



Upper Swan Primary School Annual Report 2018



From the Principal

It is with pleasure that I present the 2018 Upper Swan Primary School, Annual School Report. It reflects a year of progress, achievement and engagement by students, staff and the community; illustrating commitment to the School Mission

School Mission

Our mission is to nurture individuality, social responsibility and a positive attitude towards learning and life

This report aims to provide clear information about the school's progress in relation to school priorities and targets, student achievement, funding accountability and stakeholder satisfaction over the 2018 school year. The highlights, strengths and achievements provide insights to the unique school culture of this positive, welcoming school.

This is a snapshot of the 2018 school year and more information is available at www.det.wa.edu.au. Follow the link to *Schools Online* and enter *Upper Swan Primary School*. Information is also available at the *Upper Swan Primary School Website* www.upperswanps.wa.edu.au and from the school administration.

Pam Hahnel
Principal (Acting)

Stephen Green
Principal



An Introduction - Upper Swan Primary School

Upper Swan Primary School is a Level 5 school with student numbers remaining close to 500 students from Kindergarten to Year 6 throughout 2018. Situated on Great Northern Highway in the Swan Valley, 32 kilometres from Perth City, the school's idyllic outlook encompasses vineyards, paddocks and stretches towards the Darling Scarp. The country feel in this 'near urban' location is enhanced by the emphasis on nature, multiple play contexts; and open spaces.

Over the school's more than 100 year history it has grown from servicing a small rural community to welcoming students from growing urban communities. Many families have multi-generational links to the school and are very proud of their Swan Valley heritage. The school encourages respect through expectations of honesty, kindness, fairness and safety for all students and enjoys a positive community spirit and connectedness.

In 2018 Upper Swan Primary School joined the Ellenbrook Network of Schools after being a member of the Swan Valley Network for a number of years. This decision was to move was primarily based on the potential to build professional relationships with schools geographically closer to Upper Swan including the secondary schools which many of our students attend beyond primary school.

The school enjoys the support of an engaged and enthusiastic School Board. The School Board was instrumental in foundation of a new school faction in 2018. Nolan was chosen as the name for the faction, adding to Belhus, Loton and Shaw factions, continuing the tradition of acknowledging pioneer families from the earliest days of the Swan River Settlement. The new faction added to the previous changes (Mandarin - Chinese Language and Drama) since becoming an Independent Public School in 2017.

While acknowledging the Swan Valley's rich colonial history we also acknowledge the area's significance to Australia's First Peoples. We acknowledge our school is built on the traditional lands of the Whadjuk people. We pay our respects to the traditional custodians of this land and the elder – past, present and future.

The Parents and Citizens Association is a dedicated, hardworking group of parents who consistently work to support projects to benefit all students. The P & C is present and engaged at school events as well as continual and diligent work 'behind the scenes'. The school gains so very much from this wonderful group of people.

Many of our staff have taught or worked at Upper Swan Primary School for many years and are invested in the local as well as school community. The school has been fortunate in continuing to attract and retaining additional high quality people. Our staff are committed professionals dedicated to public education.

Our students are positive, motivated, have a thirst for learning and are happy to come to school.



Events, Celebrations and Achievements

The following is a snapshot of the activities that support and enhance student curriculum, social emotional and cultural learning.

Cultural and Co-Curricula

Harmony Day - All classes celebrated Harmony Day which links to the goal of the United Nations to eliminate racism.

Valley Voices – Upper Swan played host to local schools performing in the Valley Voices choir performance.

Spelling Bee – This is an annual competition for years 1 – 6

Drama Club – 2018 saw the beginnings of an after school Drama Club. This has proved very popular.

Green Team Sustainability Club – With a focus on Reduce, Re-use, Recycle the Green Team engages in a 'Chook Farm', vegetable garden, a worm farm, coordinates Waste Free Wednesday and loads more.

Incursions and excursions are planned to enhance students' learning experiences. Some events at school included Yirra Yaakin, Forensic Science, protective Behaviours, Ellenbrook Secondary College Choir and Snake Bite First Aid Course. Excursions across the school included visits to Bickley Observatory, Kailis Brothers and Kalamunda History Village.

Day of Action Against Bullying and Violence provided a focus for students and teachers to attend to and emphasise the right for all to feel safe and free from any type of bullying. The display in the undercover area was a powerful testament to the importance of this message.

ANZAC Day - commemorated with the solemnity and respect and included a meaningful play based on the landing at Gallipoli.

Dance Concert – Term 4 sees the spectacle of the Dance Concert – a culmination of dance and drama as part of the school's Arts program where all students from Pre-Primary to Year 6 perform for their families.

