



WELCOME TO SWANBOURNE PRIMARY SCHOOL

Swanbourne Primary is an Independent Public School with a rich history and reputation as a forward thinking and progressive school with a focus on 'High Performance and High Care.'

Building positive and productive relationships and partnerships and the need to work together as a caring and supportive team is very important for our school community. We pride ourselves on being inclusive and valuing the ideas and support of others.

Our school is renowned for delivering innovative programs which promote 'inquiry learning' and provide unique experiences that positively influence all domains of child development. We believe in doing our very best for every child. This is achieved through providing a curriculum that is engaging, balanced and reflects individual needs. We want all students to 'Strive for personal Excellence.'

Our core values of Community, Achievement, Respect and Environment provide the necessary building blocks for our students to strive to be the best they can be and become aspirational, resilient, responsible and caring citizens that will make a valuable contribution to society.

We achieve our school vision through the efforts of a dedicated team of teaching, leadership and support staff and by maintaining a caring, safe and respectful learning environment. This team works alongside a dynamic and supportive school community to make a difference for all students. We encourage others to become active and supportive members of our progressive culture and vision.

This Annual Report provides an overview of our school and outlines a range of school strengths, areas of need and future directions.

Trevor Mitchell
Principal

SCHOOL CONTEXT

Swanbourne is one of the more affluent suburbs in Perth, being surrounded by Fremantle to the south, City Beach to the north, with Mount Claremont as an inland neighbouring suburb and Cottesloe directly to the south. The suburb Swanbourne is also well established and regularly features in real estate literature as one of the top ten most popular suburbs.

Swanbourne Primary School was originally established in 1905. The new school relocated to its Narla Road site in November 2001, replacing the inadequate facilities in Derby Road. An extensive consultation period with the representatives of the Nyungah Aboriginal Community was undertaken before building commenced. Aboriginal people lived in the area up until 1951 and their culture and history are recognised. One of the conditions of the redevelopment was that the Department of Education set 1.5 ha of land aside to focus on Aboriginal heritage for use by the school, Aboriginal and wider communities. The school's covered assembly area was extended and enclosed so it can be used as a school hall. Other conditions include dedicating a section of the new library for Aboriginal material and that a cross-cultural awareness program including Aboriginal history and culture is included in the school's curriculum.

The school has general teaching areas, pre-primary teaching areas, kindergarten areas, specialist art and music rooms, science room, library, administration block, hard courts, oval and 2.5 hectares of parks and gardens.

The school's staffing profile consists of the Principal, two Deputy Principals and a Manager Corporate Services. A School Officer also assists in the front office. In addition the school has specialist teachers in Physical Education, Music, Arts, Languages other than English (LOTE - Japanese) and Science. Non-Teaching staff include Education Assistants for Kindergarten and Pre-primary,

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and a Library Resource Officer. A Defence School Transition Aide (DSTA) is available to assist with the transition of Australian Defence Force families into our school community and when they leave. The DSTA can assist with any educational, emotional or social concerns families may have about their child/children and will liaise with the principal, parents, teachers and professional therapists.

The school has an active P&C Association and School Board and a significant focus is placed on working together to meet the needs of all children in our community.

INTRODUCTION TO THE ANNUAL REPORT

This report provides information about the performance of Swanbourne Primary School in 2017 and meets an important element of the School's Delivery and Performance Agreement with the Department of Education. The Annual Report will outline school strengths, areas of need and future directions.

It's important to note that Swanbourne Primary School compares its student performance with 'like schools' as a means of determining acceptable performance and for setting targets. This is a higher and more accurate indication of an acceptable standard for our students.

A 'like school' result means a group of schools in Australia that are identified as having very similar socio economic contexts to Swanbourne Primary School. It is therefore a reasonable target for student achievement to be 'at' or 'above' 'like school' results at Swanbourne Primary School.

Traffic Lights - The traffic light colours will be used throughout the Annual Report to indicate the level of performance.

Green: Performing above the expected target or standard

Orange: Performing at or close to the expected target or standard

Red: Performing below the expected target or standard



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• Success • Teamwork • Respect • Inclusive • Vision • Excellence

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OUR SCHOOL VISION

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We work as a collaborative team to create a caring, inclusive and respectful school culture and a curriculum that values each child as an individual. We work together to teach and support our students to become learners for life, who will be happy, resilient, caring and respectful citizens that strive for personal excellence and contribute positively to society.

Swanbourne PS 2017	Kin	PPR	Prim	Total	OUR SCHOOL MOTTO
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'Striving for Excellence' is our school motto and this is the foundation for creating a school culture that is driven by **S**uccess, **T**eamwork, **R**espect, **I**nclusive, **V**ision and **E**xcellence.

