

School Report 2023



Swanbourne
PRIMARY SCHOOL



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School Overview

Swanbourne Primary School has a rich history and reputation as a forward-thinking, progressive school with a firm focus on 'High Performance - High Care'. 'STRIVE' is our mindset for building a strong and vibrant school culture that reflects Success, Teamwork, Respect, Innovation, Vision and Excellence. We pride ourselves on being inclusive and valuing the ideas and support of others. Building positive and productive relationships and partnerships and the need to work together as a caring and supportive team with our stakeholders is very important to us. Our school is renowned for delivering innovative programs which promote 'inquiry learning' and provide unique experiences that positively influence all domains of student learning. We believe in doing our best for every child. This means providing a curriculum that is engaging, differentiated and balanced in a learning environment that is respectful, safe and caring. Core shared values such as Respect for Self and Others, Teamwork, Trust, Endeavour and Excellence provide the necessary building blocks for our students to be the best they can be, to become good citizens and to make a valuable contribution to society. These attributes are also a necessary foundation for our students to become resilient learners for life and to 'Strive for Excellence.' Our school vision is achieved through the efforts of a dedicated team of teaching, leadership and school support staff who work collaboratively with a dynamic and supportive school community. We work together to make a difference for all students at Swanbourne Primary.

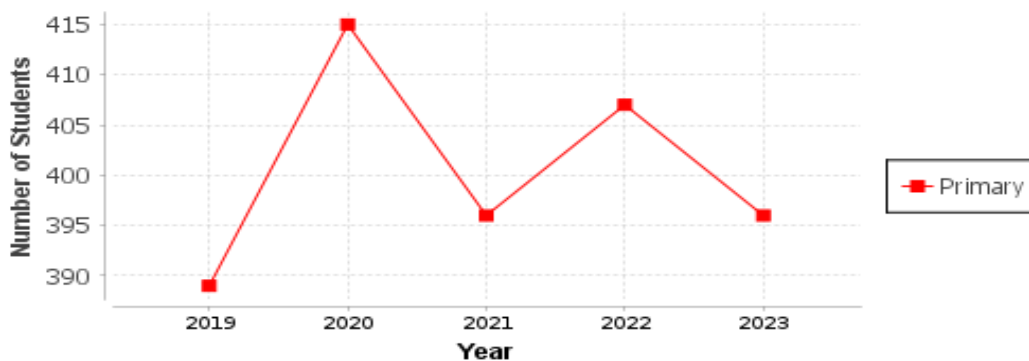
Student Numbers and Characteristics

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(25)	59	80	45	66	57	52	37	421
Part Time	50								

	Kin	PPR	Pri	Sec	Total
Male	24	34	184		242
Female	26	25	153		204
Total	50	59	337		446

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	1	5		8
Non-Aboriginal	48	58	332		438
Total	50	59	337		446

Semester 2 Student Numbers



Workforce composition**Staff Numbers**

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	30	24.0	0
Total Teaching Staff	30	24.0	0
School Support Staff			
Clerical / Administrative	3	2.6	0
Gardening / Maintenance	1	0.4	0
Other Allied Professionals	10	8.6	0
Total School Support Staff	14	11.6	0
Total	46	37.6	0

Comments

Swanbourne Primary School has a very experienced staff, including 7 Senior Teachers. Teachers take on curriculum leadership, professional learning and community leadership roles as key initiatives of the Department of Education. Our Education Assistants and Special Needs Education Assistants are an experienced team who support learning in Early Childhood classes, across the school and provide additional support for students with identified learning needs.

All teaching staff and Education Assistants have engaged in professional learning on School Development Days, after school and offsite at professional learning courses. Professional Learning is aimed at supporting our strategic planning, improving the quality of our teaching and learning programs, and ultimately the quality of our student outcomes. Swanbourne Primary School has a full time Defence School Mentor who is employed to support the families of our Australian Defence Force.

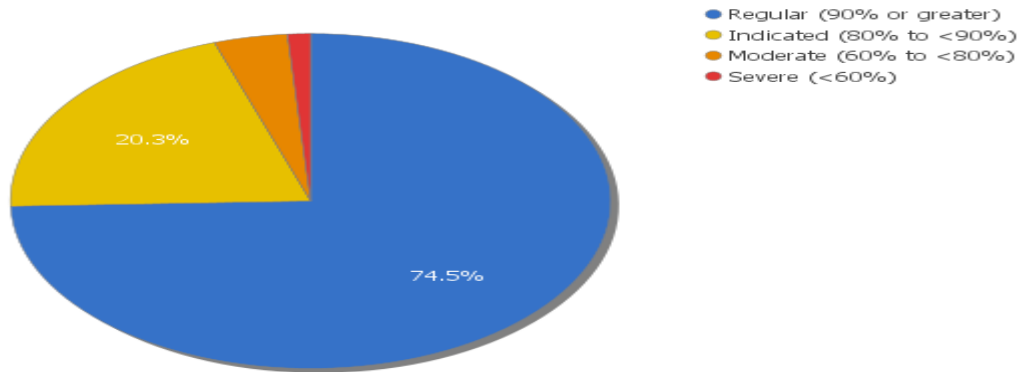
The DSM Program provides funding to Swanbourne PS to minimise the impact of the mobile lifestyle on Defence students' education. The DSM Program assists Defence students and their families with changing schools, integrating into the school community and providing support during parental absences.

