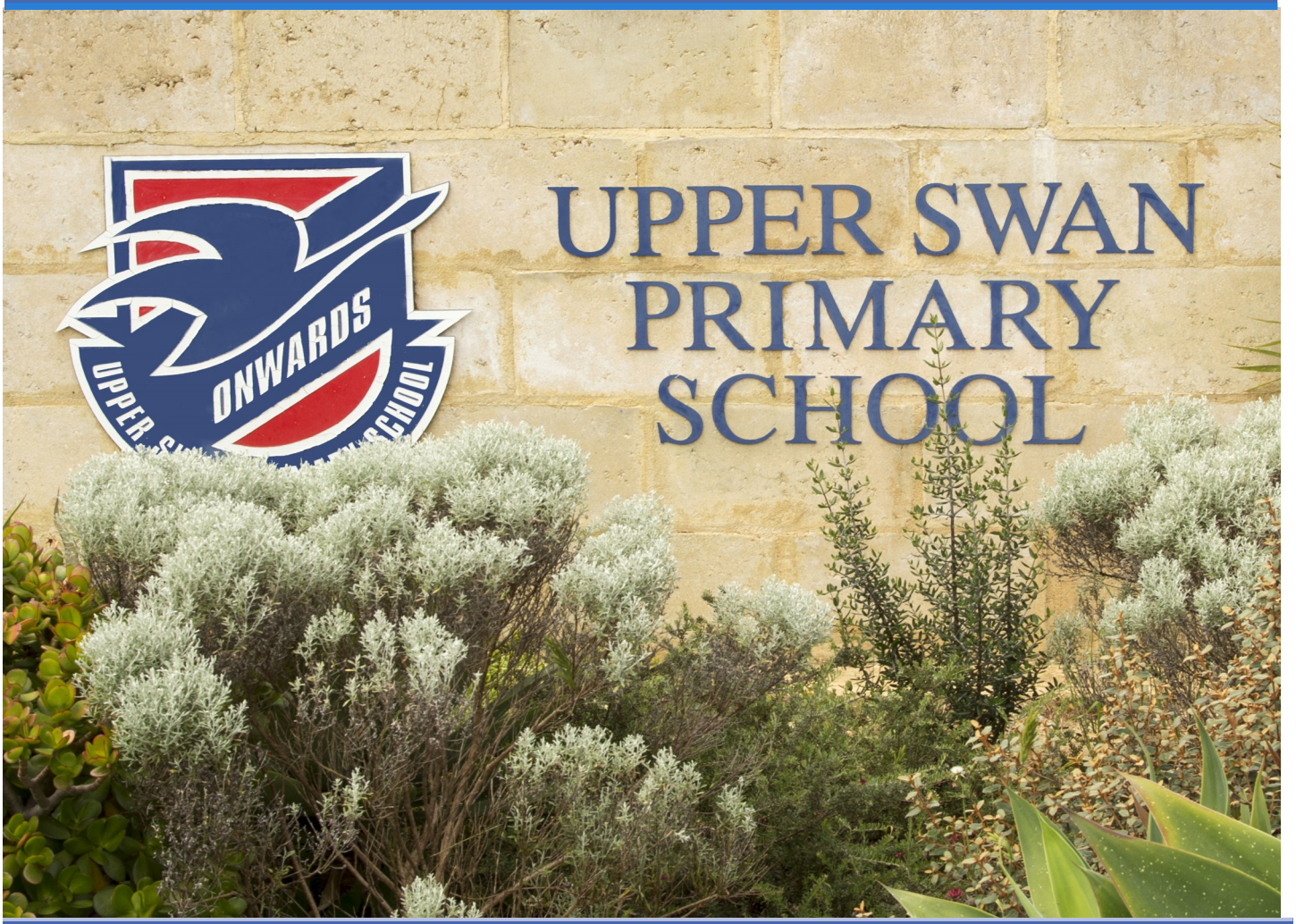
# *Annual Report*




*2021*

# *Message from the Principal*

It gives me great pleasure to present the Upper Swan Primary School Annual Report for 2021. This Annual Report provides the community and the Executive, Western Australian Department of Education, with important information about the achievements of our school and the analysis and interrogation of data that will inform continual improvement. Copies of the report will be made available to: *The school community, School Council members, and The Department of Education (DoE)*

The Annual Report is a requirement of the DoE but more importantly provides an essential mechanism for us to address our governance and accountability responsibilities. This report has been signed by the Principal and the Chairperson of the School Board to acknowledge that this is a true and accurate account of the school's operations in 2021, and that this report meets all State and Commonwealth Government requirements for school annual reporting. This report is designed to provide key information and reflections on the performance of Upper Swan Primary School in 2021. This report identifies the school's progress and areas to be addressed, resulting in recommendations for the 2022 school year. This report includes NAPLAN assessment data and data from other sources, including Australian normed assessments to make determinations about student achievement and progress.

Given the complexities of another Covid-19 and bush fire effected year, I am proud of our staff, and I am extremely grateful to our staff for their commitment during a difficult and challenging year. Despite having three principals in 2021, our staff continued to do whatever it took to support our students. We look forward to a new year in 2022 and relish the opportunity to work closely with the school board, P & C and community. We will continue with a strong focus on the traditions and practices that have developed a great school culture, which is recognised broadly in the local and surrounding district. I thank all of our staff, students, parents and community members for their commitment to our school during 2021.

I would like to acknowledge the contribution of our Leadership and Business Management Team for their work and support throughout 2021. Their continuing commitment to our students, staff and parents underpins *The Upper Swan Way* and sets the standard for our school culture.

Greg Sullivan — Principal

David Jeffs — School Board Chair



# *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 2021 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 rich Indigenous and colonial histories.

The school opened 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.

In 2021 Upper Swan offered a number of specialist programs. Physical Education, Art, Drama as well as Chinese were again specialist curriculum areas. With the appointment of a new principal in term 3, 2021 also saw the implementation of a targeted improvement agenda for our school. Upper Swan Primary School has a well established reputation in the community as a great school. We have many traditions and practices that set us apart from other schools. Our challenge is to keep, and to build on to, all that is great about Upper Swan Primary School, while, at the same time, implementing an improvement agenda that will see students' performance and progress at a level commensurate with our reputation. To this end, the teachers will receive considerable professional learning, and new programs will be introduced in 2022.

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 running major fund. In 2021 the P & C contributed more than $30 000, which helped the school put curtains in the Under Cover area, install a new projector and electronic drop down screen, carpet the stage, as well as funding awards for our students.

***Commitments***

- Upper Swan Primary School is committed to teaching and learning excellence. We believe this can only be achieved by developing meaningful partnerships, ensuring our future direction is reflective of the changing needs of the local and global community.
- We strive for excellence by ensuring that our practices are based on current educational research and strategies.
- We aim to become a high performing public primary school; comparable with the highest performing schools .
- We hold ourselves accountable for the outcomes we achieve.
- We are a professional learning community that implements inclusive practices, innovation, collaboration and flexibility, while inspiring and nurturing lifelong learning and leadership for students and teachers.

# School Board

The Upper Swan Primary School Board, comprising of staff, parents and community members, work together to ensure sound governance and resources are targeted to identified priorities and the needs of students.

The School Board comprises of the Principal, two staff members, three parents and two community members.

