Swanbourne PRIMARY SCHOOL

'STRIVE'

Annual Report 2018

WELCOME TO SWANBOURNE PRIMARY SCHOOL

Swanbourne Primary is an Independent Public School with a rich history and reputation as a forward thinking and progressive school with a focus on 'High Performance and High Care.'

Building positive and productive relationships and partnerships and the need to work together as a caring and supportive team is very important for our school community. We pride ourselves on being inclusive and valuing the ideas and support of others.

Our school is renowned for delivering innovative programs which promote 'inquiry learning' and provide unique experiences that positively influence all domains of child development. We believe in doing our very best for every child. This is achieved through providing a curriculum that is engaging, balanced and reflects individual needs. We want all students to 'Strive for personal Excellence.'

Our core values of Community, Achievement, Respect and Environment provide the necessary building blocks for our students to be the best they can be and become aspirational, resilient, responsible and caring citizens that will make a valuable contribution to society.

We achieve our school vision through the efforts of a dedicated team of teaching, leadership and support staff and by maintaining a caring, safe and respectful learning environment. This team works alongside a dynamic and supportive school community to make a difference for all students. We encourage others to become active and supportive members of our progressive culture and vision.

This Annual Report provides an overview of our school and outlines a range of school strengths, areas of need and future directions.

Trevor Mitchell
Principal
April 2019

• Success • Teamwork • Respect • Inclusive • Vision • Excellence

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• Success • Teamwork • Respect • Inclusive • Vision • Excellence

SCHOOL CONTEXT

Swanbourne is one of the more affluent suburbs in Perth, being surrounded by Fremantle to the south, City Beach to the north, with Mount Claremont as an inland neighbouring suburb and Cottesloe directly to the south. The suburb Swanbourne is also well established and regularly features in real estate literature as one of the top ten most popular suburbs.

Swanbourne Primary School was originally established in 1905. The new school relocated to its Narla Road site in November 2001, replacing the inadequate facilities in Derby Road. An extensive consultation period with the representatives of the Nyungah Aboriginal Community was undertaken before building commenced. Aboriginal people lived in the area up until 1951 and their culture and history are recognised. One of the conditions of the redevelopment was that the Department of Education set 1.5 ha of land aside to focus on Aboriginal heritage for use by the school, Aboriginal and wider communities. The school's covered assembly area was extended and enclosed so it can be used as a school hall. Other conditions include dedicating a section of the new library for Aboriginal material and that a cross-cultural awareness program including Aboriginal history and culture is included in the school's curriculum.

The school has general teaching areas, pre-primary teaching areas, kindergarten areas, specialist art and music rooms, science room, library, administration block, hard courts, oval and 2.5 hectares of parks and gardens.

The school's staffing profile consists of the Principal, two Deputy Principals and a Manager Corporate Services. A School Officer also assists in the front office. In addition, the school has specialist teachers in Physical Education, Music, Visual Arts, Japanese and Science. Non-Teaching staff include Education Assistants for Kindergarten and Pre-primary, and a Library Resource Officer. A Defence School Transition Aide (DSTA) is available to assist our Australian Defence Force families with any educational, emotional or social concerns families may have about their child/children and will liaise with the principal, parents, teachers and professional therapists. In 2019, we will be introducing a school chaplain to the pastoral care team.

The school has an active P&C Association and School Board. We place a significant emphasis on working together as a collective team and valuing each other's contributions in meeting the needs of all children at Swanbourne Primary.

INTRODUCTION TO THE ANNUAL REPORT

This report provides information about the performance of Swanbourne Primary School in 2018 and meets an important element of the School's Delivery and Performance Agreement with the Department of Education. The Annual Report will outline school strengths, areas of need and future directions.

It's important to note that Swanbourne Primary School compares its student performance with 'like schools' as a means of determining acceptable performance and for setting targets. This is a higher and more accurate indication of an acceptable standard for our students.

A 'like school' result means a group of schools in Australia that are identified as having very similar socio economic contexts to Swanbourne Primary School. It is therefore a reasonable target for student achievement to be 'at' or 'above' 'like school' results at Swanbourne Primary School.

Traffic Lights - The traffic light colours will be used throughout the Annual Report to indicate the level of performance.

Green: Performing above the expected target or standard

Orange: Performing at or close to the expected target or standard

Red: Performing below the expected target or standard

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OUR SCHOOL VISION

We work as a collaborative team to create a caring, inclusive and respectful school culture and a curriculum that values each child as an individual. We work together to teach and support our students to become learners for life, who will be happy, resilient, caring and respectful citizens that strive for personal excellence and contribute positively to society.

OUR SCHOOL MOTTO

'*Striving for Excellence*' is our school motto and this is the foundation for creating a school culture that is driven by *Success*, *T*eamwork, *R*espect, *I*nclusive, *V*ision and *E*xcellence.

TOGETHER WE STRIVE:

- to do our best for every child
- to respect one another
- to work together as a team
- to act in an ethical manner.

OUR SHARED SCHOOL VALUES - The actions of our staff, students and parents are guided by the following core values:

Community - Each person is a good citizen promoting the common good by recognising and respecting the rights and needs of others. Each person values cultural diversity and participates in Australia's democratic processes to make positive contributions to the community.

Achievement - Each person is provided with the opportunity to achieve their potential through a quest for knowledge, critical thinking, creativity, communication, values appreciation and reflection.

Respect - Each person is encouraged to develop self-respect and an acceptance of others, to take responsibility for their actions and demonstrate responsible and ethical behaviour in all situations. Each person is of equal worth and has the right to receive care and compassion and be treated with dignity and respect.

Environmental Responsibility - Each person is respectful of the environment and understands the need for conservation and sustainability. Each person will develop an understanding of, and respect for, Australia's cultural heritage.

