



Upper Swan Primary School Annual Report 2019



From the Principal

It is with pleasure that I present the 2019 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 2019 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 2019 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
Acting Principal (2019)

Stephen Green
Principal

July 2020



An Introduction - Upper Swan Primary School

Upper Swan Primary School is a Level 5 school with student numbers remaining close to 470 students from Kindergarten to Year 6 throughout 2019. 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 reflecting the Swan Valley's rich colonial history. The country feeling of this 'near urban' location is enhanced by the emphasis on nature, multiple play contexts and open spaces.

Over the school's more than 120-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.

Upper Swan Primary School acknowledge the area's significance to Australia's First Peoples. The school is in close proximity to the Derbarl Yerrigan and Yagan Memorial Park. We acknowledge our school is built on, and our students learn and play on; the traditional lands of the Whadjuk people. We pay our respects to the traditional custodians of this land and elders – past, present and future.

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. The Network's focus is to build professional relationships with schools in close geographical proximity including the secondary schools which many Upper Swan students attend beyond primary school. Upper Swan competes in interschool sporting competitions with three of the Ellenbrook Network Schools.

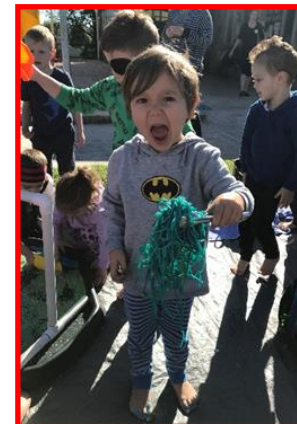
The school enjoys the support of an engaged and supportive School Board. The School Board undertook self-reflection and renewal in 2019, strengthening procedures and processes. Upper Swan hosted School Board training, welcoming School Board representatives from across the Ellenbrook Network of Schools.

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. Significantly, in 2019 a fundraising goal was reached – in excess of \$30 000 raised for laptops for use in senior classes.

Over 2019 there has been significant improvements to the buildings and site – focussed on ensuring a safe, pleasant environment. A 'new' carpark incorporating an upgraded Kiss and Drop was completed just prior to the commencement of the school year. The demountable (Music Room) underwent major renovations from floor to ceiling while other classrooms have new carpets and furniture. Student toilets were upgraded including ceilings, painting, increased ventilation and improved handwashing facilities. In the outdoor, a major revitalisation of the Early Childhood outdoor area was complemented by repairs and clean sand for playgrounds in areas across the school. The Junior Nature Playground, largely built from donated products and donated hard work, was open for children to learn and play.

Many of our staff have taught or worked at Upper Swan Primary School for many years and are invested in the local and 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

Ten Years of being Waste Wise - Upper Swan has been recognised in reaching this milestone. The Green Team Sustainability Club – with a focus on Reduce, Re-use, Recycle engages in a 'Chook Farm', vegetable garden, a worm farm, coordinates Waste Free Wednesday and promotes environmental awareness.



Drama Club – The after school Drama Club students participated in two *Australian Institute of Theatre Sports* workshops and *Interschool Competitions* winning both events. The Drama Club end of year production featured a very entertaining performance of fractured fairy tales.

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

Day of Action Against Bullying and Violence – Students participated in activities to raise awareness and appropriate actions in response to bullying. Every child in the school designed a message for pro-social friendly behaviours displayed in the undercover area.

ANZAC Day - commemorated with the solemnity and respect, led by our student leaders.

Dance Concert – Term 4 sees the spectacle of the Dance Concert – a culmination of dance and drama as part of the school's Performing Arts program where all students from Pre-Primary to Year 6 perform for their families. In 2019 the event was held in the Maalimia Theatre at Swan Christian College.



Incursions and excursions are purposefully planned to complement and enrich students' learning experiences. Whole school, year level and class experiences included Book Week, Yirra Yaakin Djinda Kaattijin as part of NAIDOC celebration, Kindy Messy Moments, Year 1 & 2 Spineless Wonders incursion and Nyorps and Yorgas Excursion to Perth Hills Discovery Centre, Early Childhood - Luke's Bees, Year 4 & 5 Scitech's 'Nature's Ninjas' incursion and Year 6 History and Economics excursion to Kailis Brothers and Northbridge.



Upper Swan enjoys the support of engaged parents and the broader community. The photos show the Early Childhood Busy Bee, concrete pipes from the City of Swan being delivered to the developing Junior Nature Play Area, Green Day – in support of Mr Green in his fight against cancer, Mothers' Day Stall and a huge P & C fundraising effort culminating in a \$30 000 cheque for the school to purchase laptops. Other events include Fathers' Day, Grandparents' Day, Scholastic Book Fair, fund raising dress-up days and more.