The following are some of the items the council has worked on in 2021:

- Review and note the 2022 School Budget
- Regular review and noting of school spending against the 2021 Budget.
- Review of school educational priorities and other relevant policies.
- Review of the staffing profile and implications for 2021.
- Review of NAPLAN results in comparison to like schools both state and national. Strengths and areas needing attention were identified, discussed and details of planning reviewed.

***David Jeffs - Chair***

Upper Swan Primary School Board

2022




## *2021 School Board Membership:*

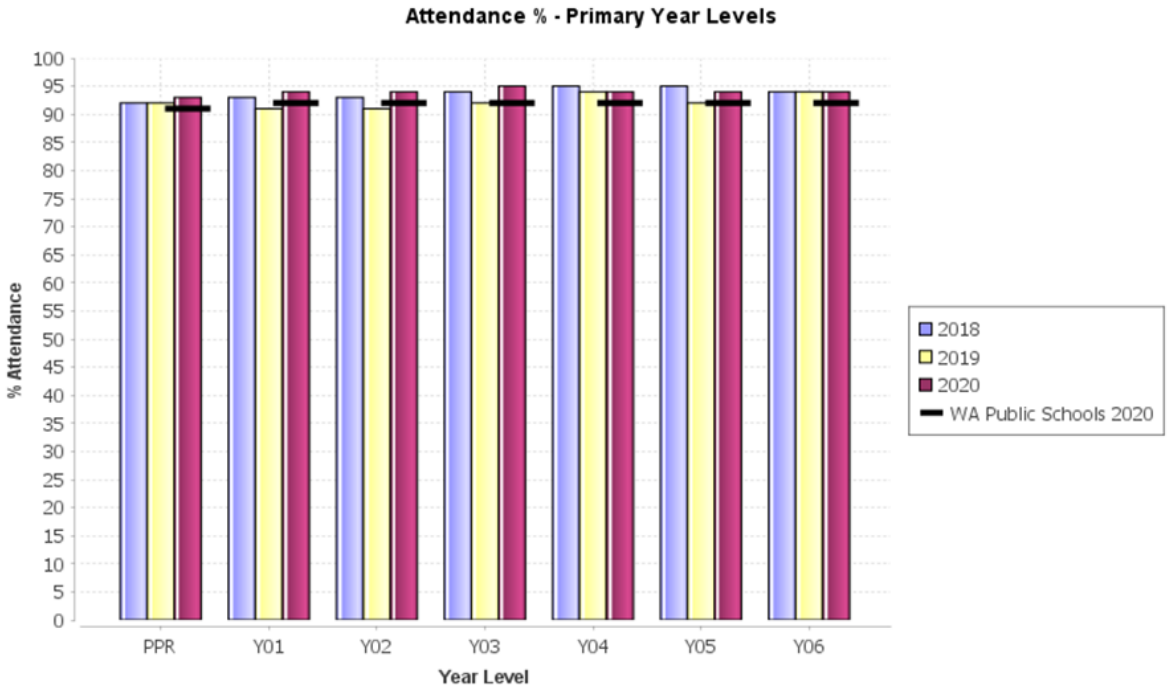
### School Board Chairperson

Mr David Jeffs

| Staff Representatives | | Parent Representatives | Community Representatives |
|---|---|---|---|
| Mr Greg Sullivan | (Principal) | Karina Begley | Karen Corica |
| Mrs Jodie Jones | (Teacher) | Lachlan Denning | Charlotte Gosatti |
| Mrs Roxanne Righton | (Teacher) | Ellison Nonis | |



# School Enrolment and Attendance




## Attendance Overall

Primary Attendance Rates

| | Non - Aboriginal | | | Aboriginal | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 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% |
| 2020 | 93.9% | 93.8% | 93.2% | 87.8% | 85.7% | 77.6% | 93.8% | 93.5% | 91.9% |

| | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
|---|---|---|---|---|---|---|---|
| 2018 | 92% | 93% | 93% | 94% | 95% | 95% | 94% |
| 2019 | 92% | 91% | 91% | 92% | 94% | 92% | 94% |
| 2020 | 93% | 94% | 94% | 95% | 94% | 94% | 94% |
| WA Public Schools 2020 | 91% | 92% | 92% | 92% | 92% | 92% | 92% |

The attendance graphs indicate the high level of attendance at Upper Swan Primary School. While attendance is good, in 2021 we regularly followed up with the parents of those students at risk. Support and assistance was offered families with attendance concerns.

# 2018 Staffing Information

Upper Swan Primary School (5427)

## Staff Information

| | No | FTE | AB'L |
|---|---|---|---|
| **Administration Staff** | | | |
| Principals | 1 | 1.0 | 0 |
| Associate / Deputy / Vice Principals | 2 | 2.0 | 0 |
| Total Administration Staff | 3 | 3.0 | 0 |
| **Teaching Staff** | | | |
| Level 3 Teachers | 2 | 1.8 | 1 |
| Other Teaching Staff | 31 | 20.7 | 0 |
| Total Teaching Staff | 33 | 22.5 | 1 |
| **School Support Staff** | | | |
| Clerical / Administrative | 3 | 2.4 | 0 |
| Gardening / Maintenance | 1 | 0.6 | 1 |
| Other Non-Teaching Staff | 12 | 7.9 | 0 |
| Total School Support Staff | 16 | 10.9 | 1 |
| **Total** | **52** | **36.4** | **2** |

# 2021 Colour Explosion







# 2020 Year 7 Students

## Upper Swan Primary School (5427)

## Destination Schools

**2021 school destinations of the 2020 student cohort**

**Year Level :** Y06 Male: 36 Female: 23 Total: 59

| Destination Schools | Male | Female | Total |
|---|---|---|---|
| 4209 Aveley Secondary College | 14 | 8 | 22 |
| 1223 La Salle College | 6 | 3 | 9 |
| 4177 Ellenbrook Secondary College | 6 | 2 | 8 |
| 1304 Swan Christian College | 4 | 3 | 7 |
| 1464 Swan Valley Anglican Comm School | 2 | 4 | 6 |
| 4020 Governor Stirling Snr High Sch | 3 | | 3 |
| 4178 Cape Naturaliste College | 1 | | 1 |
| 1309 St Stephen's School | 1 | | 1 |
| 4144 Woodvale Secondary College | | 1 | 1 |

The 2021 Year 6 Leadership Adventure Camp was held in the Swan Valley.



