



# *Upper Swan Primary School Annual Report 2020*



Baba Julia attended Upper Swan in the 1930s  
She spoke with her great grandson's class about her childhood.

## *From the Principal*

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On behalf of the staff and the School Board, I present to you the 2020 Upper Swan Primary School Annual School Report. As you are well aware, there was major disruption to the learning program from March to June when Covid19 changed the world as we knew it. One of those disruptions was the suspension of the National Assessment Program Literacy and Numeracy (NAPLAN) for Year 3 and 5. NAPLAN results usually form a major part of how we report student achievement and progress. This year some other data we collect will be presented.

This report aims to highlight the achievements of students, staff and the community. It contains information progress towards school priorities and targets, student achievement, funding accountability and stakeholder satisfaction over the 2020 school year. The highlights, strengths and achievements provide insights to the unique school culture of this positive, welcoming school. By doing so we illustrate commitment to our mission:

*Upper Swan's mission is to nurture individuality, social responsibility and a positive attitude towards learning and life*

More information is available at <https://www.det.wa.edu.au/schoolsonline/home.do>

Type *Upper Swan* into the search bar and you will be able to access a range of information about our school.

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](http://www.upperswanps.wa.edu.au) and from the school administration.

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Pam Hahnel and Stephen Green  
Principals

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David Jeffs  
School Board Chair



Talent Quest Participants

## ***An Introduction - Upper Swan Primary School***

Upper Swan Primary School is a Level 5 independent public school with student numbers dropping slightly to 435 in 2020 after a high of 495 in 2018. With the development of *Clementine Estate* from 2021 to 2035, numbers are expected to increase from 2022. Eventually *Clementine Estate* will have its own school. There is no date for that.

Situated on Great Northern Highway in the Swan Valley, 32 kilometres from Perth City, the school's idyllic outlook encompasses vineyards, orchards and hobby farms. It is flanked by the Swan River with the Darling Scarp as a backdrop. The Swan Valley has a rich Indigenous and 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.

The school open then closed several times from the mid1800s and how now operated continuously since 1905. It has grown from servicing a small isolated rural community to welcoming students from growing urban communities. Several 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 emerging.

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.

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. In 2019 \$30 000 was raised for laptops for use in senior classes. In 2020 rules around management of Covid19 resulted in a quiet year on the fundraising front.

Over 2020 there was a significant investigation into issues in the *senior block* of five classrooms and student toilets. Several minor works projects were completed including sound proofing, addition of a dividing wall between rooms 10 and 11, replacement of ceiling panels, capping wall cavities, air quality testing, installation of wall vents, internal painting and plumbing upgrades. Brick paving was added to the central path in the parent car park and line markings added.

Many of our staff have taught or worked at Upper Swan Primary School for ten years or more and are invested in the local and school community. The school has been fortunate in continuing to attract and retain many high quality people. Our staff are committed professionals dedicated to providing opportunities for success for every student in every classroom every day.

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. Many annual events did not occur in 2020.

### Cultural and Co-Curricula

**Drama Club** – The usual interschool events and competitions did not take place. Mrs Church's after school Drama Club students presented an end of year production.

**Art Show and Festival** – In Term 4 students, staff, parents and the P & C combined to present a display of visual art works along with performances from instrumental music students, drama club students and talent quest award winners. The P & C hosted several food and drink stalls plus a book fair.



**NAIDOC Week** – Miss Hill successfully applied for a grant to enable us to celebrate NAIDOC Week with a performance by Gina Williams and Guy Ghouse. Students learned about Noongar language and learned a few songs sung in language.

### Containers for Change

In conjunction with our P & C, the student *Green Team* introduced a collection system to take advantage of the *Containers for Change* program. All money is deposited to our P & C. the important messages are about reduce – reuse – recycle.



**Book Week** – Curious Creatures / Wild Minds was the theme. Students and staff from all year groups got in to the spirit of the occasion that culminated in a parade and the awarding of prizes.

### Year 6 Adventure Days / Leadership Development

Our Year 6s attended the Swan Valley Adventure Centre for two days of challenging team building and leadership development activities. This was the first time we have used the venue and it was a great success.