TOGETHER WE STRIVE:

- to do our best for every child
- to respect one another
- to work together as a team
- to act in an ethical manner.

OUR SHARED SCHOOL VALUES - The actions of our staff, students and parents are guided by the following core values:

Community - Each person is a good citizen promoting the common good by recognising and respecting the rights and needs of others. Each person values cultural diversity and participates in Australia's democratic processes to make positive contributions to the community.

Achievement - Each person is provided with the opportunity to achieve their potential through a quest for knowledge, critical thinking, creativity, communication, values appreciation and reflection.

Respect - Each person is encouraged to develop self-respect and an acceptance of others, to take responsibility for their actions and demonstrate responsible and ethical behaviour in all situations. Each person is of equal worth and has the right to receive care and compassion and be treated with dignity and respect.

Environmental Responsibility - Each person is respectful of the environment and understands the need for conservation and sustainability. Each person will develop an understanding of, and respect for, Australia's cultural heritage.

2017 SCHOOL ENROLMENT DATA

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Male	26	19	191	236
Female	16	25	143	184
Total	42	44	334	420

- 2017, which includes Kindergarten students
- There were 52 more boys than girls across the school in 2017
- Enrolments remain steady at Swanbourne PS.

The tables show a total student enrolment of 420 in

Swanbourne PS 2017	Kin	PPR	Prim	Total
Aboriginal	1			1
Non-Aboriginal	41	44	334	419
Total	42	44	334	420

STUDENT ATTENDANCE

	Non-Aboriginal			Aboriginal			Total		
	SPS	like schools	WA Public Schools	SPS	like schools	WA Public Schools	SPS	like schools	WA Public Schools
2015	94.7%	94.5%	93.8%	81.3%	92.1%	81.2%	94.7%	95.4%	92.7%
2016	94.8%	95.6%	93.7%	86.1%	85.3%	80.7%	94.7%	95.5%	92.6%
2017	95.5%	95.7%	93.8%	N/A%	N/A%	N/A%	95.5%	95.7%	92.7%

This table demonstrates that the attendance rate at Swanbourne Primary School fell just below the 'like school' result, but is above the public school means.

STUDENT 'AT RISK' ATTENDANCE

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	87.0%	10.0%	2.1%	0.7%
2016	87.6%	9.1%	2.2%	0.9%
2017	89.4%	9.3%	1.3%	0.0%
Like Schools	89.7%	8.6%	1.2%	0.4%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

This table indicates that Swanbourne Primary School has a Regular Attendance Rate that is well above the WA public school mean and just below the 'like school' result. The table also shows we have fewer children in the severely at risk category for attendance. Attendance in Kindergarten was less than 90% and Pre-primary displayed the highest attendance rate across the school.

LITERACY AND NUMERACY MINIMUM BENCHMARK COMPARISONS

The following table demonstrates the percentage of our Year 3 and Year 5 students who were at or above the minimum benchmark for literacy and numeracy in 2017.

Percentage of students at or above minimum standard						
Year	Grade	Reading	Writing	Spelling	Grammar/Punctuation	Numeracy

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2017	Year 3	97%	97%	92%	95%	92%
2017	Year 5	100%	100%	100%	92%	100%

- Year 5 outperformed Year 3 across most areas when comparing minimum benchmark achievement standards.

NAPLAN RELATIVE ASSESSMENT FOR LITERACY AND NUMERACY OVER TIME

	Year 3			Year 5		
	2015	2016	2017	2015	2016	2017
Numeracy	0.5	1.2	-0.7	-1.4	1.0	1.2
Reading	-0.2	0.8	-1.3	-0.2	0.4	-0.0
Writing	-0.7	-0.8	-1.1	-2.0	-0.4	-0.7
Spelling	-0.3	-0.8	-1.0	-1.6	-0.1	0.8
Grammar & Punctuation	-0.4	0.4	-1.2	-0.7	0.9	-0.0

	Above Expected -	more than one standard deviation above the predicted school
	Expected -	within one standard deviation of the predicted school mean
	Below Expected -	more than one standard deviation below the predicted school mean
		If blank, then no data available or number of students is less than 6

This table represents:

