2010 was a successful year for Upper Swan Primary School. Our motto; ‘Onwards’; means to strive for improvement. That is an accurate reflection of what we aim for with your children’s learning; the quality of our teaching and the meaningful relationships we develop with our parent community.

As a staff, we are constantly looking for ways to improve the educational outcomes for our students. A major focus for 2010 was the development of a common approach to the learning and teaching of Reading; meaning all teachers from kindergarten to year 7 follow the same learning philosophy. This includes direct teaching of phonemic awareness and phonics through to the way we teach children comprehension strategies. Our emphasis on Reading was supported by the P & C, with over $5000 donated to purchase a new reading series that complements our unified approach to learning and teaching.

We continued our emphasis on Pastoral Care; with the “You Can Do It” program and resource materials forming the major part of our program. “You Can Do It” builds skills in the areas of confidence, organisation, resilience, persistence and getting along with others. In the second half of the year the middle and senior classes added elements of the “School Drug Education and Road Awareness” program. SDERA aims to develop decision making skills that will enable children to make healthy choices. We received a substantial grant from the Health Department to develop the professional knowledge of our teachers and to develop our school plan. Both programs will run side by side in 2011.

Mathematics was our other main focus area; with emphasis on developing mental maths skills. We introduced the web based Mathletics program; funded 50/50 by the P & C and the school. We structured our timetable to ensure Maths could be taught for one hour per day; with the first segment of each lesson committed to developing mental maths skills.

On the sporting front, we rejoined the Beechboro cell of schools to ensure our year 7’s were able to participate. Being one of the smaller schools in the group mean we finished “in the pack” in the interschool cross country and athletics carnivals. However, we proved to be competitive in several sports played as part of the summer and winter carnivals; winning trophies for football, t-ball, netball and softball.

Community involvement is a major feature of our school. The work we do is supported in a number of ways by our P & C, School Council and the many parents who contribute as volunteers. A particular success for 2010 was the individual Reading tuition our students received through the “Support – a – Reader” program. Two Busy Bees were held to enhance our vegetable garden, build a chicken coop and develop our recycling centre.

As we look back on 2010 we can be proud of our achievements, whilst acknowledging the quest for excellence requires an ongoing commitment to improvement.

Stephen Green
Principal
Upper Swan Primary School – 2010 Annual Report 2010

Upper Swan School Purpose Statement
We will create a learning environment that provides students with the opportunity to develop the academic and social skills they need to achieve their individual potential.

Maximising Student Learning
In 2009 staff and parents identified the following factors as crucial elements of your child’s learning:

1. Respectful and productive relationships between students and staff; staff and parents; the school and parents and the school and the wider community.
2. Students whose mental, physical and emotional health and well being are nurtured at home and at school.
3. Skilled and knowledgeable teachers and education assistants.
4. The principal, associate principals and expert teachers provide strong instructional leadership throughout the school.
5. Staff create safe, caring and inclusive classrooms where children are encouraged to have a go.
6. The resources needed to provide students with a range of learning opportunities.

Highlights and Celebrations

Environmental Programs
Mrs Holmes (year 5/6 teacher) continued developing the many elements of the environmental awareness programs that aim to teach children about sustainable living. A team of interested students; know as The Green Team; assist Mrs Holmes with the management of our initiatives. These include:

- Recycling of classroom and food waste
- Vegetable and herb gardens
- Chicken coop
- Worm farm
- Composting of food scraps and garden waste.

ANZAC Assembly
Our ANZAC commemoration was held in the final week of term 1. A number of our students belong to the local scout group. They assist with the running of the assembly and the laying of wreaths.

Support – a – Reader
Approximately twenty parent volunteers provided assistance with reading before school and in the first session of the day. Many of the students involved made exceptional progress. The program was coordinated by Mr Moir and Mrs Guy (associate principals).

Instrumental Music
Several students from year 3 to year 7 participated in instrumental music lessons run by the School of Instrumental Music; who provide us with specialist music teachers. To be selected for lessons children need to score well on an aptitude test. Our students learn violin, cello, guitar, flute, clarinet and trumpet.