At the conclusion of 2022, the school's leadership team was re-configured to have one Level 5 Principal – David Knox and one Level 4 Associate Principal, to replace the two Level 3 Deputy Principal positions that it has traditionally had. A full selection process was conducted throughout January, and following applications, referee checks and interviews, the successful applicant was Ms Rebecca Robson.

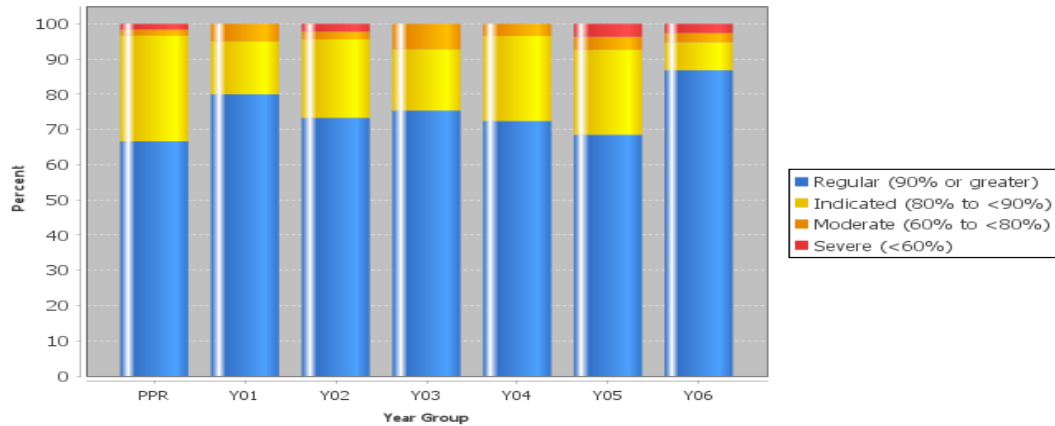
This initiative will streamline the school's leadership team, deliver significant cost benefits and make even more of our distributed leadership model. The saved funds will be reinvested back into our classrooms with extra support staff for our students. All teaching staff meet the professional requirements to teach in Western Australian schools and can be found on the public register of teachers of the Teacher's Registration Board of WA (TRBWA). All staff, both teaching and non-teaching have Working with Children Checks and Federal Police Clearances.

Student Attendance

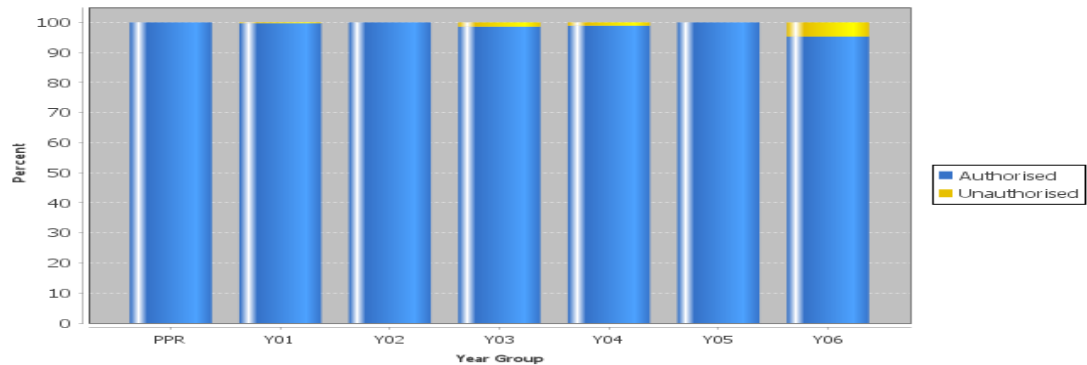
Attendance Profile 2023 Semester 2
DRAFT - 22/02/2024