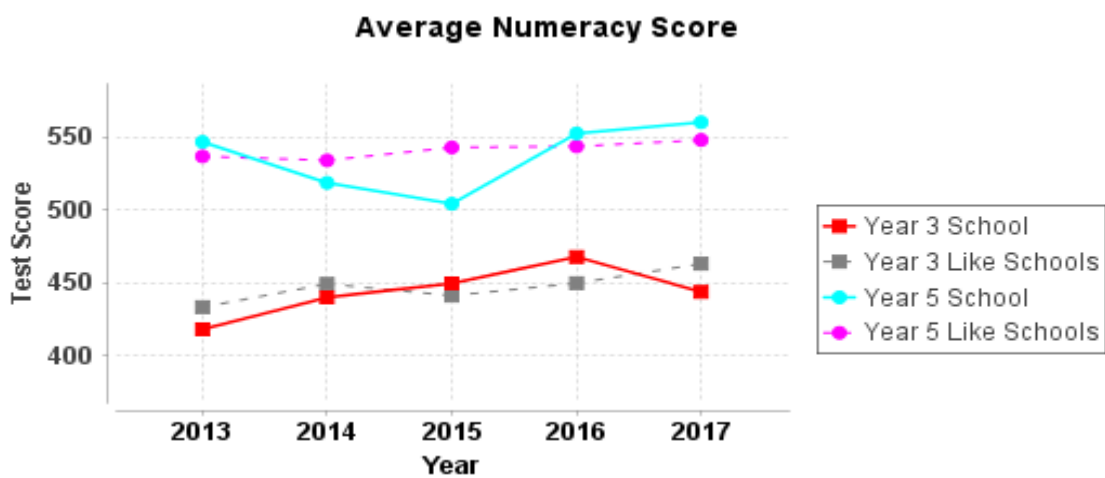
- Year 3- Are achieving below expected for reading, writing and grammar and punctuation
- Year 3 – Are achieving as expected for numeracy and spelling
- Year 5- Are achieving above expected for numeracy
- Year 5- Are achieving as expected for reading, writing, spelling and grammar and punctuation

TRACKING ACHIEVEMENT OVER TIME BY COMPARING SWANBOURNE PRIMARY TO THE 'LIKE SCHOOL' RESULT

Numeracy

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Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	418	433	547	537
2014	440	449	519	534
2015	450	441	504	543
2016	468	450	553	544
2017	444	463	560	548

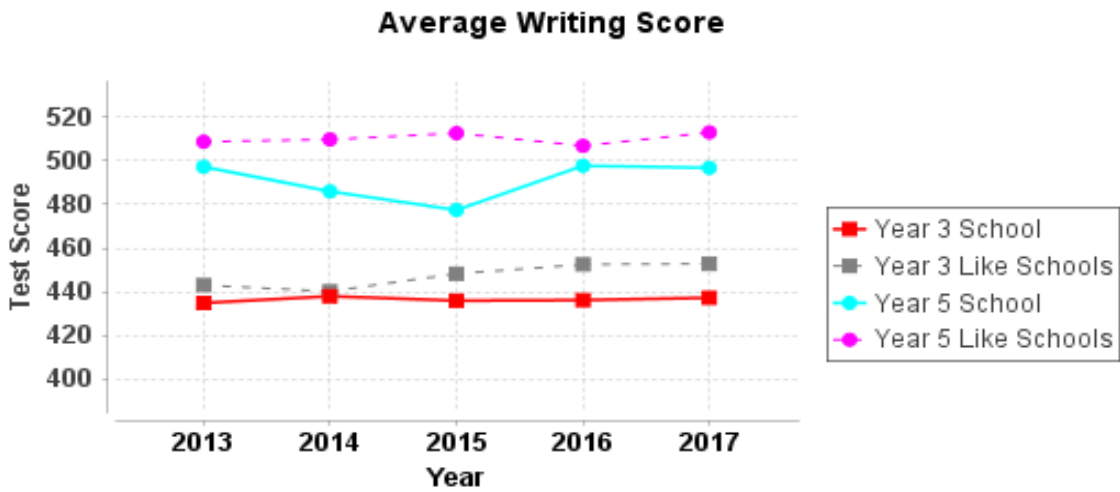


- Year 5 achieved above the expected standard
- Year 3 achieved below the expected standard
- The graph represents an improvement trend from Year 3 to Year 5

Writing

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	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	435	443	497	509
2014	438	440	486	510
2015	436	448	477	513
2016	436	453	498	507
2017	437	453	497	513



- Year 5 achieved below the expected standard
- Year 3 achieved below the expected standard
- The graph represents that growth has maintained from Year 3 to Year 5