# *2021 Assessment*

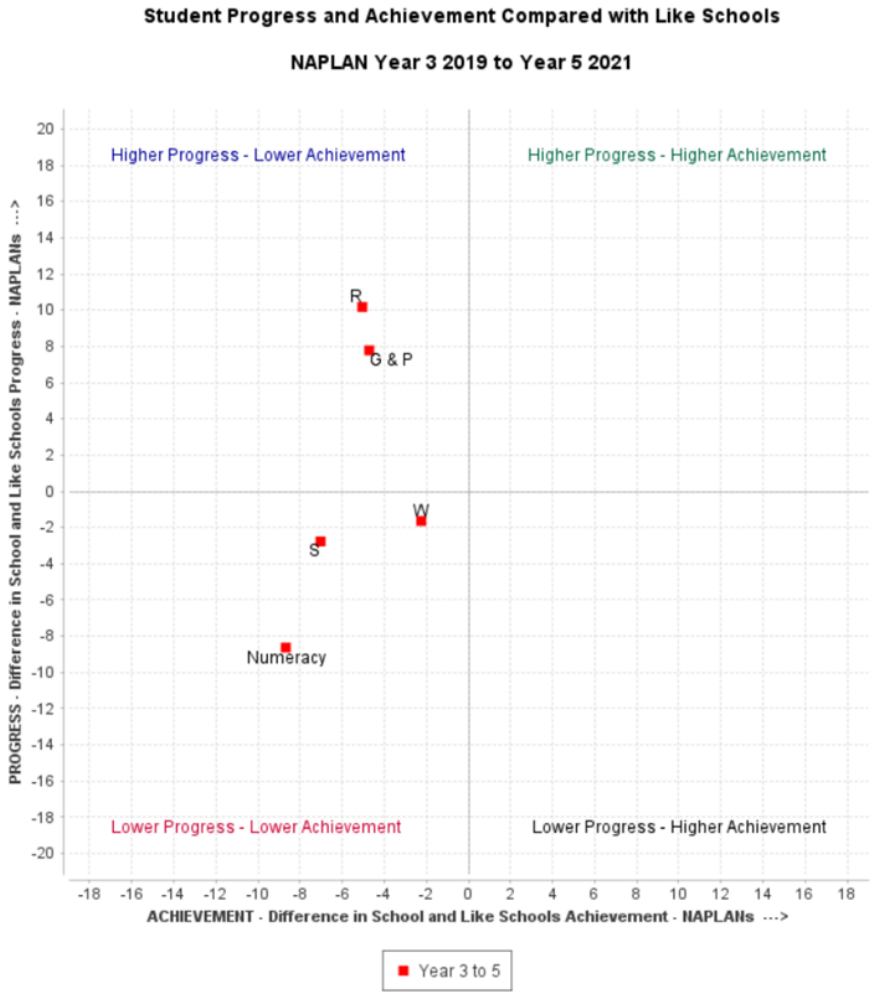
In 2021, the school conducted Progressive Achievement Tests (PAT). “Progressive Achievement Tests are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas”. These tests are produced by The Australian Council for Educational Research (ACER) and provided reliable data allowing students’ results to be compared with the Australian normed assessment measures developed by ACER. Our ability to compare students achievements against an Australian normed sample has provided a clearer picture of where we need to improve.

To assist with the analysis of students’ progress and achievement, data software was introduced and used by the Leadership Team. Professional Learning was provided to all teachers by Best Performance.  Other assessments and this data formed part of our data analysis in 2021. This will continue in 2022 to build teachers’ capacity to use data to inform their planning and teaching.

By using the nationally norm-referenced PAT testing, in conjunction with ongoing formative assessments, we continued to utilise data analytics to identify students at risk and to identify individual student progress along the learning continuum. This approach allowed us to make informed decisions about the teaching and learning required for each student, and assist us to measure the effectiveness of our teaching programs. We will continue to develop and refine these processes in 2022.



# 2021 Assessment



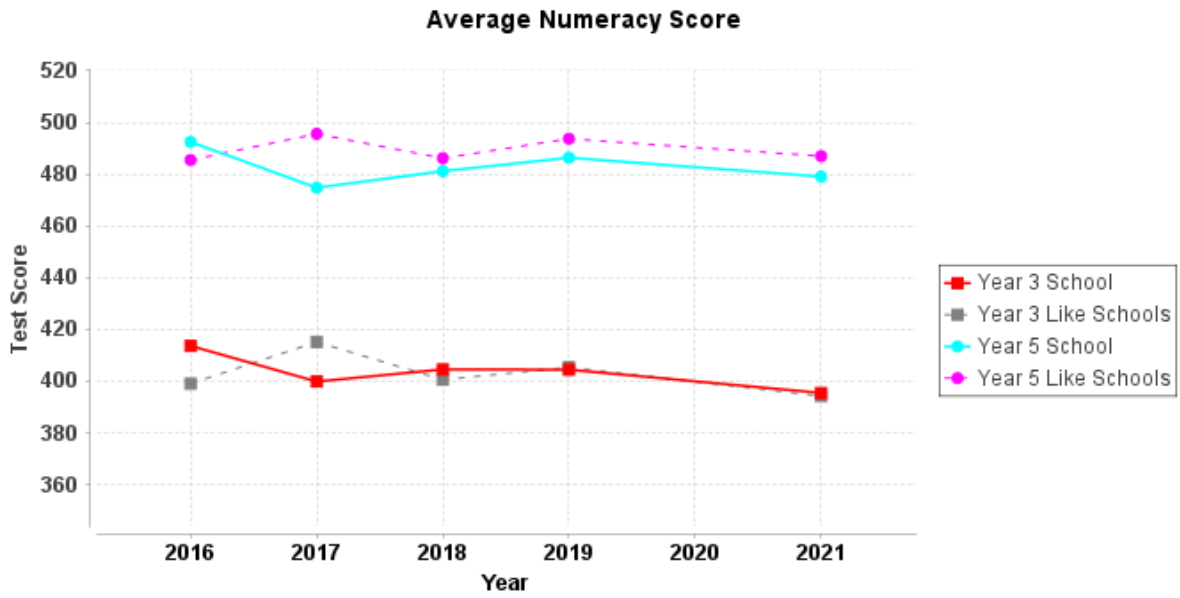

While students compared well to the National average in NAPLAN testing, this graph demonstrates students' performed below average achievement compared to "Like Schools". Student progress is below the average achievement in Numeracy, Writing and Spelling compared to "Like Schools". It is pleasing to see the higher than average progress in Reading and Grammar and Punctuation when compared to "Like Schools", continuing the trend established in 2019.



