of COVID: with many families isolating and the regular classroom teacher being on sick leave for the duration of the term. Guest staff were employed through this period. It was significant in its effect on a number of these children. Additionally, many of the children were unwell during the testing period.

Other additional factors include the following:

- 3/12 students are EALD, with English being their second or third language.
- 4 stable cohort students were referred for speech therapy in kindergarten

### Numeracy

- 3/12 children performed at or above ICSEA decile 1 median.
- Two children's achievement placed them in the top 20% level of achievement state-wide, with another two showing potential to be challenged to high level of achievement.
- No child falls within the bottom 20% of children state-wide.
- child has been identified as requiring close monitoring and intervention to ensure they continue to achieve a satisfactory level.

### Reading

- 4/12 children are performing at or above ICSEA decile 1 median.
- One child is identified as having a significantly low level of achievement with a further 3 children requiring close monitoring and intervention to ensure they maintain a satisfactory level of achievement.

### Writing

- 4/12 children are performing at or above ICSEA decile 1 median.
- Two children's achievement, places them in the top 20% level of achievement state-wide, with another 2 showing potential to be extended into high level of achievement.
- No child falls within the bottom 20% of students state-wide.

### Pedagogical Approach

- Focus on National Quality Standard (NQS) Quality Area 1: Educational Program and Practice as outlined in SAS Quality Improvement Plan (QIP).
- Focus on Quality Area 7: Governance and Leadership as outlined in SAS QIP.
- Case management directs pedagogical decisions and teaching and learning adjustments. Differentiation by extension, intervention and/ or consolidation of developing concepts.
- Identified children to be monitored using the relevant On-Entry assessment through years 1 and 2.
- Transition programme includes time in term 4 for classroom teachers to formally share information on children's progression and learning behaviours with the Year 1 teacher.
- Teachers utilising High Impact Teaching Strategies and Core Thinking Routines (Harvard PZ).
- Maintain comprehensive gross motor ( *Move to Learn*) and fine motor learning program.
- A strong focus on teaching social skills, including the language of Restorative Practice.
- Continue to build connections and partnerships between home and school.
- Children referred to external agencies as required (speech therapist, audiologist, occupational therapist, neuro developmental chiropractor).
- Introduction of weekly 'Bush School' Narooma to embed nature-based and play-based education for practical, hands-on, integrated learning to support literacy and numeracy.
- Introduction of portfolios and learning journals to make learning visible

## Developing and Extending Achievement in Literacy

- Maintain a strong oral language program, utilising *First Steps* and *Brightpath* for assessment.
- Maintain a consistent approach to literacy learning with diligent implementation Letters and Sounds program PP – year 2.
- Exploration of 'Sounds Write' programme to potentially replace Letters and Sounds.
- Children identified as SAER to be assessed using the *Screen of Oral Communication Skills* (SOCS)
- Explicit teaching of phonics and handwriting.
- Writing modelled and quality feedback provided.
- Daily opportunities for guided, shared and independent reading, use of audio books.
- Focus on improving students' mindset and self-beliefs regarding writing: a community of engaged writers.
- Well-resourced materials to engage students in authentic writing through play.
- Teacher preloading with language of Seven Steps to Writing Success.
- Zentangling programme targeting development of pre-writing skills.
- Parent education around writing provided
- Literacy learning packs to link home and school
- Continue to expand school's rich resource collection, including purchasing annual award winning books.