Sporting

Summer and Winter Sports Carnivals – In 2019 Year 5 and 6 students competed against Malvern Springs, Anne Hamersley and Averley North Primary Schools in a range of team sports: T-ball, cricket, rugby and tennis. Upper Swan won the overall shield for the summer carnival. The Winter Carnival included AFL, modcross, soccer and netball. Upper Swan finished second overall.

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 in 2018, there is an imbalance in the number of students in each team. However, Nolan managed to finish runner-up in the 2019 carnival.

In – Term Swimming Lessons was conducted 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: Peer Mediation, Student Council and coordinating the chess competition. The Student Leadership Program includes a Leadership Camp and Young Leaders Day and fundraising including the St Vincent de Paul Society Christmas appeal. The Talent Quest is an annual event coordinated by the Student Council. It unearths an amazing array of talent and is always entertaining.

Connecting and Communicating

Early Close – Parent - Teacher Meetings – These meetings held in Term 1 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 very well attended in 2019 with many classes reporting 100% of students and families attending this after-school event.



Student Achievement

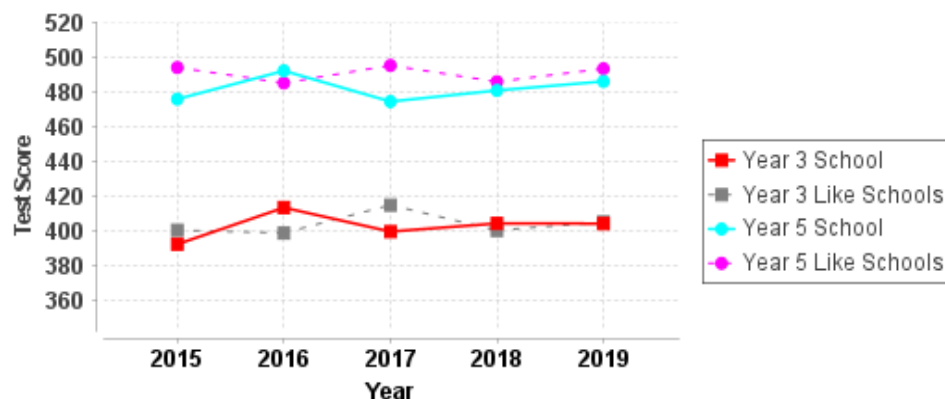
Relative Assessment

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

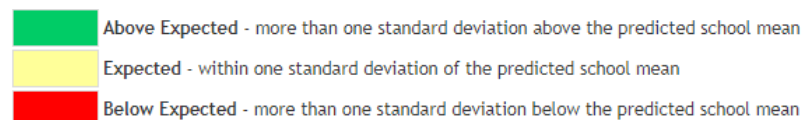
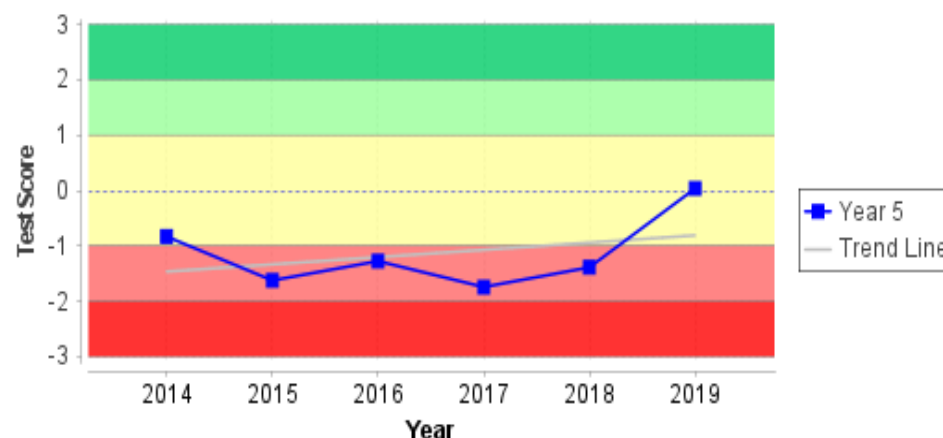
The graphs that follow show the school's average National Assessment Program Literacy and Numeracy (NAPLAN) score plotted against the average score of *Like Schools*. The comments draw on the analysis of the range of information about student progress and achievement as measured by NAPLAN. Other graphs and tables have been selected to demonstrate specific information relevant to the discussion of the school's results.