Art Show and Arts Festival – This was a wonderful afternoon/evening where students showcased their work in an extensive exhibition. At the same time community members displayed and sold their artwork, students and staff performed – singing and dancing; and the P & C held a sausage sizzle. This was another well supported Upper Swan community event.

Other events include **Mother's and Father's Days, Grandparent's Day, Scholastic Book Fair, fund raising dress-up days, Book Week** and much more.





Sporting

Summer and Winter Sports Carnivals – Students in Year 5 and 6 compete against other schools in a range of team sports.

Interschool Cross Country - Congratulations to our interschool team for their exceptional attitude, behaviour and effort at the cross country event on July 27. Every team member contributed to our school finishing in first place.

Faction Athletics Carnival - Due to the introduction of our new faction, Nolan, there is an imbalance in the number of students in each team. To make things fair, for the next few years there will a trophy for the team that scores the most points as well as a handicap shield.

In – Term Swimming Lessons for students from Pre-primary to Year 6.

Student Leadership

Year 6 students engage in a range of Leadership activities that benefit the whole school. These include: Leadership Camp, Young Leaders Day, Peer Mediation, Student Council and coordinating the Chess Competition. The Talent Quest is an Upper Swan annual event also coordinated by the Student Council. It unearths an amazing array of talent and is always entertaining.

Friends of the Western Swamp Tortoise - Throughout Terms 1 and 2 our Student Council coordinated several fundraising events to support this not for profit community group who undertake important conservation work in our local area. This included **Crazy Hair Day** - a Student Council *Crazy Hair and Free Dress Day* in which raised \$475. In total \$1063.90 was raised. Mrs Jan Bant accepted our cheque on behalf of Friends of the Western Swamp Tortoise at a school assembly.



Connecting and Communicating

Early Close – Parent - Teacher Meetings - These meetings are always very well attended offering an opportunity for parents to gain an authentic insight to their child's progress and goals for progress.

Learning Journey – This provides a wonderful opportunity for students to share their learning with their parents and for parents to interact with teachers. This was a very well attended event with many classes reporting 100% of students with their families coming to this evening event.

Quiz Night - Exceptional work from a small committed band of P & C members saw a profit in the vicinity of \$2 500 - another two laptops added to our target of thirty. This added to the broad range of community focussed activities the P & C engages in to support Upper Swan students.