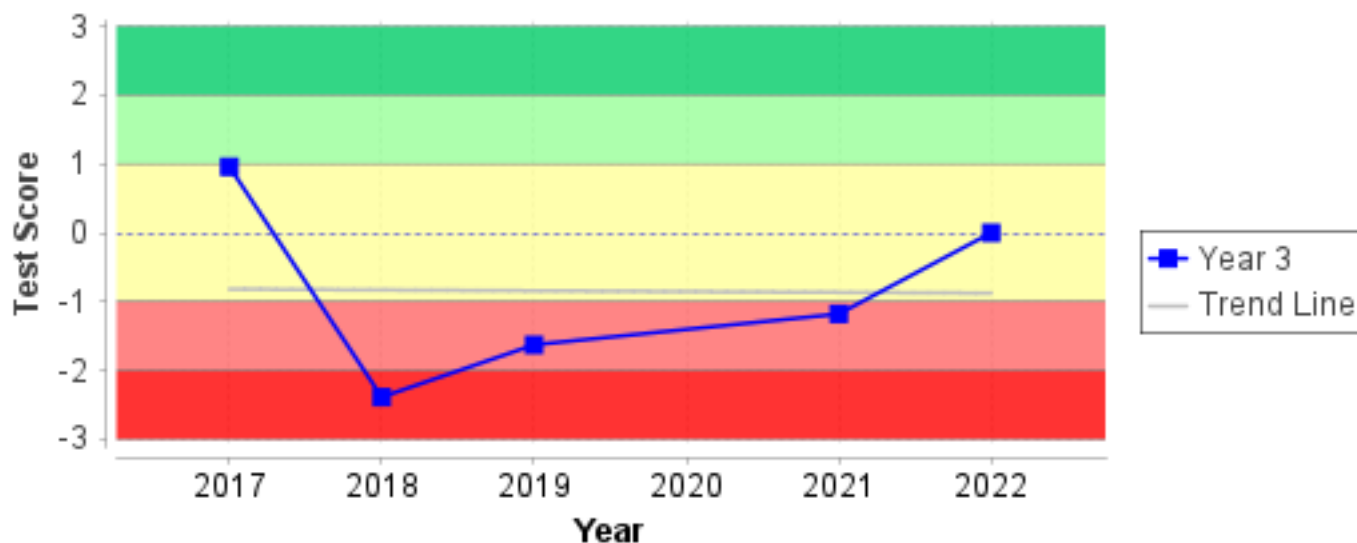
## Developing and Extending Achievement in Numeracy

- Early childhood staff are working closely with Maths Leader to explore ways of differentiating within the maths curriculum, including acceleration into the year one curriculum as appropriate.
- Significant changes in implementing the scope and sequence with emphasis on establishing number principles early.
- Strong focus on developing children's curiosity around mathematical concepts through the outdoor learning, collecting large numbers of natural objects, curated within the learning environments: classroom museum, bush school.
- All children have the opportunity to engage in high ceiling, low threshold activities.
- Teachers provide materials and advice to parents in supporting home-school learning partnerships.



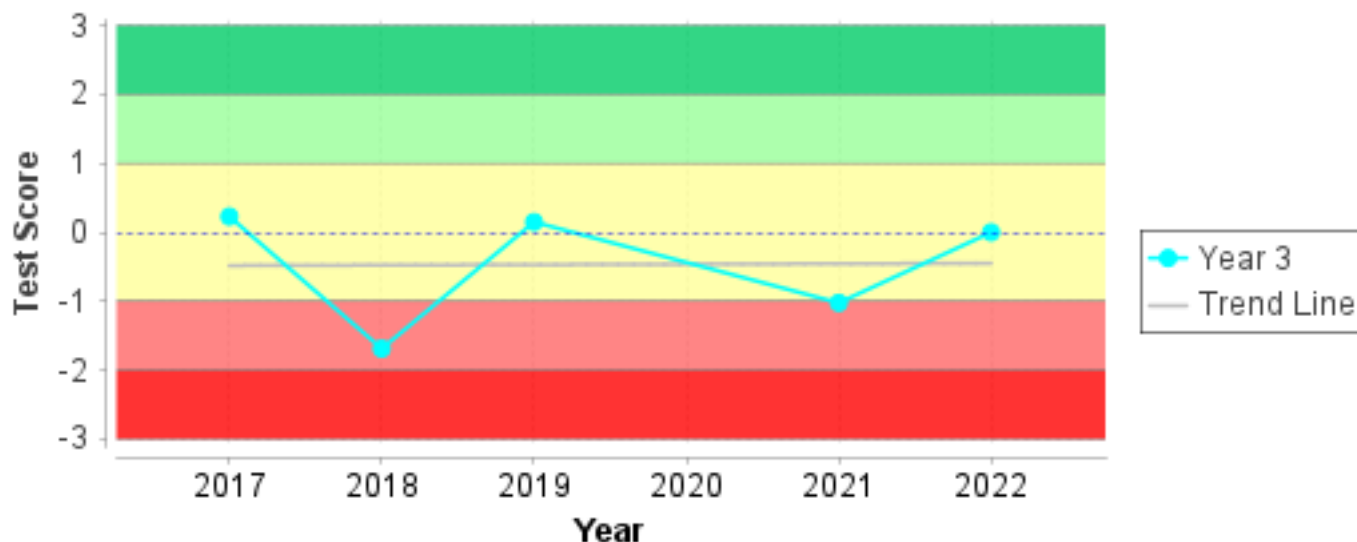
Targeted children followed through On Entry modules PP → year 2 all demonstrating good progress, significantly closing the gap and on track to achieve at standard level.

### Numeracy Performance



Continuing upward trajectory for **Numeracy**. Though still below like schools the gap is significantly reduced and all children in the stable cohort demonstrate high and very high progress from On Entry.