Average Numeracy Score



Year 3 Numeracy scores are within the predicted range and indicate a steady trend 2018 - 2019. The standard distribution of scores is similar to *Like Schools*. Upper Swan has 13% at the National Minimum Standard compared to 7%. No student scored below the National Minimum Standard. USPS has slightly more students in the higher, Bands 5 – 10, 41% compared to like schools at 37%. USPS is tracking as predicted.

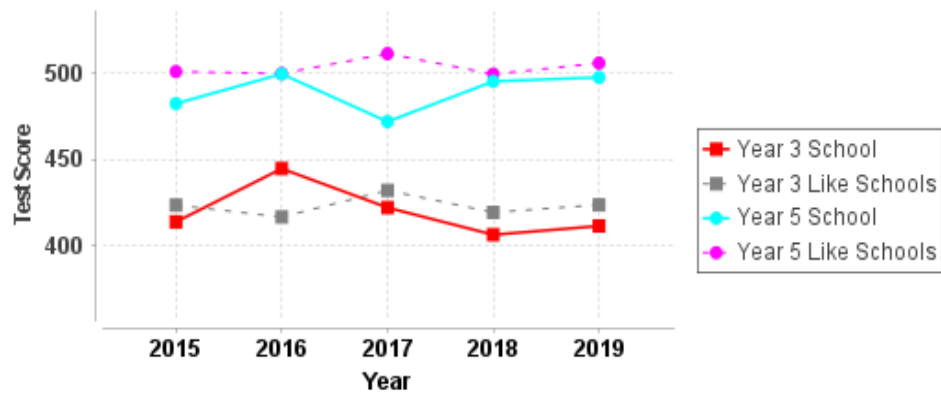
Numeracy Performance



2019 Year 5 Numeracy scores fall within the predicted range showing a marked improvement from the previous 5 years. This suggests a positive impact of the increased rigour on differentiated instruction and attention to *warmups*, vocabulary of Mathematics and problem solving. The results indicate a continued emphasis must be maintained.

Student Achievement

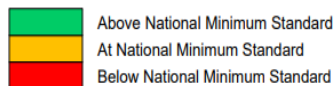
Average Reading Score



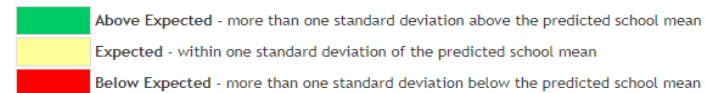
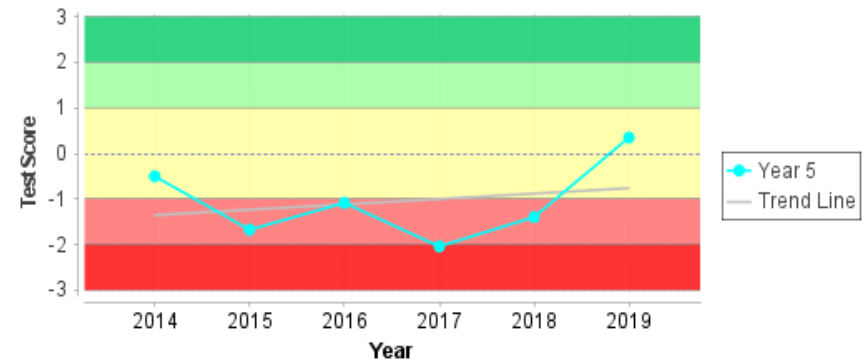
Year 3 average **Reading** score is within the predicted range for Upper Swan PS although remaining slightly below *Like Schools*. The distribution of students across *Proficiency Bands* (below) is similar to *Like Schools* however USPS has a greater number of students in the lower Bands (14%) with a score at or below the National Minimum Standard. Reading differentiation must remain a priority with support for underachieving students being provided by a robust Reading Intervention Program in Junior Primary.