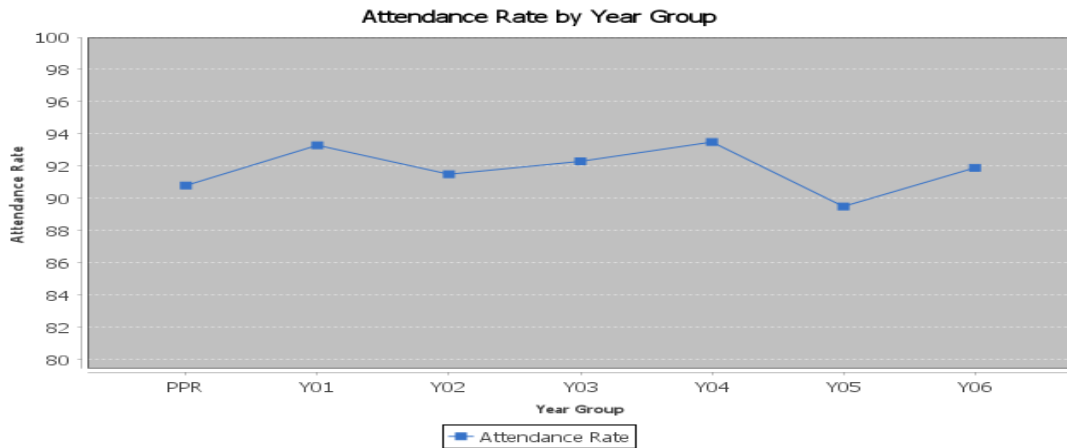


Year Group Breakdown



Authorised and Unauthorised Absences





Analysis, impact of evidence how non-attendance is managed by the school

2023 Regular- 75% Indicated- 20% Moderate- 4% Severe- 1%. Students identified at the Indicated risk category or below are followed up by administration. Unauthorised absences are followed up by both teachers and administration. Passtab and SMS has streamlined the attendance process. The school has introduced a number of ways for parents to notify the school of their child's absence. If students are ever a severe case, an attendance panel is formed. Parents are supported to help get their child back to school. Students have access to support such as school administration, DSM and the School Psychologist. We analyse, as a staff, the areas that we can work on that will improve our data. As a school we have used different communication means to discuss with families the importance of attendance. We will use the newsletter, notice boards, Board and P&C meetings to showcase our attendance data and discuss the importance of good attendance to parents. In 2023 we linked student attendance to our 'Swanbourne Cup' initiative. Good attendance was rewarded with house points. This will also directly link to our Positive Behaviour Policy, which will support students to develop, understand and maintain positive behaviour at school.

Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	493 and above	14%	26%	11%
Strong	378 - 492	78%	59%	50%
Developing	311 - 377	5%	11%	24%
NAS	310 and below	3%	4%	14%

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	577 and above	18%	31%	11%
Strong	451 - 576	76%	59%	53%
Developing	386 - 450	6%	8%	23%
NAS	385 and below	0%	2%	12%

Proficiency Level	NAPLAN Score Range	Year 3 Reading		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	481 and above	35%	34%	16%
Strong	368 - 480	44%	50%	45%
Developing	282 - 367	17%	12%	24%
NAS	281 and below	3%	4%	14%

Proficiency Level	NAPLAN Score Range	Year 5 Reading		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	555 and above	40%	41%	18%
Strong	448 - 554	52%	51%	51%
Developing	377 - 447	6%	7%	18%
NAS	376 and below	2%	1%	11%

Proficiency Level	NAPLAN Score Range	Year 3 Writing		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	503 and above	21%	22%	9%
Strong	370 - 502	75%	70%	65%
Developing	296 - 369	5%	5%	14%
NAS	295 and below	0%	3%	10%

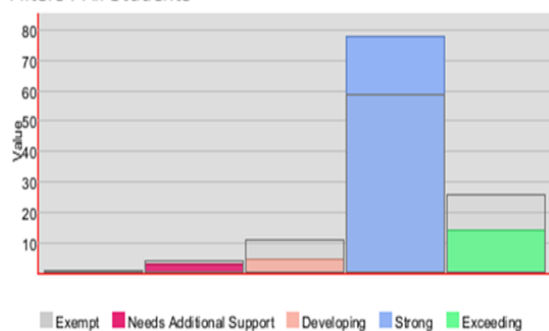
Proficiency Level	NAPLAN Score Range	Year 5 Writing		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	570 and above	13%	26%	10%
Strong	455 - 569	75%	63%	54%
Developing	385 - 454	13%	9%	22%
NAS	384 and below	0%	2%	12%

Proficiency and Progress

Cohort: Year 3 SWANBOURNE PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Numeracy - Proficiency

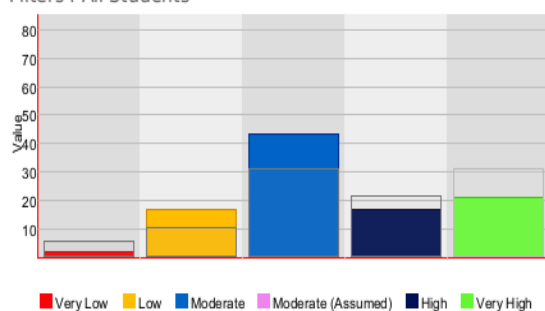
Filters : All Students



Cohort: Year 3 SWANBOURNE PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Numeracy - Progress

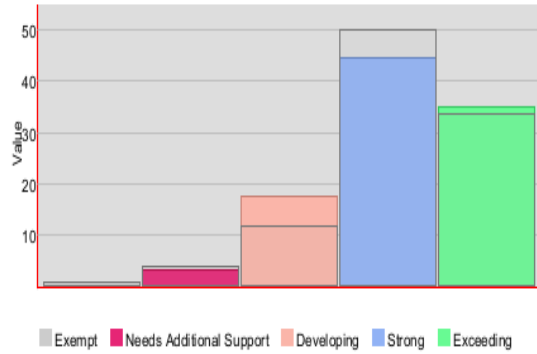
Filters : All Students



Cohort: Year 3 SWANBOURNE PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Reading - Proficiency

