



# Upper Swan Primary School – 2014 Annual Report



## Principal's Message

2014 was proved to be another terrific year for our school. In national testing (NAPLAN), our Year 3 and Year 7 students greatly exceeded the performance of students in schools similar to Upper Swan. Whilst not quite as high, our Year 5 students matched the performance of children in similar schools. The results are included later in the report.

Pre Primary, Year 1 and Year 2 students complete the Education Department's *On Entry Assessment*. Year by year more students are meeting or exceeding the expected progression points.

We have put a lot of time into developing the expertise of our teachers and education assistants as they are the most valuable resource we have in improving the performance of your children. They are all now fully versed in the strategies we use to develop literacy and numeracy skills; leading to greater consistency between teachers in the same year group as well as when children move to the next year level.

To complement the academic elements; our students performed well at interschool sports carnivals; an *Art Show* was held and the end of year *Dance Concert* was staged at the Swan Park Theatre.

We are on track with our aim to provide students with the opportunity to explore and develop their skills, interests and abilities.

**Parent engagement** is a major feature of our school. Whether it is through the enthusiastic work of our various Parents and Citizens activities, fundraising events, classroom help or assisting with special school events; many families take the opportunity to be involved. Their efforts are appreciated and reflected in the positive image our school has in the wider community.

Some of the major events supported by the P & C include the *Art Show*, lap-a-thon and the *dance concert*. The money raised is donated to the school for the purchase of iPads and related audio-visual technology.

## Parent / Community Volunteers

With support from staff members Mrs Cepo and Mrs Guy; we have a group of dedicated volunteers who assist young students develop their reading skills. We run two programs for children requiring "catch up": Multi-Li and Support – a – Reader.

Parents also provide terrific support as classroom volunteers, excursion helpers and pitch in on days when special events are run.

## Student Activities

In keeping with our aim to educate "the whole child"; there are several initiatives we have that give our students the opportunity to develop *life skills*.

These include:

- Leadership camp for Years 6 and 7
- Young Leaders Conference
- Peer Mediation and conflict resolution training
- Student Council
- Green Team (Environment Club)

These all contribute to the community spirit of our school.

**Swan Valley Network:** Our school belongs to a group of schools known as the *Swan Valley Network*. The main goal of our network is to support one another with the implementation of the Australian Curriculum. In 2014 our focus was Science and History. We began the year with a conference at Edith Cowan University then five times throughout the teachers from all schools met to share planning ideas and compare student work.

In 2015 our Australian Curriculum focus will be the Assessment and Reporting of English and Mathematics.

Stephen Green - Principal



## 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 a school review parents and staff identified the following factors as crucial elements that create an optimal learning environment for 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

### Expert Review Group – Two Year Review

In August the Expert Review Group completed the 24 month review that occurs two years after their initial report into our school. I am pleased to say the panel was pleased with the improvement shown in the following areas:

- Better learning outcomes for children
- Increased rigour in the processes around data analysis and the resulting plans to address identified needs.
- More effective and targeted professional learning for teachers and assistants.
- Implementation of teaching strategies that are backed by research into effective learning.

### Multi-Lit Reading Program

Education Assistants and parent volunteers provided assistance with reading before school and during the first session of the day. Many of the students involved made exceptional progress. The program was coordinated by Mrs Guy.

## Behaviour Reward Sessions

In term 2 all children who had at least achieved bronze level (5 green cards) participated tabloid sports afternoon. In term 4 all students who had at least achieved silver level (10 green cards) had a lot of fun participating in a *water fun day*.

These sessions give acknowledgement to children who demonstrate positive behaviour and a good work ethic.

In term 4, by way of parent survey and forums, our *Green Card Reward System* was reviewed. A few changes were made. The following points give a basic outline of *the system*.

- ✓ Teachers continue to run their own class reward system.
- ✓ Teachers need to link their class system to the green card system.
- ✓ The links must be specific and clearly communicated to the children. .
- ✓ Children are to be *treated* as individuals and given an appropriate level of challenge for earning class rewards and green cards. This means not all children are treated exactly the same way.
- ✓ Children can have their own goals to achieve in order to get a green card.
- ✓ This year we're going to give children who lose green cards the opportunity to earn them back by setting *good behaviour periods*.

## Environmental Programs

With the support of the P & C, parents and students, Mrs Holmes led the promotion and development of our environmental programs. The student *Green Team* assisted Mrs Holmes with the management of our initiatives that include:

- Caring for chickens and their coop.
- Collecting and selling eggs.
- Recycling of classroom and food waste
- Vegetable and herb gardens
- Worm farm /
- Compositing of food scraps and garden waste.
- Waste Free Wednesday



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## Introduction of iPads

We began the year with no iPads then finished the year with forty. We started with a small group of eager teachers. Their brief was to find ways to use iPad applications to enhance learning in English and Maths. The core group of teachers then shared their professional learning journey with colleagues resulting in the ever expanding use of iPads throughout the school. There's also a bank of iPads with applications suited to the particular needs of students who need adjustments to the curriculum.



