



2020 Annual School Report

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Report prepared by Elizabeth Melville

School Vision

Our vision is to create an inclusive school based on mutual trust and tolerance, where opportunities for learning are diverse and achievable. Our school is a safe place where all students from different cultures are proud, equal and encouraged to share their knowledge whilst striving for excellence. Respect for everyone and everything is demonstrated in every action, every day.

All students, staff and families are committed to the core values in our emblem which are the tools we use to achieve our vision: Citizenship, Integrity, Sportsmanship and Initiative.

Our moral purpose is to instil these core values which will enable us to achieve our vision.

Citizenship: Respect diversity, tolerate differences, understand and develop sustainable environmental practices and contribute positively to our community.

Integrity: Reliable, committed to achieve their full potential and being honest.

Sportsmanship: Team skills and group achievement, commitment, perseverance, justice and fair play.

Initiative: Self-motivation, empowering and problem solving.

Introduction

As we share our activities, we take the modesty to say that we did our best to do as we had planned and we are proud of our students and teachers who strive hard to achieve beyond expectations. We have focused on the holistic development of the students. To avoid lengthy presentation, the report will be a nutshell of all.

School Priorities for Students

Priority Area 1: Teaching and Learning - Students are Literate Numerate and Curious

Priority Area 2: Attendance and Engagement (supportive and safe learning environment)

Priority Area 3: Community Engagement

Main Focus

Successful students are at the core of Southwell Primary school improvement and accountability with all other components connected to and focused on the standards of student achievement.

Southwell Primary's ranked preconditions to enable to be a high performing high care school

Shared common vision.

Trust between Admin & Staff.

Good relationships – Staff – Students – Community.

Strong shared leadership.

Strong ethos of critical self-reflection. Individual, group, Whole school & data driven.

2019

School facts

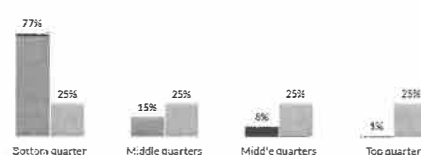
School sector	Government
School type	Primary
Year range	K-6
Location	Major Cities

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	812
Average ICSEA value	1000
School ICSEA percentile	3

Distribution of Socio-Educational Advantage (SEA)



School staff

Teaching staff	10
Full-time equivalent teaching staff	7.0
Non-teaching staff	10
Full-time equivalent non-teaching staff	6.5

■ School distribution ■ Australian distribution
Percentages are rounded and may not add to 100

SOURCE: <https://www.myschool.edu.au/school/48602>

STUDENT ACHIEVEMENT AND PROGRESS

- Southwell applied some very specific strategies for 2020.
- Run a collaborative planning session during a staff meeting to refresh staff knowledge of the SCSEA website and the features that exist within it (Curriculum content, General Capabilities, Judging Standards, Cross Curriculum Priorities, Assessment Principles)
- The implementation of PAT Testing will allow all staff to complete moderation in all strands of mathematics and reading comprehension.
- Implement diagnostic testing tasks once a semester in number to allow continual staff moderation.
- Formalise the use of Brightpath moderation to include a task in a different genre once per semester.

- Create a data collection schedule for PAT Testing Spelling Mastery, Brightpath, Letters & Sounds, CARS & STARS, Talk 4 Writing, NAPLAN, OET and SAIS.
- Create a data wall in the staff room that tracks each student's data in the above areas.
- Create a spreadsheet for staff to track the above data that demonstrates progress over time.
- Ensure staff are provided with training and allocated meeting time to analyse data each term.

Most of these strategies were put in place or have defined actions to ensure they are completed.

School Based Data

Overall, as the tasks are pre-set, the Common Assessment Tasks (CATs) provide stable data to identify areas of need, ease teacher workload and provide teachers with confidence in the knowledge that the CATs can be understood by any teacher in the school.

Southwell's CATs were formulated in 2015 and have been part of on-going review to create accurate, high quality, academic development information about students. Whole school professional learning was provided to help teachers deliver assessment with differentiation and moderation as the keys. The assessment material such as Brightpath, PM Reader, On Entry, Di Rigg and quarterly math tests, focus on the key knowledge and skills for each area of study. The tasks focus on the common errors made by students, identify gaps, seek to identify possible tier 2 to 3 students, whilst simultaneously addressing the core requirements of each outcome.

Individual to Group Planning with assessments

Students requiring additional time receive tier 2 or 3 assistance. Here teacher time is set aside to focus on tier 2-3 students to assist with specific and shared skills.