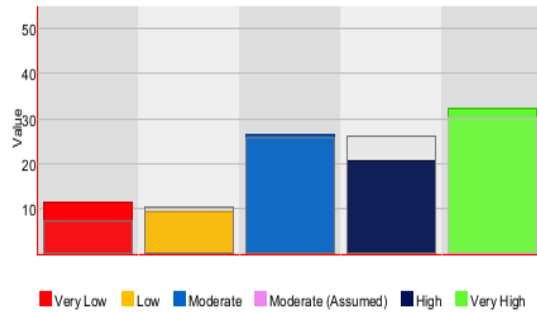
Filters : All Students



Cohort: Year 3 SWANBOURNE PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Reading - Progress

Filters : All Students



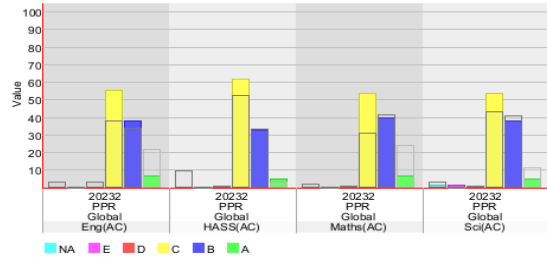
There is no data for Year 3 writing progress as progress is against the on-entry assessment program in Pre-primary. There is no data for Year 5 progress in any learning area as no NAPLAN to NAPLAN progress or previous proficiency levels will be reported until 2025.

Grade Distribution

Cohort: SWANBOURNE PRIMARY SCHOOL Year 1 (2024) Reporting Period: Semester 2, 2023

Learning Area Grade Distribution - Overview

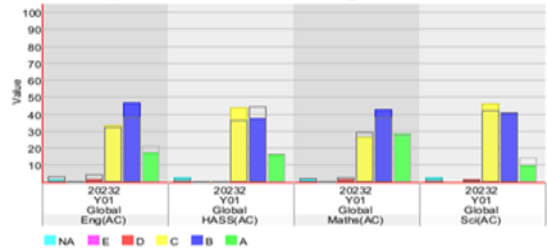
Results compared to Like School including data from other schools



Cohort: SWANBOURNE PRIMARY SCHOOL Year 2 (2024) Reporting Period: Semester 2, 2023

Learning Area Grade Distribution - Overview

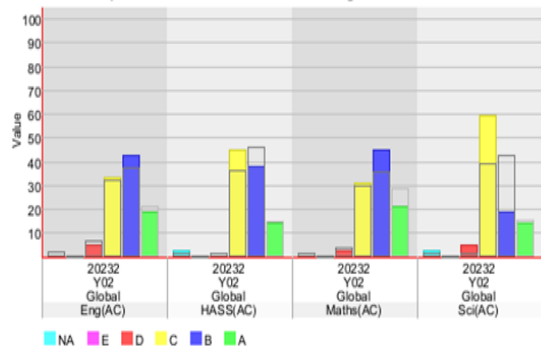
Results compared to Like School including data from other schools



Cohort: SWANBOURNE PRIMARY SCHOOL Year 3 (2024) Reporting Period: Semester 2, 2023

Learning Area Grade Distribution - Overview

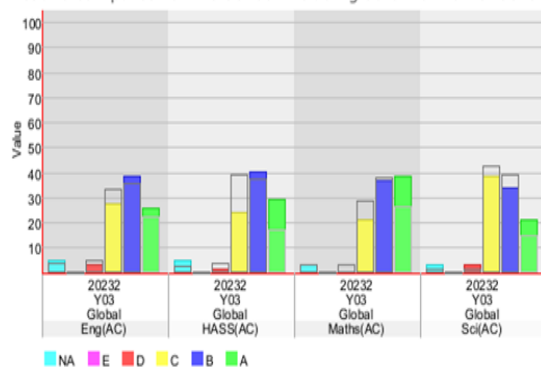
Results compared to Like School including data from other schools



Cohort: SWANBOURNE PRIMARY SCHOOL Year 4 (2024) Reporting Period: Semester 2, 2023

Learning Area Grade Distribution - Overview

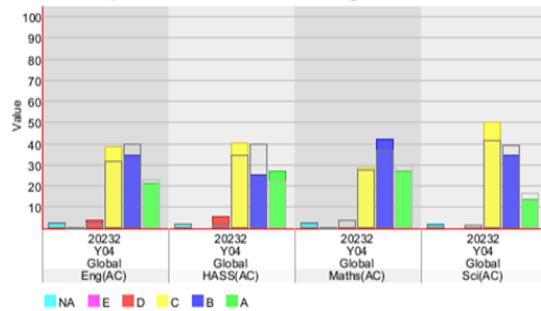
Results compared to Like School including data from other schools