## Kagan Cooperative Learning Strategies

A dedicated group of teachers promote the use of cooperative learning. The group meets after school once per month to share the strategies they have implemented and to identify a new one to trial. Members also present to the whole staff at after school meetings and school development days.

## Instrumental Music

Several students from years 3 to 7 learn instruments in lessons provided by staff from the School of Instrumental Music. To be selected for lessons children need to score well on an aptitude test. Our students learn violin, cello, guitar and clarinet. .

## 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 teacher direction, they are able to eat and drink during class time. Mrs Holmes runs competitions to encourage children to eat healthy snacks.

## P & C Fun Run Fundraiser

The major fundraising event for the year was the P & C fun run, that raked in approximately \$7000. This year we went with the theme of *pirates*.

Our P & C continued investing in learning technology, spending well over \$10000 in iPads and related items.

While the overwhelming majority of families support P & C events, none of this would happen without the commitment of an enthusiastic group of volunteers who put many hours into organising special events.

## Graduation, Awards and Celebrations

The last four weeks of the year are full of exciting events that are well attended by parents and family members.

It began in November with the Year 6 Graduation followed by the room 11 play about *Vikings*; the dance concert; year 7 graduation dinner; year 1 to 6 awards assembly and the combined graduation assembly.

These events create harmony and team spirit as they bring all members of the school community together to celebrate the achievements of our students.

## Talent Quest

The annual talent quest is organised by Miss Kongras and our Student Council. Auditions are held to determine who makes the final. It is terrific to see the talents our students have.



## Staff Sharing Expertise

This year we continued to provide opportunities for teachers to share their expertise by leading professional learning sessions. Curriculum areas we covered were Reading, Writing, Spelling, Mathematics, History and Science.

Curriculum leaders and their colleagues found these sessions to be highly beneficial.

Time was allocated to enable teachers to increase their understanding of desired standards; resulting in greater consistency in the judgements made on student reports.



## 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
- 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 student performance and develop improvement plans. In 2014 we had additional plans linked to our Commonwealth funded *Partnerships Program*. Our Literacy focus was on Reading and Writing along with a general focus on Maths. We had other plans in Spelling, Science and History.

## Relative Assessment: Comparison to Like Schools

One of the most important forms of data we look at is comparing our results to schools that are in the same socio-economic group.

The graphs that follow show our NAPLAN results. Our average score is plotted against the average score of *like schools*.

The school review process involves identifying trends in our data; investigating the reasons for those trends then implementing a plan to address identified needs.

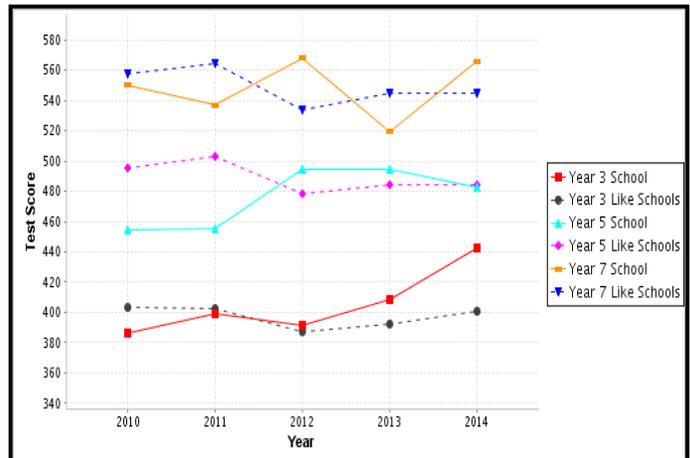
**Making broad statements about year 7 results is difficult due to the small number of students we have in that year level.**



Scene from the room 11 play:  
Erik the Blue Turns Red

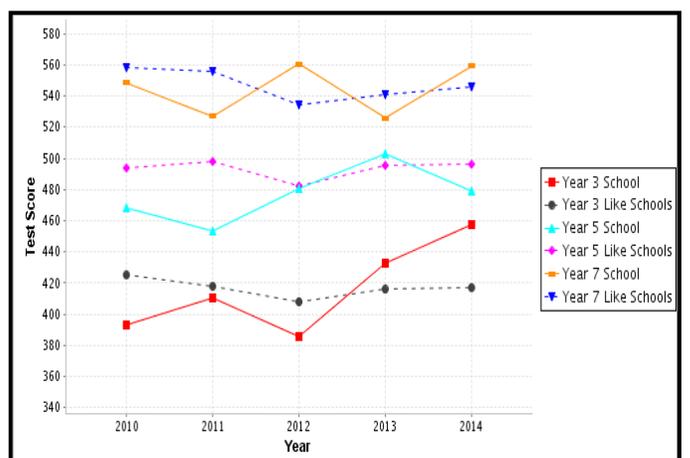
## Numeracy / Maths

Once again our year 3 and year 7 groups have done remarkably well, achieving results well above students from *like schools*. Our year 5 students have virtually the same result as those in *like schools*. Our numeracy specialist, Mrs Stotter, has worked intensively with teachers to determine gaps in students' conceptual understanding. They have then focussed on developing teaching plans to address those gaps.