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 3 Reading | | | | | | | | |
|---------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| 6 to 10 | 478 & Above | 19% | 23% | 20% | 30% | 24% | 26% | 23% | 23% | 24% |
| 5 | 426 - 477 | 18% | 19% | 23% | 20% | 25% | 22% | 20% | 22% | 23% |
| 4 | 374 - 425 | 37% | 25% | 28% | 22% | 23% | 24% | 23% | 24% | 21% |
| 3 | 322 - 373 | 18% | 8% | 14% | 16% | 16% | 17% | 18% | 16% | 15% |
| 2 | 270 - 321 | 6% | 10% | 12% | 7% | 9% | 9% | 9% | 8% | 12% |
| 1 | Up to 269 | 1% | 15% | 2% | 5% | 5% | 2% | 7% | 6% | 5% |



Reading Performance



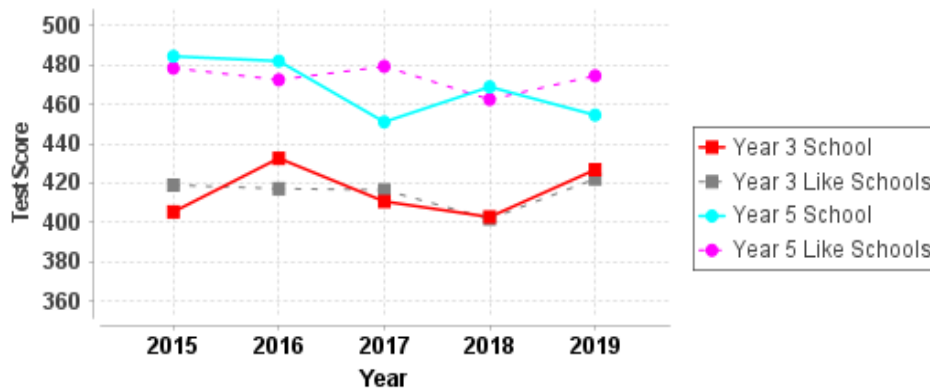
The **Year 5** average **Reading** score and trend has continued to increase from 2017-2019 and is on a par with *Like Schools*.

Percentage of students in each Proficiency Band

| Band | NAPLAN Score Range | Year 5 Reading | | | | | | | | |
|---------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| 8 to 10 | 582 & Above | 11% | 13% | 6% | 16% | 13% | 13% | 14% | 12% | 10% |
| 7 | 530 - 581 | 9% | 26% | 24% | 24% | 18% | 23% | 20% | 20% | 22% |
| 6 | 478 - 529 | 35% | 28% | 40% | 31% | 27% | 31% | 26% | 28% | 29% |
| 5 | 426 - 477 | 15% | 12% | 19% | 16% | 24% | 21% | 18% | 22% | 21% |
| 4 | 374 - 425 | 22% | 10% | 3% | 9% | 12% | 9% | 15% | 11% | 11% |
| 1 to 3 | Up to 373 | 9% | 12% | 6% | 3% | 5% | 3% | 7% | 7% | 7% |

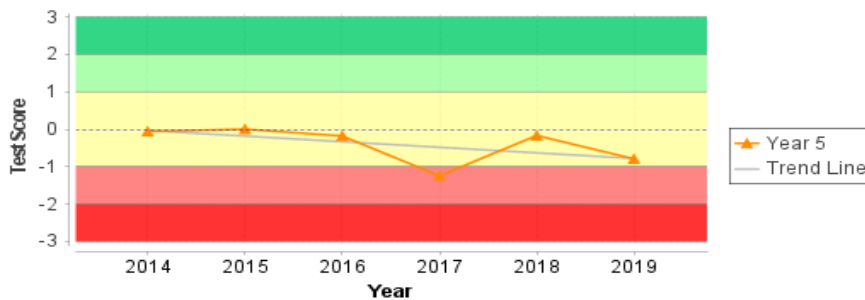
Fewer students than in *Like Schools* scored in the higher Bands 8-10. The percentage of these students in higher Bands when in Year 3 has also decreased indicating the need for the continued emphasis on 'value-adding'.

Average Writing Score



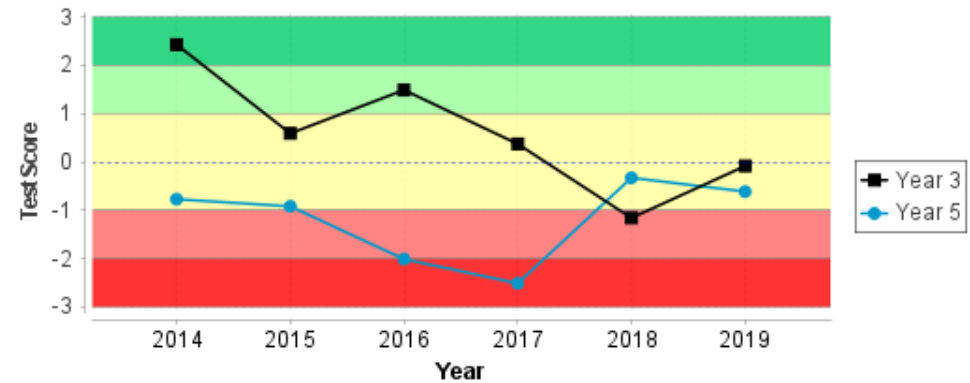
The **Year 3** average and distribution of **Writing** scores is within the predicted range and comparable to *Like Schools*. The distribution of scores across Bands is similar to Like Schools.