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Quality Teaching/Successful Students	Leadership/Management/Community	Strong Governance and Support
$14000 maker space and STEM resource investment across the school	IPS transition - Development of the Business Plan, Operational Plan and Learning Area Plans	Installation of a kiss and drop zone to support safe pick up and drop off
Leased100 IPad and 60 notebook devices to support digital technologies development	Development of a school self-assessment framework to monitor standards and progress	Creation of an effective School Board with close links to the P & C and school leadership
BYOD program introduced to increase device availability and access across the school	Development of a staff middle leadership charter across the school	Continued our IPS school re-branding process with the endorsement of our motto 'STRIVE'
STEM $5000 Grant winner	'Hawaiian' partnership to support Bidyadanga	Commenced a school logo re-visioning process
Winning the swimming, cross country and interschool athletic carnivals	Hall audio system, choir microphones and a portable audio system for school events	National Quality Standard focus in the early years
Bidyadanga Cultural Program and continuation of distinctive year level excursions and camps	Carpark upgrade to minimize trip hazards and improved traffic control with bollards	Website redevelopment and the creation of a communication and marketing plan
Re-introduction to the Shenton Network - teacher professional learning and collaboration support	Run for Fun community event coordinated by the P & C and school community	Introduction of Connect to support school communication processes
15 students selected for the Primary Extension Academic Challenge program	Narla Rd paving restoration project with the City of Nedlands	Grounds and Facilities plan introduced to improve school presentation and risk areas
Introduction of Visual Arts and a lunch time Arts Club	Playgroup introduced and the continuation of Camp Australia out of school care	Involvement of Professor Chris Brook to support a culture of collaboration and survey processes
Information Resource Officer (Library)	Street verge redevelopment near the tennis courts	Development of staff collaborative norms and a focus on a collaborative culture
Recruitment and permanent appointment of teaching staff, Defence School Mentor and an early years specialist Deputy Principal	Increase in extra-curricular activities for students, including yoga, art club, Lego/STEM, orienteering, running club, tennis, school sporting teams	New families - Leadership team members facilitate school tours and an introduction to the Principal on arrival
School vegetable garden project	Administration block front garden redevelopment	Review of school processes and school policies
'Story Dogs' program	New carpet to 5 classrooms and administration block. Reception presentation upgrade.	K – 2 and 3 -6 team leader structure introduced
Chaplaincy program	Stage development project for the hall	Roles and responsibility charters introduced
Choir, band and year 5/6 production performances	Re-establishment of learning area storerooms, borrowing procedures and audit process	Professional Learning focus developed for staff
Student leadership focus – Year 5 and 6 students and the introduction of a leadership excursion	Charity and committee established to support the Bidyadanga Cultural program	Volunteer program for classroom literacy and numeracy support introduced
Introduction of a basic facts program	School banking, second hand uniform committee and the school uniform shop	Support program for literacy and numeracy
Investment of $30000 into new reading books to support literacy development across the school	P & C school events such as the quiz night, discos and the Summer Cool Down	Outstanding support from the P & C for school development initiatives
$8000 investment - Math resources	Central courtyard restoration project	
Open night and sausage sizzle	Luncheon for staff – Thank you P & C and school community	Literacy and numeracy resource audit and borrowing/storage procedures established
Graduation and ANZAC service	Two classrooms received new furniture	Technologies Infrastructure upgraded
Re-development of the 'Loose parts' play program for students	Year 5 tree planting project - Lake Claremont and the school naturescape	Established a 'Communications' committee to streamline publications and promotions

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SCHOOL ENROLMENT DATA

Swanbourne PS 2018	Kin	PPR	Prim	Total
Male	24	29	183	236
Female	18	19	144	181
Total	42	48	332	417

Swanbourne PS 2018	Kin	PPR	Prim	Total
Aboriginal		1		1
Non-Aboriginal	42	47	327	416
Total	42	48	327	417

- The tables show a total student enrolment of 417 in 2018, which includes our Kindergarten students
- There were 55 more boys than girls across the school in 2018
- Enrolments have grown to 446 in 2018.

STUDENT ATTENDANCE

	Non-Aboriginal			Aboriginal			Total		
	SPS	like schools	WA Public Schools	SPS	like schools	WA Public Schools	SPS	like schools	WA Public Schools
2015	94.7%	94.5%	93.8%	81.3%	92.1%	81.2%	94.7%	95.4%	92.7%
2016	94.8%	95.6%	93.7%	86.1%	85.3%	80.7%	94.7%	95.5%	92.6%
2017	95.5%	95.7%	93.8%	N/A%	N/A%	N/A%	95.5%	95.7%	92.7%
2018	95.5%	95.9%	93.7%	87.4%	92.5%	80.8%	95.5%	95.9%	92.6%

This table demonstrates that the attendance rate at Swanbourne Primary School fell just below the 'like school' result but is above the public-school means.

STUDENT 'AT RISK' ATTENDANCE

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	87.0%	10.0%	2.1%	0.7%
2016	87.6%	9.1%	2.2%	0.9%
2017	89.4%	9.3%	1.3%	0.0%
2018	87.2%	11.5%	1.3%	0.0%
Like Schools	90.7%	7.5%	1.5%	0.2%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

This table indicates that Swanbourne Primary School has a Regular Attendance Rate that is well above the WA public school mean and just below the 'like school' result. The table also shows we have fewer children in the Severely at Risk attendance category. The year 4 cohort held the highest attendance rate across the school in 2018.

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LITERACY AND NUMERACY MINIMUM BENCHMARK COMPARISONS

The following table demonstrates the percentage of our Year 3 and Year 5 students who were above the <u>minimum benchmark</u> for literacy and numeracy in 2018.

Percentage of students above the minimum standard						
	Grade	Reading	Writing	Spelling	Grammar/ Punctuation	Numeracy
2018	Year 3	97%	97%	94%	100%	100%
2018	Year 5	94%	88%	85%	94%	100%

- Numeracy is the stand out result, with all students achieving the minimum benchmark achievement standard.