## Reading

This graph shows an exceptional result for year 3 and a terrific result on year 7. Both groups have exceeded the performance of students in *like schools*. The year 5 result is a bit lower than similar schools, but is still within the expected range. The outcomes our students have achieved is testament to the work of our Literacy Leaders: Mrs de Ruiter and Mrs Guy; along with the dedication and commitment of our teachers. There has been sustained focus on using guided reading to explicitly teach comprehension and decoding strategies.



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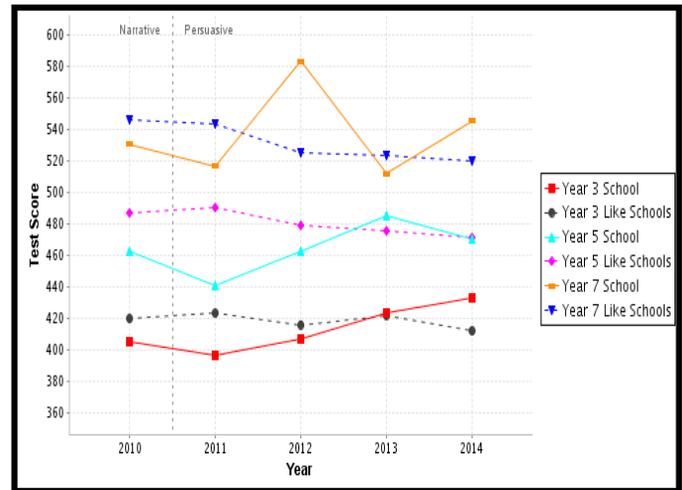


## Writing

This result is similar to Numeracy. The year 3's and year 7's exceed the *similar school average* while the year 5's have very much the same average score as *like schools*.

We have had a strong focus on teaching the special requirements of the different Writing forms, with emphasis on persuasive text and narrative (stories).

We have continued to have a strong emphasis on moderation of student work within our school and with other schools. This has resulted in greater understanding of acceptable standards and increased consistency in the grades entered on to student reports.

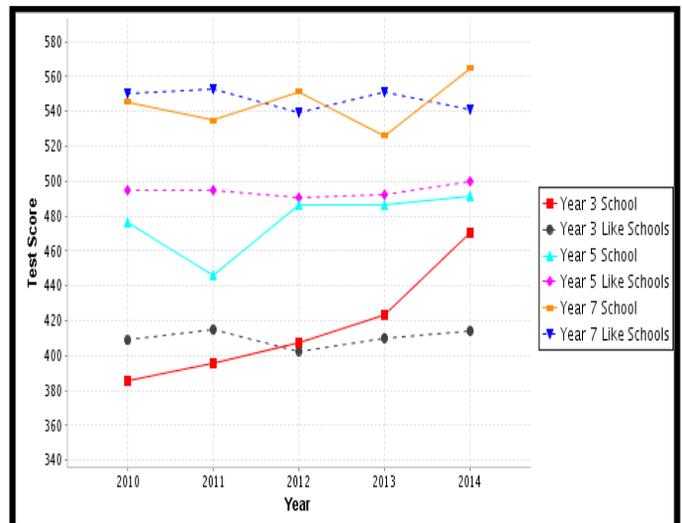


## Spelling

In year 3 you can see an upward trend that has been sustained over 5 years, to the point where, in 2014, we greatly surpassed the *like school average*.

In year 5 our result is very close to the *like school average* and has been for three years.

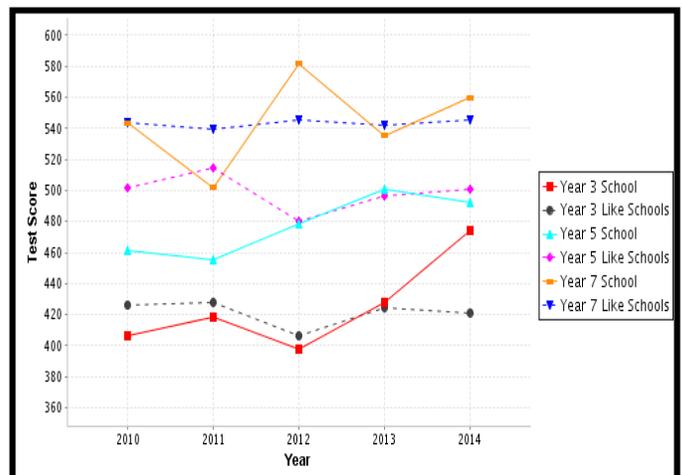
Our consistent approach to teaching frequently used words and use of common resources across the year levels (*Words Their Way* and *Jolly Phonics*) is contributing to an overall improvement in student performance.