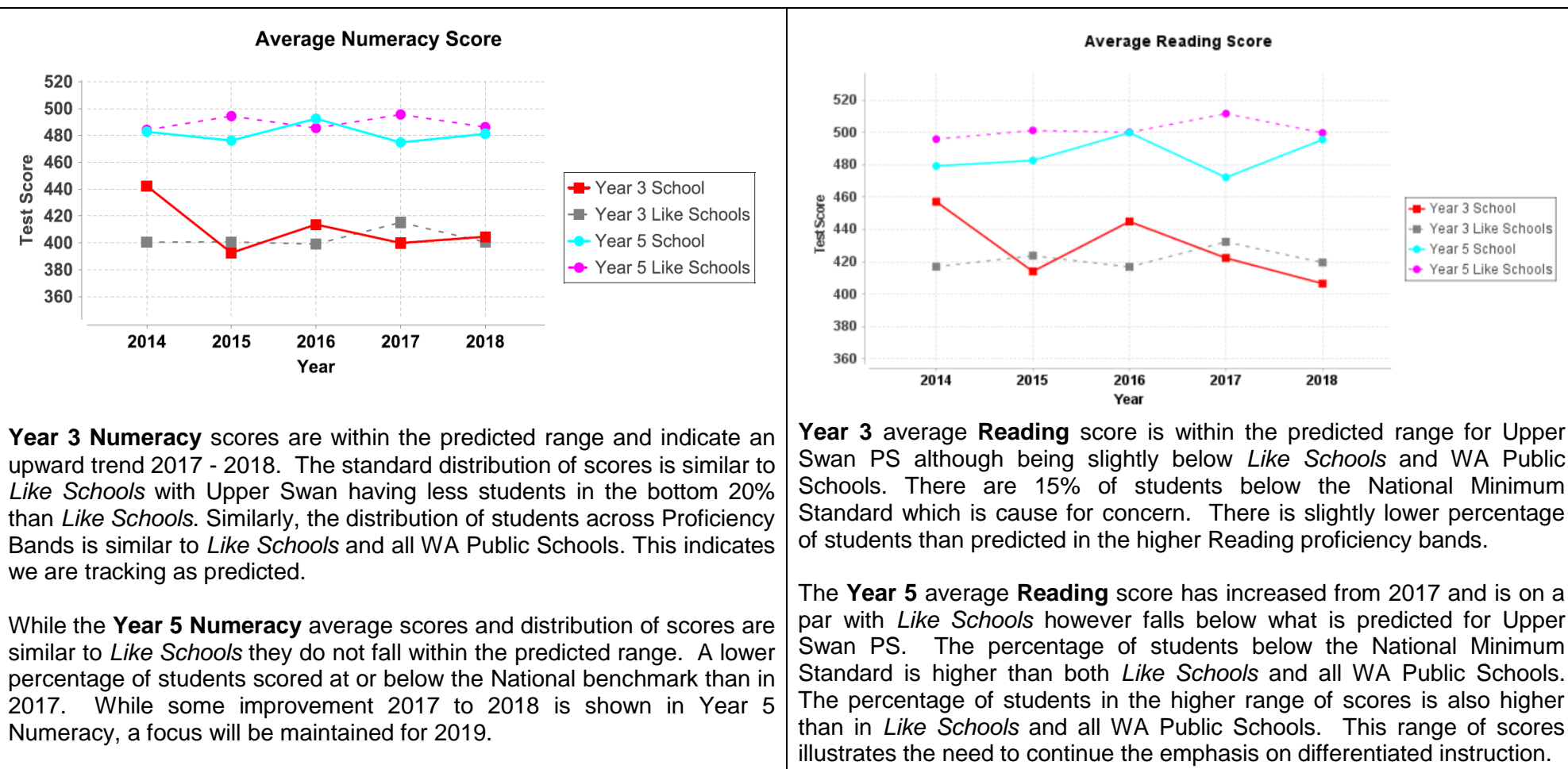
Student Achievement

Relative Assessment

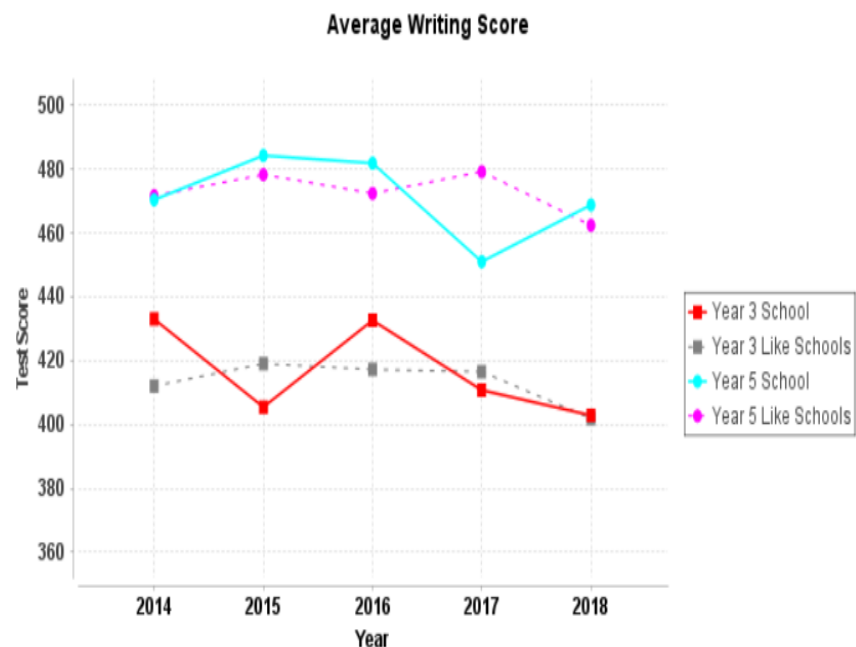
Relative Assessment allows for comparison of student achievement against all WA Public Schools and school that are *Like Schools*. *Like Schools* are schools with a similar socio-economic rating to Upper Swan Primary School.

Comparison to *Like Schools*

The graphs that follow show the school's average National Assessment Program Literacy and Numeracy (NAPLAN) score plotted against the average score of *Like Schools*. The comments draw on the analysis of the range of information about student progress and achievement as measured by NAPLAN.