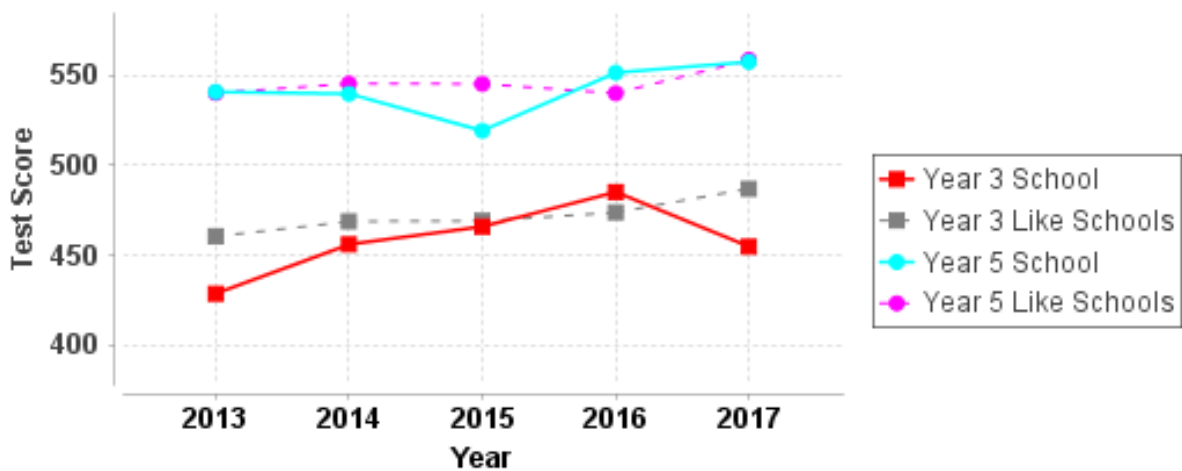
Reading

Year	Y03	Y05
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	School	Like Schools	School	Like Schools
2013	428	460	541	540
2014	456	469	540	545
2015	466	469	519	545
2016	485	474	551	540
2017	455	487	558	559

Average Reading Score



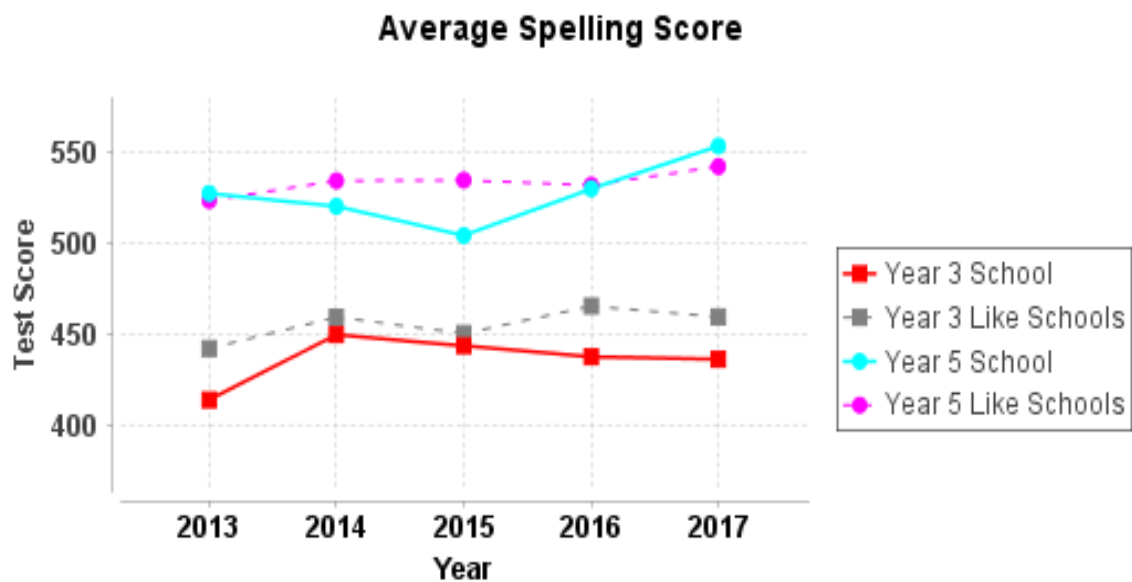
- Year 5 achieved slightly below the expected standard
- Year 3 achieved below the expected standard



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Spelling

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	415	443	528	524
2014	450	460	520	534
2015	444	451	505	535
2016	438	466	530	532
2017	437	460	553	542



- Year 5 achieved above the expected standard
- Year 3 achieved below the expected standard
- The graph shows an improvement from Year 3 to 5