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



## **Sporting Pursuits**

Most school and interschool carnivals were cancelled. With physical distancing measures in place, we managed to conduct a faction cross country carnival, a faction athletics carnival and an interschool athletics carnival.

At interschool level we competed against Aveley North, Arbor Grove and Aveley.

On a day when hundreds of points were awarded, Upper Swan got over the line by eight points. A number of students won championship medals.



## **Student Leadership**

Year 6 students engage in a range of Leadership activities that benefit the whole school. These include: Peer Mediation, Student Council, coordinating the chess competition and the talent quest as well as raising funds for local charities.

**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 and Progress

## Overview

As stated in the introduction, there is no 2020 NAPLAN Data to present. The following is a summary of some standardised tests that were completed at the end of Term 3. The Progressive Achievement Tests (PAT) produce scores that can be placed on a “normal curve” and we can compare our score distribution to what is expected. Stanines 1, 2 and 3 are below average. 4, 5, 6 are average with 7, 8 and 9 in the above average range.

### Progressive Achievement Test - Mathematics

#### Stanines 2017 to 2020

When examining stanine averages for all year groups from 2017 to 2020, all scores are in the low average and average range: 4 and 5. There are no significant fluctuations either up or down.

#### 2020 Stanines

Year Levels	1	2	3	4	5	6	7	8	9	Average
Expected	4%	7%	12%	17%	20%	17%	12%	7%	4%	5
1	0	5	3.5	18.5	30	30	11.5	1.5	0	5.2
2	0	0	4	12	36	34	12	2	2	5.5
3	7	7	9	18	30.5	19.5	3.5	3.5	2	4.6
4	0	1.5	13.5	25	26.5	21.5	8.5	1.5	1.5	5
5	2	10	14	28	14	16	10	6	0	4.6
6	1.5	1.5	11.5	13.5	35	28	6.5	1.5	0	5

The overall pattern is having fewer than the expected number of students in the lower stanines of 1, 2 and 3 and the high stanines of 7, 8 and 9.

Our students are clumped in the middle average stanines of 4, 5 and 6. This suggests we do a reasonable job for most students at risk of not achieving the minimum standard. At the same time, we do not extend enough students into the high achievement zone of 7, 8 and 9.

#### Future Focus Mathematics – Future Focus

These are the common elements across the year levels to be included in our future focus.

**Number / Place Value** is a common thread across Year Levels as a ‘learning need’.

1. Particularly in the early years, developing genuine understanding of how the base 10 number system works through use of concrete materials; particularly MABs.
2. Being able to read, expand and order numbers.
3. Improving students’ *number sense*. *Number sense* is:
  - Being able to determine the reasonableness of *answers*. Eg: When given an equation such as  $25 + \underline{\quad} = 55$ ; students know what number the answer is likely to be before solving it or choosing the answer from multiple choice.
  - Using estimation and rounding skills. When given something like  $493 - 361$  they should be able to use rounding skills to estimate the answer before calculating it. Eg:  $493 - 361$  is approximately  $500 - 350$  so the answer close to 150.
  - Understanding concepts like greater than, less than, more, less, larger, smaller.
  - Being able to compare numbers: knowing things like 25 is greater than 13 and six is half of twelve.
  - Understanding symbols that represent quantities mean the same thing – like 9 and nine.
  - Being able to *pull numbers apart* then put them back together.

Genuine knowledge and understanding of basic number facts plus the commutative properties of addition and subtraction; multiplication and division is essential to have well developed *number sense*.

## Student Achievement and Progress

### Progressive Achievement Test – Reading

#### PAT Reading Stanines 2017 to 2020

When examining stanine averages for all year levels from 2017 to 2020, the scores are in the low average and average range: 4 and 5. There are no significant fluctuations either up or down.

Reading performance in achievement and progress is a concern.