NAPLAN RELATIVE ASSESSMENT FOR LITERACY AND NUMERACY OVER TIME

	Year 3				Year 5			
	2015	2016	2017	2018	2015	2016	2017	2018
Numeracy	0.5	1.2	-0.7	-0.2	-1.4	1.0	1.2	-0.5
Reading	-0.2	0.8	-1.3	-0.2	-0.2	0.4	-0.0	-0.1
Writing	-0.7	-0.8	-1.1	-0.5	-2.0	-0.4	-0.7	-0.0
Spelling	-0.3	-0.8	-1.0	-0.6	-1.6	-0.1	0.8	0.4
G & P	-0.4	0.4	-1.2	-0.8	-0.7	0.9	0.0	-1.1

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

This table represents:

- Year 3 - Achieving as expected for all areas. Amber represents a possible negative trend

- Year 5 - Achieving below expected for grammar and punctuation but at expected for numeracy, reading, writing and spelling. Amber represents a possible negative trend for writing.

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NUMERACY

	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	440	449	519	534
2015	450	441	504	543
2016	468	450	553	544
2017	444	463	560	548
2018	449	462	541	541

Average Numeracy Score
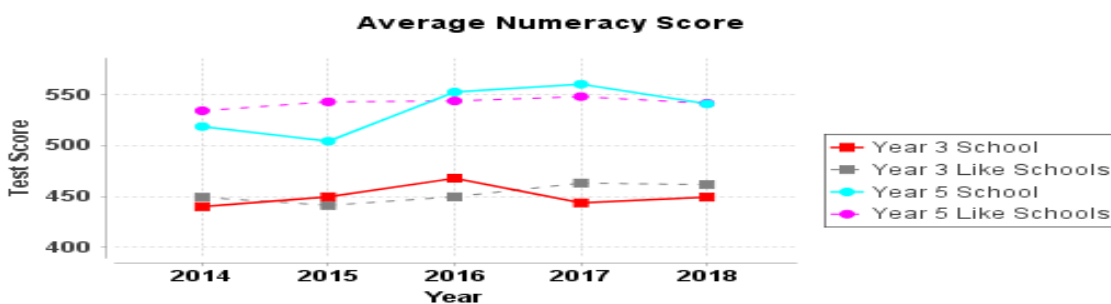
- Year 5 achieved the expected standard

- Year 3 achieved below the expected standard

- The graph represents a negative trend from Year 3 to Year 5

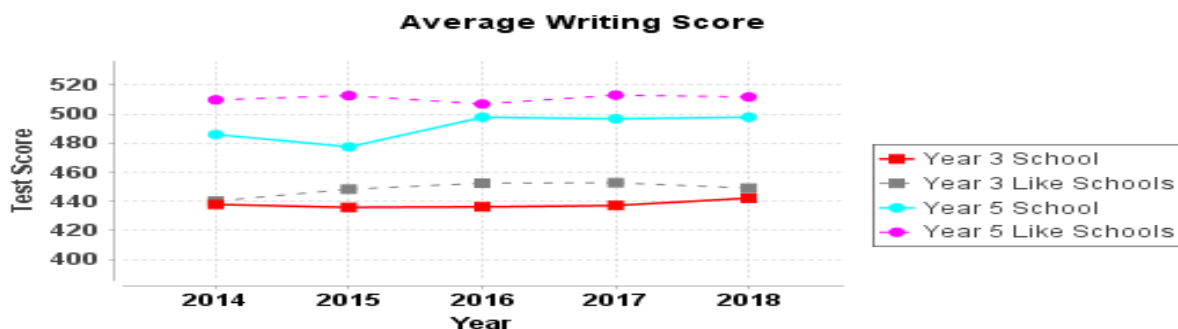| STRAND	Year 3 MEAN	Year 5 MEAN
Measurement and Geometry (M)	16.42	13.36
Number and Algebra (N)	15.18	17.33
Statistics and Probability (S)	13.65	14.99
OVERALL MEAN DIFFERENCE	**15.27**	**15.75**

- The table represents consistent performance across the mathematical strands

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WRITING

	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	438	440	486	510
2015	436	448	477	513
2016	436	453	498	507
2017	437	453	497	513
2018	442	449	498	512

Average Writing Score

- Year 5 achieved below the expected standard

- Year 3 achieved below the expected standard

- This year 3 cohort performed better than previous years

STRAND	Year 3 MEAN	Year 5 MEAN
Audience (A)	11.22	7.92
Cohesion (C)	7.85	6.61
Ideas (I)	9.37	9.93
Paragraphing (Pa)	54.30	23.98
Persuasive Devices (PD)	17.19	9.82
Punctuation (Pu)	11.49	6.88
Sentence Structure (SS)	10.55	11.22
Spelling (S)	11.18	9.03
Text Structure (TS)	24.78	26.15
Vocabulary (V)	5.47	10.60
OVERALL MEAN DIFFERENCE	**16.34**	**12.21**

- Sound achievement for text structure and paragraphing

- Spelling, vocabulary, ideas and text cohesion are future improvement areas

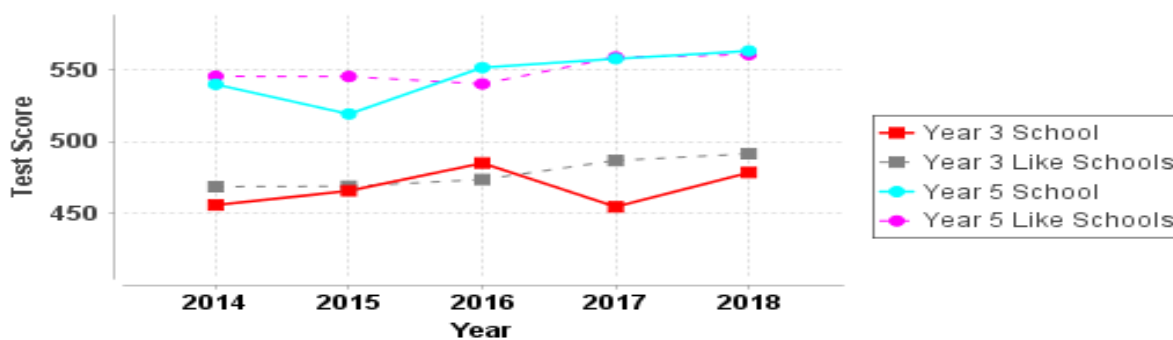# • <u>S</u>uccess • <u>T</u>eamwork • <u>R</u>espect • <u>I</u>nclusive • Vision • <u>E</u>xcellence