### Reading Performance

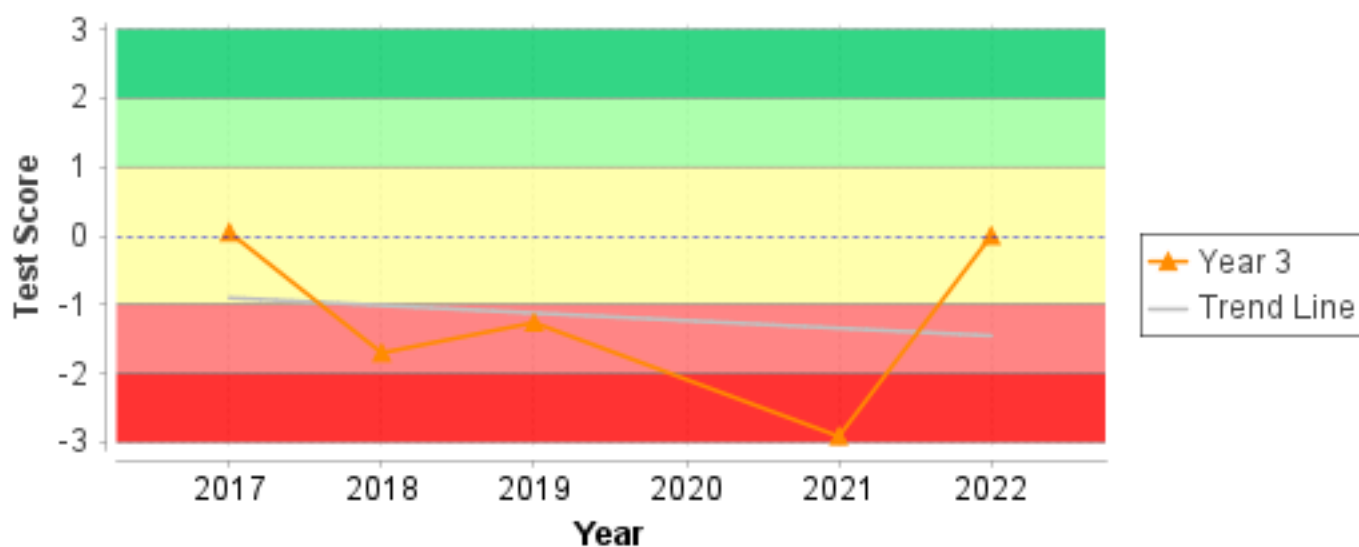


**Reading** data shows an improvement '22: not yet matching that of like schools. Two children achieving band 9.

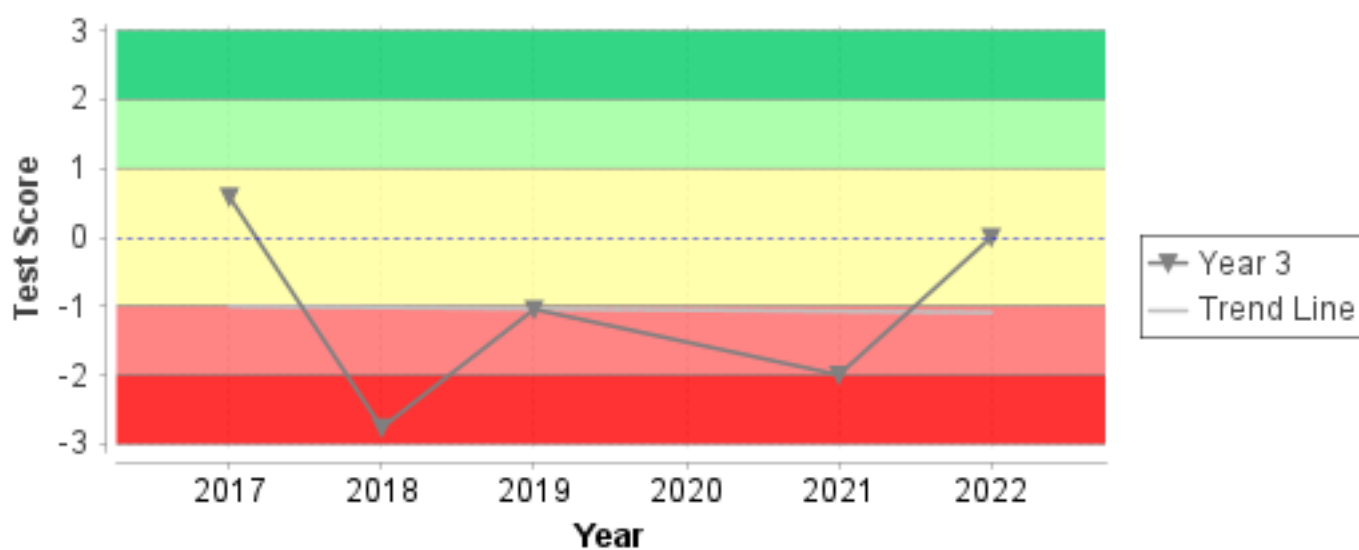


Improvement in Year 3 writing performance from 2021 is unlike the trend of other schools 2022.