Cohort: SWANBOURNE PRIMARY SCHOOL Year 5 (2024) Reporting Period: Semester 2, 2023

Learning Area Grade Distribution - Overview

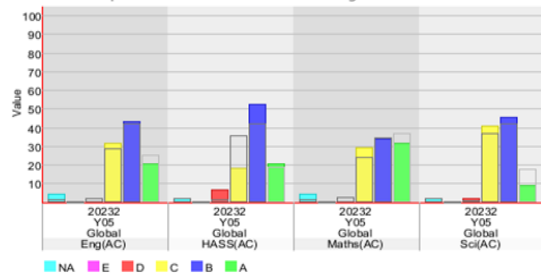
Results compared to Like School including data from other schools



Cohort: SWANBOURNE PRIMARY SCHOOL Year 6 (2024) Reporting Period: Semester 2, 2023

Learning Area Grade Distribution - Overview

Results compared to Like School including data from other schools



Analysis and impact of evidence

All of Swanbourne's results in 2023 were at the expected level of achievement in all learning areas, all being within one standard deviation of the like school mean. In Numeracy, Reading and Writing when compared to like schools, we were under-represented in the Exceeding, Developing and NAS proficiency level and over-represented in the Strong proficiency levels. These results were reflected in our grade distributions where in English and Mathematics, in comparison to our like schools, we are underrepresented in A grades, equally represented in B grades and overrepresented in C and D grades. As with NAPLAN, we are also underrepresented in D grades, which indicates that our SAER processes are effective.

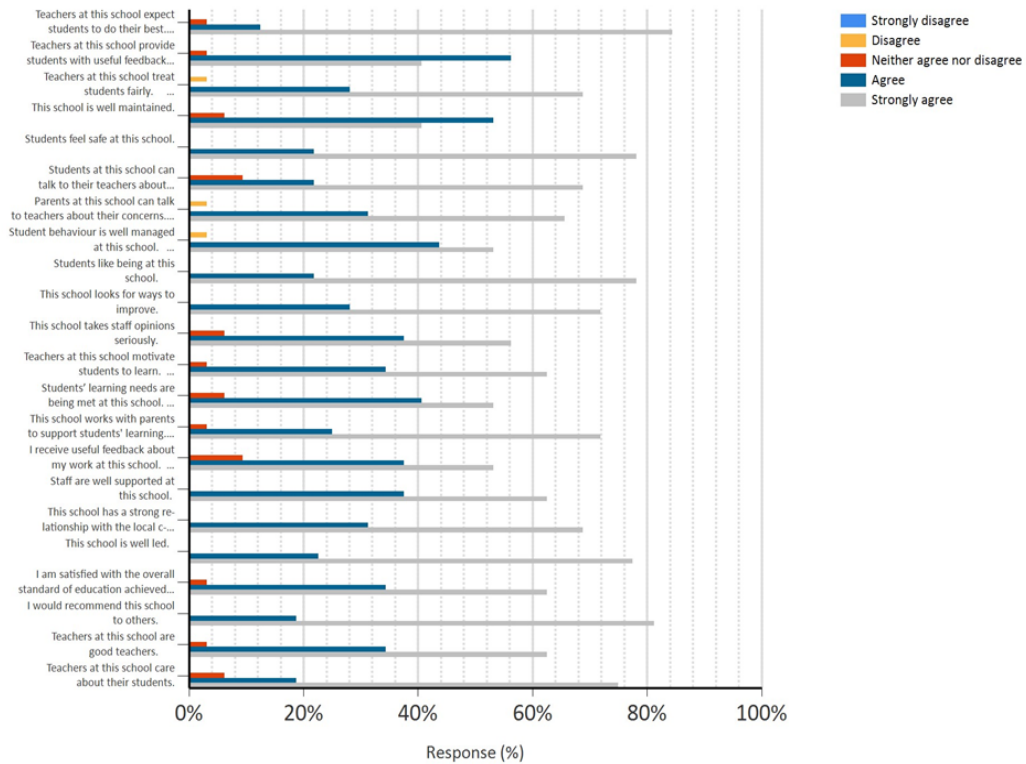
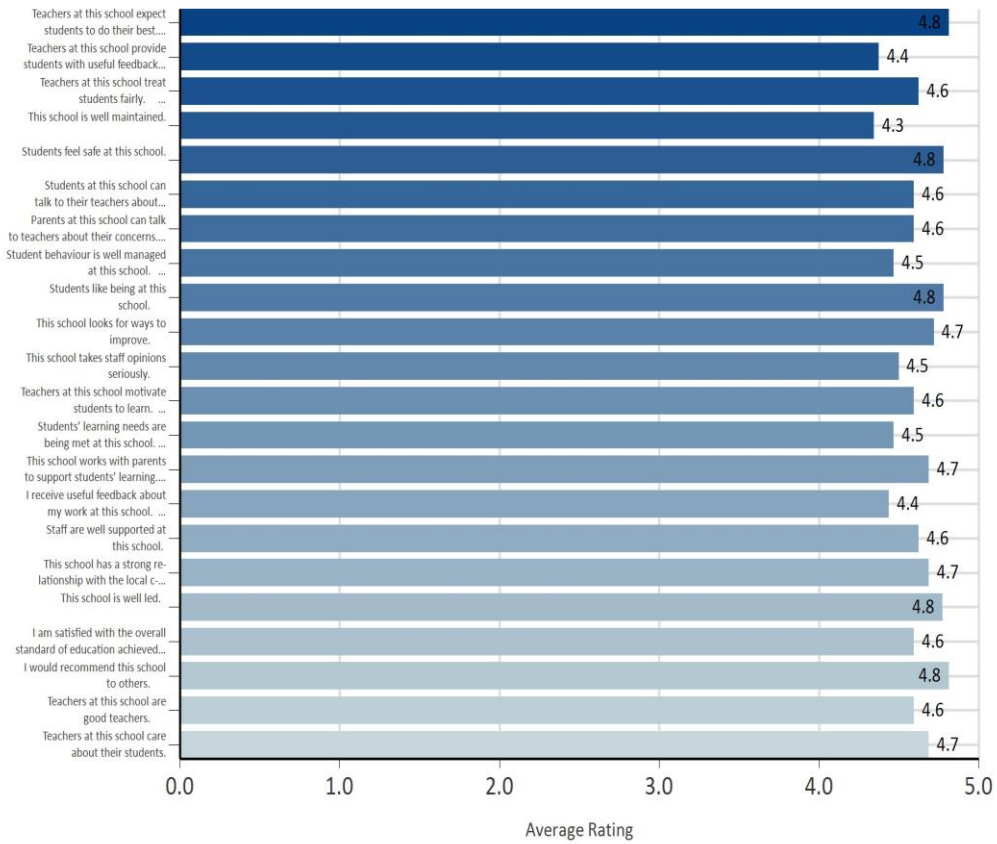
School Destination