#### 2020 Stanines

Year Levels	1	2	3	4	5	6	7	8	9	Average
Expected	4%	7%	12%	17%	20%	17%	12%	7%	4%	5
1	1.5	11.5	6.5	25	20	21.5	11.5	1.5	0	4.7
2	0	2	13	13	28	7.5	19	7.5	0	5.2
3	18	16.5	11	11	23.5	9	5.5	5.5	0	3.2
4	6	15	19	13.5	22	8	12.5	1.5	3	4.7
5	13.5	8.5	8.5	18	20	7	5.5	5.5	0	4
6	6.5	8	10	18.5	28.5	16.5	5	5	0	4.7

Year 3, 4 and 5 cohorts have more than the expected number of students in the below average stanines – particularly in the Year 3 (2020) cohort.

The overall pattern is having fewer than the expected number of students in the high stanines of 7, 8 and 9. Extension and challenge is needed for students in the average stanines as we should have many more students achieving above average results.

#### Summary

Comprehension at all levels is the key element of the PAT assessment. There is a range of questions that more students should have been able to correctly respond to.

- Recognising the genre of an informational text
- Retrieving directly stated information
- Interpreting directly stated information
- Inferring
- Reflecting on texts – critical and evaluative.

### Future Focus

Continue explicit teaching of *First Steps* comprehension skills using iStar lesson design (visible learning) where skilled use of guided reading is the key strategy to deliver explicit instruction along with the gradual release model (I do / we do / you do).

In early childhood and in to junior primary it's about a structured sequential approach to explicit instruction in phonemic awareness and phonics. Plenty of quality oral language instruction.



Dressed up for Children's Book Week and also receiving *Talent Quest* awards.

## Student Achievement and Progress

### Progressive Achievement Test – Spelling

#### PAT Spelling Stanines 2017 to 2020

When examining stanine averages for all year levels from 2017 to 2020, the scores are almost always in the very middle of the range = 5. There are no significant fluctuations either up or down.

Spelling has the best results of these three PAT assessments.

#### 2020 Stanines

Year Levels	1	2	3	4	5	6	7	8	9	Average
Expected	4%	7%	12%	17%	20%	17%	12%	7%	4%	5
2	2	0	5.5	25	27	29	7.5	4	0	5.1
3	7	9	10.5	10.5	18	21.5	16	7.5	0	4.9
4	1.5	0	8	11.5	29	24.5	16.6	6.5	1.5	5
5	2	10	6	20	16	32	8	4	0	4.9
6	0	1.5	3	18	27	34	18	0	0	5.4

As with Maths / Numeracy; we have few students in the low stanines and even fewer in the top level stanines – especially in 8 and 9. SAER students seem well catered for, but extension of able students may be lacking. Only one student in the school achieved Stanine 9.

#### Future Focus

- Continue explicit teaching Spelling skills though use of *Letters and Sounds* from K to 2.
- Extend use of *Letters and Sounds* into Year 3. Drop *Words Their Way*.
- Continue with *Words Their Way* in Year 4, 5 and 6.
- Give opportunities for extension and challenge.

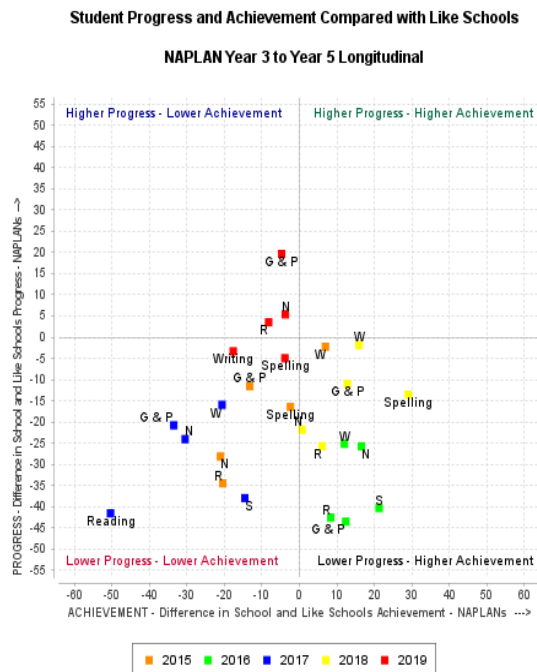


## Student Achievement and Progress

The graphs are from the **2019 Annual Report**. They have been included to show the greater emphasis our school needs on *adding value* to student learning at an acceptable rate. In general, we don't do well in this regard. If we did, all points would be in the top right hand quadrant.