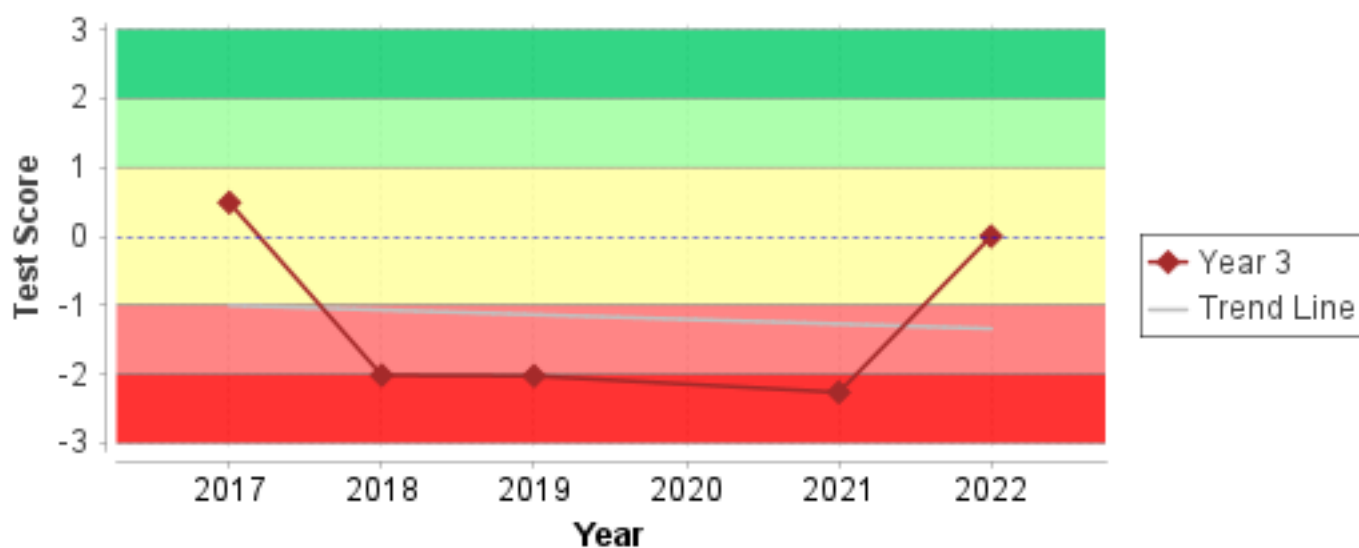
### Writing Performance



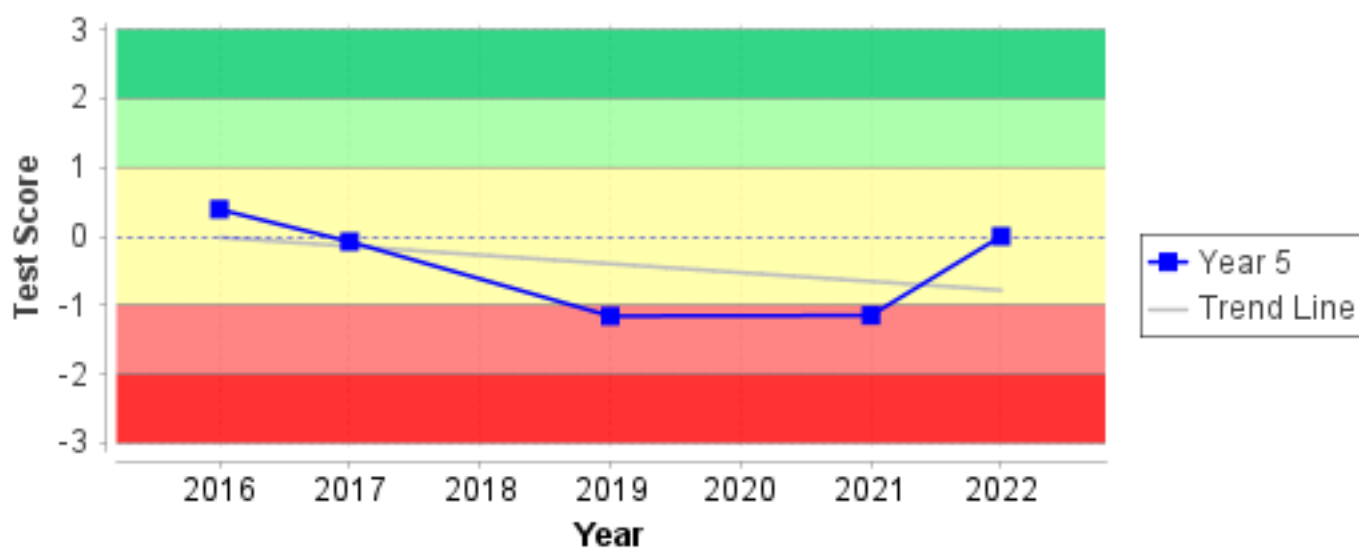
### Grammar & Punctuation Performance



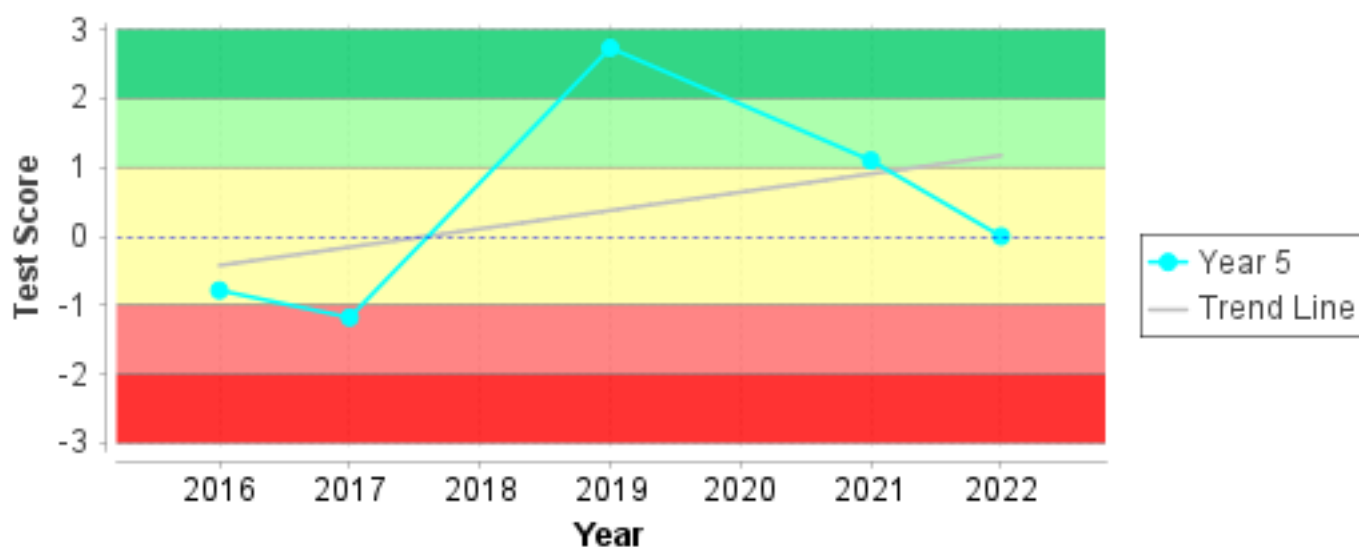