## Grammar and Punctuation

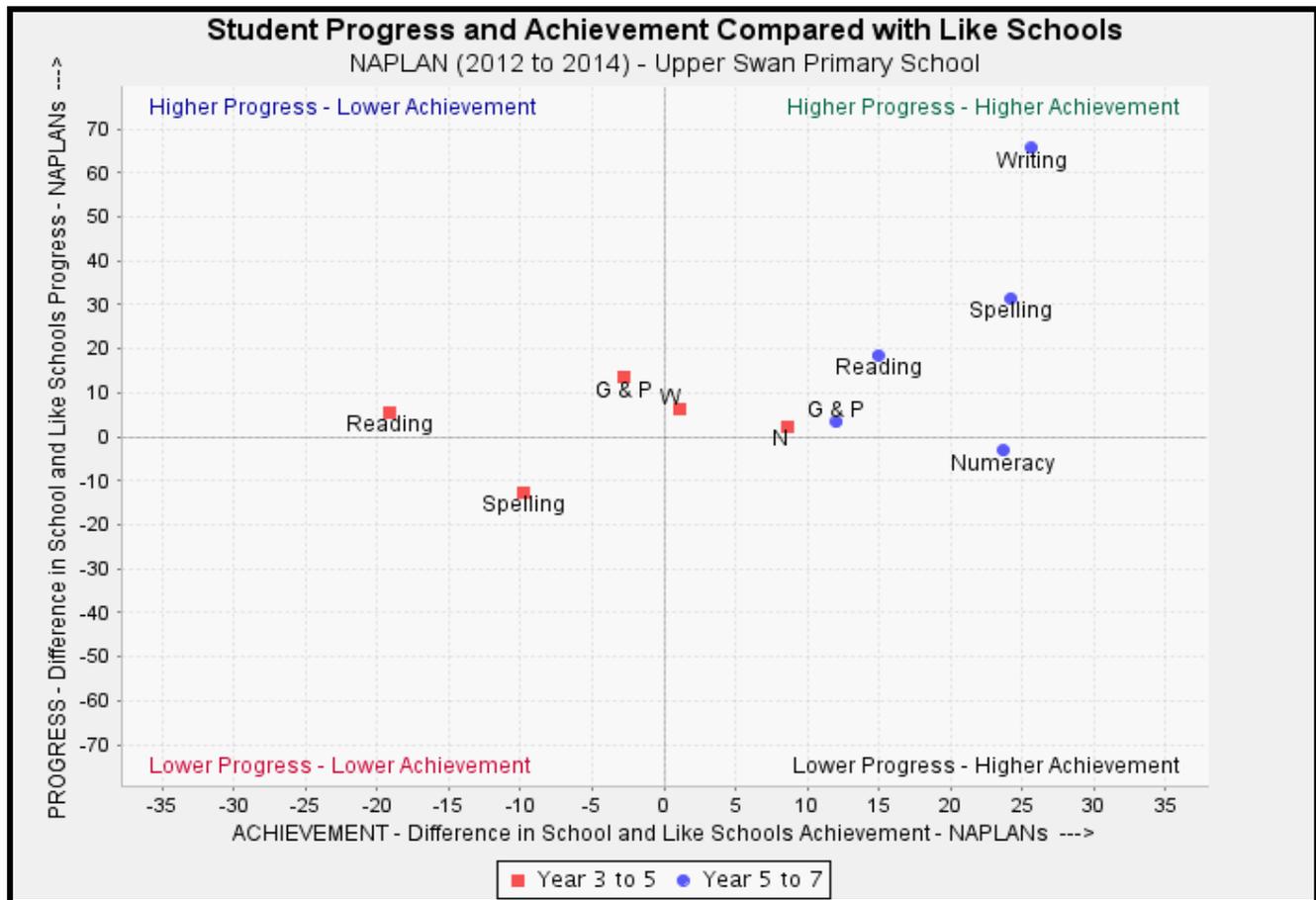
For the last three years there has been steady improvement in the year 3 average, with a superb result in 2014. The year 5's demonstrate a reasonably steady degree of improvement, consistently achieving scores close to the *like school average*. Whilst the year 7 scores fluctuate, they are generally very good.

Through the implementation of the daily literacy block, we have been able to focus on the formal an incidental teaching of grammar and punctuation conventions.





## Value Added



### 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 individual students make. We are able to identify and plan for students who are falling behind, those who require greater challenge and some who we think should be performing better than what was shown by the tests.

The teachers of these identified students are supported by our teacher leaders with the development of learning plans to address their needs.

### Our Value Added

The graph above has four quadrants. The top right is the best quadrant to be in. Our year 5's (red squares) made it into that quadrant in two of the five tests. (High Progress / High Achievement). They also made high progress in Reading, Grammar and Punctuation.

Remember that our year 7 group is relatively small, meaning results can vary greatly from one year to the next. Four of their five results are in the High Progress / High Achievement quadrant. The odd one out, Numeracy, still had high achievement.

Since 2010 our 'value added' has improved markedly, with more students making high progress. This is the result of our whole school approach to the way we teach English and Maths combined with the excellent work of our teacher leaders and the commitment from teachers.

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## Comparative Performance Summary 2014

The table below summarises our performance in comparison to *like* schools. Scores in the positive range put us ahead of like schools. Negative scores put us slightly below like schools. A score of 1.0 or greater is needed to be rated as *above expected*. You can see we are in the positive range in 9 of the 15 tests.