Crunch ‘n’ Sip
Mrs Holmes promotes healthy eating through the Crunch – n – Sip program. Children are allowed to bring water bottles, fruit and vegetable snacks into their classroom. Under the direction of their teacher, they are able to eat and drink during class time. Mrs Holmes runs a variety of competitions throughout the year to encourage children to eat healthy snacks.
Student Leadership Programs
Miss Kongras (year 6/7 teacher) runs our highly successful student leadership programs. These include:
- Student Council
- Peer Mediation
- Young Leaders Day
- Year 7 Leadership Camp

Our student leaders develop skills in problem solving, active listening, organisation of events and using initiative. We regularly receive feedback from secondary schools on the quality of our student leaders.

Schools Make Music
Mr Taylor (Music / Phys Ed Specialist) organised our choir’s participation in the “Schools Make Music” festival staged at the Burswood Theatre. The performance was well received by parents and the wider audience.

Art Award Winner
Mrs Munro organised for junior classes to enter their art work in a competition run by Therapy Focus. They produced a book on the theme of integrating students with special needs. Isabella’s art work was chosen as one of the illustrations for the book.

End of Year Events
In recent years the last few weeks of term 4 have been packed with a number of outstanding events that are well attended by parents and family members. In 2010 we held a farewell dinner for Year 6’s; Miss Kongras’s class presented their annual drama production; we had the school dance concert; the Year 7 graduation; Year 1 to 6 class awards assembly and the Year 7 Awards Dinner. These events create great community spirit as they bring us together to celebrate the achievements of our students.

Student Performance
The school review process enables staff and the school council to collect and review student performance data then make recommendations for improvement. The data that is analysed includes:
- National Assessment Program for Literacy and Numeracy (NAPLAN) – Years 3, 5 and 7
- Monitoring Standards in Education – Science; Society and Environment: Years 5 and 7
- Reading and Spelling age standardised tests
- Reading Recovery levels
- Teacher judgements collected from reports
- Behaviour and attendance records
- Information from surveys of parents, staff and students.

Committees are formed to review the recommendations and develop plans for improvement. In 2009 our priorities were English / Reading; Maths / Number Operations and Measurement; and Pastoral Care.

Relative Assessment With Similar Schools
The line graphs below show our NAPLAN results in all five areas. Our results are compared with “like” schools. The yellow section indicates scores are in the “expected performance” zone. Red indicates scores that are lower than expected with green being for higher than expected scores.

Year 3
All areas improved between 2009 and 2010 and all areas, apart from Reading were better than 2008. Writing showed the greatest degree of improvement and Maths levels are showing an upward trend.
Year 5
There was a sharp decline in all areas from 2008 to 2009. In 2010 there was some improvement in all areas, except Punctuation and Grammar; that continued to decline. The greatest improvement was in Spelling.

English
In 2010 we conducted a major review of the way we teach Reading and developed a whole school approach that will be fully implemented in 2011. We structured our timetable to provide 90 minutes of uninterrupted Literacy time every day to ensure the required amount of time was committed to achieving English outcomes.

Reading
Teachers focussed on developing a common approach to the explicit teaching phonemic awareness and phonics. Miss Hazel Martin (year 1) assisted junior teachers with the implementation of the “Davis” learning system and all teachers focussed on teaching reading strategies as outlined in First Steps.

The graph shows why Reading is a priority.

Year 7
Note: The year 7 cohort is small. Around 50% of students leave Upper Swan at the end of year 6 to go to private schools. The small cohort means results can be more easily distorted.

There was a good rate of improvement in Punctuation and Grammar and Numeracy. Other areas continued the decline from 2008.

Writing
Teachers continued their focus on using First Steps frameworks to plan the structure of their work and choosing the writing form that matches the purpose for writing. Clearly our results need to improve.
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Spelling
Some improvement took place between 2009 and 2010 for years 3 and 5. Year 7 results continued to decline. As part of our Reading review we identified a list of common words that students should be able to read and spell by the end of year 2. We also identified a common word list for use from year 3 onwards.

Language Conventions
Teachers provided students with explicit teaching of punctuation and grammar as well as in context with their written expression. Information from First Steps and the W.A. Syllabus were used as references for teacher to determine expectations for each year level.