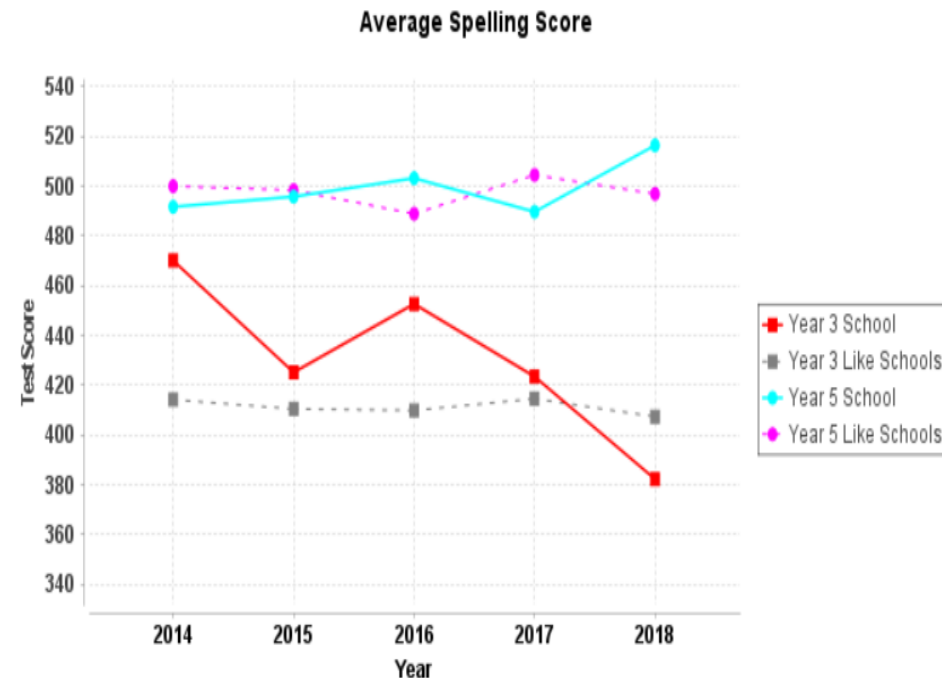


Student Achievement



The **Year 3** average and distribution of **Writing** scores is within the predicted range and comparable to *Like Schools*.

It is pleasing to note the 2018 **Year 5 Writing** school average is within the predicted range which is an improvement from 2017 when it was below the predicted average. A higher percentage of students compared to both *Like Schools* and All WA Public Schools scored in the higher achievement bands. A continued focus must be maintained to cater for the wide range of student achievement and to correct the longitudinal trend to be on the incline.



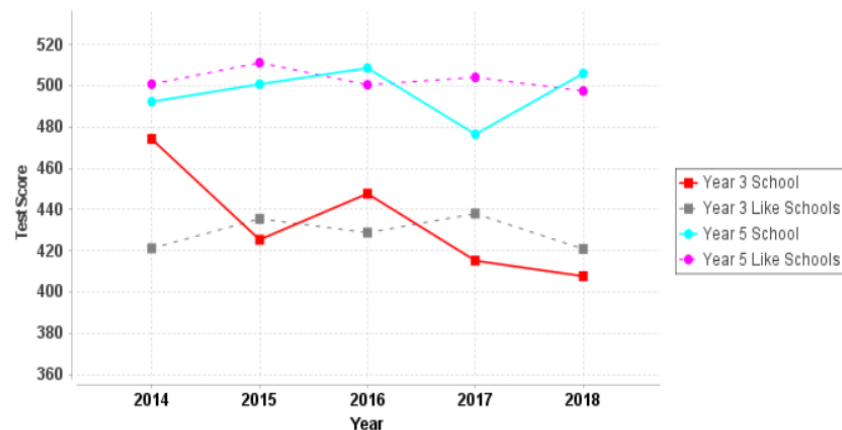
The above predicted mean **Spelling** score in **Year 3** of previous years has not been maintained. In 2018 and the downward trend has continued with the average score falling below what is predicted for Upper Swan PS.

While the 8% of students scored below the National Minimum Standard is comparable to *Like Schools* and All WA Public Schools, in the two previous years no student was below this Standard in Spelling at USPS. This result combined with 19 % of students scoring 'at' the National Minimum Standard is somewhat disappointing.

Conversely **Year 5 Spelling** scores have increased in 2018 from being well below, to within the predicted school mean range. Fewer students are represented in the lower achievement bands and a higher number of students scored in the higher bands.

Student Achievement

Average Grammar & Punctuation Score

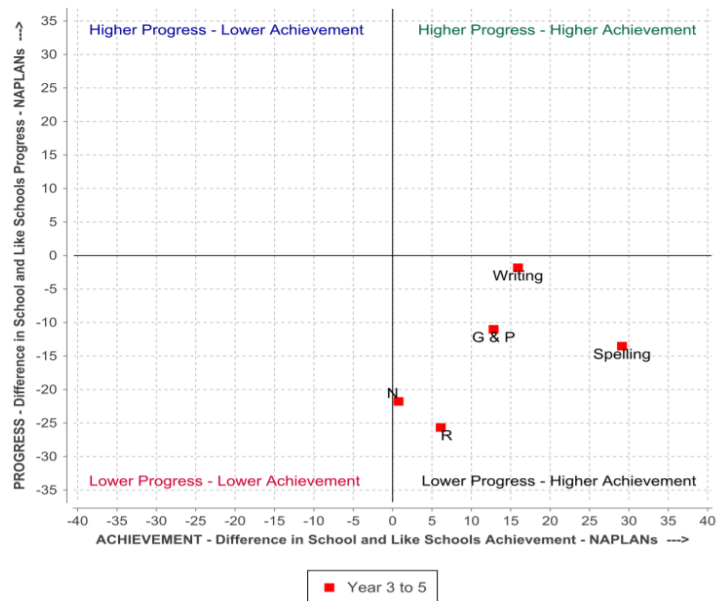


Year 3 Grammar and Punctuation average scores, while falling slightly between 2017 and 2018, are within the predicted range for this school. As for Spelling there are a larger number of students scoring at the National Minimum Standard than in previous years.