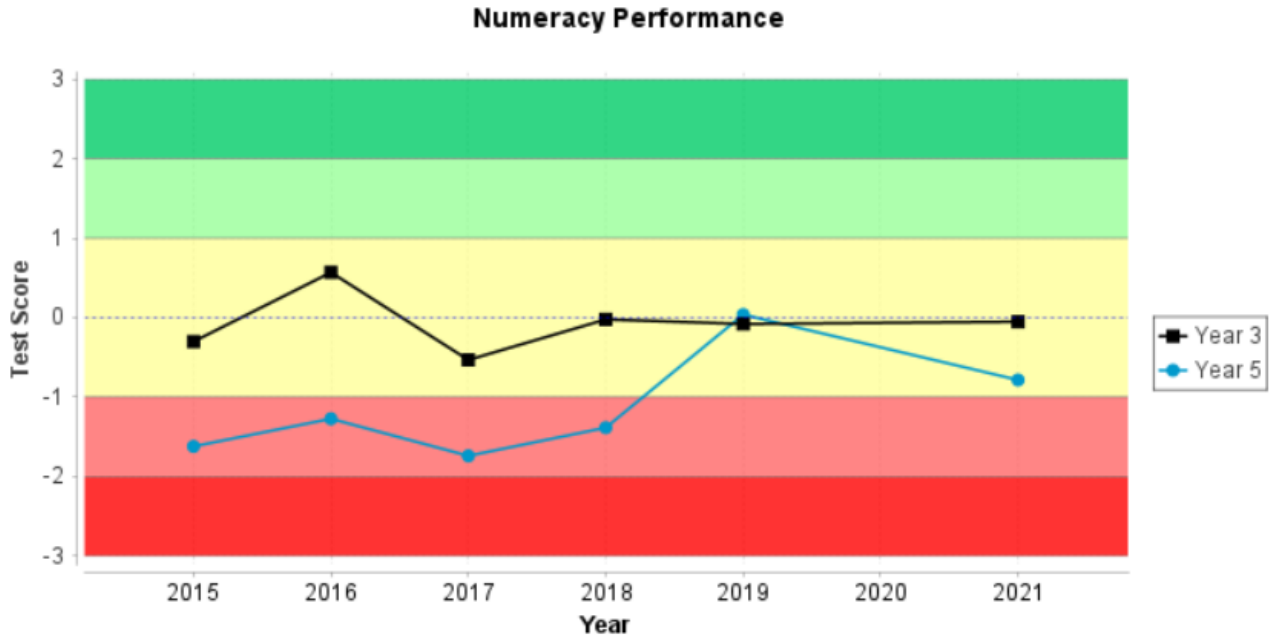
# Performance Data

Our performance data is demonstrated in two longitudinal data graphs. The first demonstrates our performance compared to "like school" over a set period. The second also demonstrates our performance over time but it highlights where we are placed based on standard deviations.

Average Numeracy Score




Numeracy Performance

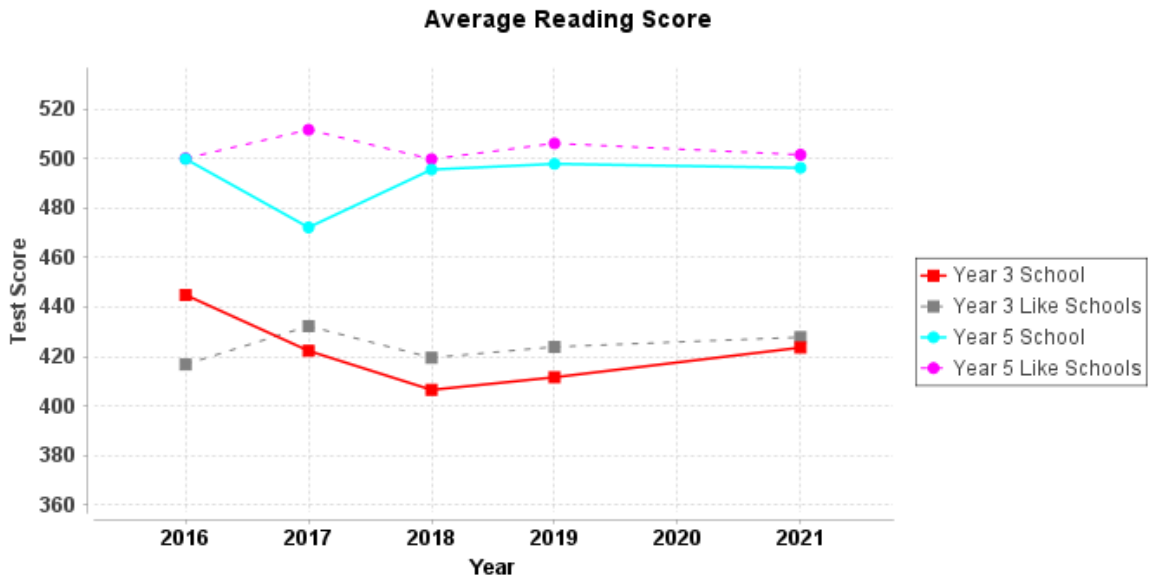



Numeracy

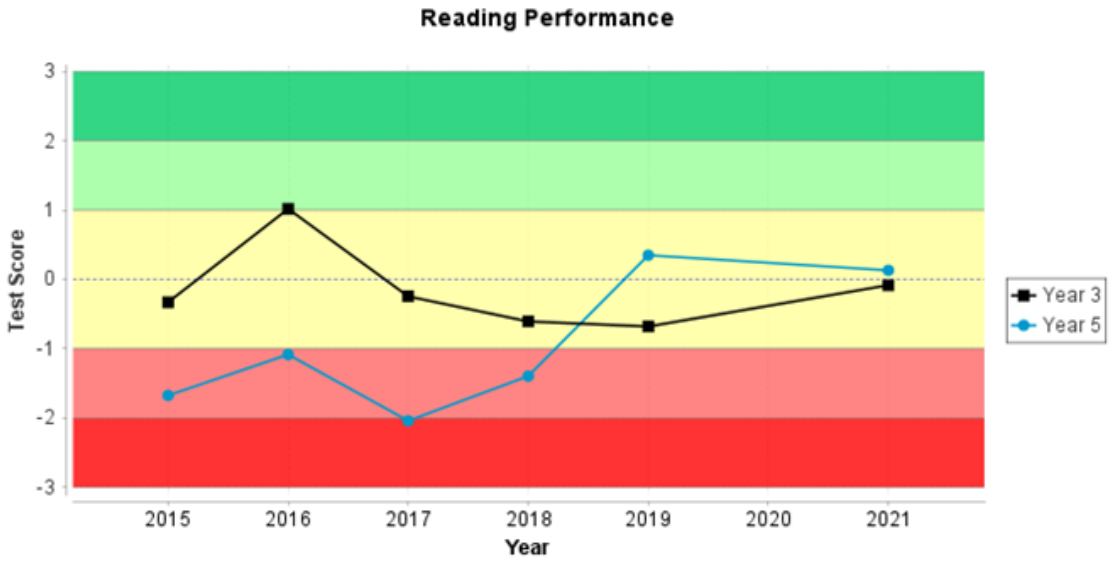
It is pleasing to see the improvement of student performance in maths in recent years. Students achieve within the one standard deviation of "like schools". Our aim is for students to perform consistently above "like schools". The Yr 5 NAPLAN average has been below "like schools" since 2017. The introduction of maths programs, to support explicit pedagogy, and continuing to refine daily reviews are intended to assist teachers to develop an increasingly consistent approach to the delivery of the maths curriculum. The lower than expected number of students performing at a higher level will be a goal for improvement in 2022.