Writing Performance



Year 5 Writing mean remains within the predicted range however a higher number of students scores falling within the lower Proficiency Bands (29%) in Bands 1 – 4 (at or below the National Minimum Standard) which is a concern. This represents a significant group of students requiring targeted intervention. When comparison is made to score distribution in Year 3 for the same student group there is an indication that inadequate progress has been made by students between Year 3 and 5.

Spelling Performance

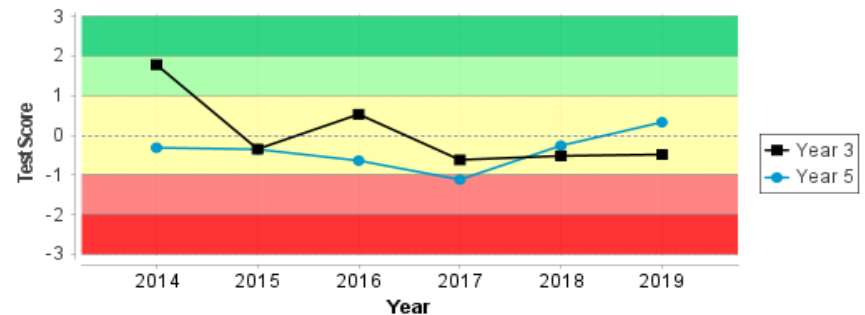


Both Year 3 and Year 5 Spelling scores fall within the predicted range for USPS. The positive trend has been maintained for Year 5 results while there is an improvement in Year 3 average scores from 2018 – 2019.

The distribution of Year 3 student scores across Proficiency Bands is very similar to *Like Schools* albeit a slightly lower percentage of students scored in the highest Bands (6 – 10) 16% compared to 22%.

The distribution of Year 5 student scores demonstrates a very similar pattern.

Grammar & Punctuation Performance



Proficiency Band Score distribution for both Years 3 and 5 demonstrate a similar pattern to Spelling.

Student Achievement and Progress

The graphs below have four quadrants, mapping achievement and progress of students as measured by NAPLAN scores between Years 3 and 5. Three graphs have been selected. Graph 1 shows longitudinal data, Graph 2 shows the previous cycle 2016 – 2018 and Graph 3 shows the current cycle 2017 – 2019. The decision to include the three graphs lies with the emphasis of USPS to focus on not only student achievement but the progress of students as they move through the school. This data influences improvement planning beyond 2019.

| | | |
|--|---|---|
| <p>Graph 1</p> <p>Student Progress and Achievement Compared with Like Schools</p> <p>NAPLAN Year 3 to Year 5 Longitudinal</p> <p>Over the period 2015 – 2018 student achievement has ranged between degrees of low to high achievement. Over this period student progress remained in the lower quadrants.</p> <p>While cohorts of students range in achievement, the value adding to student achievement – or progress, has remained a challenge for Upper Swan PS.</p> | <p>Graph 2</p> <p>Student Progress and Achievement Compared with Like Schools</p> <p>NAPLAN Year 3 2016 to Year 5 2018</p> <p>In the 2016 – 2018 cycle students' results indicated high achievement.</p> <p>Progress was indicated as low, suggesting the value-adding to students was not as evident as would be ideal.</p> <p>This data viewed with the distribution of scores in the NAPLAN Proficiency Bands indicates students at both higher and lower achievement require ongoing focus.</p> | <p>Graph 3</p> <p>Student Progress and Achievement Compared with Like Schools</p> <p>NAPLAN Year 3 2017 to Year 5 2019</p> <p>The 2017 – 2019 cycle suggests an increase in value adding to student achievement.</p> <p>Over 2018 and 2019 target students have been identified Year 1 – Year 6. These are students who have not demonstrated satisfactory or above, progress.</p> <p>Specific approaches have been defined in the Operational Plans – aimed at student progress.</p> |
|--|---|---|