The pattern for **Year 5 Grammar and Punctuation** is similar to Spelling. The 2018 mean is within the predicted range representing a significant improvement from 2017.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018



This graph has four quadrants and shows achievement and progress of students as measured by NAPLAN scores between **Years 3 and 5**.

The scores represented are for students who are in the 'stable cohort' and were tested at the school in both Years 3 and 5.

Mean scores, compared to *Like Schools* are represented at 0 on each axis. Ideally the scores would sit on the 0 point or higher in the Higher Progress – Higher Achievement quadrant.

Viewed with the previous information about each area this demonstrates while there is higher achievement the cohort has not made the predicted progress between Years 3 and 5. Of particular concern is the progress made in Numeracy and Reading.

On the positive, these results present as better than 2017 where all areas were placed in the Lower Achievement – Lower Progress quadrant.

Progress in Relation to Academic Improvement Targets (2017 – 2019)

✓ - Demonstrated in 2018 data X Not demonstrated ↑ - Data indicates moving towards ↓ - Data indicates downwards trend.

Business Plan Focus 2017 - 2019 Academic Targets - Reading, Writing and Mathematics (based on NAPLAN)			
Target	Focus Area	2018	Commentary
Consistently achieve an average greater than the 'Like Schools' and Australian average in Year 3.	Reading Writing Mathematics	X X ✓	Reading remains the area where USPS average is below <i>Like Schools</i> . This will remain a focus for 2019. Writing was 1 point below the average of <i>Like Schools</i> while the Mathematics average was 4 point above <i>Like Schools</i> .
Consistently achieve an average greater than the 'Like Schools' and Australian average Year 5.	Reading Writing Mathematics	X ✓ X	Each of these results is close to (within 5 points) of the average of <i>Like Schools</i> .
Continue the upward trend in Year 3 longitudinal data to the point where the result approaches one standard deviation above the predicted mean.	Reading Writing Mathematics	↓ ↑ ↑	USPS is tracking close to <i>Like Schools</i> . Results show an increase average 2017 – 2018 in Mathematics and Writing. Results show a downward movement in Year 3 Reading.
Reverse the downward trend in Year 5 longitudinal data (Reading and Mathematics)	Reading Mathematics	↑ ↑	Positive movement although still below predicted mean.
Continue the upward trend in Year 5 longitudinal data. (Writing)	Writing	✓	Increased 2017 - 2018.
Increase the number of students making 'high' and 'very high' progress between Year 3 and Year 5	Reading Writing Mathematics	X X X	In 2018 results showed average to moderately high student achievement between Years 3 and 5 in all areas. Progress between Years 3 and 5 was lower than 'Like Schools'. This will remain a focus for 2019.
Maintain a higher percentage of Year 5 students performing in proficiency bands 5 and 6 than comparable schools.	Reading Writing Mathematics	X X ↑	These results show a lower number of Year 5 students than predicted, performing at higher levels in Reading and Writing. In Mathematics 3% more of USPS students scored in Proficiency Bands 5 and 6 than comparable schools.
Maintain a lower percentage of students performing at and below to National Minimum Standard than comparable schools.	Year 3 Year 5	X X	Year 3 and 5 Writing and Numeracy is close to comparable to <i>Like Schools</i> . Year 3 Reading has 10% more students below the National Minimum Standard than <i>Like Schools</i> . Year 5 Reading has 7% more students below the National Minimum Standard than <i>Like Schools</i> .

Progress in Relation to Academic Improvement Targets (2017 – 2019)

Business Plan Focus 2017 - 2019 Academic Targets - Reading, Writing and Mathematics (based on NAPLAN)

Target	Focus Area	2018	Commentary
Increase the number of students making 'high' and 'very high' progress between Year 3 and Year 5	Reading Writing Mathematics	X X X	In 2018 results showed high student achievement between Years 3 and 5 in all areas. Progress between Years 3 and 5 was lower than 'Like Schools'. This will remain a focus for 2019.



Business Plan Focus 2017 - 2019 - Teacher Judgements

These targets relate to the consistency between teachers' judgements (grades assigned on student achievement reports) compared to student achievement in NAPLAN.