# Performance Data

Average Reading Score




Reading Performance

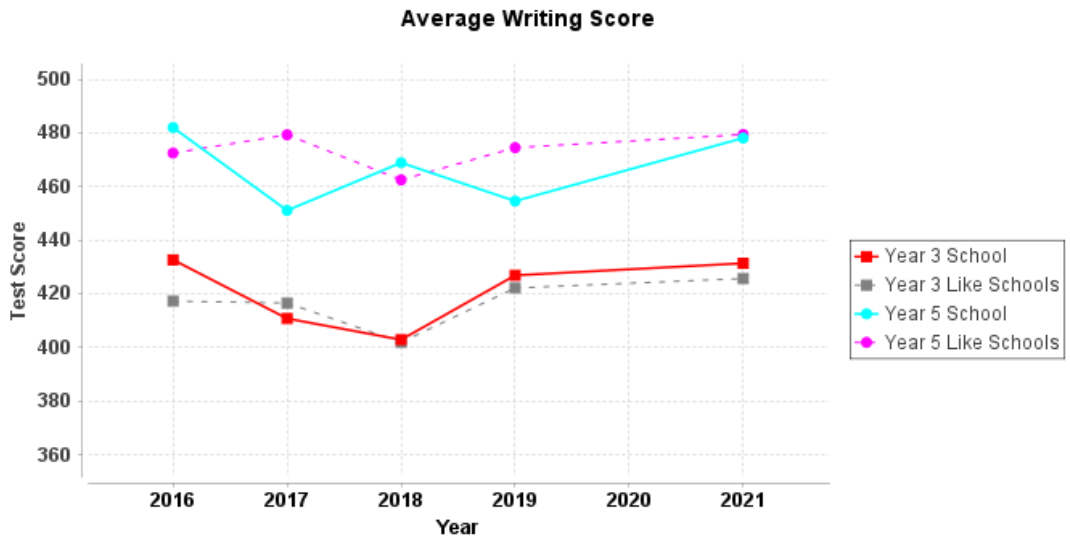



**Reading**

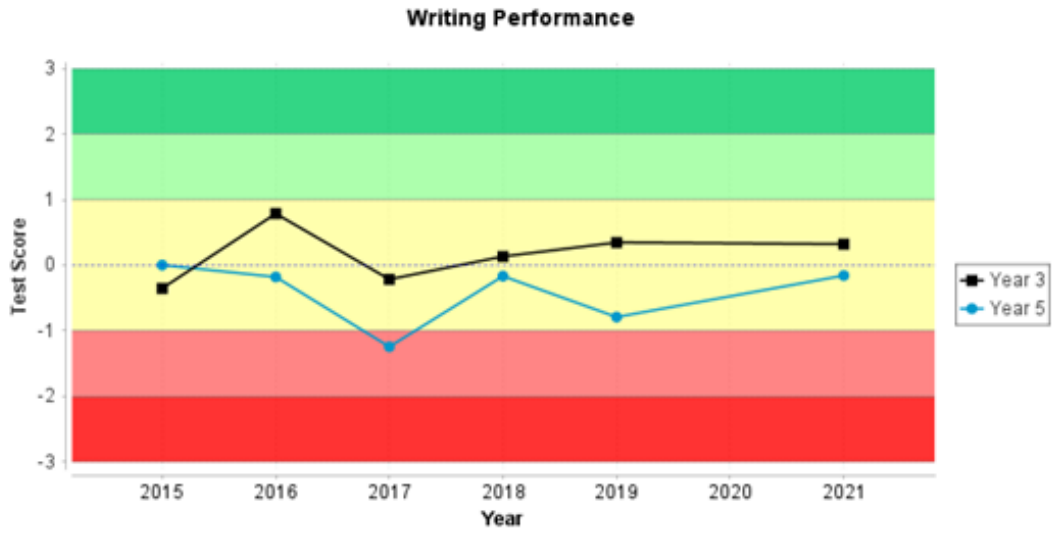
The improvement in reading results, particularly in Yr 3, is pleasing. We have continued to refine the Reading instruction model, assessments and use of data. These refinements are aimed at informing teachers of the areas of comprehension and specific comprehension strategies students need to improve in. The improvement trend in Year 3 Reading between 2018 and 2021 is significant. In 2018 the Year 3 was 27 points below the national average and significantly below that of "Like Schools". In 2021, however, our Yr 3tudents performance was 13 points above the national average. The Year 5 results were also impressive, demonstrating improvement with the student average above the national average.