READING

	Year 3		Year 5	
	School	**Like Schools**	**School**	**Like Schools**
2014	456	469	540	545
2015	466	469	519	545
2016	485	474	551	540
2017	455	487	558	559
2018	478	492	563	560

Average Reading Score

- Year 5 achieved slightly above the expected standard

- Year 3 achieved below the expected standard

STRAND	Year 3 MEAN	Year 5 MEAN
Informative Text (IT)	9.91	13.45
Narrative Text (NT)	8.86	11.96
Persuasive Text (PT)	7.26	13.96
Advertisement (AD)	-	6.58
OVERALL MEAN DIFFERENCE	**8.93**	**11.54**

- Advertisement will become a review focus for this year 5 cohort

- Persuasive text forms will become a focus for this year 3 cohort

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SPELLING

	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	450	460	520	534
2015	444	451	505	535
2016	438	466	530	532
2017	437	460	553	542
2018	445	462	538	540

Average Spelling Score
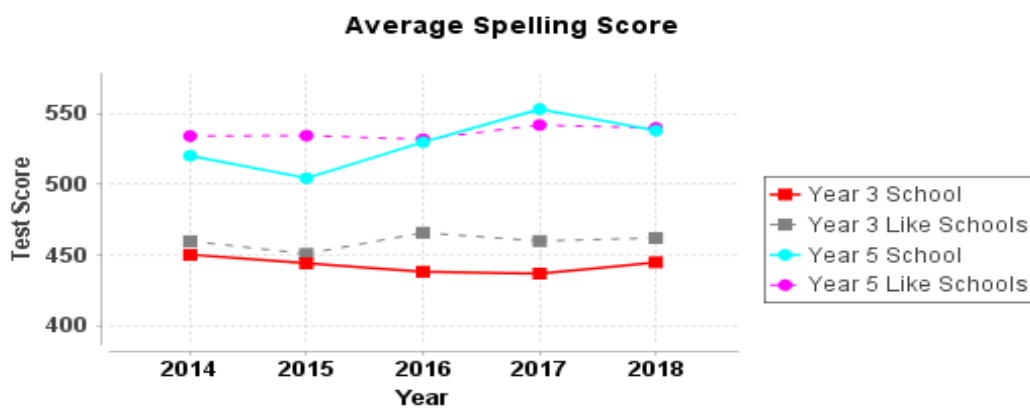
- Year 5 achieved just below the expected standard

- Year 3 achieved below the expected standard

- The graph shows an improvement from Year 3 to 5

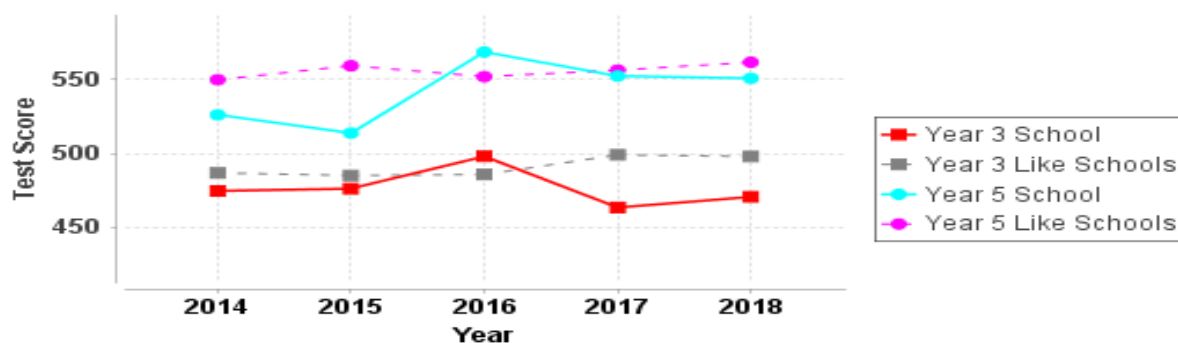| STRAND	Year 3 MEAN	Year 5 MEAN
Spelling Correction Task (SCT)	12.01	13.94
Spelling in Context Task	8.38	14.96
OVERALL MEAN DIFFERENCE	**10.12**	**14.47**

- Spelling correction task achievement was higher than the spelling in context task for year 3

- The results were consistent across both tasks in year 5

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GRAMMAR and PUNCTUATION

	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2014	475	487	526	550
2015	476	485	514	559
2016	498	486	569	552
2017	463	499	552	556
2018	471	498	551	562

Average Grammar & Punctuation Score

- Year 5 achieved below the expected standard
- Year 3 achieved below the expected standard

STRAND	Year 3 MEAN	Year 5 MEAN
Grammar (G)	5.22	7.10
Punctuation (P)	14.34	13.49
OVERALL MEAN DIFFERENCE	**8.14**	**9.14**

- Punctuation achievement levels were higher than grammar for both year 3 and year 5.