The quadrants map achievement and progress as measured by NAPLAN scores between Years 3 and 5. Three graphs have been selected. Graph 1 shows all data from 2015 to 2019. Graph 2 shows the 2016 to 2018 cycle and Graph 3 shows the 2017 – 2019 cycle. At least Graph 3 shows high achievement in Reading, Numeracy, Grammar and Punctuation.

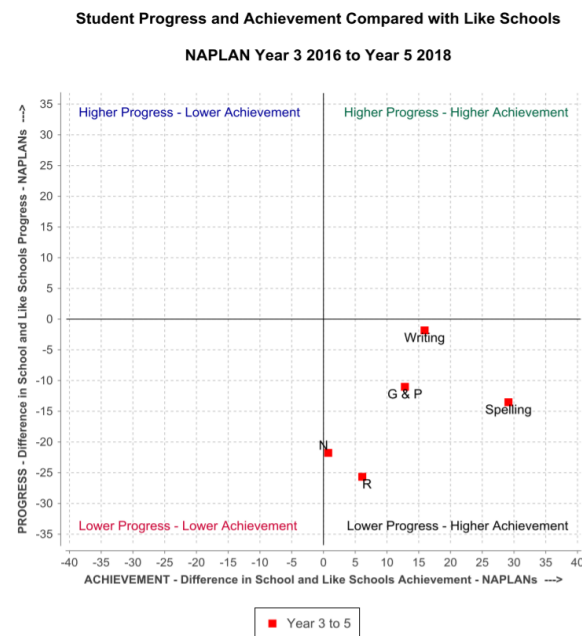
Graph 1



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.

While cohorts of students range in achievement, the value adding to student achievement – or progress, has remained a challenge for Upper Swan PS.

Graph 2

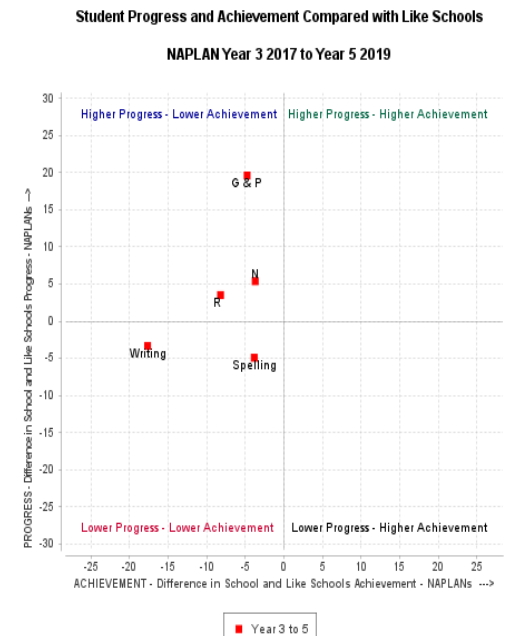


In the 2016 – 2018 cycle students' results indicated high achievement.

Progress was indicated as low, suggesting the value-adding to students was not as evident as would be ideal.

This data viewed with the distribution of scores in the NAPLAN Proficiency Bands indicates students at both higher and lower achievement require ongoing focus.

Graph 3



The 2017 – 2019 cycle suggests an increase in value adding to student achievement.

Over 2018 and 2019 target students have been identified Year 1 – Year 6. These are students who have not demonstrated satisfactory or above, progress.

Specific approaches have been defined in the Operational Plans – aimed at student progress.

## Student Attendance

Attendance was not updated in 2020 due to the high number of first semester absences across Western Australia due to Covid19 precautions.