# 2021 NAPLAN

Average Writing Score




Writing Performance

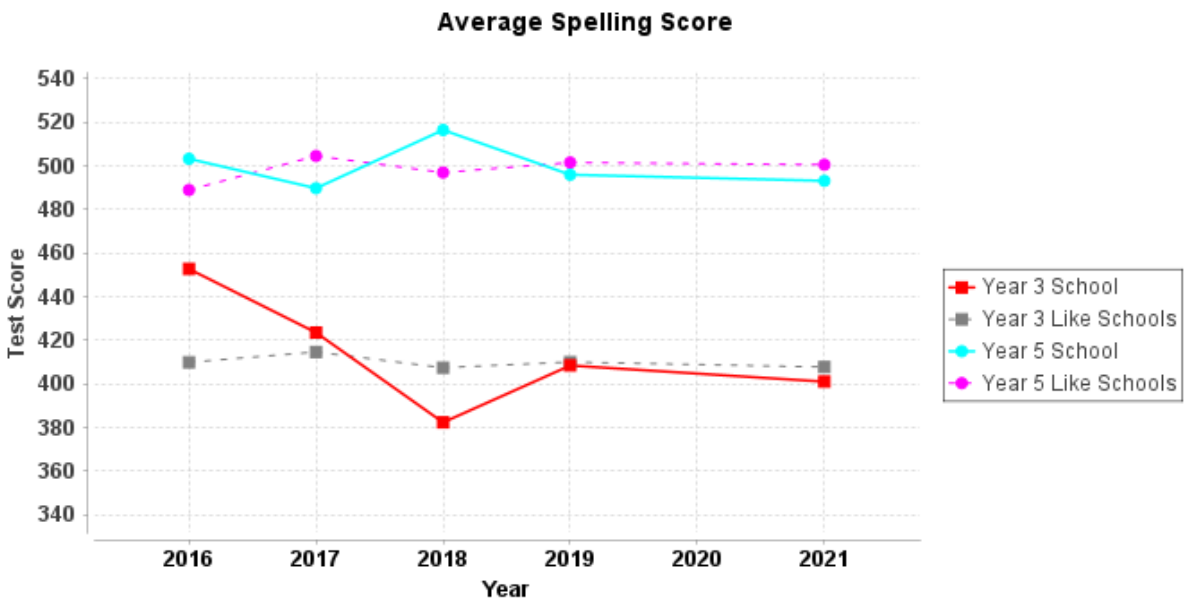


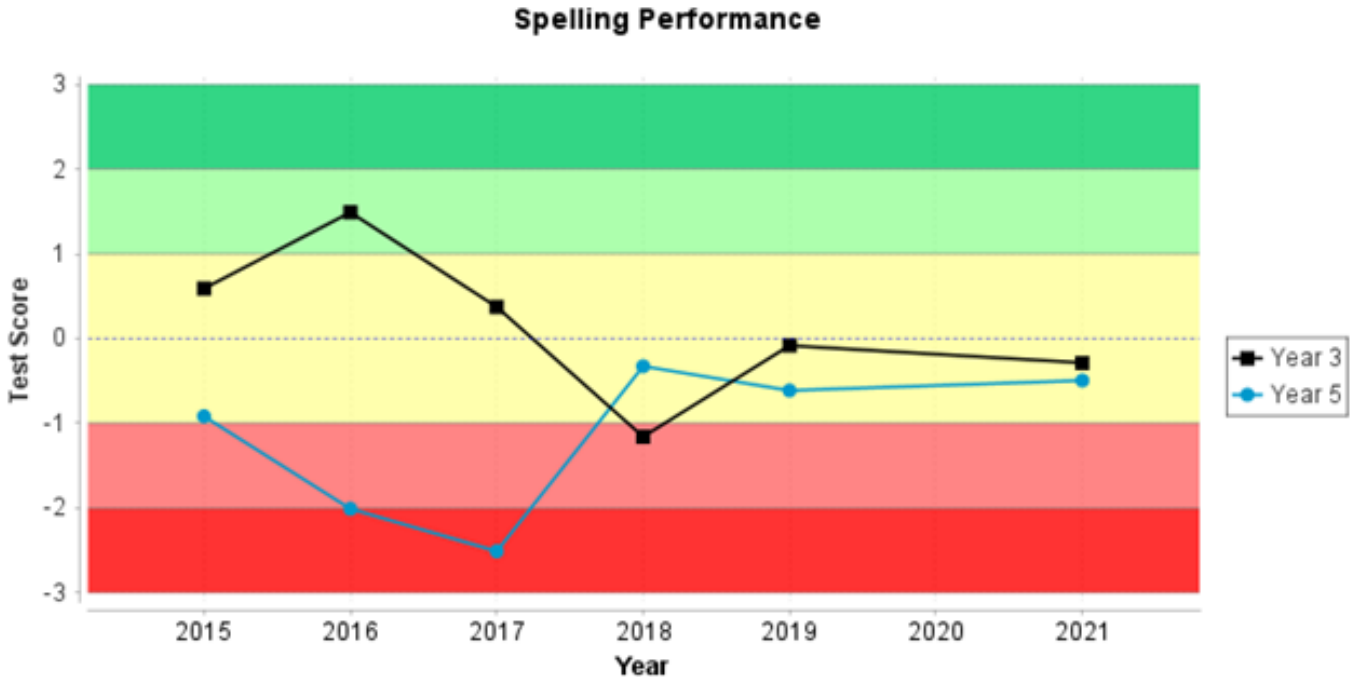

**Writing**

The 2021 results show fewer students in the lower proficiency bands in Year 3 and Year 5, a significant decrease from 2018 and 2019 results. The Year 3 Writing score distribution in Bands 5 and above has increased for our students; and exceeded "Like Schools". The progress in Writing between Years 3 and 5 is beginning to improve. This focus on progress remains a goal for 2022 and will be demonstrated by student scores being represented in a greater percentage of students scoring in higher Proficiency Bands and progress from On-Entry Assess to Year 3 to Year 5 being maintained.

The professional learning for teachers in Talk for Writing this year, is an important part of our approach to support the consistent application of writing strategies across grades in 2022, supported through collaboration, coaching and mentoring.

Average Spelling Score

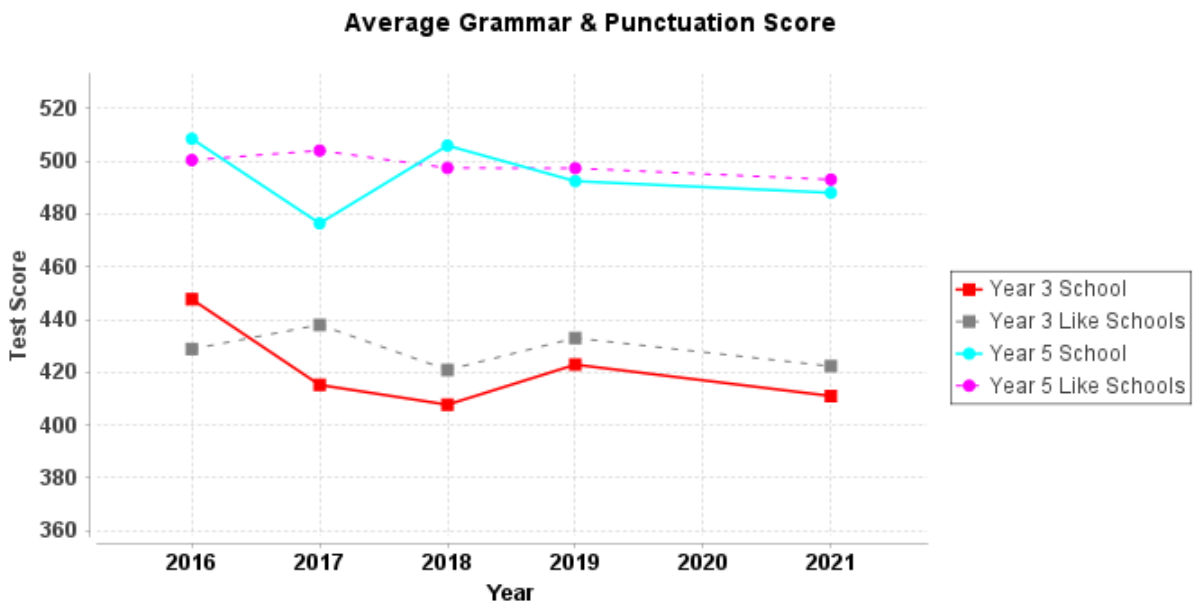


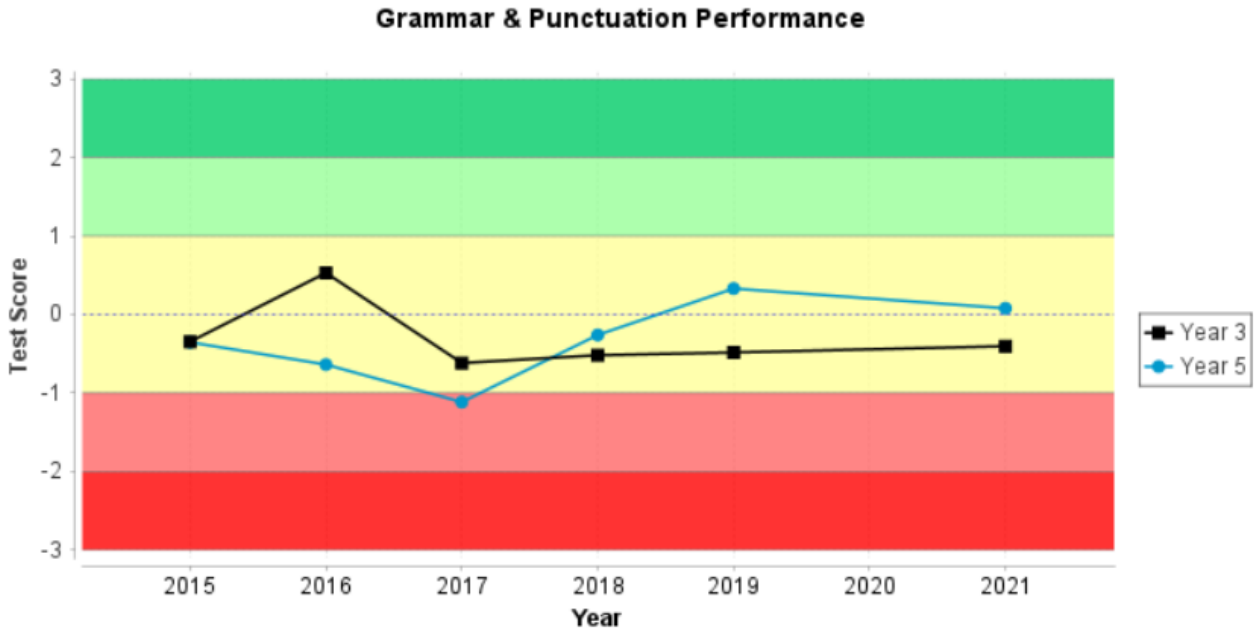

**Spelling**

Results in spelling are within one standard deviation of "like schools" although there has been a drop in comparative performance from Year 3 to Year 5. The introduction of Spelling Mastery, a focus on Vocabulary Words and the use of Magpie Books and Word Walls will be introduced in 2022. A whole school approach with an emphasis on explicitly teaching spelling rules and vocab will be implemented.