The year 3 results greatly surpass the results achieved in similar schools. The year 7's achieved the same terrific results in Writing and Spelling.

In comparison, the year 5 results don't look that good. However, they fall within the expected range of performance.

Test	Year 3	Year 5	Year 7
<b>Numeracy</b>	1.9	-0.8	-0.3
<b>Reading</b>	1.8	-0.5	0.7
<b>Writing</b>	1.2	-0.1	2.4
<b>Spelling</b>	2.4	-0.8	2.0
<b>Grammar &amp; Punctuation</b>	1.8	-0.3	0.4

	Above Expected
	Expected Range
	Below expected

## Other Learning Areas

### Science

The W.A. Curriculum and Primary Connections Program are the major resources teachers use to determine the content of their programs. That will change in 2014 as we begin implementing the Australian Curriculum.

Our focus was on investigation skills and teaching content by integrating Science with Literacy.

State wide testing was discontinued due to education cuts.

### Society and Environment

Teachers are in the process of changing over to the W.A. Curriculum, with History being the first area for learning, assessment and reporting. Geography will be the next focus. Society and Environment will be known as *The Humanities*.

As with Science, there is no longer any state wide testing of Society and Environment.

## Technology and Enterprise

Technology and Enterprise is process oriented with an emphasis on skills. Students use the “research – design – make – appraise” process to learn about the properties of, and uses for, various materials.

As the use of iPads and related applications increases, there is greater opportunity for children to produce information products – which is another branch of Technology & Enterprise. Information products can be anything from Powerpoint presentations to making short movies and animations linked to learning in Science, Society and Environment and English.

The *technology process* is what we emphasise, and report on, in our classes.

## LOTE / Indonesian

Students from years 3 to 7 participated in Bahasa Indonesian lessons with Ibu Panisilvam. In the junior years the focus is on speaking and listening with an increasing emphasis on written language in middle primary. In years 6 and 7 there is more emphasis on reading and comprehending Indonesian.

In term 3 we held a *Science Day* that coincided with Australian Schools' Science Week.



## Physical Education

Mr Andrew Taylor is our Physical Education specialist. In 2014 he was assisted by Mr Probert. Up to year 3 the program has a focus on fundamental movement skills. From year 4 upwards the emphasis changes to fundamental games skills.

Students are given the opportunity to participate in a number of sports at the school and interschool level.

Year 5, 6 and 7 students participated a Summer and Winter interschool sports carnivals conducted at Altone Park, Beechboro. The children play team sports.

At the school and interschool level we compete in cross country running and athletics. We have a terrific record in the interschool cross country event, finishing first or second out of eight schools for the last seven years. Our students put a lot of effort into training – with the before school *100 Club* being a big part of our school culture.

All children from pre primary to year 7 have the opportunity to attend swimming lessons. Whilst the swimming teachers are paid by the Education Department, families have to pay for the bus and pool entry.



## The Arts

### Music and Dance

Mr Andrew Taylor uses contemporary methods to teach a range of music knowledge and skills. Students use instruments to learn about rhythm; they play along with songs, learn how to play short pieces and do performances for their class. There is an appropriate mixture of theory and practice.

Mr Taylor works in liaison with the W.A. School of Instrumental Music to coordinate delivery of their programs to selected students.

In term 4 the major focus is preparation for the school concert. Mr Taylor works with every class to produce each item.

### 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 school assemblies, the Awards Assembly and the Term 3 Talent Quest.

### School Concert

An annual highlight is our school concert that is conducted in December every year. The concert is a joint venture between the P & C, parents, staff and students. The concert is staged at Calisthenics WA headquarters in Midvale. Entry for parents and family members is \$10 per ticket. The money covers venue hire and buses for the children.

### Visual Arts

Mrs Cepo is our Visual Arts specialist. She teaches classes from years 1 to 7 for one hour per week. As well as developing the skills and processes of the visual arts, Mrs Cepo focuses on engendering an appreciation of works completed by the great masters.

You often see art works on display in reception, in classrooms and the art room. The works demonstrate the creative talent our students have in drawing, painting, sculpture and clay work.

In November we held our second Biennial Art Show along with performances from our instrumental music students.



## Non – Academic Outcomes

### **Student Leadership**

We provide leadership development opportunities to our senior students. The programs are coordinated by Miss Kongras. A group of 40 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 solve minor disagreements. The mediators learned the importance of trust, teamwork and responsibility whilst enhancing their problem solving skills.

**The Student Council** consisted of a combination of year 6 and 7 students. They are responsible for running assemblies, coordinating charity fundraising events and student competitions – the Talent Quest and Chess.

The Councillors were mentored by Miss Kongras; with a focus on organisation and leadership skills. The student councillors were attended the annual Young Leader's Convention in the city to network with students from other schools, and be inspired by high profile guest speakers who shared their leadership experiences and secrets of success.

### **Self Esteem**

In 2013, three classes; one each of year 2, 4 and 6; completed a self esteem survey that asked children to rate themselves in each of the following areas:

Appearance, Achievement, Friends, Sport, Confidence, Security, Worth and Self Image.

