



Upper Swan Primary School School Board Principal's Report 19 May 2025

2025 Semester 1 Student Census Verification

The Verification returned a positive outcome with no errors detected in Upper Swan Primary School's data.

2025 School Funding Agreement

The Funding Agreement outlines the accountability expectations of the principal in relation to the management of funding through the school budget. The school budget operates as a one-line budget, providing the schools the flexibility to develop educational programs and staffing profiles that best suit the needs of their communities within given parameters.

The Funding Agreement income categories are based on student and school characteristics as well as targeted initiatives. The Funding Agreement is signed by the principal and noted by the School Board (signed by the School Board Chair). The Agreement is maintained on file with the *Statement of Expectations*.

Grants and Projects

The *WasteSorted Grant* (\$1 552 of the sought \$3 525.80) is complemented by the \$4000 pledged by the P&C. Work continues on the area with some pleasing progress being made. The garden beds are in place, ready to be prepared for planting.

The *Partnership Acceptance Learning Sharing (PALS)* grant application for the Bushtucker Garden was successful with \$1 250 going towards this project.

A *Busy Bee* is being organised for Friday 13 June – a Friday afternoon, 2.00pm – 5.30pm

On-Entry Assessment

The core purpose of the On-entry Assessment Program is to provide teachers evidence to plan and deliver learning programs for their students at the beginning of the school year. It is an assessment **for** learning not **of** learning.

The on-entry assessment data,

- Provides baseline scores for Pre-Primary students. There is no pass or fail and the scores are not a reflection of teaching under the Kindergarten Guidelines.
- Provides progress measures and comparative data for Year 1 and 2 students so teachers can reflect on the success of individual students and programs.

Please note: On-entry assessment provides a baseline score for every student in their first year of full-time schooling. This score is not reflective of teaching and learning under the Kindergarten Guidelines and should not be used to set targets for Pre-primary students or review Kindergarten programs.

Pre-Primary Students are assessed in Reading, Writing, Numeracy and Speaking and Listening. Year 1 students are assessed in Reading both to provide teachers with data for the commencement of the year and as one measure for progress between PP and Year 1.

The following table demonstrates growth in the same cohort between OEA Module 1 administered in Pre-Primary Module 2 administered in Year 1, for the 2023, 2024 and 2025 Year 1 cohorts.

Progress between PP and Year 1 OEA	2022 PP 2023 Year 1	2023 PP 2024 Year 1	2024 PP 2025 Year 1
Vey Low	10%	3%	10%
Low	17%	6%	24%
Moderate	32%	39%	38%
High	15%	26%	14%
Very High	19%	19%	14%

Appendix 1 – Slides showing distribution of scores and Year 1 progress

Use of Resources

- **Letters and Sounds Intervention group** is held four times a week. There are three small intervention groups taken by a Special Needs Education Assistant under the guidance of Senior Teacher Leader Marina Harington-Tigh and over seen by Susan Taylor K-2 Associate Principal. The school resources additional Education Assistants to support students with diagnosed and imputed disability. With this additional outlay the resource is also used for the intervention groups.
- **Coaching** is timetabled for all teaching staff. The focus of coaching is on the school's (evidence-based) lesson design incorporating high impact (evidence-based) teaching strategies. The school has invested in three instructional coaches. The premise of all staff having an opportunity to be coached is that all teachers are on a continual improvement journey.
- **Action Learning** was initiated at the commencement of this school year with a renewed emphasis on teachers 'knowing their impact'. Carriage of this is through increased rigour around planning for assessment to directly correlate with SMART goals that have been formulated targeting specific learning needs, identified through data analysis.
- **Moderation** activity is facilitated both at our school and through the Valley-Brook Network.
- **Collaborative Planning** is supported through designated time at staff meetings and the provision of common time in the timetable, for Year level colleagues.

Volunteer Reading Project

Support for reading is complemented by a *Volunteer Reading Project* that has been initiated to support students who may benefit from additional practice. The compliance, orientation and training took place last week and the first reading session took place today.

Reporting to Parents – Parent Teacher Meetings

The purpose of Parent-Teacher Meetings is to provide parents with a snapshot of where their child is at in relation to expected performance in Literacy and Numeracy, communicate the next step in the student's learning (a goal) and to continue to nurture relationships and open communication between parents and teachers.

The school closed for half a day on 9 April to facilitate Parent-Teacher Meetings. In addition, teaching staff made appointments to meet with the few parents who were unable to attend on designated half-day. We consider these meetings to be very important and promote them vigorously. This year those meetings have been included in the summary. *

Year	Enrollment K-6	Interviews	Percentage
2025*	397	343	87%
2024	426	257	64%
2023	424	272	64%
2022	432	COVID impacted	
2021	424	314	74%
2020	441	COVID impacted	
2019	466	220	47%

Our staff were also surveyed. Their responses provided information about the pragmatics of the event and how we have a well-known streamlined process. Staff also provided feedback on how we could improve even further.

Pamela Hahnel
19 May 2025

Appendix 2 - Parent Survey received 50 responses summarised below.

Item	Reponses
I feel welcome in my child's/children's classrooms.	<ul style="list-style-type: none"> Strongly agree 86% Agree 12% Disagree 2%
I have a good understanding about my child's/children's current Literacy and Numeracy performance.	<ul style="list-style-type: none"> Strongly agree 86% Agree 12% Disagree 2%
I have a good understanding of the next step or goal for my child's learning.	<ul style="list-style-type: none"> Strongly agree 70% Agree 28% Disagree 2%
I am provided with opportunities to actively engage with my child's education (face to face, Connect messages, volunteering, homework, work samples etc)	<ul style="list-style-type: none"> Strongly agree 71.4% Agree 26.5% Disagree 2%
I am comfortable to approach the school to discuss my child's/children's needs and progress.	<ul style="list-style-type: none"> Strongly agree 76% Agree 22% Disagree 2%
The staff care about my child/children.	<ul style="list-style-type: none"> Strongly agree 84% Agree 14% Disagree 2%
The online booking system was easy to use.	<ul style="list-style-type: none"> Strongly agree 67.3% Agree 30.6% Disagree 2%
How did you find out about the Parent-Teacher meetings?	<ul style="list-style-type: none"> Newsletter 13 School's Facebook Page 6 Connect Notification 48 Via Classroom Teacher 10 Electronic Sign 3 Word of mouth 3
Please rate your Parent-Teacher Meeting experience overall.	<ul style="list-style-type: none"> Excellent 82% Good 16% Fair 2%