During 2020 Southwell has built a strong partnership with the community to provide one to one assistance for students in need of intervention.

Southwell boasts more volunteers than staff. The shift in our approach, is that we start with what they can do. While this may sound obvious, it is very easy for students to be pulled along at the same pace as other students.

AEDC

Teachers each year put forward members of the class for special needs assessment to identify developmentally vulnerable children. Teachers have created Individual Education Plans (IEPs) for students based on the assessed individual needs of the student. These students require support, receive ongoing monitoring and review of the adjustments and consultation and collaboration with the student and/or parents and carers or associates.

SAIS

Southwell student numbers are small, so making comparisons needs to be done with a degree of reservation. However, staff believed we could improve through moderation. Southwell uses staff meetings to assess the grades along with a complete overhaul of how mathematics is delivered at Southwell. Data from 2014 to 2020 shows a shift towards a greater similarity in grades given by Southwell teachers and like schools.

Targets and Milestone Measurement For Student Learning

Focus Area 1.1: Teaching and Learning English

- NAPLAN Results will be close to or equal like schools or national average.
- Identify cohorts and create specific targets through use of fine grained locally established assessments.
- CATs (Common Assessment Task) data will indicate positive movement for all students.

RESULTS

Focus Area 1.2: Teaching and Learning Mathematics

- 80% of Year 3 and 5 students to achieve at or above the National Minimum Standard in NAPLAN 2017, other specific targets stated in the operational plan.
- Year 3 – 5 cohorts to be equal to or better than like schools in NAPLAN
- Based on On-Entry Assessments at beginning of term 1, 70% of year one students to achieve a development point of 5% improvement.
- All students to improve their On-Entry Numeracy from Pre-Primary (Term1) to Year One (Term 1)

RESULTS

Focus Area 1.3: Teaching and Learning Science

Aims: - All staff to use and understand the process for planning science lessons
- Develop scientifically literate citizens through student participation in Science.

Improvement Targets: Increase the number of Year 5 students scoring above benchmark by 10% in the NAPLAN tests. 50% of all students will receive a C, based on SCSA standards.

RESULTS

Students: persisted in tasks, shared knowledge and ideas; expressed enthusiasm, joy, etc. Students explored verbally or physically; questioning, hypothesizing, and testing.

Students conducted internet searches for more information; used books/ journals about science, etc.

Students demonstrated increase in knowledge in specific content areas; made connections with everyday world; used scientific terminology.

Students formulated questions; testing, exploring, predicting, observing, collect and analyse data.

Students demonstrated understanding of the nature of science; used evidence-based reason and argumentation; demonstrate engineer design practices.

Year 3 2019						Southwell attainment ranges	
	Aust	WA	Southwell	Aust	State		
reading	408	423	440	432	427	84%	85%
spelling	405	420	435	412	427	89%	91%
grammar	408	423	440	432	427	81%	82%
writing	408	423	440	432	427	94%	94%
Numeracy	408	423	440	432	427	85%	85%

Year 3 2018						Southwell attainment ranges	
	Aust	WA	Southwell	Aust	State		
reading	408	423	440	432	427	72%	74%
spelling	408	423	440	432	427	78%	79%
grammar	408	423	440	432	427	63%	64%
writing	408	423	440	432	427	79%	81%
Numeracy	408	423	440	432	427	85%	86%

Year 3 2017						Southwell attainment ranges	
	Aust	WA	Southwell	Aust	State		
reading	409	414	439	431	420	71%	73%
spelling	409	414	439	431	420	74%	75%
grammar	409	414	439	431	420	64%	65%
writing	409	414	439	431	420	66%	67%
Numeracy	409	414	439	431	420	65%	66%

Year 5 2019						Southwell attainment ranges	
	Aust	WA	Southwell	Aust	State		
reading	496	474	499	506	504	78%	78%
spelling	492	471	498	501	500	85%	85%
grammar	496	474	499	506	504	81%	81%
writing	496	474	499	506	504	84%	85%
Numeracy	496	474	499	506	504	78%	78%

Year 5 2018						Southwell attainment ranges	
	Aust	WA	Southwell	Aust	State		
reading	494	465	504	503	502	76%	77%
spelling	494	465	504	503	502	91%	91%
grammar	494	465	504	503	502	76%	77%
writing	494	465	504	503	502	90%	91%
Numeracy	494	465	504	503	502	88%	89%

Year 5 2017						Southwell attainment ranges	
	Aust	WA	Southwell	Aust	State		
reading	494	473	499	506	499	70%	71%
spelling	494	473	499	506	499	69%	69%
grammar	494	473	499	506	499	59%	60%
writing	494	473	499	506	499	64%	65%
Numeracy	494	473	499	506	499	81%	82%

SOURCE of raw data: <https://apps.det.wa.edu.au/firstCut/index.jsp>

No additional data is available for 2020. Due to COVID19 our data is limited to local data.