Destination Schools	Male	Female	Total
Shenton College	7	5	12
St Hilda's Anglican Sch - Girls		2	2
Iona Presentation College		4	4
John Xxiii College	3	1	4
Presbyterian Ladies College		1	1
Scotch College	6		6
Christ Church Grammar School	1		1
Methodist Ladies' College		4	4
Dripstone Middle School	1		1
All Saints College		1	1

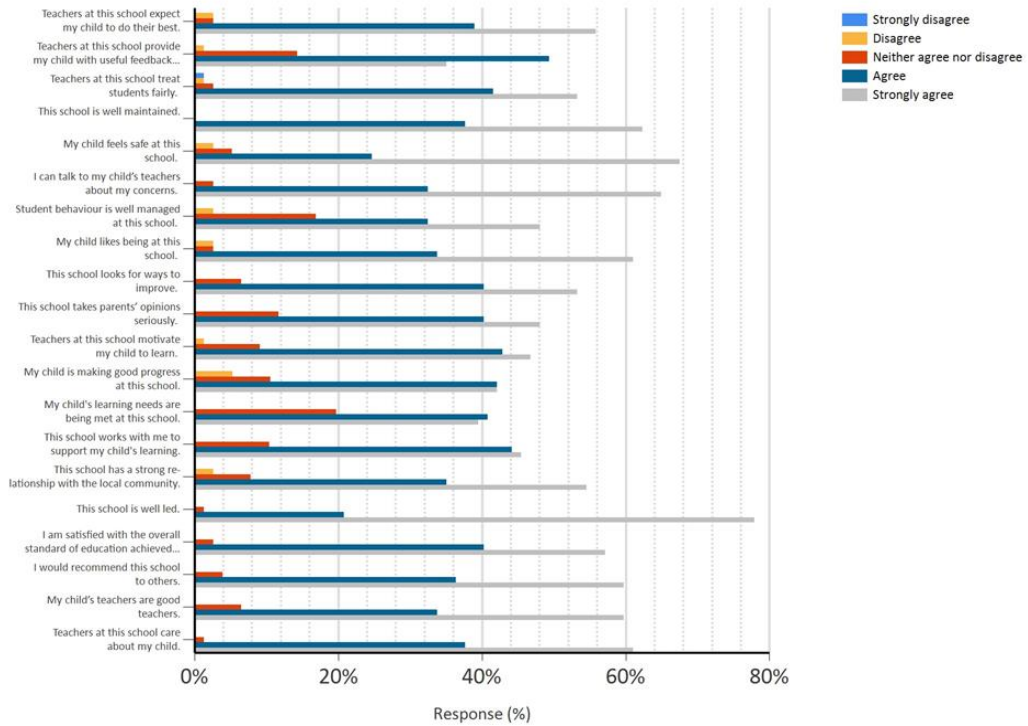
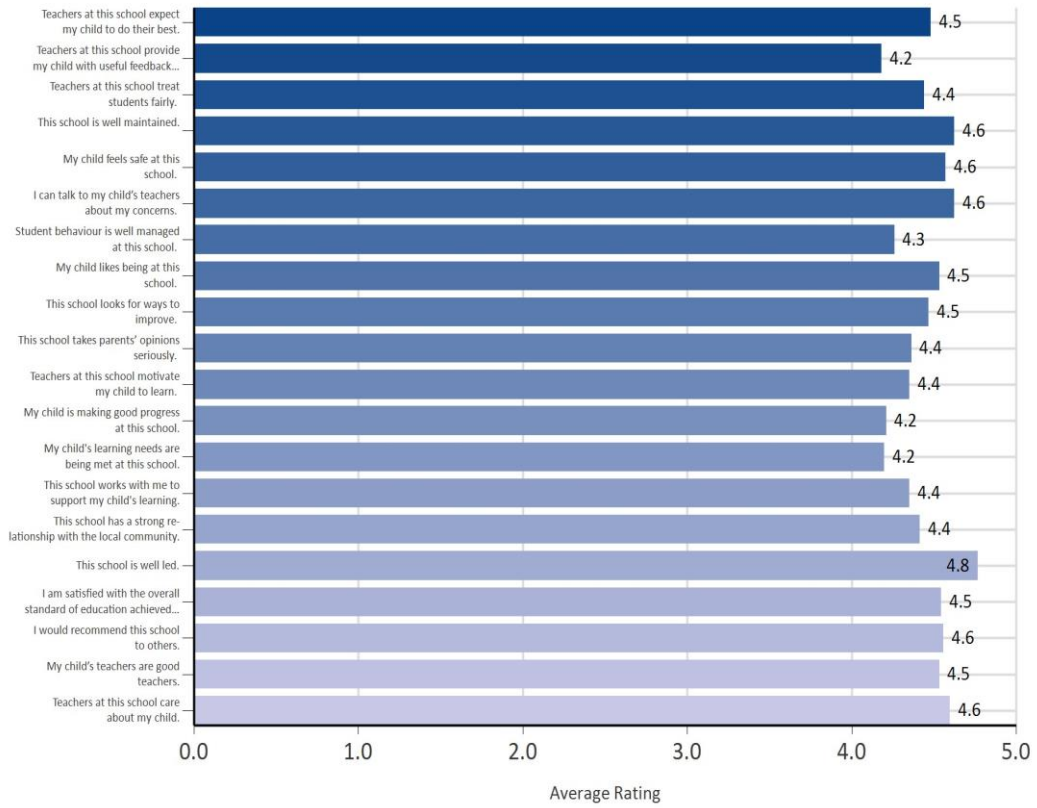