### Spelling Performance



### Numeracy Performance



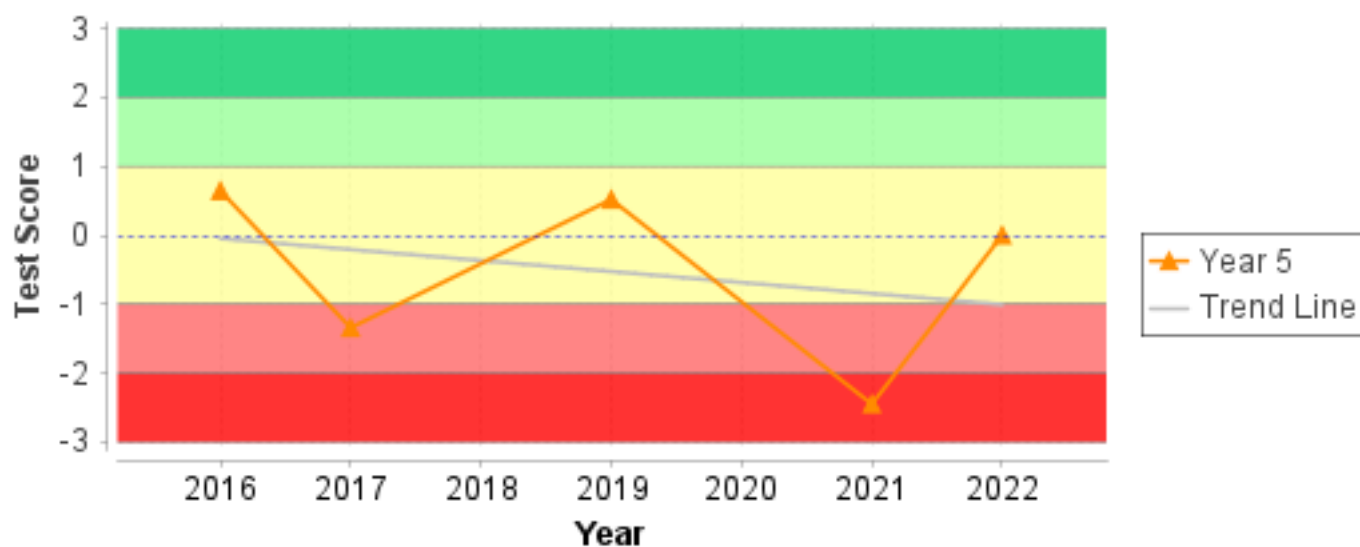
### Reading Performance



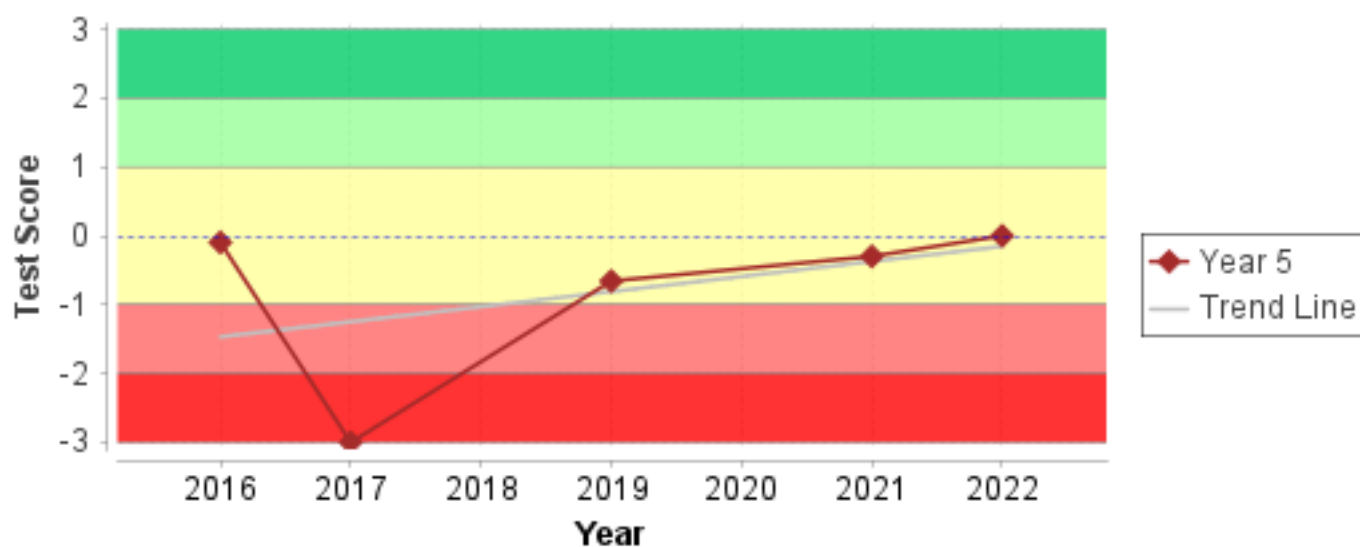
Although still at an expected performance range for year 5 we were disappointed to see Reading Performance on a downward trajectory

Planning for 2023 targets our arresting and correcting this; strategies and programs reviewed for impact. MacqLit reading intervention program targeted students years 3 – 6.