Range within which Southwell attains at National and State levels. If the highest that was achieved at state or national level is considered 100%, then the range at which Southwell is recorded is how close Southwell students score is to that score. For example; where Southwell has achieved 85%, students need to raise their points by 15% to match the average Results.

Focus Area 1.4: Teaching and Learning STEM

STEM is science, technology, engineering and mathematics curriculum offered in an interdisciplinary and applied approach to learning.

Initiatives:

Develop interest in pursuing STEM learning activities. "I like to do this."

Develop capacities to productively engage in STEM learning activities. "I can do this."

Develop expanded value for and commitment to pursuing STEM learning activities and pathways. "This is important to me."

Improvement Targets: Teachers actively assist students to be more confident and capable users of STEM and STEAM knowledge.

RESULTS

While STEM had targeted lessons in semester one, STEM was integrated as part of learning across the curriculum. As such:

Students referenced examples of STEM in everyday life: everyday problems.

Students contributed to projects that address a community need; develop awareness of how STEM is implicated in larger societal issues.

Demonstrated awareness of opportunities to contribute to society through STEM.

Demonstrated knowledge about relevant professions; gained knowledge of the existence of such jobs and careers.

Students acquired knowledge of what courses are needed to prepare for or pursue STEM degrees.

Students expressed a desire to meet role models; desire to become a role model to pave the way for others.

Priority Area 2: Attendance and Engagement (supportive and safe learning environment)

- Maintain an 85% or above attendance rate across the whole school.
- AIEO to look at individual targets.
- Halve the number of late notes issued in the morning.
- PATHs lessons operate in every classroom.

RESULTS

The staff have put more emphasis on attendance for the year and plans were established for semester two and the new year. However COVID19 heavily impacted attendance for our students. Returning to pre-covid rates is expected in 2021.

LONGITUDINAL STUDENT ATTENDANCE DATA

Table 1: Attendance and Absence Type by Collection Period for SOUTHWELL PRIMARY SCHOOL

Collection Period	2016 Sem 1	2017 Sem 1	2018 Sem 1	2019 Sem 1	2020 Sem 1
Attendance Rate	80.5%	81.9%	84.3%	83.1%	78.7%
Regular Attendance	37.5%	36.6%	52.6%	33.8%	47.4%
Authorised Absence	36.6%	39.2%	38.5%	45.4%	28.9%
Unauthorised Absence	63.4%	60.8%	61.5%	54.6%	71.1%

Source: Student Attendance Reporting (SAR) Dept. Education

Over the past five years, Staff have focused strongly on student engagement to turn around behaviour across the school. Southwell's suspension rate is on the right track to improve learning, sense of safety and inclusion in school.

Of interest is the gradual increase in the number of possible half days attendance. This indicates that students have remained at this school. There is less transiency in 2020. While this may have been impacted by COVID19 isolation there appears to be a growing trend to stay at Southwell.

	2020	2019	2018	2017	2016
Total enrolments for year	89	105	94	121	114
Average possible 1/2 days attendance	308	289	288	255	257
Total suspensions	11	31	28	65	104
Total 1/2 days on suspension	18.5	40.5	60	123.5	190.5

Priority Area 3: Community Engagement

- Providing success for students.
- Serving the needs of students.
- Sharing responsibility for the education of students.

RESULTS

Surveyed parents, families and community members to determine their needs and priorities.

Staff reviewed school practice on inviting parent and family participation.

Aims: Students exhibit an enthusiasm to come through the front door to participate in learning experiences that are engaging their interests and the educational expectations of DoE and the community.

Improvement Targets:

1. 100% of students who require additional assistance for special needs have referrals submitted by commencement of Year 1
2. Teachers and support staff who work both inside and outside early childhood education will have an understanding of the teaching and learning in the junior primary aspects of literacy and numeracy
3. Parents and community have a clear definition and understanding of school readiness, including social and emotional health of both children and their families.
4. All students in early childhood are equipped with the basic social cognitive, language, independence and physical skills.

Results

1. All students that attended kindergarten saw the school nurse and relevant referrals were written for students to enable requests for funding.
2. Weekly debriefs continued in ECE. attended by the principal to build communication between ECE and year 1 to 6 classes.
3. Teachers have been applying PATHs strategies in the classroom.