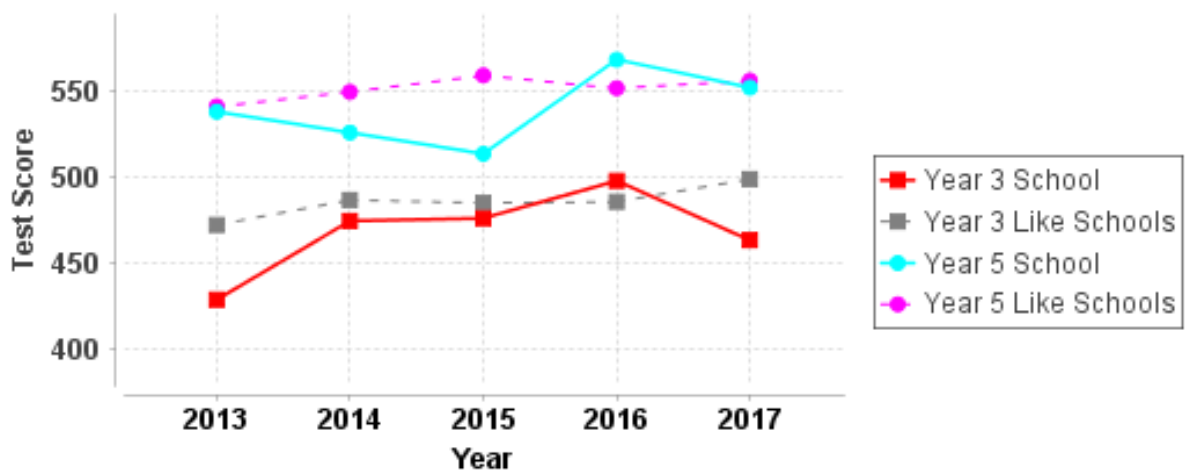


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Grammar and Punctuation

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	429	472	538	541
2014	475	487	526	550
2015	476	485	514	559
2016	498	486	569	552
2017	463	499	552	556

Average Grammar & Punctuation Score



- Year 5 achieved slightly below the expected standard
- Year 3 achieved below the expected standard



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SPREAD OF ACHIEVEMENT ACROSS THE ACHIEVEMENT BANDS

Numeracy

Band	Numeracy							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9					▲	▲	▲	▲
8					▲	▲	▲	▲
7	▲	▲	▲	▲	▲	▲	▲	▲
6	▲	▲	▲	▲	▲	▲	▲	▲
5	▲	▲	▲	▲	▲	▲	▲	▲
4	▲	▲	▲	▲	▲	▲	▲	▲
3	▲	▲	▲	▲	▲	▲	▲	▲
2	▲	▲	▲	▲	▼	▼	▼	▼
1	▲	▲	▲	▲				




	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

- **Year 3** - The results are similar to 'like schools'. Additional students in Band 2 and less students in Band 6
- **Year 5** - The results are similar to 'like schools'. Additional students in Band 8 and less in Band 7.

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Writing

Band	Writing							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					4%	10%	6%	11%
7					18%	22%	15%	24%
6	22%	31%	17%	28%	49%	38%	42%	38%
5	33%	41%	38%	46%	22%	25%	34%	23%
4	33%	21%	32%	17%	8%	4%	4%	3%
3	11%	5%	10%	7%	0%	1%	0%	1%
2	0%	2%	3%	1%				
1	0%	0%	0%	0%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

- **Year 3** - The result is lower than 'like schools'. Fewer students in Bands 5 and 6. More students in Bands 2-4
- **Year 5** - The results were lower than 'like schools'. Additional students in Bands 4-6. Less students in Bands 7 and 8.

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Reading

Band	Reading							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9					▲	▲	▲	▲
8					24%	28%	34%	37%
7	▲	▲	▲	▲	38%	29%	32%	29%
6	59%	47%	36%	51%	28%	23%	21%	23%
5	16%	26%	20%	23%	10%	14%	9%	8%
4	8%	14%	20%	16%	0%	5%	4%	3%
3	11%	9%	16%	8%	0%	1%	0%	1%
2	3%	4%	5%	1%	▼	▼	▼	▼
1	3%	1%	3%	1%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

- **Year 3** - The results were considerably lower than 'like schools'. Fewer students are placed in Bands 5 and 6. Additional students are placed in Bands 1-4
- **Year 5** - The results were similar to 'like schools'. Fewer students in Band 8 and more students in Bands 4 and 5.

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Spelling

Band	Spelling							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					18%	23%	38%	29%
7					22%	26%	26%	27%
6	27%	41%	33%	40%	41%	33%	23%	31%
5	27%	29%	22%	28%	18%	15%	13%	11%
4	24%	20%	19%	20%	2%	3%	0%	2%
3	16%	6%	16%	8%	0%	1%	0%	1%
2	3%	3%	8%	4%				
1	3%	1%	2%	0%				




	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

- **Year 3** - Results are lower than 'like schools'. Fewer students in Bands 5 and 6 and more students in Bands 1-3.
- **Year 5** - Results are higher than 'like schools'. More students in Band 8 compared to 'like' schools. Fewer students in Bands 3 and 4

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Grammar and Punctuation

Band	Grammar & Punctuation							
	Year 3				Year 5			
	2016		2017		2016		2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					37%	33%	34%	40%
7					27%	28%	28%	17%
6	54%	53%	33%	57%	27%	20%	23%	26%
5	19%	20%	35%	24%	6%	13%	8%	9%
4	11%	14%	14%	10%	2%	5%	8%	6%
3	14%	11%	10%	5%	0%	1%	0%	2%
2	3%	2%	5%	2%				
1	0%	1%	3%	2%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

- **Year 3** - Results are lower than 'like schools'. Fewer students in Band 6 and more students in Bands 1-5
- **Year 5** - Results are lower than 'like schools'. Fewer students in Band 8 and more students in Bands 4 and 7.