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NUMERACY

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685					▲	▲	▲	▲
8	582 - 633					40%	30%	26%	26%
7	530 - 581	▲	▲	▲	▲	23%	30%	33%	32%
6	478 - 529	33%	44%	25%	39%	26%	28%	17%	25%
5	426 - 477	25%	24%	50%	32%	8%	10%	24%	13%
4	374 - 425	25%	24%	20%	19%	4%	2%	0%	3%
3	322 - 373	9%	7%	5%	7%	0%	0%	0%	1%
2	270 - 321	8%	2%	0%	2%				
1	Up to 269	0%	0%	0%	0%				

Above National Minimum Standard
At National Minimum Standard
Below National Minimum Standard

Year 3

- Results are similar to 'like schools'
- Fewer students placed in Bands 2 and 3, compared to 2017
- Significantly more students placed in Band 5, compared to 2017
- Fewer students placed in Band 6, compared to 2017 and 'like schools'

Year 5

- Results are similar to 'like schools' for Bands 7 and 8
- Fewer students placed in Band 6 and more students in Band 5, compared to 'like schools'

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WRITING

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685					▲	▲	▲	▲
8	582 - 633					6%	11%	11%	14%
7	530 - 581	▲	▲	▲	▲	15%	24%	17%	24%
6	478 - 529	17%	28%	22%	24%	42%	38%	28%	31%
5	426 - 477	38%	46%	50%	50%	34%	23%	35%	27%
4	374 - 425	32%	17%	11%	17%	4%	3%	9%	4%
3	322 - 373	10%	7%	16%	8%	0%	1%	0%	1%
2	270 - 321	3%	1%	2%	1%				
1	Up to 269	0%	0%	0%	1%				

🟩 **Above National Minimum Standard**
🟧 **At National Minimum Standard**
🟥 **Below National Minimum Standard**

Year 3

- Similar number of students placed in Bands 5 and 6, compared to 'like schools'
- Additional students placed in Band 3, compared to 'like schools'

Year 5

- Additional students placed in Bands 4 and 5, compared to 'like schools'
- Fewer students placed in Bands 6, 7 and 8, compared to 'like schools'
- Additional students placed in Band 8, compared to 2017

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READING

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685					▲	▲	▲	▲
8	582 - 633					34%	37%	41%	37%
7	530 - 581	▲	▲	▲	▲	32%	29%	22%	29%
6	478 - 529	36%	51%	49%	55%	21%	23%	15%	21%
5	426 - 477	20%	23%	22%	24%	9%	8%	17%	9%
4	374 - 425	20%	16%	23%	13%	4%	3%	4%	3%
3	322 - 373	16%	8%	3%	5%	0%	1%	0%	1%
2	270 - 321	5%	1%	3%	2%				
1	Up to 269	3%	1%	0%	1%				

▮ **Above National Minimum Standard**
▮ **At National Minimum Standard**
▮ **Below National Minimum Standard**

Year 3
- Fewer students placed in Band 6, compared to 'like schools'
- More students placed in Band 6, compared to 2017

Year 5

- Additional students placed in Band 8, compared to 'like schools'
- Fewer students placed in Bands 6 and 7, compared to 'like schools'
- Additional students placed in Band 8, compared to 2017

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SPELLING

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685					▲	▲	▲	▲
8	582 - 633					38%	29%	22%	26%
7	530 - 581	▲	▲	▲	▲	26%	27%	26%	30%
6	478 - 529	33%	40%	28%	42%	23%	31%	41%	29%
5	426 - 477	22%	28%	38%	27%	13%	11%	0%	11%
4	374 - 425	19%	20%	25%	18%	0%	2%	11%	4%
3	322 - 373	16%	8%	3%	8%	0%	1%	0%	1%
2	270 - 321	8%	4%	3%	3%				
1	Up to 269	2%	0%	3%	1%				

🟩 **Above National Minimum Standard**
🟧 **At National Minimum Standard**
🟥 **Below National Minimum Standard**

Year 3

- Significantly less students in Band 6, compared to 'like schools'
- Majority of students are placed in Bands 4 and 5
- Additional students placed in Band 1 and 2, compared to 'like schools'

Year 5

- Additional students placed in Band 4, compared to 'like schools'
- Fewer students placed in Band 8, compared to 2017
- Additional students placed in Band 6, compared to 'like schools' and 2017

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GRAMMAR and PUNCTUATION

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685					▲	▲	▲	▲
8	582 - 633					34%	40%	35%	40%
7	530 - 581	▲	▲	▲	▲	28%	17%	11%	26%
6	478 - 529	33%	57%	45%	59%	23%	26%	37%	20%
5	426 - 477	35%	24%	31%	17%	8%	9%	11%	9%
4	374 - 425	14%	10%	18%	14%	8%	6%	4%	5%
3	322 - 373	10%	5%	2%	7%	0%	2%	2%	1%
2	270 - 321	5%	2%	2%	2%				
1	Up to 269	3%	2%	3%	1%				

🟩 **Above National Minimum Standard**
🟧 **At National Minimum Standard**
🟥 **Below National Minimum Standard**

Year 3

- Significantly fewer students placed in Band 6, compared to 'like schools'
- Additional students placed in Band 6, compared to 2017
- Additional students placed in Band 5, compared to 'like schools'

Year 5

- Fewer students placed in Band 8, compared to 'like schools'
- Fewer students placed in Band 7, compared to 'like schools'
- Significantly fewer students placed in Band 7, compared to 'like schools'

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Student progress is monitored from pre-primary through to year 3 and year five using the On- Entry and NAPLAN testing tools.

Progress	Year 3 Reading	Year 3 Numeracy	Year 5 Reading	Year 5 Writing	Year 5 Numeracy
Very Low	2%		9%		9%
Low	4%	7%	6%	9%	9%
Moderate	38%	22%	55%	41%	44%
High	20%	34%	12%	31%	9%
Very High	34%	34%	18%	16%	28%

- Between 80 -90 % of our students demonstrate moderate, high or very high progress at each progression point

SOCIAL LEARNING – ATTITUDE / BEHAVIOUR / EFFORT

- Over 85% of our students from pre-primary to year 6 achieve a semester report rating of 'consistently' for attitude, behaviour and effort.