Literacy Aims:

Implement a sustainable English improvement plan which includes whole school common pedagogical practises, procedures and strategies.

Increase Reading in K-2 by increasing the Results in phonological awareness and decoding skills.

Investigate whole school English strategies that work for our school.

Improvement Targets: NAPLAN Results will be close to or equal like schools or national average. Identify cohorts and create specific targets through use of fine grained locally established assessments. CATs (Common Assessment Task) data will indicate positive movement for all students.

Results

Assessing data against like schools for NAPLAN was not available for 2020.

Numeracy Aims:

- For the whole school to use and understand the language of Stepping Stones Mathematics Program

- To have a numeracy block consistent across the whole school i.e.: same time slot, same time usage.

- Through maths, students will be more confident and capable users of STEM and STEAM knowledge.

Improvement Targets:

*NAPLAN maths Results will sit with like schools or above. (yr. 3,5)

*On-Entry Testing Results sit with like schools or above. (yr1)

*Judging standards influence the assessment of mathematics.

NAPLAN testing of numeracy was not available for 2020.

Numeracy skills are regularly tested using fine grained tools. Formal testing across the school occurs each term for maths.

Learning Environment

All staff have been involved in the targeted planning process for the school improvement plan during the staff meeting times this year. During the implementation phase staff members were provided with time (outside of DOTT) to assist in ensuring timelines were met and strategies are implemented rigorously.

The methods and programs for collating and analysing data clarified so the targeted planning process informs the directions of the school strategic and operational plans.

All classroom staff participated in developing the planning cycle and timeline for operational and strategic planning. We implemented and practiced a 'Good Standing Policy', that underlines clear behavioural expectations and consequences for all students.

Teachers were provided with training in using SIS and understanding attendance codes. The Attendance committee extended to include AIEO, MCS and LSC. We reinforced our processes on a regular basis during staff meetings.

Local Programs

Volunteers in classrooms

Boonderu

Deadly Arts

Music with Boonderu

Students from years 1-6 participated in weekly music classes where they got their groove on and learned various music styles.

Events and Highlights

ANZAC DAY

Students travelled to Cockburn Council and walked with other schools to the RSL Memorial Park for the annual RSL City of Cockburn ANZAC Youth Parade and Service.

The students assembled in the RSL Memorial Park for the service. In this excursion, students had an opportunity to reflect on their identity, the Australian identity and how past events or people helped shape us. Students participated alongside other students in an event where Australians practice their values of the ANZAC legend and consider why these values and characteristics are still important today.

Walk to School Breakfast in February

Children walk to school to bring their families in to get to know people at the school. This helps children share responsibility for their education. Southwell Primary's walk to school events originate from the walking school bus program. The event has evolved into bringing together the school and community in an informal setting that encourages people to get to know each other. A sense of belonging and connectedness to school is a prominent feature in the wellbeing of children's wellbeing, especially in a small school where knowing everyone is an advantage for children.

At the beginning of the year, students meet Southwell Primary School staff and community members at designated meeting points to walk to school together. Once we are altogether we share a BBQ Breakfast. We know that family and school partnerships underpin success at school so to promote this important link, Southwell holds the event to get the message out to the community that they are important to the staff at Southwell.

Complementary learning comes from relationships where parents and community work together to help children succeed in school. Collaborative relationships between staff, all students including Aboriginal students, their parents and families, and communities supports student learning. Events such as this, is an example of how we actively work to create opportunities to engage parents, families and communities in improving the education outcomes for Aboriginal students.

When life gets tough children can feel isolated from the school community, and this hinders their sense of belonging. School and family support can counter the pressures, helping children manage many of the key developmental tasks that occur during this period. Developing parent involvement programs such as Walk to School Breakfast aim to create connects so as to reduce stress and bolster life skills that may help families provide appropriate support.

Reconciliation Day

The significance of the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology were supported with a walk together to school and a Community BBQ, along with activities in classrooms. The intention of this event was that the school community would participate in the recognition of the needs of Aboriginal and Torres Strait Islander peoples and racial discrimination, so as to work towards everyone being reconciled in a just and equitable Australia. All members of the school community were invited to engage in the identified key issues in the reconciliation process:

- Understanding country
- Improving relationships
- Valuing cultures
- Sharing history
- Addressing disadvantage
- Custody levels
- Destiny (Aboriginal people controlling their own destiny)
- Formal documentation of the process

Hiroshima Tree Planting Excursion with Shire

Two students travelled to Cockburn Council to participate in tree planting and then returned to the Council Rooms for morning tea. This event was also commemorating Hiroshima Day. The Cities of Fremantle and Cockburn are members of the Mayor's for Peace worldwide movement and fully support the need for World Peace and how we, as a nation, can contribute to the wider understanding of resolving conflicts in a peaceful manner as opposed to lives being lost, infrastructure being destroyed and communities left devastated for generations. Peace Park located on Spearwood Avenue, was the location first used to commemorate Hiroshima Day.