- Having friends and being a good friend had the highest rating in all three groups.
- Statements about personal safety and security had the lowest rating in all three groups.
- Overall, our students rated themselves about average in all eight categories.
- When ratings are combined; Friends and Worth came out as equal top.
- As students get older, their ratings get lower.

### **Attitude to School**

Students in the same classes were asked to rate their attitude to school by responding to statements in the following areas:

Teacher Attitude, Pastoral Care, Family Attitude to School, Personal Attitude to School, Quality of Teaching, Value of Education, Quality of the Curriculum, Perception of Safety, Attitude to School Management, Attitude to Other Students; Attitude to Teachers, Enjoyment of School.

- All three groups rated themselves well above average.
- Value of Education was rated highest by year 2's and 4's.
- Year 6's rated Quality of Teaching the highest.
- Teacher attitude was the next highly rated area.
- Perception of Safety was the lowest rated area by all three year groups.
- As students get older there is less enjoyment of school and the perceived value of education tends to drop.

The *safety statements* children had to rate were:

- My belongings are safe at this school.
- I do not get picked on at this school.

### Summary

Our students rate their self esteem and overall attitude to school at above average levels. This may be an indication that programs such as *You Can Do It* and the *School Drug Education and Road Awareness* are having a positive impact on how children feel about themselves.

The traffic light (green card) reward system may also have an influence on self esteem.

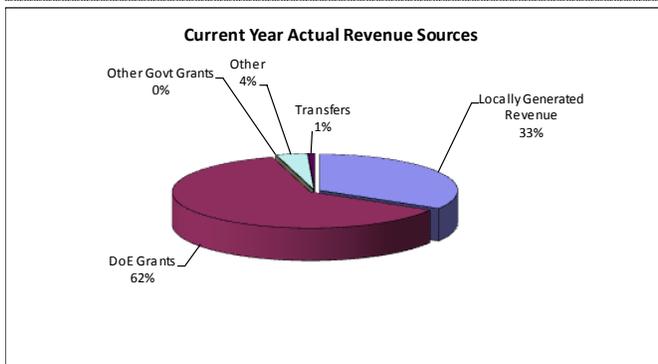
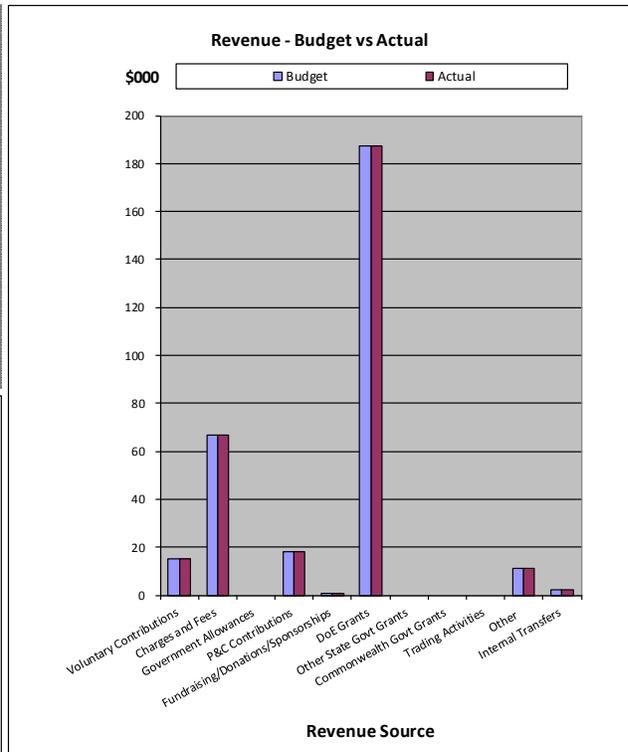
The most effective way of maintaining self esteem is for children to feel a sense of belonging and achievement. The work our teachers are doing to create a caring environment along with learning program that meet individual needs helps maintain high self esteem.

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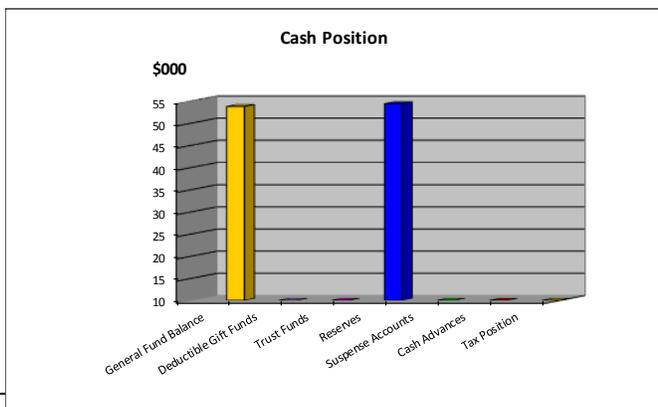
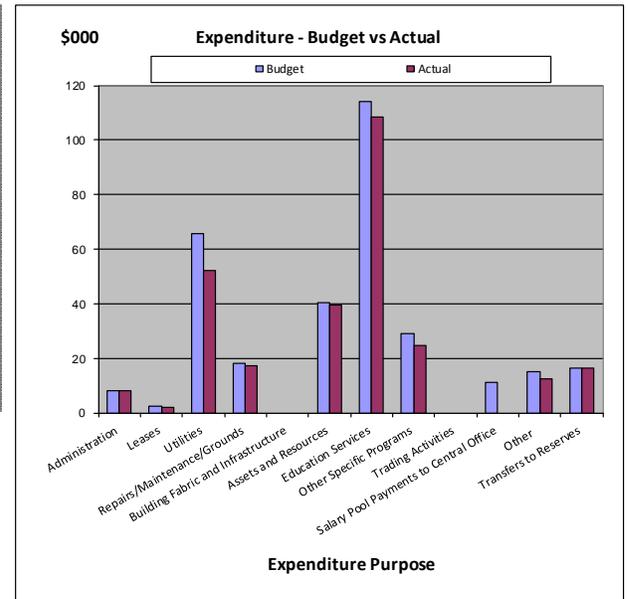