**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 2020

#### National School Opinion Survey

In Term 4, 2020, 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

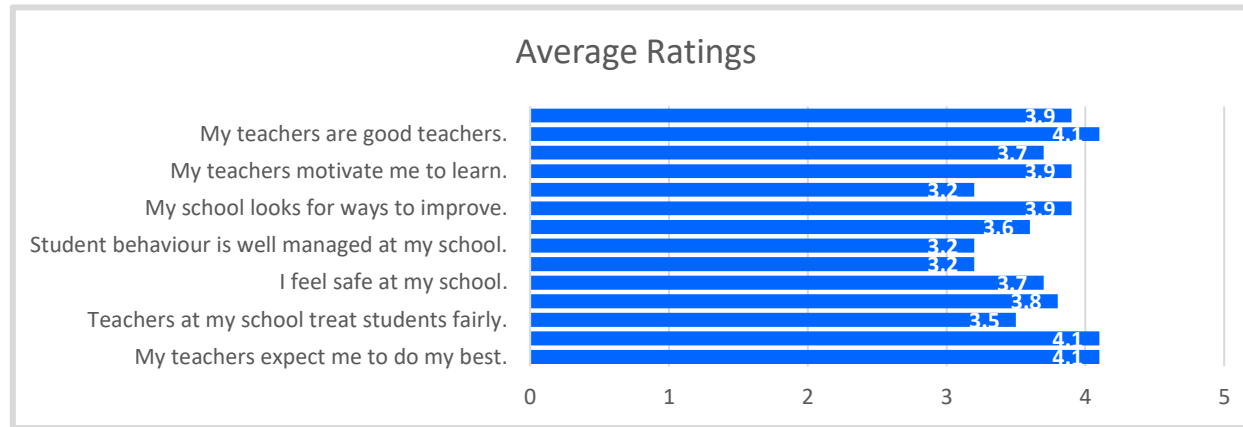
General Questions	2017	2018	2019	2020	3.5 or above
Teachers at this school expect my child to do their best.	4.5	4.3	4.3	4.4	✓
Teachers at this school provide my child with useful feedback about their school work.	4.1	3.9	4.0	4.1	✓
Teachers at this school treat student fairly.	4.1	4.1	4.0	4.0	✓
This school is well maintained.	4.4	4.2	4.1	4.0	✓
My child feels safe at this school.	4.3	4.3	4.2	4.2	✓
I can talk to my child's teachers about my concerns.	4.6	4.3	4.4	4.2	✓
Student behaviour is well managed at this school.	3.8	3.5	3.8	3.6	✓
My child likes being at this school.	4.5	4.4	4.2	4.3	✓
This school looks for ways to improve.	4.2	4.2	4.1	3.9	✓
This school takes parents' opinions seriously.	3.7	4.0	3.6	3.6	✓
Teachers at this school motivate my child to learn.	4.2	4.1	4.1	4.0	✓
My child is making good progress at this school.	4.0	4.0	4.2	4.0	✓
My child's learning needs are being met at this school.	4.0	3.9	4.0	3.9	✓
This school works with me to support my child's learning.	4.0	3.9	4.0	3.8	✓
This school has a strong relationship with the local community.	3.9	3.8	4.0	3.9	✓
This school is well led.	4.0	4.0	3.8	3.9	✓
I am satisfied with the overall standard of education achieved at this school.	4.1	4.1	4.0	3.8	✓
I would recommend this school to others.	4.3	4.3	4.1	4.1	✓
My child's teachers are good teachers.	4.3	4.2	4.2	4.4	✓
Teachers at this school care about my child.	4.3	4.2	4.3	4.3	✓

#### Business Plan Focus 2020 – 2024 Satisfaction Rates

Business Plan Target	2017	2018	2019	2020
Achieve a positive rating from students, staff and parents in all attributes (at least 3.5).	✓	✓	✓	✓

## Student Survey 2020

All Year 5 and 6 students had the opportunity to complete the *National Opinion Survey*.