Peace Park forms part of 'Friendship Way' reflecting the City of Cockburn's indigenous heritage and culture, its involvement in international relationships through sister city arrangements, a memorial to those who made the ultimate sacrifice for their country and Peace Park. 'Friendship Way' is a unique concept that has received national recognition.

Hundreds of trees have been planted across our community over 31 years by representatives of the Japanese Consulate in Perth, members of Council and students from across our district. They symbolise the strength of our friendship with Japan and its

people and reflect the nature of our growing relationship as we reach out in terms of trade, education, tourism and cultural exchange. The Hiroshima Day commemorative service provides students with the opportunity to plant trees as a mark of respect and remembrance, share in a moment of reflection of times past, of a people and its nation impacted by nuclear warfare.

Swimming Lessons

Lessons were cut short by COVID 10. For the first few days, students travelled to Fremantle Leisure Centre for swimming lessons. Students were learning to swim to provide opportunities for recreational activities and a healthy lifestyle, and provide skills that may one day save a life. Participation in swimming and water safety programs benefits included:

- A form of low impact exercise.
- Increasing motor development, balance and coordination skills.
- As competence in skills are achieved, build confidence of individuals.
- Improve medical conditions such as asthma and low muscle tone.

Our swimming program develops skills in personal survival, water safety and basic rescue. Personal aquatic survival skills included:

- Sculling
- Treading water
- Floating
- Safe entry and exit from the water
- Clothed swimming survival techniques
- Use of devices to assist rescue, and
- Basic swimming skills

Recycling Program

During Term Four of 2020, Southwell PS has participated in Containers for Change. Selected bottles, cans and drink containers have been collected and we have received 10c per container. We have raised \$20 so far and have raised awareness of the importance of recycling. Further information about the recycling scheme can be found at <https://www.containersforchange.com.au/>.

Containers for Change select your region | Containers for Change
Containers for Change recycling schemes currently operate in Queensland and Western Australia.
www.containersforchange.com.au

As with any program, adapting to the needs of the school is important to continuing a program. The development and implementation of the program produced educational, sustainable, and effective organics management and diversion at Southwell. Recycling food scraps at school was challenging, but it was our single most effective waste reduction action.

The initial program was monitored through semester 2 and found it reduced waste significantly, saving money, and also provided tools for learning about the environmental benefits of waste reduction. We would like to review and build upon this foundation in the future.

Leadership

Curriculum leaders provided quality instructional and curriculum leadership through classroom interaction each day, providing professional reading and ensuring a presence in the staffroom for incidental conversations. These are backed by researching the areas that come to attention through these interactions with staff.

Staff meetings were used to alter school plans. Coordinators were nominated to run cost centres and plans.

School development plan and strategic plans were built by teachers and support staff which includes recognising we are part of community need to exercise social justice, equity and academic achievement. Solid operational plans for subject areas and focus areas were built and trialled by staff.

Early childhood team driving the literacy programs through the school. Down to fine grained details such as daily planning and use of Ed assistant time.

Coordination of learning areas was championed by individual teachers and given time to promote innovative material.

Peer assessment and performance management and review are imbedded into school calendar. Performance management was conducted, this included AITSL online self-reflection. Once staff reflected on the self-assessment, the teacher met with the principal to discuss the self-assessment and set goals. Teacher planned a lesson that shows how they are practicing the new skill. This was observed by principal. Principal used the “classroom practice Continuum” to identify where the teacher sits on the continuum and then meet again with the teacher to define areas the teacher can focus.

Use of school resources was directed to address the needs of all students. The budgets prepared in accordance with current development plans, current focus, teacher driven programs.

Education assistants are not to allocated to a case without a specified program of work for the person.

Education assistants run small groups for students requiring additional support.

School volunteers were allocated to students with specified plans of work.

Staff worked together to build a Southwell operational plan based on the framework for Aboriginal Cultural standards. School development days at term one and four are used to review plans. Southwell primary couldn't achieve the current level of engagement with the aboriginal community without a working knowledge of the cultural understandings. Staff benefit from being able to articulate the depth of wisdom they hold about our local community using the language of the framework.