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

✓ - Demonstrated in 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 | 2019 |
| Consistently achieve an average greater than the 'Like Schools' and Australian average in Year 3. | Reading | X | ↑ |
| | Writing | X | ✓ |
| | Mathematics | ✓ | ↑ |
| Consistently achieve an average greater than the 'Like Schools' and Australian average Year 5. | Reading | X | ↑ |
| | Writing | ✓ | ✓ |
| | Mathematics | X | ↑ |
| 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 | ↑ | ✓ |
| Reverse the downward trend in Year 5 longitudinal data (Reading and Mathematics) | Reading | ↑ | ✓ |
| | Mathematics | ↑ | ✓ |
| Continue the upward trend in Year 5 longitudinal data. (Writing) | Writing | ✓ | X |
| Increase the number of students making 'high' and 'very high' progress between Year 3 and Year 5 | Reading | X | ✓ |
| | Writing | X | ↑ |
| | Mathematics | X | ↑ |
| Maintain a higher percentage of Year 5 students performing in proficiency bands 5 and 6 than comparable schools. | Reading | X | ↑ |
| | Writing | X | ↑ |
| | Mathematics | ↑ | ✓ |
| Maintain a lower percentage of students performing at and below to National Minimum Standard than comparable schools. | Year 3 | X | X |
| | Year 5 | X | ↑ |
| Improvement to be measured by having at least 70% of students whose Semester 1 report grade matches their NAPLAN result | Year 3 | X | X |
| | Year 5 | ✓ | X |

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 |
| 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% |
| 2019 | 92.5% | 92.8% | 92.7% | 84.9% | 84.9% | 79.5% | 92.4% | 92.6% | 91.6% |

Attendance Category Primary as at Semester 1, 2019

| | PPR | | Y01 | | Y02 | | Y03 | | Y04 | | Y05 | | Y06 | |
|---------------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|
| | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch | Sch | WA Pub Sch |
| Regular | 70% | 67% | 58% | 72% | 73% | 74% | 72% | 75% | 77% | 75% | 70% | 74% | 82% | 74% |
| At Risk - Indicated | 26% | 22% | 38% | 20% | 20% | 18% | 26% | 17% | 23% | 18% | 25% | 18% | 15% | 18% |
| At Risk - Moderate | 4% | 8% | 4% | 6% | 5% | 6% | 2% | 6% | 0% | 6% | 5% | 6% | 3% | 6% |
| At Risk - Severe | 0% | 2% | 0% | 2% | 2% | 2% | 0% | 2% | 0% | 2% | 0% | 2% | 0% | 2% |

| Business Plan Focus 2017 - 2019 – Attendance | | | |
|--|------|------|---|
| Business Plan Target | 2018 | 2019 | Commentary |
| The whole school attendance rate in all year levels to average at least 95%. | X | x | USPS average attendance rates are almost equal to <i>Like Schools</i> (93.6%) and 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 | x | In 2018 regular attendance ranged from 76% (PP) to 84% (Years 4 – 6) In 2019 regular attendance ranged from 58% (Year 1) to 82% (Year 6) Investigation of the cohort in Year 1 to determine reasons for the trend across two years identified some students with specific medical characteristics while others did not. |
| 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, 2019, all families were given the opportunity to complete an online survey about our school. Eighty four 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 |



| General Questions | 2017 | 2018 | 2019 | Target 3.5 or above. |
|--|------|------|------|----------------------|
| Teachers at this school expect my child to do their best. | 4.5 | 4.3 | 4.3 | ✓ |
| Teachers at this school provide my child with useful feedback about their school work. | 4.1 | 3.9 | 4.0 | ✓ |
| Teachers at this school treat students fairly. | 4.1 | 4.1 | 4.0 | ✓ |
| This school is well maintained. | 4.4 | 4.2 | 4.1 | ✓ |
| My child feels safe at this school. | 4.3 | 4.3 | 4.2 | ✓ |
| I can talk to my child's teachers about my concerns. | 4.6 | 4.3 | 4.4 | ✓ |
| Student behaviour is well managed at this school. | 3.8 | 3.5 | 3.8 | ✓ |
| My child likes being at this school. | 4.5 | 4.4 | 4.2 | ✓ |
| This school looks for ways to improve. | 4.2 | 4.2 | 4.1 | ✓ |
| This school takes parents' opinions seriously. | 3.7 | 4.0 | 3.6 | ✓ |
| Teachers at this school motivate my child to learn. | 4.2 | 4.1 | 4.1 | ✓ |
| My child is making good progress at this school. | 4.0 | 4.0 | 4.2 | ✓ |
| My child's learning needs are being met at this school. | 4.0 | 3.9 | 4.0 | ✓ |
| This school works with me to support my child's learning. | 4.0 | 3.9 | 4.0 | ✓ |
| This school has a strong relationship with the local community. | 3.9 | 3.8 | 4.0 | ✓ |
| This school is well led. | 4.0 | 4.0 | 3.8 | ✓ |
| I am satisfied with the overall standard of education achieved at this school. | 4.1 | 4.1 | 4.0 | ✓ |
| I would recommend this school to others. | 4.3 | 4.3 | 4.1 | ✓ |
| My child's teachers are good teachers. | 4.3 | 4.2 | 4.2 | ✓ |
| Teachers at this school care about my child. | 4.3 | 4.2 | 4.3 | ✓ |