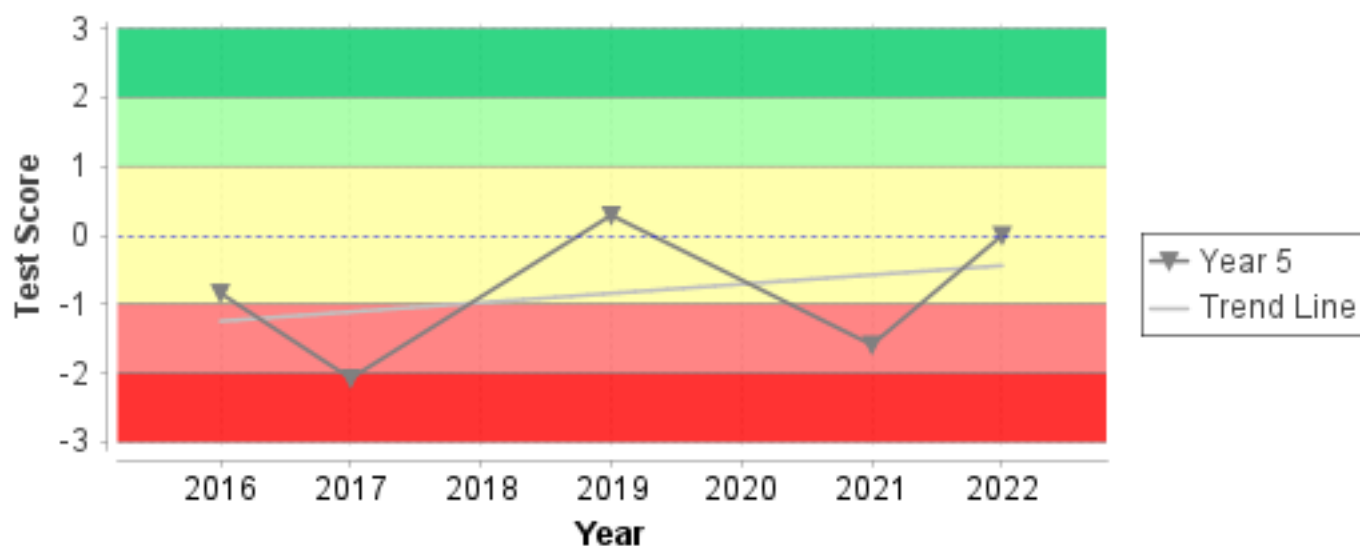
### Writing Performance



### Spelling Performance



### Grammar & Punctuation Performance





## USE of RESOURCES

2022 SAS cash budget was directed to align with Business Plan priorities all of which are directed at improving student progress and achievement. Human resources (salaries) are allocated with same purpose to best enable accommodation of student needs, through differentiation.

Investment in effective STEAM resources to enhance opportunities and further develop student capabilities in Science, Technology, Engineering Arts and Mathematics. Additional purchase of ipads was planned within the budget in line with building the ICT capacity of SAS.

Leadership in Science/Technology/ Engineering and Specialist Arts and Mathematics Teachers saw development and refinement of Scope and Sequence planning in all these learning areas.

Literacy Leader: Writing developed Scope and Sequence across school for Seven Steps to Writing Success. Manuals for K – 6 teaching and learning purchased and online subscription supported further 'steps' learning. Software licences included Book Creator.

The language the children reportedly use at home and school, formally and informally, demonstrate the positive take up and impact of Seven Steps: introducing Reports to Whole School Meetings with 'Sizzling Starts' and Building Tension.

The English budget was directed to purchase best selling and award-winning literature to expand the knowledge and vocabulary of young minds of SAS – as class and library resources and home learning links. P & C contribution complements this.

A senior teacher/school improvement project manager researched Talk for Reading with Dyslexia Speld Foundation, exploring options to support further review of Reading programs and practices. Spending was undertaken to complete resources / class libraries with book recommendations aligned with The Australian Reading Spine.

2023 budgeting: given data analysis, evidence of impact and review of evidence based programs and practices:

- all teaching and teaching support staff to participate in Talk for Writing PL 2023.
- Staff member to train in MacqLit reading intervention program to support identified students.
- Literacy Leadership allocation of time and resources equivalent to that of Numeracy.