<b>3 Highest Rated Items</b> <table> <tr> <td>My school gives me opportunities to do interesting things.</td> <td>4.1</td> </tr> <tr> <td>My teachers are good teachers.</td> <td>4.1</td> </tr> <tr> <td>My teachers care about me.</td> <td>4.1</td> </tr> </table>	My school gives me opportunities to do interesting things.	4.1	My teachers are good teachers.	4.1	My teachers care about me.	4.1	<b>3 Lowest Rates Items</b> <table> <tr> <td>I can talk to my teachers about my concerns.</td> <td>3.2</td> </tr> <tr> <td>Student behaviour is well managed at my school.</td> <td>3.2</td> </tr> <tr> <td>My school takes students' opinions seriously.</td> <td>3.2</td> </tr> </table>	I can talk to my teachers about my concerns.	3.2	Student behaviour is well managed at my school.	3.2	My school takes students' opinions seriously.	3.2
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<b>What makes a great teacher? Top five responses.</b> <ol style="list-style-type: none"> <li>1. Be kind/caring</li> <li>2. Show equality and fairness</li> <li>3. Listens to students' opinions and concerns</li> <li>4. Be helpful</li> <li>5. Be enthusiastic/motivating/encouraging</li> </ol>	<b>What do teachers do to help me learn best? Top five responses.</b> <ol style="list-style-type: none"> <li>1. Explain lesson more than once and/or in different ways</li> <li>2. Helps me to understand, allows students to ask questions</li> <li>3. Encourage and motivate students</li> <li>4. Let students work at their own pace, own level and gives challenges</li> <li>5. Makes learning fun</li> </ol>												
<b>What learning experiences inside and outside classrooms have you enjoyed the most?</b> <ol style="list-style-type: none"> <li>1. Sports / fitness lessons / Carnivals</li> <li>2. Excursions that are 'hands on'</li> <li>3. Science experiments; Science lessons</li> <li>4. All Maths</li> <li>5. English / Reading / Spelling</li> </ol>	<b>What do you think the best thing is about being a student at Upper Swan?</b> <ol style="list-style-type: none"> <li>1. Friendships, supportive and kind friends</li> <li>2. The great teachers I have had and staff I have met</li> <li>3. Fun learning experiences; learning needed for the future</li> <li>4. Great playground to have fun in.</li> <li>5. Carnivals</li> </ol>												
<b>How would you improve our school?</b> <table> <tr> <td data-bbox="65 1341 1045 1440"> <ol style="list-style-type: none"> <li>1. More play time at recess and lunch</li> <li>2. Open the canteen</li> <li>3. Keep adding to nature play; more trees to climb; more sports equipment</li> </ol> </td><td data-bbox="1045 1341 2028 1440"> <ol style="list-style-type: none"> <li>4. Managing behaviour consistently – no excuses for kids to behave badly</li> <li>5. Remove litter / pick up rubbish</li> </ol> </td></tr> </table>		<ol style="list-style-type: none"> <li>1. More play time at recess and lunch</li> <li>2. Open the canteen</li> <li>3. Keep adding to nature play; more trees to climb; more sports equipment</li> </ol>	<ol style="list-style-type: none"> <li>4. Managing behaviour consistently – no excuses for kids to behave badly</li> <li>5. Remove litter / pick up rubbish</li> </ol>										
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## ***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 and 2020 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. In 2020 more teachers were trained in GROWTH Coaching to support school-wide emphasis on continual growth in pedagogy aligned with School Business Plan Targets. Each phase of learning team has at least one trained coach.

## **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 2021. The extent to which this occurred in 2020 was disrupted due to Covid19 response measures.

## **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, and again on 2020, 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. This is linked to SCSA standards as we strive to have greater consistency when reporting student achievement and progress to parents.