Target	Outcome -	2018	Commentary
Improvement to be measured by having at least 70% of students whose Semester 1 report grade matches their NAPLAN result	Year 3 Year 5	X ✓	In 2018 70% or more of student results aligned for Year 5 students. This was an increase from 2017. Conversely Year 3 alignment fell between 2017 and 2018.

The data over 2017 and 2018 shows an overall tendency for Grade Allocations to be below student NAPLAN results prompting inquiry about expectations of and understanding about higher achievement.

This data was viewed alongside the Achievement and Progress that showed students are not making predicted gains (reaching potential) between Year 3 and Year 5. Teacher judgements will remain a focus for 2019 with a sharper emphasis on evidence-based moderation processes and deeper interrogation of and understanding of grade-based standards. Aligned with this is deeper understanding of Curriculum demands and differentiation.

Student Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.6%	93.7%	93.7%	76%	87.2%	80.7%	94.3%	93.4%	92.6%
2017	94.7%	93.6%	93.8%	95.2%	87.8%	81.2%	94.7%	93.5%	92.7%
2018	93.7%	93.8%	93.7%	92.1%	87.2%	80.8%	93.6%	93.6%	92.6%

Business Plan Focus 2017 - 2019 – Attendance		
Business Plan Target	2018	Commentary
The whole school attendance rate in all year levels to average at least 95%.	X	USPS average attendance rates are equal to <i>Like Schools</i> (93.6%) and higher than WA public school (92.6%). The average attendance rate did not reach the 95% target.
We aim to have at least 90% of students in the “regular” attendance category (90% to 100% attendance)	X	Regular attendance ranged from 76% (PP) to 84% (Years 4 – 6)
Investigation of attendance confirms the majority of students who fall into ‘At Risk’ categories are those who go on extended holidays with their families. These extended holidays impact on the school’s attendance percentages.		

Parent Satisfaction

Parent Survey – Data Summary 2018

National School Opinion Survey

In Term 3, 2018, all families were given the opportunity to complete an online survey about our school. Fifty one responses were received. Ratings are out of 5. The survey will be conducted with parents, staff and students in 2019.

Rating		Score	
Strongly agree	5	Disagree	2
Agree	4	Strongly disagree	1
Neither agree nor disagree	3	N/A	Null

Positive Comments

The greatest number of comments focussed on the community feel, family oriented, positive atmosphere, the location / setting and that the school was welcoming and safe.

The second greatest number of comments related to the care and consideration students and parents received from staff, and the quality of teaching staff.

Other positive comments related to the variety of opportunities students had at Upper Swan through Specialist Subjects, Students Leadership, established non-curricula activities and the positive manner the principal and staff interacted with students and parents. These positive comments totalled 58.

Constructive Comments

Three comments related to parents wanting clearer information when their child was experiencing difficulty with learning and five to behaviour management of disruptive students and parents supporting poorly behaved students.

Eleven comments related to the car parking and safety.

General Questions

	2017	2018	Target 3.5 or above.
Teachers at this school expect my child to do their best.	4.5	4.3	✓
Teachers at this school provide my child with useful feedback about their school work.	4.1	3.9	✓
Teachers at this school treat students fairly.	4.1	4.1	✓
This school is well maintained.	4.4	4.2	✓
My child feels safe at this school.	4.3	4.3	✓
I can talk to my child's teachers about my concerns.	4.6	4.3	✓
Student behaviour is well managed at this school.	3.8	3.5	✓
My child likes being at this school.	4.5	4.4	✓
This school looks for ways to improve.	4.2	4.2	✓
This school takes parents' opinions seriously.	3.7	4.0	✓
Teachers at this school motivate my child to learn.	4.2	4.1	✓
My child is making good progress at this school.	4.0	4.0	✓
My child's learning needs are being met at this school.	4.0	3.9	✓
This school works with me to support my child's learning.	4.0	3.9	✓
This school has a strong relationship with the local community.	3.9	3.8	✓
This school is well led.	4.0	4.0	✓
I am satisfied with the overall standard of education achieved at this school.	4.1	4.1	✓
I would recommend this school to others.	4.3	4.3	✓
My child's teachers are good teachers.	4.3	4.2	✓
Teachers at this school care about my child.	4.3	4.2	✓

Business Plan Focus 2017 - 2019 Satisfaction Rates

Business Plan Target	Outcome – 2018 (Parents)
Achieve a positive rating from students, staff and parents in all attributes (at least 3.5).	✓

Student Attitude and Self Esteem

Year 3 Students – Attitude to School

In September 2018 an *Attitude to School* questionnaire was administered to all (45) Year 3 students. The results are compared to the results of the same questionnaire administered to Year 3 students in 2017.