## Upper Swan Primary School Financial Summary as at 31 December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 15,215.00	\$ 15,219.50
2	Charges and Fees	\$ 66,718.00	\$ 66,574.23
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 18,291.60	\$ 18,291.78
5	Fundraising/Donations/Sponsorships	\$ 757.00	\$ 547.00
6	DoE Grants	\$ 187,357.00	\$ 187,357.46
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 11,238.50	\$ 11,046.91
11	Internal Transfers	\$ 2,245.00	\$ 2,245.00
	<b>Total</b>	<b>\$ 301,822.10</b>	<b>\$ 301,281.88</b>
	<b>Opening Balance</b>	<b>\$ 33,127.56</b>	<b>\$ 33,127.56</b>
	<b>Total Funds Available</b>	<b>\$ 334,949.66</b>	<b>\$ 334,409.44</b>



	Expenditure	Budget	Actual
1	Administration	\$ 8,180.00	\$ 7,949.03
2	Leases	\$ 2,400.00	\$ 2,167.64
3	Utilities	\$ 65,862.00	\$ 52,092.43
4	Repairs/Maintenance/Grounds	\$ 18,270.35	\$ 17,148.66
5	Building Fabric and Infrastructure	\$ -	\$ -
6	Assets and Resources	\$ 40,498.00	\$ 39,618.13
7	Education Services	\$ 114,003.88	\$ 108,491.82
8	Other Specific Programs	\$ 28,877.50	\$ 24,651.53
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 11,214.71	\$ -
11	Other	\$ 15,245.00	\$ 12,236.36
12	Transfers to Reserves	\$ 16,300.00	\$ 16,300.00
	<b>Total</b>	<b>\$ 320,851.44</b>	<b>\$ 280,655.60</b>



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 104,859.83</b>
Made up of:	\$ -
1 General Fund Balance	\$ 53,753.84
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 54,357.70
5 Suspense Accounts	\$ 19.71
6 Cash Advances	\$ -
7 Tax Position	\$ 3,232.00
<b>Total Bank Balance</b>	<b>\$ 104,859.83</b>



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## Student Survey About Teachers

A total of 32 year 5, 6 and 7 students were randomly selected to complete a *satisfaction* survey.

Summary of what our students said in response to the question: *Think about the best teachers you have had. I want you to tell me what you think made them great teachers.*

What makes a great teacher?

- Have enthusiasm and a sense of humour.
- Challenges students to improve and achieve their goals.
- Provides feedback on what was done well and how to improve.
- Encouragement
- Make learning interesting, fun and exciting.
- Really listens to, and understands, children.
- Strong personal relationships with children that crosses into the social, emotional and behavioural health and well-being aspects of life.
- Cares about children – not just the academic side of things.
- Helps us sort out friendship issues

This information has been shared with staff as part of our work in describing what it is that competent teachers do.

## Student Survey – About Our School

### What do the students like most about Upper Swan?

- The teachers – especially those who are listen to us and help us out
- Teachers who are kind and care about us.
- Senior sport
- Opportunities like camp, Peer Mediation, Student Council
- Caring for the environment
- Incursions and excursions
- Assembly items
- Visual Arts, Drama and Music
- Opportunities beyond normal classroom work.
- Teachers who trust us to ‘step up’ and take responsibility to carry out our roles.
- Our school is small enough for us to know everyone.
- All my friends are at this school and most kids are friendly.

## What is one thing students would change?

- Quality of relief teachers
- A larger oval – with soccer goals / a soccer pitch
- Clean up the litter and rubbish children leave behind
- The toilets aren’t very nice.
- Rough and bossy students
- Each class to have its own *class pet*.

## Parent Survey

### National School Opinion Survey

In October and November of 2014 all families were given the opportunity to complete an online survey about our school. It is a generic survey that schools are able to use to get feedback.

Ratings are out of 5.