*Agency*

*Connection*

*Possibilities*



*Being*

*Belonging*

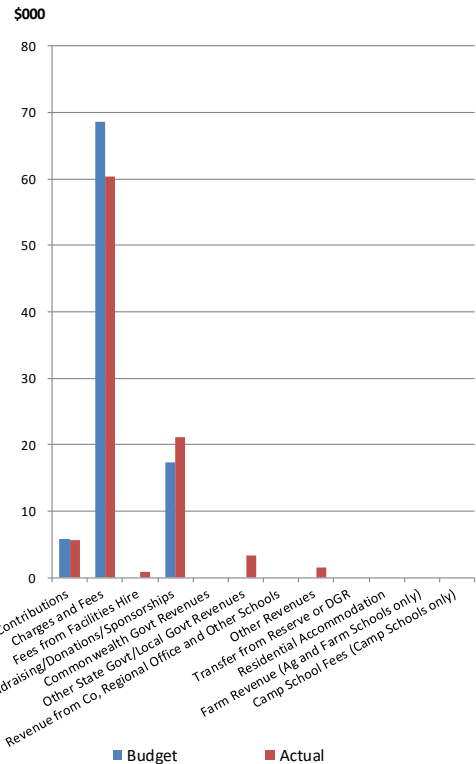
*Becoming*

## Spearwood Alternative School

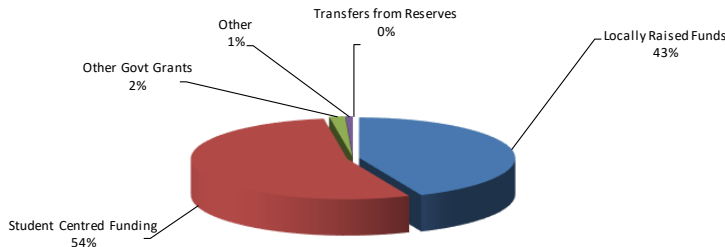
Financial Summary as at  
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,763.00	\$ 5,655.00
2	Charges and Fees	\$ 68,519.00	\$ 60,276.64
3	Fees from Facilities Hire	\$ -	\$ 859.09
4	Fundraising/Donations/Sponsorships	\$ 17,390.84	\$ 21,207.54
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ -	\$ 1,520.33
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 91,672.84</b>	<b>\$ 92,818.60</b>
	<b>Opening Balance</b>	<b>\$ 43,994.00</b>	<b>\$ 43,993.99</b>
	<b>Student Centred Funding</b>	<b>\$ 108,825.98</b>	<b>\$ 109,475.98</b>
	<b>Total Cash Funds Available</b>	<b>\$ 244,492.82</b>	<b>\$ 246,288.57</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 244,492.82</b>	<b>\$ 246,288.57</b>

**Locally Raised Revenue - Budget vs Actual**

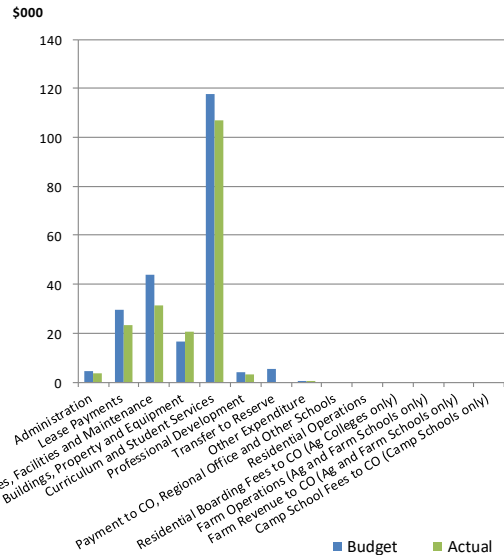


**Actual Year to Date by funding sources**

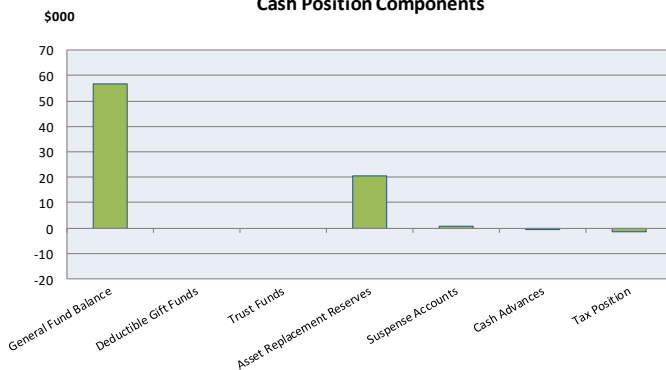


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 4,520.00	\$ 3,715.43
2	Lease Payments	\$ 29,793.00	\$ 23,339.18
3	Utilities, Facilities and Maintenance	\$ 43,755.99	\$ 31,142.93
4	Buildings, Property and Equipment	\$ 16,800.00	\$ 20,530.49
5	Curriculum and Student Services	\$ 117,498.83	\$ 107,101.39
6	Professional Development	\$ 4,300.00	\$ 3,336.92
7	Transfer to Reserve	\$ 5,400.00	\$ -
8	Other Expenditure	\$ 300.00	\$ 237.60
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 222,367.82</b>	<b>\$ 189,403.94</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 222,367.82</b>	<b>\$ 189,403.94</b>
	<b>Cash Budget Variance</b>	<b>\$ 22,125.00</b>	

**Goods and Services Expenditure - Budget vs Actual**



**Cash Position Components**



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 76,800.70</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 56,884.63
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 20,449.13
5 Suspense Accounts	\$ 775.94
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (1,209.00)
<b>Total Bank Balance</b>	<b>\$ 76,800.70</b>