| Business Plan Focus 2017 - 2019 Satisfaction Rates | | |
|--|--------------------------|--------------------------|
| Business Plan Target | Outcome – 2018 (Parents) | Outcome – 2019 (Parents) |
| Achieve a positive rating from students, staff and parents in all attributes (at least 3.5). | ✓ | ✓ |

Innovation and Improvement Strategies – Teaching and Learning 2019 – 2020

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, is what 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 are or implementation in 2020 and beyond and purposefully target and support teacher effectiveness.

Consistency of Whole School Practices

Significant investigation of understandings underpinning approaches to teaching and learning have led to a robust emphasis on consistency of practice in Reading instruction – in particular Guided Reading. The emphasis draws on defining components of Guided Reading and how these are implemented school wide across learning areas. In addition, the implementation of the Letters and Sounds (K-2) is focussed on an evidence informed consistent approach to Phonological Awareness, Phonics and Spelling. Further scrutiny across (in particular) Literacy and Numeracy instruction will feature in improvement foci 2020 and beyond.

Greater Teacher Ownership of Curriculum and Planning Documents

Planning in 2019 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.

Learning Area Teams

Each Phase of Schooling Team to have a representative in the 'Big Four' Learning Area groups (English, Mathematics, HASS and Science). Learning Area Leaders to facilitate collaboration, communication to each Phase of expectations, timelines and identify specific support needs.

Re-structure of Collaborative Phase Teams

Collaborative Phase Teams structure has been framed by common expectations across all groups. A deliberate and increased link between Phase activity and whole school foci will be supported by increased consistency in approach, collegiate and leadership Team support for Phase Leaders. Each Phase Team is led by a nominated teacher leader. Time has been allocated to allow for planning and preparation. This approach is enhanced through regular meetings with the leadership Team to promote a two-way flow of expertise and information.

Performance Growth Process, Mapping Teacher Development against Australian Professional Standards, Authentic Professional Learning

This continues to be an emphasis as teachers are supported to reflect against AITSL Australian Professional Standards for Teachers and authentically link improvement goals and plans to the workplace context and school priorities. A review of Performance Growth processes aimed to align professional learning opportunities, support and targeted professional learning. An emphasis on action learning within the framework of school process and structures (Phase and Year Level support) reflects the WA Public Service emphasis 70:20:10 for professional growth (70% active learning in the work place, 20% from others, 10% from courses and workshops)

Coaching

The coaching model is incorporated into Performance Growth processes and designed to explicitly focus on the iStar framework emphasising Visible Learning and differentiation. From 2020 an increased number of teachers will be trained in GROWTH Coaching to support school-wide emphasis on continual growth in pedagogy aligned with School Business Plan Targets.

Observation and Feedback

Teachers identified increased opportunities for observation and feedback (including observing colleagues) as a focus to support growth and development. The link to the achievement of Performance Growth Goals and protocols in relation to Performance Feedback to be further developed in 2020.

Develop Teacher understanding of Year Level Standards

This is a continuing focus of collaboration between teachers and a robust focus of Phase Groups. The emphasis is on consensus of year level standards informed by authentic evidence which can be upheld under scrutiny by colleagues and line managers. The use of this knowledge informs increased sophistication in differentiation. In 2019 Phase Leaders worked with the Tuning protocol (Australian Schools Network) to fashion a process to be integrated into Phase and across school moderation processes. The initial focus for the Tuning Protocol was Reading which will extend across curriculum areas in 2020.

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, curriculum content and practice to support students learning.

Integrated Inquiry Focussed Units of Work

In Semester Two 2019, interested teachers self-identified to be involved in an action research project on STEM and higher order thinking and units of work founded in HASS, Science and Technologies. This investigation informs a whole school approach to Integrated Inquiry Focussed Units of Work (IIFS) for 2020 and beyond. To complement the emphasis on differentiation, explicit instruction to effect student progress and achievement.