Mathematics / Numeracy
The timetable was structured to provide a daily one hour block of time for teaching Maths. Mathletics was introduced to assist with the development of mental number skills and other components of maths. The W.A. Syllabus was used to determine appropriate content. The results show that Maths needs to continue as a focus for improvement.

Value Added
With NAPLAN tests, we can measure the increase in scores between year 3 and year 5; then again between year 5 and year 7. We can work out the rate of progress students make. The graphs that follow show the percentage of students we have in each category.

The dotted black line shows how many children we should have in each category.

Reading – Value Added

Pre Primary Learning Celebration
Writing – Value Added

Science
The W.A. Syllabus and Primary Connections are the major resources teachers use to determine the content of their programs. In 2010 our focus was on investigation skills.

These tables show the percentage of students achieving top, middle and low range scores on their W.A. state Science test (WAMSE).

<table>
<thead>
<tr>
<th>Year 5 Science</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>26%</td>
<td>12%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>54%</td>
<td>60%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>20%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Mathematics / Numeracy – Value Added

Science - Relative Assessment
Red zone 3 means a lower than expected result when compared to like schools; with yellow being at the expected level. The numbers are a rating scale. Green 1 is used when scores are above the expected level.

<table>
<thead>
<tr>
<th>Year 5</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Dance Concert Action
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Attitude, Behaviour and Effort

The graph below shows the ratings children received for each element of the “Attitude, Behaviour and Effort” component of their semester 2 report.

The longer the green portion of the bar is, the more positive is the rating.

The 8 elements are:
1. Working to the best of their ability
2. Shows self respect and care.
3. Courtesy and respect for others.
4. Participates in social activities.
5. Cooperates and builds positive relationships.
6. Is enthusiastic about learning.
7. Sets goals & works towards them.
8. Shows confidence in making positive choices and decisions.

Element 4 is highly rated in all year groups; with element 5 rated highly in most year groups. Element 8 is the one that is most often ranked as the lowest.

You Can Do It

The “You Can Do It” programs focuses on five key areas:
1. Confidence,
2. Organisation,
3. Resilience,
4. Persistence
5. Getting Along With Others

All students were rated by teachers for each of these elements. When all year levels are combined; the top rated elements were:
1. Resilience
2. Getting Along

Confidence was the lowest ranked element.

Other Learning Areas

Technology and Enterprise

Technology and Enterprise is also a learning area that has an emphasis on skills. Students use the “research – design – make – appraise” process to learn about the properties of, and uses for, various materials. Middle and senior primary students learned about the different ways information can be presented.
Upper Swan Primary School – 2010 Annual Report 2010

Other Learning Areas continued

LOTE / Indonesian
Ibu Panisilvam taught Indonesian in classes with year 3 students right through to year 7. The initial focus was on speaking and listening skills then progressing to written language. In years 6 and 7 there was progression towards reading and comprehending Indonesian.

Physical Education
Mr Andrew Taylor is our physical education specialist. He offers a wide variety of sports and other skill related programs. Students are given the opportunity to participate in a number of sports at the school and interschool level. All students from pre primary to year 7 have the opportunity to attend swimming lessons at Swan Park Leisure Centre.

The “Beep” Test is a fitness test where children have to repeatedly run approximately 20 metres in a set time. The time is signalled by a beep. The longer the test goes, the harder it gets as the time between beeps decreases.

<table>
<thead>
<tr>
<th>Room</th>
<th>Test Aver.</th>
<th>Class Aver.</th>
<th>Students Above Av</th>
<th>Students Below Av</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.3</td>
<td>5.83</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3.05</td>
<td>3.9</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>4.5</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>3.05</td>
<td>3.25</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>2.45</td>
<td>3.19</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>3.05</td>
<td>4.5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>2.8</td>
<td>4</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>4.75</td>
<td>4.74</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>4.75</td>
<td>5.2</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>4.75</td>
<td>5.4</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

Top “Beep Test” Scores
Boys
Callum Ott: 11.3  
Jaxan Standen 11.1  
Levi Stewart 10.8  
Toby Digney 9.8  
George Eaton 9.4

Girls
Natalie Pugh 8.8  
Angela Tomeo 8.3  
Charlotte S.Smith 8.3  
Emma Isbister 8.2  
Jessica McLachlan 8.1

The Arts

Choir
Our choir practiced once per week in an early morning session that runs from 8:30 to 9:00am. The main focus for the year was learning a choreographed dance piece that was performed at the “Schools Make Music” concert, held at the Burswood Theatre. The choir performed at several assemblies, including our ANZAC and Remembrance Day assemblies.