	Stanines 1, 2, 3 25%	Stanines 4, 5, 6 50%	Stanines 7, 8, 9 25%	Stanine 9 4%
2017	3/45 - 7%	37%	25/45 - 56%	9/45 20%
2018	5/45 - 11%	20%	31/45 - 69%	13/45 29%

2017	2018
Results are skewed to the high end with 25 of 45 students in high level stanines – 7, 8 and 9 representing 56% of students compared to the normal level of 25%. Nine students (20%) scored in Stanine 9. Twelve of 25 boys have high range scores (48%) and 15 of 20 girls have high range scores (65%) One boy (4%) and 2 girls (10%) scored in the low range.	Results are skewed to the high end with 31 of 45 students in high level stanines – 7, 8 and 9 representing 69% of students compared to norm of 25%. Thirteen students (29%) scored in Stanine 9. There is no significant difference between boys and girls. Two boys (8%) and 3 girls (13%) scored in the low range.



The results indicate a very positive attitude to school. This can be attributed to the whole school Positive Behaviour focus, and positive classroom environments. Families and parents also have an influence on their children and there is an indication of a correlation between the results of the Parent Opinion Survey and student results in relation to attitude to school.

Year 2 and 4 Students *Self Esteem Inventory*

In September 2018 the *Self Esteem Inventory* was administered to Year 2 and Year 4 students. The results are compared to the results of the same inventory administered to Year 2 and 4 students in 2017.

2017 Self Esteem	2018 Self Esteem
The Year 2 average stanine is 5.7. The Year 4 average is 5.5.	Both year groups have an average stanine of 5.6.
Thirteen (30%) of 44 Year 2s scored in the high stanines – 7, 8 and 9 compared to the predicted 25%. Fourteen (25%) of 55 Year 4s scored in the high stanines – 7, 8 and 9 the same percentage as the predicted proportion.	Fourteen (30%) of 47 Year 2s scored in the high stanines – 7, 8 and 9 compared to the predicted 25%. Seventeen (34%) of 50 Year 4s scored in the high stanines – 7, 8 and 9 compared to the predicted 25%.
Overall, 27% of students are in the high stanines. Eight Year 2s and eight Year 4s are in the low stanines – 1, 2 and 3, 18% of Year 2s and 15% of Year 4s. The predicted level is 25%.	Overall, 32% of students are in the high stanines. Nine Year 2s and seven Year 4s are in the low stanines – 1, 2 and 3 - 19% of Year 2s and 14% of Year 4s. The predicted level is 25%.

Attitude to School with Bullying Component

This survey was completed by two Year 5 classes and two Year 6 classes. This survey is not measured in stanines. It is measured on a 4 point scale. Year 6s rated the elements slightly higher than Year 5s.

Element	2017	2018	Element	2017	2018	Element	2017	2018
Enjoyment of School	3.3	3.1	Perceived value of education	3.2	3.2	Attitude of students towards bullying	3.2	3.1
Frequency of Bullying	2.9	3.0	Quality of teaching	3.2	3.1	Self as a student	3.3	3.2
Attitude to school management	3.2	3.2	Severity of bullying	2.6	2.6	Perception of Safety	3.4	3.4
Attitude to lesson content	3.2	3.0	Teacher assistance with bullying	3.0	2.9	Perception of pastoral care	3.3	3.4

Business Plan Focus 2017 - 2019 - Focus Affective Domain		
Target	Outcome 2018	Commentary
Surveys of students' personal qualities, self-esteem and attitude to learning have ratings greater than the predicted average.	✓	The school prides itself in supporting student social and emotional well-being through the whole school process, classroom-based positive support and individual attention for students. The Learning Assistance Program (LAP) implemented with volunteers, supports individual students facing ongoing and transient challenges. The School Chaplaincy is another source for students requiring support with social or emotional challenges – through targeted counselling and incidental individual and group contact.

Innovation and Improvement Strategies – Teaching and Learning 2018 – 2019

Many factors effect student performance. Of the factors school has control over; the quality of teaching has the greatest impact. Research tells us it is how teachers teach, more than what is taught, that impacts on student learning. Upper Swan continues to work to implement the evidence-informed iStar teaching model. While it is mandatory that classroom teachers utilise iStar in Literacy and Numeracy (as a minimum requirement) a number of teaching staff utilise the framework across learning areas. Specialist teachers are also required to implement iStar.

Upper Swan has many reflective, motivated, caring and inspired teachers who understand and implement high impact teaching strategies. The strategies described below and implemented across 2018, purposefully target and support teacher effectiveness.