Average Grammar & Punctuation Score




Grammar & Punctuation Performance




**Grammar and Punctuation**

Students achieve within the one standard deviation of "like schools". Year 5 score distribution shows Upper Swan has fewer students in the higher bands than 'like schools'. Over the period 2018—2021 the Year 5 average NAPLAN score for Grammar and Punctuation has fallen from being above the WA and National means to just below. Year 3 score distribution is similar to 'like schools' in lower bands but has a lower percentage of students in the higher proficiency bands. The Our aim is for students to perform consistently above "like schools" with greater numbers of students scoring in higher proficiency bands and to make year on year progress. The introduction of Talk for Writing, with a focus on developing Tool Kits, which target grammar and punctuation will assist in this area.

# Findings & Summary

## Supporting Students with Learning Difficulties

Intervention was an important element of our differentiation processes for identified students with learning difficulties, who required extra support. Using Mini–Lit, phonics, reading fluency and comprehension were targeted. Regular assessment and screening was carried out to track progress and to inform adjustments and planning.

The progress of students in intervention was significant for all except for a few students, when compared to their progress in a class setting. Students not making progress in Intervention were referred for further assessment with either our School Psychologist or through their GP. Writing effective and targeted Individual Education Plans was a priority with extensive Professional Learning on the use of system planning tools to plan for students with disability and learning difficulties.

The Response to Intervention model was further refined throughout 2021 by targeting early identification of, and early intervention for, students with learning difficulties. The three tier response model combined with our refined case conference approach resulted in an increase of students with diagnosis and extra funding for support. All funding for students with diagnosis was directed towards staffing for Special Needs Education Assistants.

### Supporting Talented and Gifted Students

Perhaps our most disappointing results were the low number of students performing in the top bands of all normative assessments. While our teachers have focussed on extending our brightest students this has not translated into higher percentages of our students performing at a higher level. This will be a focus for 2022. Many of our new programs will support teachers to extend students, and this will be further enhanced by cross-setting our students in spelling and maths where it is appropriate.



# *Upper Swan 2021 Reflections & Future Direction*

2021 was a challenging year at Upper Swan Primary School, particular given the school had three principals; Mr Green term 1, Mrs Higgins, term 2 and Mr Sullivan Terms 3 and 4. Throughout these changes the school benefitted from strong positive support from our school board, led by David Jeffs. Our P & C were once again magnificent in their support of our school and students during 2021. Many of our parents were behind every P & C event and also the P & C leadership have been a great personal support to the school. To all of the parents who contributed, wrote or voiced their support for our school and staff in 2021, my sincere thanks.

Our new writing program, Talk 4 Writing, was introduced during the year and began to have a significant impact on the standard of writing achieved across the school. The standard of our students' writing was reviewed during the year with comparisons with other schools. This became a focus area with targeted strategies adopted to address areas of concern. The outcomes from that work will see our teaching practices continue to be modified to ensure significant improvement across all grades will be a priority in 2022, and our goal is for this improvement to continue.

The school also had outstanding success in many non-academic areas, but particularly in sport, music, fine arts and environmental practices. The success of our sporting teams continued with a number of significant performances and achievements, but the number of our students participating in school and community events was most pleasing. Our Chinese Language programme was again engaging and highly educative for our students.

A significant professional learning programme, for teachers and support staff, continued. This included a focus on trialling and providing feedback on research and evidence based teaching strategies and programmes. The culture to support school improvement was developed further in 2021, and this will impact our progress toward strategic peer observation and feedback, which will commence in 2022 . Our goal is to have more consistent low variation teaching practices, across the grades (Louden, 2015). This has been a priority and evidence of this is more consistent across the school . More opportunities will be provided for teachers to work collaboratively in phases, with an emphasis on developing Joint Practice Development, described as, '*learning new ways of working through mutual engagement that opens up and shares practices with others*' is evolving (Fielding, 2005). Creating the conditions for teachers to share best practice is considered essential in maintaining, and developing a high performance culture. The appointment of a Literacy Leader with release time will enable this process to be planned with a critical eye to determine and share best practice.

Although we articulate continual improvement, our students demonstrated significant improvements in many areas the curriculum. The effect of Daily Warm-Up activities was evident in all year levels, and our students knowledge, understanding and recall improved measurably. Our staff and parents can be extremely proud of our students and their achievements. We will not rest on the improvement achieved in 2021; this is the beginning of an improvement trajectory that has been established for our school. It is essential that we hold ourselves accountable for the progress that we make in comparison to "like schools".

We have made progress against identified priorities, targets and focus areas in our School Business Plan.
With the new structures of our Leadership Team, we will continue to support our teachers and create a culture for improvement and teaching excellence. The support of our staff, the School Board and the P & C is clearly evident. In our desire to continually improve the services we provide, we will continue to liaise at length with our parent bodies, through informal conversations and through our parent survey to gauge the needs and expectations of the community. We will respond to this feedback to ensure our students receive a broad and diverse educational experience, comparable to the very best in Australia. To this end, we will continually strive for excellence in all areas of education for the student, families and staff of Upper Swan Primary School.

I acknowledge our dedicated and hardworking team and our community for their commitment to support our students and the school during a difficult 2021. Our school community's care, passion and enthusiasm that was so evident during the difficult Covid-19 periods of 2021, was an indication of the commitment of our entire community to our school. I cannot thank our community enough for their unwavering support throughout 2021.