Reviewing NQS and needs of ECE is tricky because three of the four teachers are part time. We attempted to resolve this with a weekly/fortnightly meeting to consider the current needs of the ECE. These meetings with the principal coordinate information across the group. Current staff have been trained for NQS.

Teaching Quality

Through the use of our Staff handbook we extended our pedagogical framework so it clearly defines what exemplary teaching looks like at Southwell PS. We have a uniform school timetabling of literacy and numeracy blocks with clear timeframes for teachers to deliver programs.

We have clear peer observation protocols that outline the processes and procedures for conducting observations based on researched methods. To support this we developed an observation pro-forma based on the established protocols. Teacher performance and development is managed against the AITSL Australian Professional Standards for Teachers (the Standards) using the self-assessment tool. Staff bring their personal assessment to professional review discussions with the principal so as to set the goals, as short and long term objectives. Staff receive regular feedback from the principal, as well as performance management meetings each year. Teachers review their programs, class data and their expectations. Teachers set goals that are data driven and support the emotional wellbeing of students. Quality practices are celebrated publically through the school newsletter, web page and at assemblies.

All classroom staff and the principal participated in professional learning of Explicit Teaching. Then committed to focusing on our warmups. Staff were accountable for this through peer observations and performance management. There is the commitment of non-teaching staff to participate in their development. We provided each teacher with support through peer and line manager observations as well as continued modelling from teacher champions to develop the writing and maths warm ups using the ‘Explicit Instruction Model’.

We applied a whole school approach in writing, reading, synthetic phonics and grammar & punctuation. We are developing a common vocabulary document in literacy and numeracy.

Stepping stones numeracy program remains in place but requires further professional learning and teacher support.

We implemented PAT Testing to track student progress data in mathematics, reading, spelling, early years and vocabulary skills. Brightpath for writing moderation and to track data is also in place.

We created a data wall that tracks each student's progress over the year with staff meetings each term to collate data and collaboratively plan new directions in teaching.

Teaching Staff

All teaching staff met the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Western Australian College of Teaching.

Non-Teaching Staff

We provide Education Assistants with training and support in the context of their work. The role of Education Assistants was reviewed and considered the delivery of structured interventions and the general deployment of Education Assistants in the classroom. With the deployment of support staff in everyday classroom contexts we avoided assigning Education Assistants to a certain students or groups for long periods.

All non-teaching staff bring strong expertise in engaging the community in the school and working effectively with the students. There is considerable support from the community for our non-teaching staff such as the AIEOs, Special Needs EAs and Classroom EAs, gardening and cleaning staff. The Special Needs EAs and Classroom EAs have attained Cert III in child care or equivalent training.

Chaplain

Our chaplain was only appointed in Term four 2020. Ms Govender has been an example and model of Christian faith and respect for the dignity of people regardless of race, religion, gender, political beliefs, disability or any other difference. Ms. Govender provides a listening ear and a caring presence for kids in crisis, as well as those who just need a friend. Ms. Govender has demonstrated a passion to improve the lives of the students at our school and we consider her to be an asset to our school.

This year the chaplain role included:

- Actively promoting student wellbeing, particularly through the provision of pastoral care.
- Supporting staff in delivering social and emotional learning.
- Working as part of the school support team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown, or other crisis and loss situations.
- Fostering relationships with community service providers such as Fremantle Family Support Network, Giving West, City of Cockburn and Second Harvest.

The activities undertaken included, but were not limited to:

Pastoral care:

- Providing guidance to students on issues concerning human relationships;
- Assisting staff in the provision of student welfare services;
- Providing support in cases of bereavement, family breakdown or other crisis and loss situations; and
- Being readily available to provide continuity and on-going support for individual students and staff where this is necessary.

Spiritual guidance:

- Supporting students who wish to explore their spirituality;
- Providing guidance on religious, values and ethical matters; and
- Facilitating access to helping agencies in the community; both church-based and secular with the approval of the School Principal.

Buildings and Premises

The kindy and pre-primary rooms and two classrooms were stripped of carpet and vinyl floors put down and walls painted.

The Outreach centre was repainted.

All of Bock A is now used by SSEN sensory. This area has been refurbished to suit their needs.

Reporting to Parents

For some years Southwell has provided families with comprehensive reports about students on all subjects taught in the school. Teachers at Southwell report on all subjects taught during the given semester.

The school reports to parents using the system reporting format, IEPs and three way interviews. Many students have individual education plans.