Instrumental Music
The School of Instrumental Music provide lessons for students identified with musical talent. Last year we had students learning violin, cello, guitar, trumpet and clarinet. Students were given the opportunity to perform at special assemblies and the Term 3 Talent Quest.

Music and Dance
Mr Andrew Taylor ran an exciting program in music and dance. He teaches fundamental concepts in music classes where students use instruments to learn about rhythm, playing along with songs, learning short songs and performing with instruments. In term 4 Mr Taylor focussed on developing concert items for each class.

Dance Concert
A major highlight of the year was our second annual dance concert. The concert theme was ‘musicals’; with each class singing and dancing to a song from a musical. The concert was staged at Calisthenics WA headquarters in Midvale. The event was a great success with parents, family members and friends filling up the hall.

Visual Arts
The year began with Mrs Munro running the program followed by Ms Blake from term 2 to term 4. Students developed their skills in drawing, painting, sculpture and clay work. New flags were produced for the faction athletics carnival, with major design and production work completed by the students.
Other Programs

Student Leadership
We provide leadership development opportunities to our senior students. The programs are coordinated by Miss Kongras. A group of 28 year 6 and 7 students were trained in conflict resolution skills as part of the Peer Mediation program. Peer mediators were rostered in the playground, alongside duty teachers, to effectively solve minor issues and disagreements. The mediators learned about the importance of trust, teamwork, responsibility and communication.

The Student Council consisted of 12 year 7 students who were responsible for running assemblies, various fundraising events and several ‘whole school’ competitions. The Councillors were mentored by Miss Kongras; with a focus on leadership skills. Twenty students were invited to attend the annual Young Leader's Convention to network with students from other schools, and be inspired by high profile guest speakers on their leadership experiences.

School Chaplain
Jodie Bertram’s appointment as our chaplain commenced in April 2009. She has worked closely with children, teachers and families in providing support. Jodie’s work included running friendship groups; attending the year 7 camp; helping out at carnivals; working alongside teachers and counselling individual students.

Year 6/7 Drama Production
The very talented Miss Kongras wrote an original script outlining the history of Greece. The year 6/7 children committed themselves to learning the script and developing a range of ‘drama performance’ skills. The children also designed and produced the props. It was performed for the whole school, parents and staff in the undercover area.

ANZAC Assembly
Our ANZAC commemorative service is held on the school day closest to ANZAC Day. This is usually the last day of term 1. The assembly is conducted by our student council and features our school choir.
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Surveys
From time to time we survey parents, students and staff to gain an understanding of our strengths and needs. The results of these surveys influence our priorities, policies and practices. The results from our most recent survey in 2009 are reported here.

Parent Survey
The features of our school that parents ranked most highly were:
1. My children are making good progress.
2. Staff care about my child’s progress.
= 3. My children are happy at USPS.
= 3. USPS provides opportunities to support children having learning difficulties.
5. I am proud of our school.

Five Lowest Rated Items
30. USPS deals effectively with incidents of student bullying or harassment.
29. I am happy with the state of our school grounds.
28. My children feel comfortable about approaching school staff with any concerns they have.
= 27. USPS provides my children with the personal attributes and social skills he/she will need.
= 27. My children’s concerns are dealt with by school staff in a supportive manner.

Staff Survey
The staff was asked to identify positive elements of the school areas of focus.

The most frequent positive comments were in the following areas:
- Caring attitude and friendliness of parents, students, colleagues and the wider community.
- The vast majority of staff being positive about teaching.
- The school offers a safe, caring and inclusive environment for students and staff.

Aspects to be improved on included:
- Better communication between staff in areas ranging from upcoming school events through to the “big picture” issues relating to the educational direction our school is heading in.
- All staff engaging professionally in a “whole school approach” to solving problems then taking action in the classroom.

Student Survey
Students were asked to comment on what they like about the school and what could be improved.