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TEACHER JUDGEMENTS AND NAPLAN COMPARISONS

- Teacher judgements at Swanbourne Primary School generally demonstrate a high correlation with the grades awarded by teachers in other public schools. Any variations in the alignment are investigated.
- NAPLAN results above the teacher grade may show conservative grading by the teacher. NAPLAN scores below the grade may be a testing issue for the student or an overstating of the level of achievement. Swanbourne Primary School facilitates the moderation of teacher judgements for this reason.

PRE-PRIMARY 2017 ON ENTRY ANALYSIS SUMMARY

Pre-Primary On-Entry Analysis

44 Students – 25 girls and 19 boys

Test	State	Swanbourne PS
Numeracy	64% 'at' or 'above' target	86% 'at' or 'above' target
Reading	54% 'at' or 'above' target	87% 'at' or 'above' target
Speaking/Listening	49% 'at' or 'above' target	72% 'at' or 'above' target
Writing	52% 'at' or 'above' target	59% 'at' or 'above' target

Summary of Results:

The 2017 Pre-primary results were pleasing with Swanbourne Primary School outperforming the state in all tests. Our Kindergarten cohort was exposed to the Letters and Sounds program for the entire year in 2016.

NATIONAL QUALITY STANDARD

Internal Audit Summary 2017

In November 2017, the Deputy Principal facilitated a review of our Early Childhood program using the National Quality Standards. The results are summarised in the following table;

Overall Quality Area recording		Working towards NQS	Meeting NQS
QA 1	Educational program and practice	✓	
QA 2	Children's health and safety		✓
QA 3	Physical environment	✓	
QA 4	Staffing arrangements	✓	
QA 5	Relationships with children		✓
QA 6	Collaborative partnerships with families and communities	✓	
QA 7	Leadership and service management	✓	

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NATIONAL QUALITY STANDARD - FUTURE DIRECTIONS

Quality Areas 1, 3, 4, 6 and 7

- Continue to incorporate and build on children's ideas in everyday practice
- Consider how greater use of differentiation would further enhance children's learning
- Review assessment practices in the early years
- Develop a strong and collaborate team guided by a sub-school leader
- Develop consistent evidence based practices and assessment tools
- Ensure a 1:10 ratio in Kindergarten at all times, including lunch break
- Promote professional learning for staff
- Audit current resources and build a strong resource base for early childhood

Quality Areas 2 and 5

- Maintain current rating in all areas

STUDENT DESTINATION DATA

Destination School	Male	Female	Total
4168 Shenton College	10	5	15
1041 Christ Church Grammar School	4		4
4012 Churchlands Senior High School	2		2
1171 Scotch College	3		3
1042 Methodist Ladies College		4	4
1249 John Xxiii College	2		2
4129 Duncraig Senior High School	1		1
1063 Cbc Fremantle	1		1
4034 Melville Senior High School	1		1
1259 Newman College		1	1
4042 Perth Modern School		1	1
1428 Peter Moyes Anglican Com School	1		1

- The table above demonstrates that our students enrolled at a range of public, private and independent secondary schools for 2018.

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Our community survey highlights and recommendations are summarised below;

Highlights:

- Community spirit and the high level of community participation
- Working together and a genuine investment by both staff and parents
- A diverse and unique range of teaching and learning programs
- Professional and supportive teachers and staff
- Dedication of the staff with the organisation and support of camps and year level excursions
- Wonderful school grounds and facilities
- Supportive school atmosphere
- Marine Education programs
- Music and PE programs
- Great students
- The school listens to parent ideas and feedback
- Respect for all
- School morale and tone continues to improve

Recommendations for Improvements

- More environmental awareness programs
- Improve communication strategies and processes between home and school
- Cater for all student ability levels and needs
- Provide better induction processes for new families
- Continue to build school governance and the connection between the school, P & C and the board
- Inclusion and diversity across the school
- Integration of digital technologies



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STRATEGIC TARGETS FOR 2018

On-Entry Testing

Pre-Primary and Year 1

- Maintain a cohort average of 0.8 – 1.0 progression points in both Literacy and Numeracy

National Assessment Program in Literacy and Numeracy (NAPLAN)

Year 3 and Year 5

- Students meet and exceed the like school mean in Literacy and Numeracy
- Students meet and exceed the like school percentage across the higher proficiency bands in Literacy and Numeracy.
- Year 3 and Year 5 stable cohorts show improvement in the percentage of students making moderate, high and very high progress.
- Students meet and exceed like school achievement growth from Year 3 to Year 5

Attendance

- Regular student attendance meets and exceeds the state mean across all year levels

Social Learning - Attitude/Behaviour/Effort

- 85% of students from Pre-Primary to Year 6 achieve a rating of 'consistently' for attitude, behaviour and effort

STRATEGIC DIRECTIONS FOR 2018

Success for all Students

We will set high expectations for student learning and encourage our students to be well prepared for the future and to achieve their personal best.