Coaching in English and Mathematics – In 2018 two staff members worked as curriculum coaches with teachers to support in the achievement of professional learning goals in relation to improved teaching and learning. The coaching model was designed to explicitly focus on the iStar framework emphasising Visible Learning and differentiation.

Greater Teacher Ownership of Curriculum and Planning Documents

Planning in 2018 emphasised deeper involvement by teachers in the critique and engagement with school planning and curriculum documents. This was guided by facilitated teacher input through common disciplined dialogue processes, rigour around the development of targets, identification of target groups of students and engagement with school scope and sequence documents.

Re-structure of Collaborative Phase Teams

Collaborative Phase Teams structure has been framed by common expectations across all groups. Each Phase Team is led by a nominated teacher leader. Time has been allocated to allow for planning and preparation.

Planning Processes for Students at Educational Risk (SAER)

Whole school approach to SAER refreshed utilising Wave Model linked to school differentiation model. Guidelines streamlined to provide explicit guidance to teaching staff.

Increased Focus on Extension and Challenge for Able Students

Planning and professional development opportunities utilised to support teachers to increase their understanding of catering for more able students. The emphasis has been on combining an increased understanding of student data and curriculum content.

Mapping Teacher Development against Australian Professional Standards

This continues to be an emphasis as teachers are supported to reflect against standards and link improvement goals explicitly. This aligns with the coaching opportunity described above.

Develop Teacher understanding of Year Level Standards

This is a continuing focus of collaboration between teachers and a robust focus of Phase Groups. .

Implementation of 'Online' Testing

While some online testing was initiated in 2017, this has increased in 2018. Teachers were provided with time for critical analysis (rather than marking). Collaborative opportunities utilised for planning in response to evaluation of results.

Reading Intervention

Analysis of information about progress of students involved in longer term withdrawal intervention prior to 2018 pointed to a need for an alternative approach to supporting students with literacy difficulties. In 2018 a Reading Intervention process was implemented engaging evidence-informed high impact strategies. Results indicated positive outcomes and measureable growth for target students.

Financial Information – Upper Swan Primary School

Student-Centred Funding - 2018

Per Student Funding	\$	3,582,731.00
Student and School Characteristics	\$	548,451.73
Disability Adjustments	\$	22,262.00
Targeted Initiatives	\$	109,770.58
Operational Response Allocation	\$	14,695.00
Regional Allocation	\$	0.00
Total 2018	\$	4,277,910.31
Transition Adjustment	\$	0.00
Total After Transition Adjustment	\$	4,277,910.31

Per Student Funding - At Census

	Amount	
Per Student		
Kindergarten	63	\$298,935.00
Pre-primary	59	\$479,965.00
Year 1	68	\$553,180.00
Year 2	61	\$496,235.00
Year 3	54	\$439,290.00
Year 4	69	\$467,751.00
Year 5	69	\$467,751.00
Year 6	56	\$379,624.00
Total	499	\$3,582,731.00

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	7.00	\$13,874.00
Disability	35.61	\$327,323.94
English as an Additional Language	1.00	\$2,784.00
Social Disadvantage	86.83	\$63,931.68
Sub Total		\$407,913.62
School Characteristics		
Enrolment-Linked Base		\$140,538.11
Locality		\$0.00
Sub Total		\$140,538.11
Total		\$548,451.73

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$6,918.68
Targeted Initiative: In School State Funded Chaplaincy Program	\$21,012.50
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,026.20
Targeted Initiative: National Partnership on Universal Access to Early Childhood Education	\$59,787.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,026.20
Total	\$109,770.58

Operational Response Allocation (Detail)

	Amount
Operational Response: Attraction and Retention	\$14,430.00
Operational Response: Host School Psychologists	\$265.00
Total	\$14,695.00



Upper Swan Primary School (5427)

In Conclusion

Thank you for taking the time to read 2018 Upper Swan Primary School, Annual School Report.

Upper Swan Primary School is a wonderful school filled with bright-eyed, enthusiastic students who embrace the many opportunities the school offers. Our students are supported by their families who sincerely desire the best for their children.

Our teachers are keen, innovative and committed, go above and beyond on so many occasions and strive for continual improvement in their craft. Our Education Assistants provide quality support and care and our office administration staff ensure quality processes to assist in the smooth and compliant operation of the school. Our cleaners and gardeners focus on ensuring the school is a pleasant, safe environment.

The school is supported by a community of devoted volunteers. This includes parents who volunteer in classrooms, to assist on excursions and at special events. We also have a band of parents and community members who volunteer their time and come together formally as part of the Learning Assistance Program (LAP) and others who work tirelessly in the Parents and Citizens Association.

The school is fortunate to be supported by a keen and dedicated School Board.

Pam Hahnel
Principal

David Jeffs
School Board Chair