They are most positive about:
- Leadership opportunities they have through the school council and peer mediation.
- Fundraising / dress up days.
- Sports carnivals.
- Relationships they have with most teachers.
- The respect most students have for each other.
- Class meetings to solve problems.
- Interesting incursions and excursions.

Areas that students would like to improve included:
- Make sure they are listened to when something goes wrong.
- Being safe from bullies; stop name calling and teasing.
- The junior primary students getting their playground back when the building has finished.

Special Days
Many special days are hosted by different teacher and their classes that are linked to their learning program. Mrs O’Brien’s year 1 investigated the properties of hats. Children designed then made their own hat. This was followed by a “special hat day”; where children were able to wear a hat that is special to them.
School Finances for the 2010 Calendar Year

Annual Income

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$9870</td>
<td>$9857</td>
<td>- $13</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$58067</td>
<td>$57977</td>
<td>- $90</td>
</tr>
<tr>
<td>3. P &amp; C Contributions</td>
<td>$22647</td>
<td>$22647</td>
<td>Nil</td>
</tr>
<tr>
<td>4. Fundraising and Donations</td>
<td>$800</td>
<td>$800</td>
<td>Nil</td>
</tr>
<tr>
<td>5. Bank Interest</td>
<td>$580</td>
<td>$580</td>
<td>Nil</td>
</tr>
<tr>
<td>6. State Govt. Grants</td>
<td>$145677</td>
<td>$145677</td>
<td>Nil</td>
</tr>
<tr>
<td>7. Commonwealth Grants</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>8. Miscellaneous</td>
<td>$15823</td>
<td>$15811</td>
<td>- $12</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$253463</td>
<td>$253348</td>
<td>- $115</td>
</tr>
</tbody>
</table>

Opening Balance $ 17591

Total Funds Available $271054

Annual Expenditure

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>$15260</td>
<td>$13336</td>
<td>+ $1924</td>
</tr>
<tr>
<td>2. Utilities*</td>
<td>$39979</td>
<td>$42288</td>
<td>- $ 2309</td>
</tr>
<tr>
<td>3. Repairs and Maintenance</td>
<td>$7190</td>
<td>$7314</td>
<td>+ $124</td>
</tr>
<tr>
<td>4. Capital Works</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>5. Assets and Resources</td>
<td>$45170</td>
<td>$44370</td>
<td>+ $800</td>
</tr>
<tr>
<td>6. Leases</td>
<td>$3400</td>
<td>$3288</td>
<td>+ $112</td>
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<tr>
<td>7. Professional Development</td>
<td>$7500</td>
<td>$7040</td>
<td>+ $460</td>
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<tr>
<td>8. Education Programs</td>
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<td>$85363</td>
<td>+ $15586</td>
</tr>
<tr>
<td>9. Student Services</td>
<td>$1150</td>
<td>$888</td>
<td>+ $262</td>
</tr>
<tr>
<td>10. Miscellaneous</td>
<td>$9431</td>
<td>$6037</td>
<td>+ $3394</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>$251644</td>
<td>$229261</td>
<td>$22383</td>
</tr>
</tbody>
</table>

Transfer to Assets Reserve $16626

Funds to Carry Forward $25022

Cash Position as at 31/12/2010

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carry Over Grants</td>
<td>$5545</td>
</tr>
<tr>
<td>2. Deductible Gifts</td>
<td>Nil</td>
</tr>
<tr>
<td>3. Trust Funds</td>
<td>Nil</td>
</tr>
<tr>
<td>4. Asset Replacement Reserves</td>
<td>$24564</td>
</tr>
<tr>
<td>5. Suspense Accounts</td>
<td>$555</td>
</tr>
<tr>
<td>6. Uncommitted Funds</td>
<td>$14296</td>
</tr>
<tr>
<td><strong>Total Bank Balance</strong></td>
<td>$44960</td>
</tr>
</tbody>
</table>

Concluding Remarks

I trust that, by reading this report, you have gained insight to the various elements that make up our school. In particular, both the academic and non-academic programs we run at our school in order to maximise your children’s potential. The performance information contained within enables you to judge how successful we have been in our endeavours.

S. Green (Principal)