Strategies

- Support student health and emotional wellbeing
- Implement programs and processes that promote student leadership and independence
- Further develop a differentiated curriculum that meets student needs across the school
- Develop consistent curriculum processes and standards that reflect SCISA and the WA Curriculum
- Provide opportunities for students to learn technology (STEM) and digital technologies

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High Quality Teaching

We will focus on building staff capacity and expertise for the best possible teaching practices.

Strategies

- Embed a culture of whole school collaboration
- Focus on data informed and evidence based teaching practices
- Increase whole school consistency with teacher planning, delivery and assessment practices
- Develop staff capacity and expertise to teach STEM and digital technologies
- Apply AITSL standards and processes for reflection and professional growth

Effective Leadership

We will lead and manage within a culture that promotes collaboration and shared responsibility for student achievement and school improvement.

Strategies

- Develop and support shared leadership, responsibility and ownership
- Develop and lead a culture of collaboration and reflection to diagnose the impact of teaching
- Build whole school processes and systems to enhance communication and school effectiveness
- Strengthen technology (STEM) and digital technology capabilities of staff and students

Strong Governance and Support

We will foster positive, respectful and sustainable relationships and partnerships that support strong school governance and the best possible learning opportunities for students.

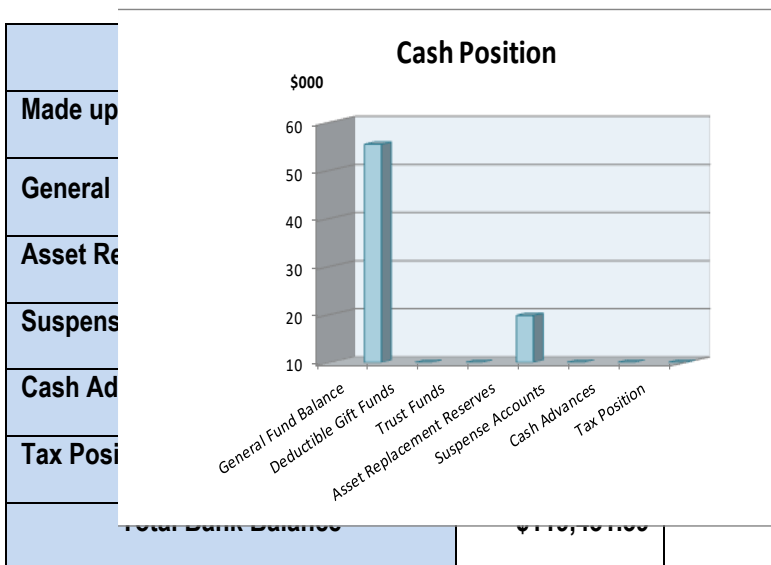
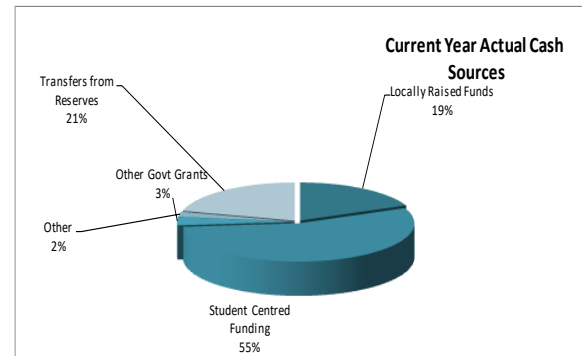
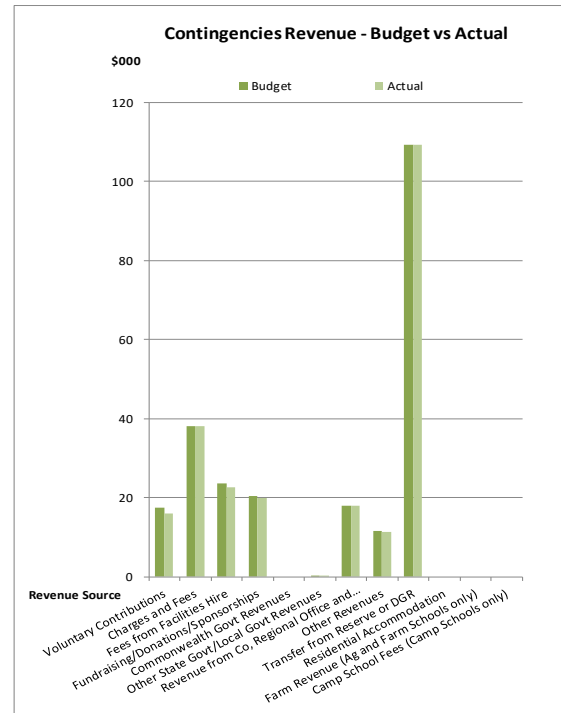
Strategies