TEACHER JUDGEMENTS - NAPLAN and 'Like School' COMPARISONS

- At Swanbourne Primary we review the alignment of our semester report grade allocations with 'like schools' grade allocations and the NAPLAN scores.
- Year 3 numeracy grades were middle heavy, compared to 'like schools' and the NAPLAN scores. Year 3 literacy grades demonstrated fewer 'A' grades and additional 'B' and 'C' grades, compared to 'like schools' and the NAPLAN scores
- Year 5 numeracy grades correlated closely with the NAPLAN scores. Some variation was evident with our 'B' and 'C' grade allocations, compared to 'like schools'. Year 5 literacy grades were generally middle heavy, compared to 'like schools and the NAPLAN scores
- This information assists teachers and schools in moderating teacher judgements and the management of standards. NAPLAN results above the teacher grade may show conservative grading by the teacher. NAPLAN scores below the grade may be a testing issue for the student or an overstating of the level of achievement. Swanbourne Primary School facilitates the moderation of teacher judgements for this reason.

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Pre-Primary On-Entry Analysis 48 Students – 19 girls and 29 boys (<u>Key</u>   - At or above school target Below school target)

Assessment Area	School Target (in progression points)	State Total	SPS Total	Difference + or -	Total boys 29	Total girls 19
Numeracy	Target 0.9	61% 39%	88% 12%	+ 27%	24 5	18 1
Reading	Target 0.4	63% 37%	85% 15%	+ 22%	25 4	16 3
Speaking & Listening	Target 0.5	50% 50%	75% 25%	+ 25%	23 6	13 6
Writing	Target 0.2	%	%	n/a	n/a	n/a

- Swanbourne Primary outperformed the State in all areas

- However, 25% of students did not meet the target for Speaking and Listening and this will be a focus for improvement in 2019. This will involve a focus on oral language and the delivery of consistent language programs across the school

- Raising the School Targets in under consideration, as these were easily attained

- Writing comparisons were not available in 2019 due to DoE restructuring

- An emphasis has been placed on test administration consistency

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NATIONAL QUALITY STANDARD – Internal Audit Summary 2018

In November 2018, the Deputy Principal facilitated a review of our Early Childhood program using the National Quality Standards. The results are summarised in the following table;

	Overall Quality Area recording	Working towards NQS	Meeting NQS
QA 1	Educational program and practice	✔	
QA 2	Children's health and safety	✔	
QA 3	Physical environment	✔	
QA 4	Staffing arrangements	✔	
QA 5	Relationships with children		✔
QA 6	Collaborative partnerships with families and communities	✔	
QA 7	Leadership and service management	✔	

NATIONAL QUALITY STANDARD - FUTURE DIRECTIONS

Quality Areas 1, 2, 3, 4, 6 and 7

- Continue to incorporate and build on children's ideas in everyday practice
- Consider how greater use of differentiation would further enhance children's learning
- Review assessment practices in the early years
- Develop a strong and collaborate team guided by a sub-school leader
- Develop consistent evidence based practices and assessment tools
- Promote professional learning for staff
- Audit current resources and build a strong resource base for early childhood

Quality Area 5

- Maintain current rating in all areas

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Destination School	Male	Female	Total
4168 Shenton College	6	8	14
1041 Christ Church Grammar School	3		3
4012 Churchlands Senior High School	1		1
1171 Scotch College	5		5
1042 Methodist Ladies College		3	3
1122 St Hilda's Anglican School		2	2
4206 Fremantle College	1		1
1147 Presbyterian Ladies College		6	6
1193 Hale School	1		1
1121 Iona Presentation College		1	1
1157 St Mary's Anglican Girls School		1	1

The table above demonstrates that our students enrolled at a range of public, private and independent secondary schools for 2018

- Shenton College – 31% - Other Public schools 35% - Private Schools 65%

COMMUNITY SURVEY 2018

Swanbourne Primary School has been engaged in a program to develop a strong sense of community among staff, students and parents. One component of a multifaceted approach has been to have parents' rate how likely they were to recommend the school to friends and colleagues and what might need to be done for them to increase their rating.

A total of 63 parents responded to the survey. Of those parents who responded nine were categorised as detractors, 27 as passives and 27 as promoters. A total of 46 respondents provided written feedback. A score of +29 is in keeping with the rating provided by staff and members of the School Board and suggests a strong promoter base for the school. The community is very proud of the school and holds a strong focus on promoting Swanbourne Primary as the school of choice in the area.

Fifty percent of all responses were categorised as school programs. Typical responses in this category called for the school to introduce new programs of some description, including re-introducing the special needs centre, entering academic challenges and competitions, and a greater focus on science and mathematics. Learning needs was a common theme through all the comments and parents would like to see all student abilities catered for and extended

Just over twenty six percent of comments reflected some aspect of quality. Among these suggestions are positive comments regarding the teachers, school leadership and the school's strong community focus. Quality programs that meet the needs of all children and the whole child were also requested.

Communication accounts for just over twenty three percent of the survey responses. Parents expressed a strong desire to know more about the curriculum, what is happening in the school and their child's learning progress. Parents expressed they would like a streamlined and efficient communication system or tool. It was also suggested that an opportunity be provided for new parents to meet the leadership team on arrival.

Please refer to our celebrations page which highlights our actions and achievements in addressing this feedback.

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BUSINESS PLAN STRATEGIC TARGETS: 2018 - 2020

On-Entry Testing - Pre-Primary
- Maintain a cohort average of 0.8 – 1.0 progression points in both literacy and numeracy.

National Assessment Program in Literacy and Numeracy (NAPLAN) - Year 3 and Year 5
- Students meet and exceed the like school mean in Literacy and Numeracy

- Students meet and exceed the like school percentage across the higher proficiency bands in Literacy and Numeracy.

- Year 3 and Year 5 stable cohorts show improvement in the percentage of students making moderate, high and very high progress.