## **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 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.

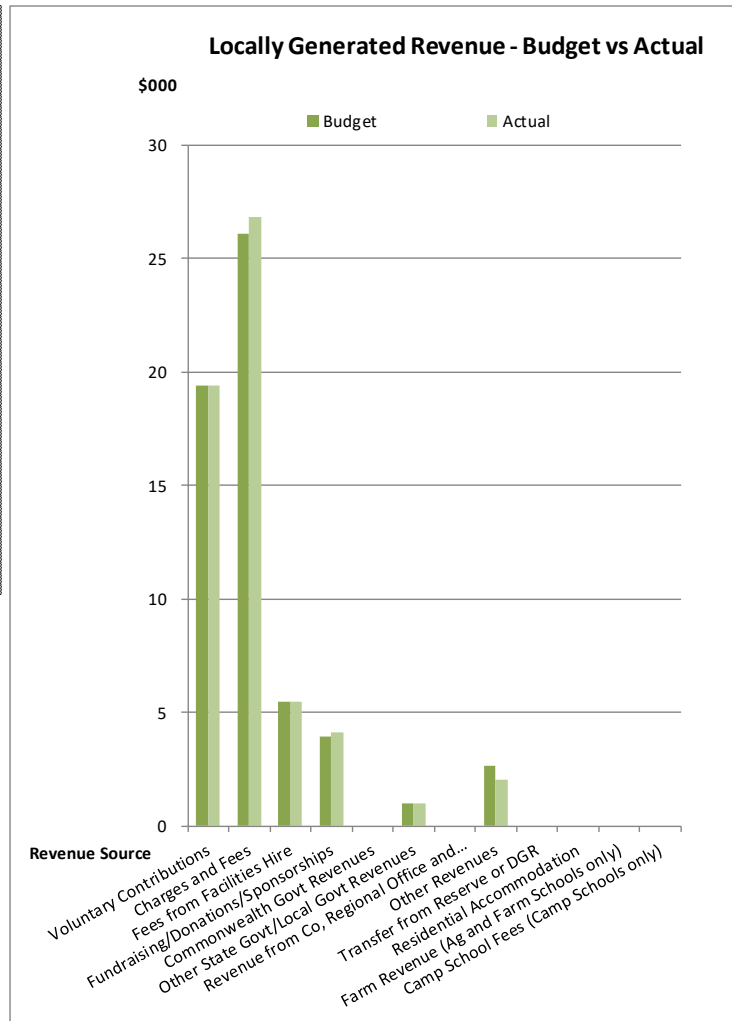
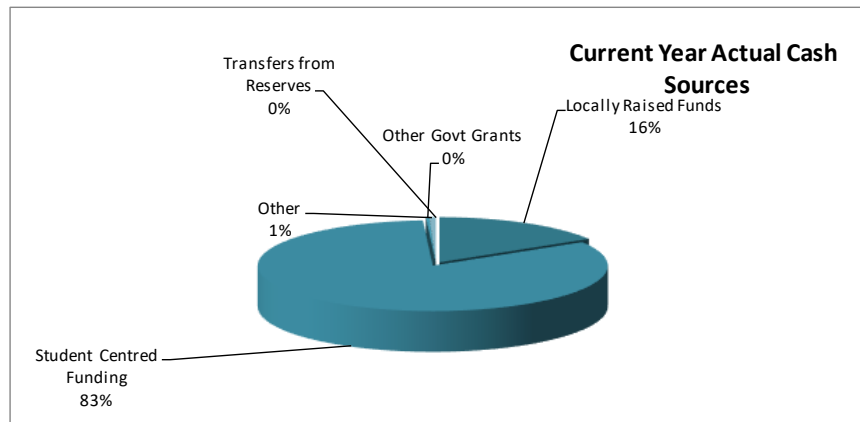
## Financial Information – 2020 Summary