- Continue to enhance and promote our progressive school culture and brand
- Continue to enhance school governance and community involvement
- Provide safe and engaging school grounds and facilities
- Support sustainable environmental practices



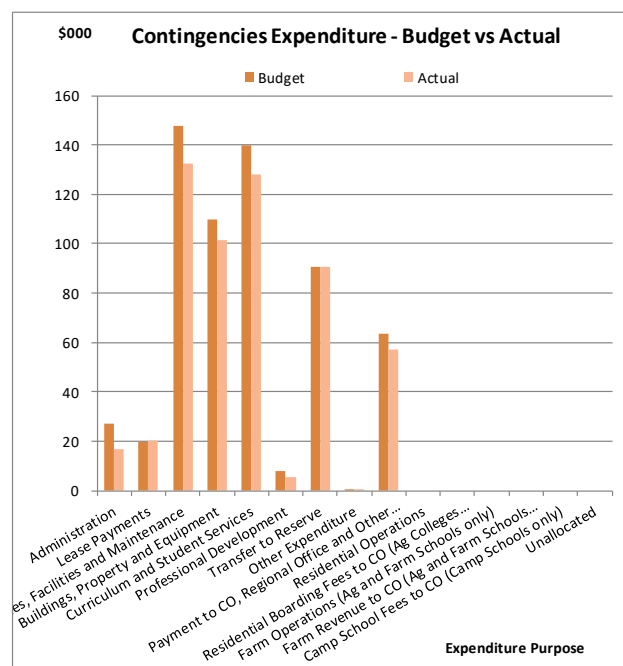
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Expenditure	Budget	Actual
Revenue - Cash	Budget	Actual
Voluntary Contributions	\$17,488.00	\$15,894.00
Charges and Fees	\$38,146.00	\$38,146.00
Fees from Facilities Hire	\$23,545.00	\$22,759.46
Fundraising/Donations/Sponsorships	\$20,457.00	\$19,993.47
Other State Govt/Local Govt Revenues	\$267.00	\$266.50
Revenue from Co, Regional Office/ Other Schools	\$17,860.00	\$17,859.97
Other Revenues	\$11,594.00	\$11,319.89
Transfer from Reserve or DGR	\$109,211.00	\$109,211.00
Total Locally Raised Funds	\$238,568.00	\$235,450.29
Opening Balance	\$83,678.35	\$83,678.35
Student Centred Funding	\$288,317.00	\$288,316.90
Total Cash Funds Available	\$610,563.35	\$607,445.54
Total Salary Allocation	\$3,041,358.00	\$3,041,358.00
Total Funds Available	\$3,651,921.35	\$491,231.10



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Administration	\$27,295.00	\$16,591.05
Lease payments	\$19,600.00	\$20,076.03
Utilities/Facilities and Maintenance	\$147,491.00	\$132,214.53
Buildings/Property and Equipment	\$109,692.90	\$101,561.89
Curriculum and Student Services	\$139,614.00	\$128,205.17
Professional Development	\$8,000.00	\$5,293.19
Transfer to Reserve	\$90,777.00	\$90,777.00
Other Expenditure	\$180.00	\$184.54
Payment to CO/Regional Office and Other Schools	\$63,320.00	57,174.08
Total Goods and Services Expenditure	\$609,969.90	\$552,077.48
Total Forecast Salary Expenditure	\$2,964,655.00	\$2,964,655.00
Total Expenditure	\$3,570,624.90	\$3,516,732.48



FINANCIAL REVIEW

Swanbourne Primary School operated within its set budget in 2017 and completed the year with a satisfactory carry-over figure into 2018 of \$79885 in cash.

The above table demonstrates a sound cash position at the end of 2017 with all targets being met. The School Board approved the 2017 One-Line Budget in February 2017.

ANNUAL REPORT ENDORSEMENT

THE 'SCHOOL BOARD' REVIEWED AND ENDORSED THE 2017 ANNUAL REPORT ON MONDAY 9 APRIL, 2018.

GLOSSARY

TERM/ACRONYM	Definition
DoE	Department of Education
IPS	Independent Public School
'Like Schools'	A group of schools with similar socio economic contexts used for comparing standards
NAPLAN	National Assessment Program – Literacy and Numeracy
NQS	National Quality Standards National benchmark for early childhood education
P&C	Parents and Citizens

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