**GREG SULLIVAN**

PRINCIPAL

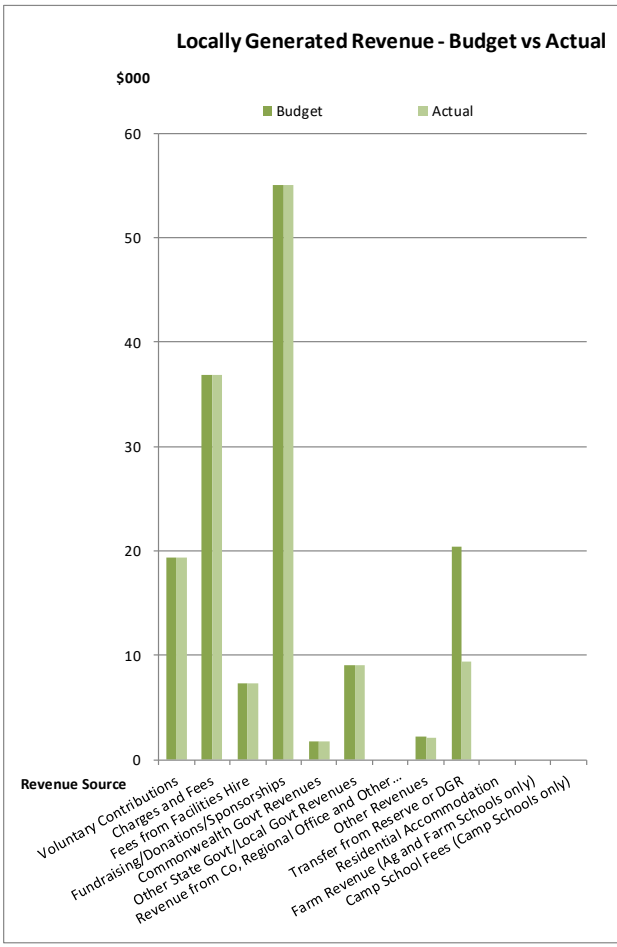
December 2021

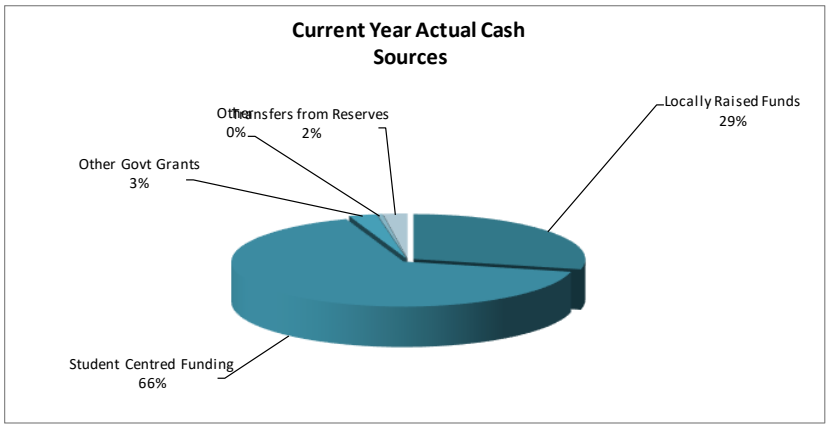
Insert your School Logo Here or Delete if not required

# Upper Swan Primary School

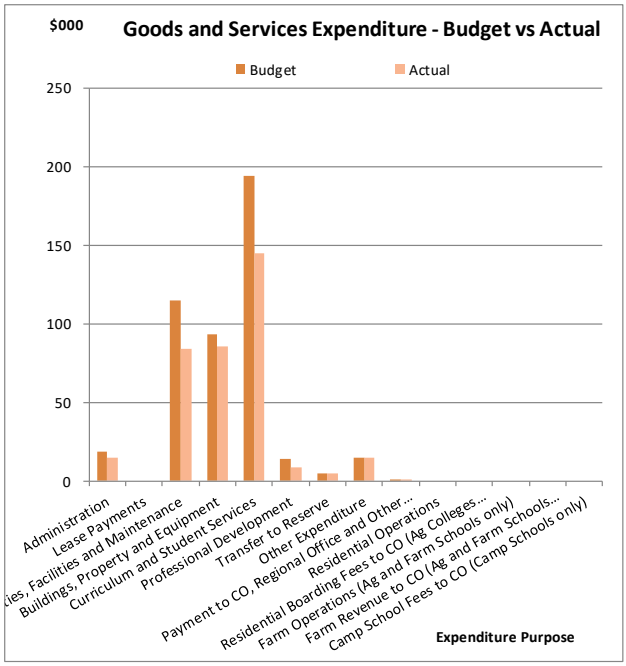
**Financial Summary as at 31/12/2021**

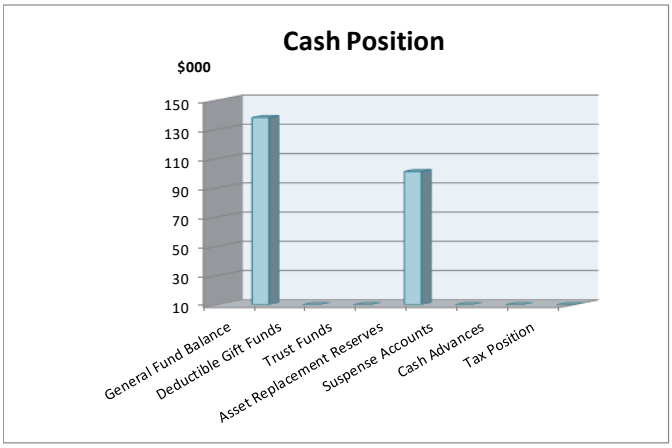
| | Revenue - Cash & Salary Allocation | Budget | Actual |
|---|---|---|---|
| | butions | $ 19,341.00 | $ 19,341.00 |
| | s | $ 36,905.00 | $ 36,903.93 |
| | ies Hire | $ 7,273.00 | $ 7,272.74 |
| | ations/Sponsorships | $ 55,124.00 | $ 55,124.46 |
| | Govt Revenues | $ 1,776.88 | $ 1,776.88 |
| | /Local Govt Revenues | $ 9,000.00 | $ 9,000.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | $ - | $ - |
| 8 | Other Revenues | $ 2,177.00 | $ 2,122.97 |
| 9 | Transfer from Reserve or DGR | $ 20,441.68 | $ 9,441.68 |
| 10 | Residential Accommodation | $ - | $ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | $ - | $ - |
| 12 | Camp School Fees (Camp Schools only) | $ - | $ - |
| | **Total Locally Raised Funds** | $ 152,038.56 | $ 140,983.66 |
| | **Opening Balance** | $ 80,764.24 | $ 80,764.24 |
| | **Student Centred Funding** | $ 272,691.16 | $ 272,691.16 |
| | **Total Cash Funds Available** | **$ 505,493.96** | **$ 494,439.06** |
| | **Total Salary Allocation** | $ - | $ - |
| | **Total Funds Available** | **$ 505,493.96** | **$ 494,439.06** |




| | Expenditure - Cash and Salary | Budget | Actual |
|---|---|---|---|
| 1 | Administration | $ 18,156.00 | $ 14,380.25 |
| 2 | Lease Payments | $ - | $ - |
| 3 | Utilities, Facilities and Maintenance | $ 114,338.00 | $ 83,640.03 |
| 4 | Buildings, Property and Equipment | $ 93,020.01 | $ 85,714.59 |
| 5 | Curriculum and Student Services | $ 193,532.77 | $ 144,439.34 |
| 6 | Professional Development | $ 14,000.00 | $ 8,486.36 |
| 7 | Transfer to Reserve | $ 5,000.00 | $ 5,000.00 |
| 8 | Other Expenditure | $ 14,749.21 | $ 14,745.46 |
| 9 | Payment to CO, Regional Office and Other Schools | $ 168.00 | $ 70.00 |
| 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) | $ - | $ - |
| | | | |
| | **Total Goods and Services Expenditure** | **$ 452,963.99** | **$ 356,476.03** |
| | **Total Forecast Salary Expenditure** | $ - | $ - |
| | **Total Expenditure** | **$ 452,963.99** | **$ 356,476.03** |
| | **Cash Budget Variance** | **$ 52,529.97** | |




| | Cash Position as at: | |
|---|---|---|
| | **Bank Balance** | **$ 235,275.65** |
| | Made up of: | |
| 1 | General Fund Balance | $ 137,963.03 |
| 2 | Deductible Gift Funds | $ - |
| 3 | Trust Funds | $ - |
| 4 | Asset Replacement Reserves | $ 101,058.32 |
| 5 | Suspense Accounts | $ (36.70) |
| 6 | Cash Advances | $ - |
| 7 | Tax Position | $ (3,709.00) |
| | **Total Bank Balance** | **$ 235,275.65** |

# Farewell Mr Stephen Green



Mr Stephen Green who had been Principal at Upper Swan Primary School for twelve years, retired at the end of Term 2 2021. He was well respected and well-liked by students staff and the community. The entire Upper Swan Community joined together to bid him farewell and wish him well for his future endeavours and adventures.