The SAIS data through DoE indicates that teacher's grading skills are developing across the learning areas; HASS and Mathematics require some tweaking. Our science grading needs some consideration for 2021.

Survey Results

The purpose of the school survey is to assist the school administration and school advisory committees evaluate our school and its programs. Our school is working to strengthen partnerships between our school and the community in order to help children perform better in school. To continue this effort, we need to collect information regarding the involvement of parents with the school. The purpose of this survey was to get opinions on how well the school met the needs of students and how people feel about the school's activities.

Community perceptions and areas to improve at Southwell Primary

The community perception of the school is one of high regard for the work of the staff at Southwell. Like the community, the school is aiming for respectful behaviours from everyone, all of the time. We will continue to work towards a positive outlook for everyone at Southwell.

We were delighted that again this year families felt teachers at this school expect their child to do their best. Our highest scoring area coming in at 97% was "Teachers at this school care about my child." Our lowest score at 72% was "I am satisfied with the overall standard of education achieved at this school." We are looking forward to hearing families tell us more ways to build a strong relationship with the community.

Staff perceptions and areas to improve at Southwell Primary

Staff are traditionally harsh critics of the school as is evident across the surveys through the years. A consistently low score at 63% was "I am satisfied with the overall standard of education achieved at this school." Our lowest score at 56% was "Student's needs are being met at this school." Yet in 2018 89% felt needs were being met. Our highest score was 100% with "Teachers at this school care about their students." Along with 100% believe "Students feel safe at this school" and 100% say "Students at this school can talk to their teachers."

Student perceptions and areas to improve at Southwell Primary

Students felt we still have work to do on behaviour management. 57% of the students surveyed said "Student behaviour is well managed at my school." Students gave scores of 100% for "My teachers expect me to do my best." "My School is well maintained." "My

teachers motivate me to learn.” And “My school gives me opportunities to do interesting things.”

Relationships and Partnerships

We communicated our new ‘Good Standing Policy’, through newsletter, social media, visuals around the school, assembly addresses, general classroom discussions. We were involved in anti-bullying days and ceremonies, promote these events to the community.

We established a Southwell Primary School Facebook/Instagram linked account that is updated with positive news stories and updates on a regular basis. The principal regularly updated the website with pictures and concise information relating to school based programs. The Newsletter is more interactive and user friendly, more use of pictures, adding merit certificate recipients and attendance graphics to engage families that may not have strong literacy skills.

We created a ‘Roles and Responsibilities’ document to clearly defines who ‘The Leadership Team’ is and exactly for what they’re responsible.

Southwell has nurtured effective local community partnerships and with external stakeholders such as the Cockburn Council, support agencies like ‘Second Harvest’, Deadly Arts, Boonderu and Cockburn Integrated Health. Community views are sought in reviewing school performance and effectiveness through the school council, P&C and annual surveys.

Use of Resources

Staff link their spending to the strategic and operational plans. Financial planning for appropriate teaching, and learning adjustments to support improved outcomes for groups of students, is evident in the use of cost centre spending. Targeted initiatives deliver outcomes specified in the requirements for that funding and are observable in our whole school improvement plan.

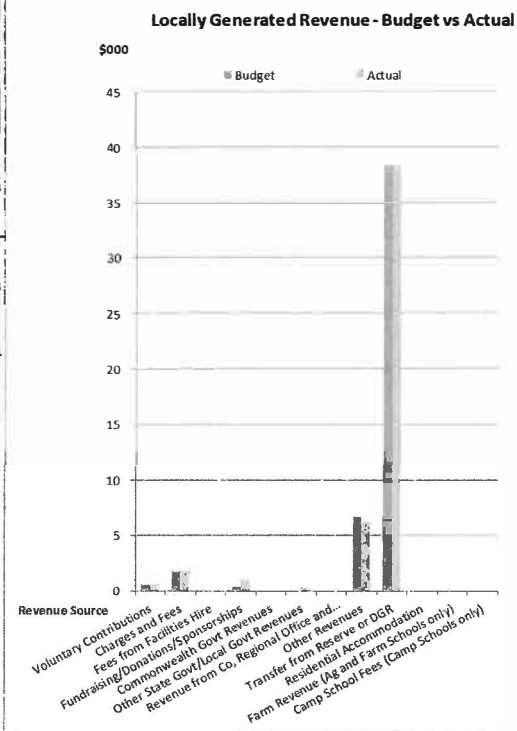
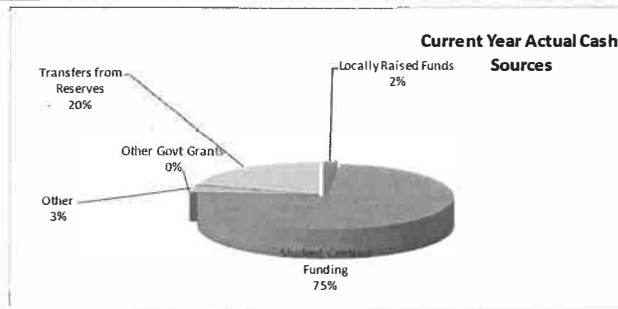
Some of the specific strategies for 2020 included:

- Teaching staff members to be cost-centre managers of various subject areas.
- Consult staff on larger projects (\$20,000+).
- Advertise a new position on the Finance Committee to increase the committee size.
- Email out the minutes from each Finance meeting to ‘all staff’.
- Complete an audit of the current workforce to determine future requirements.
- Consult the ‘Workforce Planning Toolkit for Schools’ as a starting point to develop understanding of the concepts and factors to consider in workforce planning.

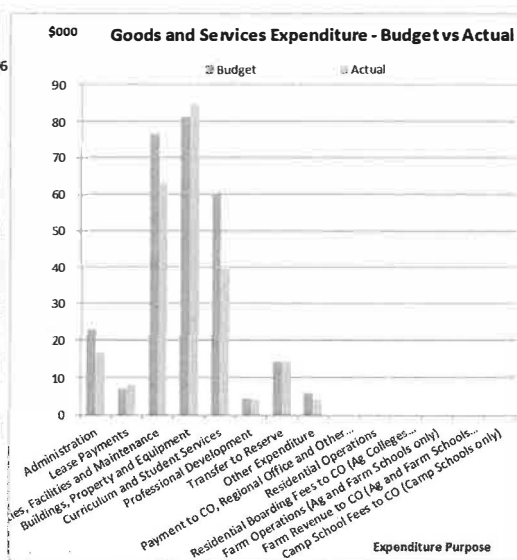
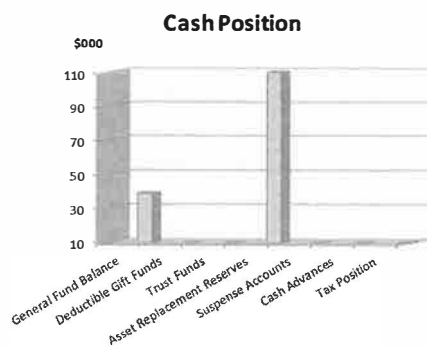
FINANCIAL SUMMARY ON THIS PAGE

Southwell PS Financial Summary as at 25 January 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 554.00	\$ 700.30
2 Charges and Fees	\$ 1,737.00	\$ 1,736.60
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 400.00	\$ 1,049.90
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ 275.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 6,706.30	\$ 6,287.24
9 Transfer from Reserve or DGR	\$ 38,440.00	\$ 38,440.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 47,837.30	\$ 48,489.23
Opening Balance	\$ 83,543.00	\$ 83,543.55
Student Centred Funding	\$ 140,884.3	\$ 140,882.43
Total Cash Funds Available	\$ 272,262.73	\$ 272,915.21
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 272,262.73	\$ 272,915.21



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 23,050.00	\$ 16,781.06
2 Lease Payments	\$ 7,000.00	\$ 7,971.24
3 Utilities, Facilities and Maintenance	\$ 76,398.00	\$ 63,114.78
4 Buildings, Property and Equipment	\$ 81,246.30	\$ 84,462.32
5 Curriculum and Student Services	\$ 60,236.13	\$ 39,510.74
6 Professional Development	\$ 4,500.00	\$ 4,153.36
7 Transfer to Reserve	\$ 14,067.50	\$ 14,068.00
8 Other Expenditure	\$ 5,764.30	\$ 4,257.44
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 272,152.23	\$ 234,318.94
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 272,152.23	\$ 234,318.94
Cash Budget Variance	\$ 0.50	\$ -



Cash Position as at:	
Bank Balance	\$ 147,333.40
Made up of:	\$ -
1 General Fund Balance	\$ 38,596.27
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 109,930.13
5 Suspense Accounts	\$ 409.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,602.00)
Total Bank Balance	\$ 147,333.40

E. Melville. December 2020

Endorsements

We, the undersigned members of the Southwell Primary School community, staff and school council, noted the Annual School Report.



**School Council
Chairperson**
Clory Carrello



Principal
Julie Denholm (2021)

Principal
Elizabeth Melville (2020)

Signed 24 March 2021