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required

### Upper Swan Primary School

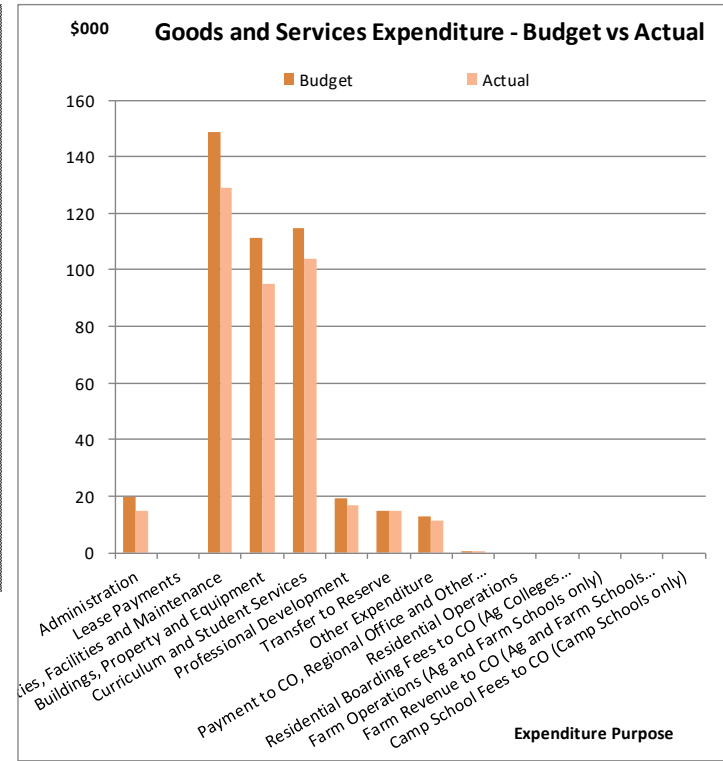
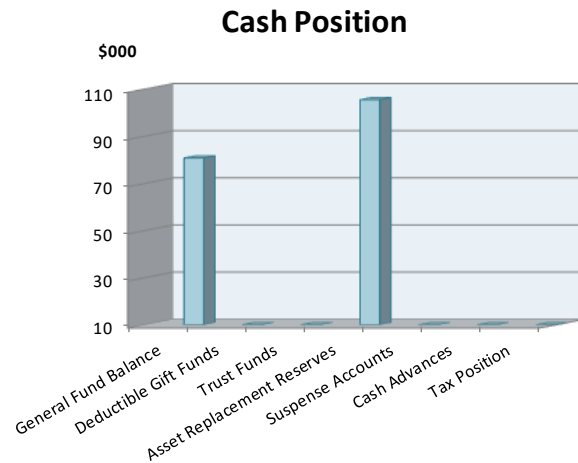
Financial Summary as at  
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 19,404.00	\$ 19,423.50
2	Charges and Fees	\$ 26,113.04	\$ 26,821.36
3	Fees from Facilities Hire	\$ 5,454.65	\$ 5,454.56
4	Fundraising/Donations/Sponsorships	\$ 3,942.40	\$ 4,102.14
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 2,644.15	\$ 2,056.19
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 58,558.24	\$ 58,857.75
	<b>Opening Balance</b>	\$ 124,662.61	\$ 124,662.61
	<b>Student Centred Funding</b>	\$ 283,282.43	\$ 283,282.43
	<b>Total Cash Funds Available</b>	\$ 466,503.28	\$ 466,802.79
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 466,503.28	\$ 466,802.79



## Financial Information – 2020 Summary

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 19,553.62	\$ 14,942.28
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 148,738.99	\$ 128,850.85
4	Buildings, Property and Equipment	\$ 111,477.90	\$ 94,794.02
5	Curriculum and Student Services	\$ 114,937.11	\$ 103,907.43
6	Professional Development	\$ 19,000.00	\$ 16,876.82
7	Transfer to Reserve	\$ 15,000.00	\$ 15,000.00
8	Other Expenditure	\$ 12,639.63	\$ 11,527.15
9	Payment to CO, Regional Office and Other Schools	\$ 140.00	\$ 140.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 441,487.25</b>	<b>\$ 386,038.55</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 441,487.25</b>	<b>\$ 386,038.55</b>
	<b>Cash Budget Variance</b>	<b>\$ 25,016.03</b>	



<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>185,003.54</b>
Made up of:	\$	-
1 General Fund Balance	\$	80,764.24
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	105,500.00
5 Suspense Accounts	\$	377.30
6 Cash Advances	\$	-
7 Tax Position	\$	(1,638.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>185,003.54</b>

## *In Conclusion*

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Thank you for taking the time to read 2020 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.

Stephen Green  
Principal

David Jeffs  
School Board Chair