- Students meet and exceed like school achievement growth from Year 3 to Year 5

Attendance
- Regular student attendance meets and exceeds the state mean across all year levels

Social Learning - Attitude/Behaviour/Effort
- 85% of students from Pre-Primary to Year 6 achieve a rating of 'consistently' for attitude, behaviour and effort

PROGRESS WITH OUR BUSINESS PLAN TARGETS

		Working Towards Target (Yellow)				**Achieved Target** (Green)				
N = Numeracy		W = Writing		R = Reading		SP = Spelling				
G & P = Grammar and Punctuation										
		On – Entry Testing 2018 - Maintain a cohort average of 0.8 -1.0 Progression points in both Literacy and Numeracy								
Year 3	**Year 5**	**Year 3**	**Year 5**	**Year 3**	**Year 5**	**Year 3**	**Year 5**	**Year 3**	**Year 5**	**NAPLAN 2018**
N	**N**	**R**	**R**	**W**	**W**	**SP**	**SP**	**G&P**	**G&P**	
Yellow	Green	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Students meet and exceed the 'like school' mean in Literacy and Numeracy
Green	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Students meet and exceed the 'like school' percentage across the higher proficiency bands in Literacy and Numeracy.
Green	Green	Green	Green	Green	Green	Progress - Year 3 and Year 5 stable cohorts show improvement in the percentage of students making moderate, high and very high progress.				
Green		Achievement Growth - Students meet and exceed like school achievement growth from Year 3 to Year 5								
Green		Attendance - Regular student attendance meets and exceeds the state mean across all year levels								
Green		Social Learning - 85% of students from Pre-Primary to Year 6 achieve a rating of 'consistently' for attitude, behaviour and effort								

- This table demonstrates that we are making good progress towards achieving our Business Plan targets.

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STRATEGIC DIRECTIONS FOR 2018 - 2020

Success for all Students
We will set high expectations for student learning and encourage our students to be well prepared for the future and to achieve their personal best.

<u>Strategies</u>

- Support student health and emotional wellbeing
- Implement programs and processes that promote student leadership and independence
- Further develop a differentiated curriculum that meets student needs across the school
- Develop consistent curriculum processes and standards that reflect SCSA and the WA Curriculum
- Provide opportunities for students to learn technology (STEM) and digital technologies

High Quality Teaching
We will focus on building staff capacity and expertise for the best possible teaching practices.

<u>Strategies</u>

- Embed a culture of whole school collaboration
- Focus on data informed and evidence-based teaching practices
- Increase whole school consistency with teacher planning, delivery and assessment practices
- Develop staff capacity and expertise to teach STEM and digital technologies
- Apply AITSL standards and processes for reflection and professional growth

Effective Leadership
We will lead and manage within a culture that promotes collaboration and shared responsibility for student achievement and school improvement.

<u>Strategies</u>

- Develop and support shared leadership, responsibility and ownership
- Develop and lead a culture of collaboration and reflection to diagnose the impact of teaching
- Build whole school processes and systems to enhance communication and school effectiveness
- Strengthen technology (STEM) and digital technology capabilities of staff and students

Strong Governance and Support
We will foster positive, respectful and sustainable relationships and partnerships that support strong school governance and the best possible learning opportunities for students.

<u>Strategies</u>

- Continue to enhance and promote our progressive school culture and brand
- Continue to enhance school governance and community involvement
- Provide safe and engaging school grounds and facilities
- Support sustainable environmental practices

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|	Oral Language	Spelling	Punctuation	Grammar	Writing	Reading	Numeracy
K - 2	Speaking and Listening	Spelling in Context			Cohesion Ideas Spelling in Context Vocabulary Sentence Structure Punctuation	Persuasive Text Narrative Text Informational Text	
3 - 6	Vocabulary	Spelling Correctional Skills			Audience Cohesion Spelling in Context Vocabulary Persuasive Devices Punctuation	Advertisement Persuasive Text	Measurement and Geometry Statistics and Probability

- Yellow represents our priority areas for 2019

- The table also highlights focus strands and focus aspects of the curriculum

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Revenue - Cash	Budget	Actual
Voluntary Contributions	$ 20,183.00	$ 20,303.10
Charges and Fees	$ 202,879.00	$ 203,991.25
Fees from Facilities Hire	$ 38,491.00	$ 35,810.87
Fundraising/Donations/Sponsorships	$ 89,795.00	$ 89,573.91
Other State Govt/Local Govt Revenues	$ 51,500.00	$ 51,500.00
Revenue from Co, Regional Office/ Other Schools	$3,309.00	$ 3,308.90
Other Revenues	$ 6,035.00	$ 6,303.09
Transfer from Reserve or DGR		
Total Locally Raised Funds	$ 413,713.00	$ 412,315.36
Opening Balance	$ 79,885.00	$ 79,883.69
Student Centred Funding	$ 140,311.00	$ 145,574.96
Total Cash Funds Available	$ 633,909.00	$ 637,774.01
Total Salary Allocation		
Total Funds Available	$ 633,909.00	$637,774.01

Locally Generated Revenue - Budget vs Actual

Current Year Actual Cash Sources
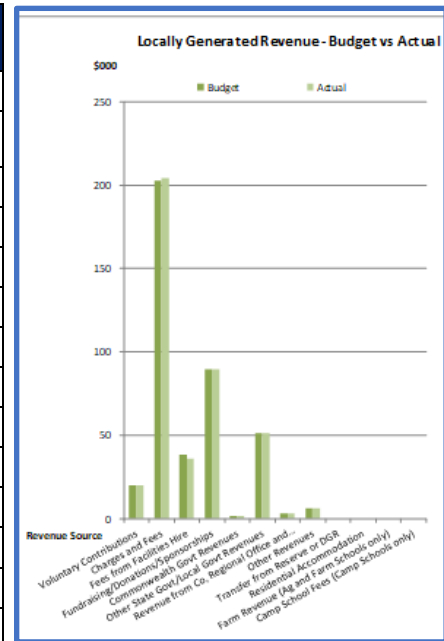
Bank Balance	$56,162.11
Made up of:	$ 56,162.11
General Fund Balance	$ 34,405.70
Asset Replacement Reserves	$ 16,278.61
Suspense Accounts	$ 7,902.80
Cash Advances	$ 500.00
Tax Position	$ 1,925.00
Total Bank Balance	$ 56,162.11