School Leadership	Rating
This school has a strong relationship with the local community.	4.2
This school is well led.	4.1
I am satisfied with the overall standard of education achieved at this school.	4.4
I would recommend this school to others.	4.6
Various Elements of School Operations	Rating
Teachers at this school expect my child to do his or her best.	4.6
Teachers at this school provide my child with useful feedback about his or her school work.	4.2
Teachers at this school treat students fairly	4.2
This school is well maintained.	4.7
My child feels safe at this school.	4.5
I can talk to my child’s teachers about my concerns.	4.6
Student behaviour is well managed at this school.	3.9
My child likes being at this school.	4.6
This school looks for ways to improve.	4.4
This school takes parents’ opinions seriously.	4.1
Teachers at this school motivate my child to learn.	4.4
My child is making good progress at this school.	4.5
My child’s learning needs are being met at this school.	4.4
This school works with me to support my child’s learning.	4.4

## Behaviour Management

In the parent survey, behaviour management was clearly rated as the element with the least degree of satisfaction.

A general invitation was offered to all families to attend two behaviour forums to gain further information about the concerns people have and identify ways to alter our practice.

Eight families were represented. Based on their input, the following changes have been made.

- ✓ Teachers continue to run their own class reward system.
- ✓ Teachers need to link their class system to the green card whole school reward system.
- ✓ The links must be specific and clearly communicated to students.
- ✓ Children are to be *treated* as individuals and given an appropriate level of challenge for earning class rewards and green cards. This means that not all children have to be treated the same. We're looking for equal outcomes, not equal input.
- ✓ Children can have their own individual goals to achieve in order to get a green card.
- ✓ This year we're going to give children who lose green cards the opportunity to earn them back by setting *good behaviour periods*.



Students rate assembly items as one of their favourite things about our school.

## Teaching Staff Survey

Approximately one third of the teaching staff took the opportunity to complete the school satisfaction survey.

School Leadership	Rating
This school has a strong relationship with the local community.	4.4
This school is well led.	4.3
I am satisfied with the overall standard of education achieved at this school.	4.4
I would recommend this school to others.	4.7
Various Elements of School Operations	Rating
Teachers at this school expect students to do their best.	4.6
Teachers at this school provide students with useful feedback about their school work.	4.1
Teachers at this school treat students fairly.	4.5
This school is well maintained.	4.5
Students feel safe at this school.	4.4
Students at this school can talk their teachers	4.4
Parents at this school can talk to teachers about their concerns.	4.4
Student behaviour is well managed at this school.	4.2
Students like being at this school.	4.5
This school looks for ways to improve.	4.7
This school takes staff opinions seriously.	3.9
Teachers at this school motivate students to learn.	4.3
Students' learning needs are being met at this school.	4.3
This school works with parents to support students' learning.	4.4
I receive useful feedback about my work at this school.	4.1
Staff are well supported at this school.	4.4

## Inclusivity and Feedback

The elements that require further investigation are:

- ✓ Providing everyone with the opportunity to contribute to decision making and policy development.
- ✓ Ensuring there is a clear rational and purpose for change.
- ✓ Developing the ability of teachers to provide meaningful feedback to students on a daily basis.
  - What they are doing well
  - What they need to do to improve.

# Upper Swan Primary School – 2014 Annual Report



## Support Staff Survey

Support staff is everyone in the school apart from teachers. Approximately half of the support staff completed the survey.

School Leadership	Rating
This school has a strong relationship with the local community.	4.4
This school is well led.	4.4
I am satisfied with the overall standard of education achieved at this school.	4.4
I would recommend this school to others.	4.8
Various Elements of school Operations	Rating
Teachers at this school expect students to do their best.	4.8
Teachers at this school provide students with useful feedback about their school work.	3.8
Teachers at this school treat students fairly.	4.9
This school is well maintained.	4.5
Students feel safe at this school.	3.9
Parents at this school can talk to teachers about their concerns.	4.4
Student behaviour is well managed at this school.	4.3
Students like being at this school.	4.5
This school looks for ways to improve.	4.8
This school takes staff opinions seriously.	4.0
Teachers at this school motivate students to learn.	4.3
Students' learning needs are being met at this school.	4.4
This school works with parents to support students' learning.	4.6
I receive useful feedback about my work at this school.	3.6
Staff are well supported at this school.	4.0
Job Satisfaction	
How would you rate your job satisfaction?	4.4

## Feedback

The elements identified for attention by support staff are:

- ✓ Managing student behaviour
- ✓ Receiving feedback on their performance
- ✓ Developing the ability of teachers to provide meaningful feedback to students on a daily basis.
  - What they are doing well
  - What they need to do to improve.

## Community Fundraising

Under the guidance of Miss Sharon Kongras, our student council organises fundraising for *not for profit organisations*.

One of the events we had was a dress up day to raise money for WISH Animal Rescue.



## 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 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.

*Stephen Green*

*N. Gasson*

S. Green  
(Principal)

Dr Natalie Gasson  
(Chairperson and Parent)

## School Council Members

Mrs Louise Cepo (Staff)  
 Mrs Nicole Skehan (Staff)  
 Mrs Tanya Taylor (P & C)  
 Mrs Dianne Petrich (Parent)  
 Mrs Dee Thomas (Parent)