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 accountability supported through regular contact and support from SAER Coordinator – Associate Principal.

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 also evidenced in the improved NAPLAN results. This continued in 2019 and feature in 2020 and beyond.





Department of Education

Schedule A

Student-Centred Funding Statement

As at 25 March 2019

| | | | |
|---------|---------------------------|--------------|------|
| School: | Upper Swan Primary School | School Year: | 2019 |
| Region: | North Metropolitan Region | Aria: | 0.14 |

Student-Centred Funding - 2019

| | | |
|---|----|---------------------|
| Per Student Funding: | \$ | 3,550,003.51 |
| Student and School Characteristics: | \$ | 563,039.54 |
| Disability Adjustments: | \$ | .00 |
| Targeted Initiatives: | \$ | 128,779.80 |
| Operational Response Allocation: | \$ | .00 |
| Regional Allocation: | \$ | 3,000.00 |
| Total 2019: | \$ | 4,244,822.85 |
| Transition Adjustment: | \$ | .00 |
| Total After Transition Adjustment: | \$ | 4,244,822.85 |

Per Student Funding - At Census

| Per Student | Enrolments | | Amount |
|--------------|-----------------|-----------------|-----------------------|
| | Below Threshold | Above Threshold | |
| Kindergarten | 54.00 | | \$259,092.00 |
| Pre-Primary | 69.00 | | \$567,456.14 |
| Year 1 | 54.00 | | \$444,096.11 |
| Year 2 | 63.00 | | \$518,112.13 |
| Year 3 | 65.00 | | \$534,560.13 |
| Year 4 | 51.00 | | \$349,503.00 |
| Year 5 | 61.00 | | \$418,033.00 |
| Year 6 | 67.00 | | \$459,151.00 |
| Total | 484.00 | | \$3,550,003.51 |

Student and School Characteristics Funding – At Census

| Enrolments | | Amount |
|-----------------------------------|-------|---------------------|
| Student Characteristics | | |
| Aboriginality | 10.00 | \$18,036.00 |
| Disability | 33.53 | \$310,195.20 |
| English as an Additional Language | 4.00 | \$11,260.00 |
| Social Disadvantage | 95.86 | \$70,219.81 |
| Sub Total | | \$409,711.01 |
| School Characteristics | | |
| Enrolment-Linked Base | | \$153,328.53 |
| Locality | | \$.00 |
| Sub Total | | \$153,328.53 |
| Total | | \$563,039.54 |

Student Characteristics Funding (Detailed) – At Census

| | Enrolments | Amount |
|--|------------|---------------------|
| Aboriginality | 10.00 | \$18,036.00 |
| Disability | | |
| Disability | 8.00 | \$285,482.00 |
| Educational Adjustment | 25.53 | \$24,713.20 |
| Disability - Total | 33.53 | \$310,195.20 |
| English as an Additional Language | | |
| English as an Additional Language | 4.00 | \$11,260.00 |
| English as an Additional Language Intensive English Centre | 0.00 | \$0.00 |
| English as an Additional Language – Total | 4.00 | \$11,260.00 |
| Social Disadvantage | | |
| Social Disadvantage Decile 1 | 15.08 | \$19,788.95 |
| Social Disadvantage Decile 2 | 31.41 | \$27,795.90 |
| Social Disadvantage Decile 3 | 49.37 | \$22,634.96 |
| Social Disadvantage - Total | 95.86 | \$70,219.81 |
| Total Student Characteristics | | \$409,711.01 |

Note: Please refer to the appropriate support sheet for further details on the calculations in the table above.

Targeted Initiatives (Detail)

| | Amount |
|--|--------------------|
| Targeted Initiative: In School State Funded Chaplaincy Program | \$21,453.76 |
| Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time | \$11,216.25 |
| Targeted Initiative: School Psychologists - IPS Flexibility | \$33,107.54 |
| Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers | \$11,216.25 |
| Total | \$76,993.80 |

Targeted Initiatives – At Census

| | Funded Student FTE | Amount |
|--|--------------------|--------------------|
| Targeted Initiative: National Partnership on Universal Access to Early Childhood Education | 54.00 | \$51,786.00 |
| Total | | \$51,786.00 |

Regional Allocation (Detail)

| | Amount |
|---|-------------------|
| Regional Allocation: North Metro Regional Operational Response Allocation | \$3,000.00 |
| Total | \$3,000.00 |

In Conclusion

Thank you for taking the time to read 2019 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