Cash Position
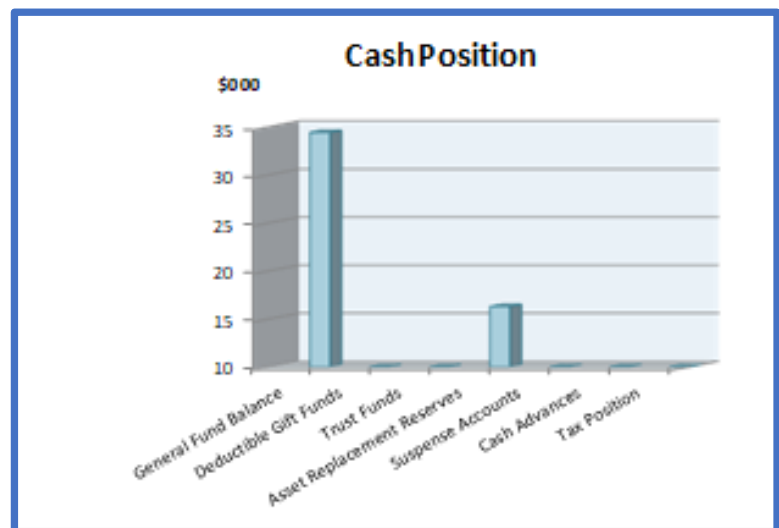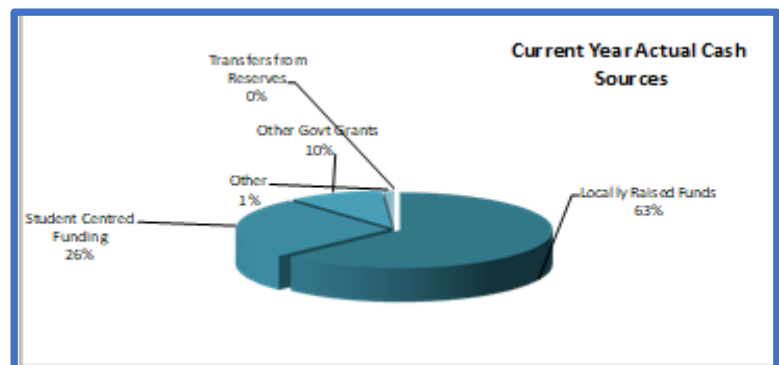
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Expenditure	Budget	Actual
Administration	$ 43,479.00	$ 39,143.77
Lease payments	$ 44,760.00	40,935.49
Utilities/Facilities and Maintenance	$ 171,940.00	166,681.29
Buildings/Property and Equipment	$ 25,950.00	25,350.25
Curriculum and Student Services	$ 307,534.00	291,673.01
Professional Development	$ 16,558.00	14,557.55
Transfer to Reserve	$ 7,000	7,759.27
Other Expenditure	$ 2,853.00	$ 3,499.35
Payment to CO/Regional Office and Other Schools	$ 13,835.00	$13,771.33
Total Goods and Services Expenditure	$ 633,909.00	$ 603,368.31
Total Forecast Salary Expenditure		
Total Expenditure	$ 633,909.00	$ 633,909.00

Goods and Services Expenditure - Budget vs Actual
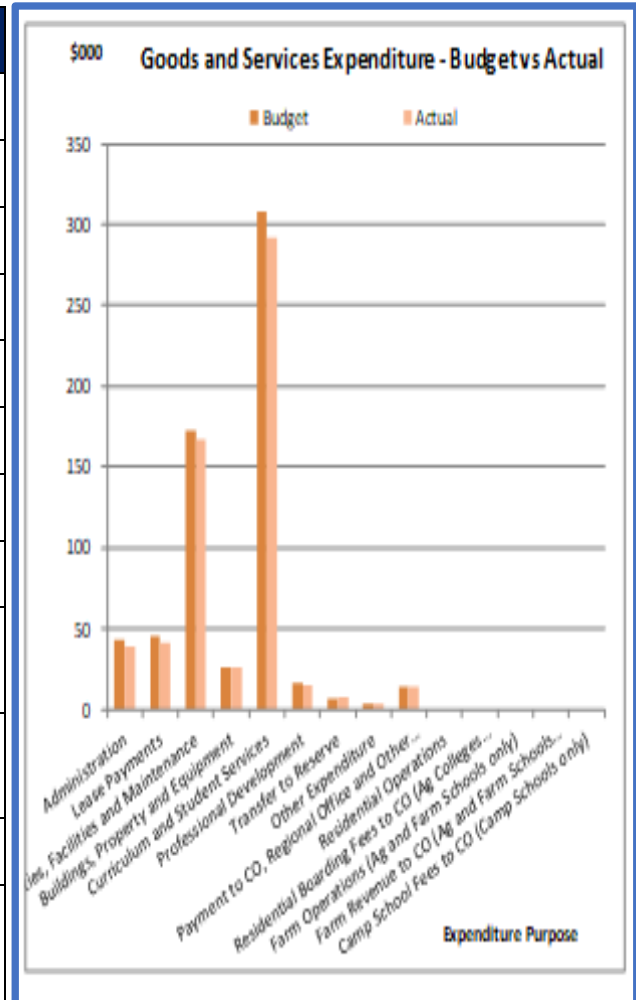
FINANCIAL REVIEW

- Swanbourne Primary School operated within its set budget for 2018 and completed the year with a satisfactory carry-over figure.

- The above table demonstrates a sound cash position at the end of 2018 with all targets being met.

- The School Board approved the 2018 One-Line Budget in March 2018.

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ANNUAL REPORT ENDORSEMENT

The school board reviewed and endorsed the 2018 ANNUAL REPORT on Monday 18 March 2019.

GLOSSARY

TERM/ACRONYM	Definition
DoE	Department of Education
IPS	Independent Public School
'Like Schools'	A group of schools with similar socio economic contexts used for comparing standards
NAPLAN	National Assessment Program – Literacy and Numeracy
NQS	National Quality Standards National benchmark for early childhood education
P&C	Parents and Citizens

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