Parent/student/teacher satisfaction with the school

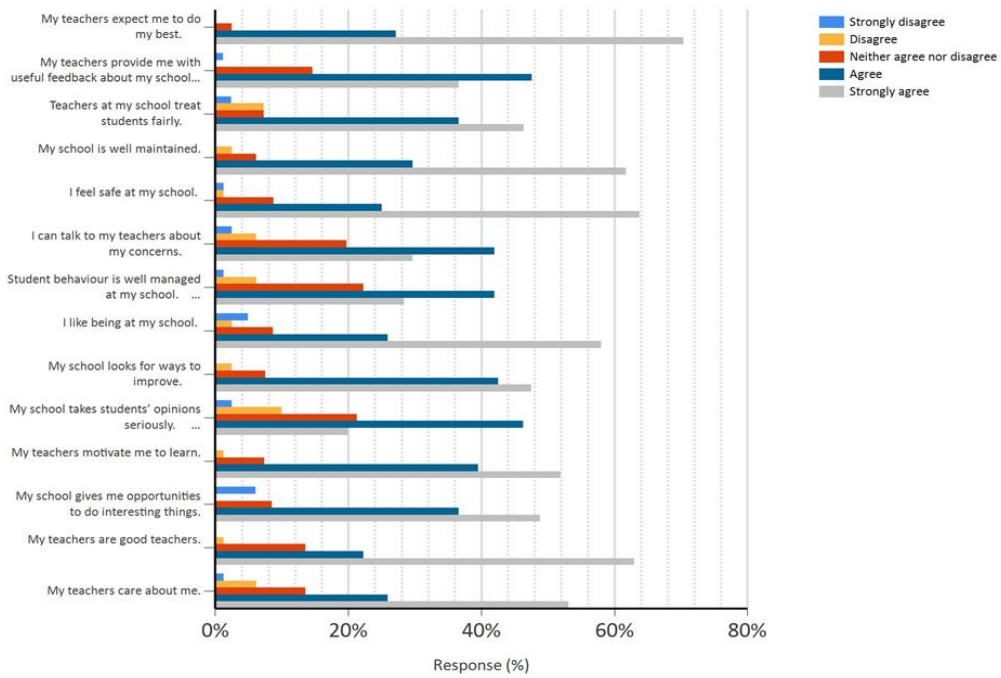
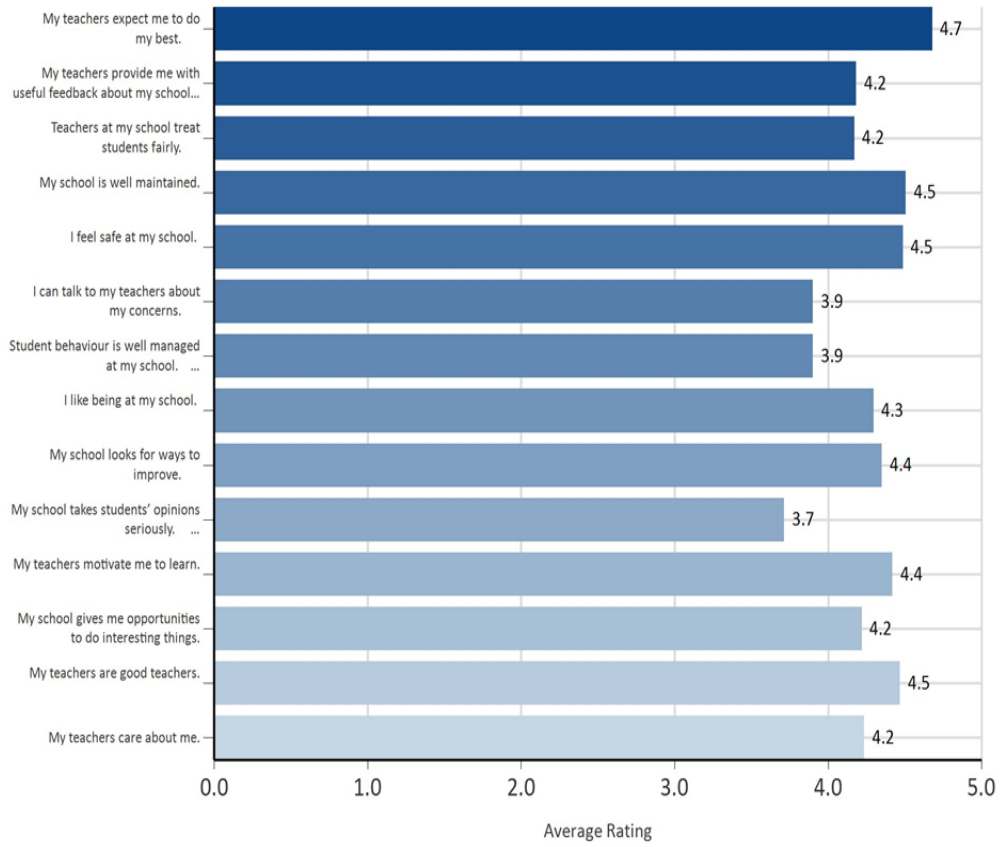
Staff Satisfaction Survey



Parent Satisfaction Survey



Student Satisfaction Survey



Business Plan 2021-2023 Targets					
Academic Targets	2021	2022	2023		
Year 3 Numeracy: Arrest and reverse the decline in relative achievement and achieve within one standard deviation of the LSM.					
Year 3 Reading: Arrest and reverse the decline in relative achievement and achieve within one standard deviation of the LSM.					
Year 3 Writing: Arrest and reverse the decline in relative achievement and achieve within one standard deviation of the LSM.					
Year 5 Numeracy: Continue and accelerate the incline in relative achievement and achieve within one standard deviation of the LSM.	1.				
Year 5 Reading: Incline the relative achievement line and achieve within one standard deviation of the LSM.					
Year 5 Writing: Incline the relative achievement line and achieve within one standard deviation of the LSM.					
Non academic targets					
Attendance: Increase to 95% the overall school attendance rate.	3.	3.			
Finance: Attain a GOOD rating in the school's external financial audit.			2.		
Extension: Provide meaningful, authentic and measurable extension learning opportunities to all cohorts.					
Protective Behaviours: Provide a dedicated specialist program targeting instruction on developing protective behaviours to every cohort.					
Behaviour: Reduce the number of office referrals for poor behaviour and increase the number of office referrals for positive behaviour.					
<p>Notes:</p> <p>Changes in the 2023 NAPLAN assessment regime made valid judgements against the prescribed targets impossible.</p> <p>Light blue indicates partial attainment of the target.</p> <p>1: The incline in relative achievement continued but did no accelerate.</p> <p>2: We achieved a satisfactory rating in our external audit, which is the level below a good rating.</p> <p>3: COVID effected.</p>					

School Income by Funding Source

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 96,428	96,428	-0
Carry Forward (Salary):	\$ 90,156	90,156	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,286,855	4,286,855	0
Locally Raised Funds:	\$ 219,220	325,732	-106,512
Total Funds:	\$ 4,692,659	4,799,171	-106,512
EXPENDITURE			
Salaries:	\$ 4,157,914	4,157,914	0
Goods and Services (Cash):	\$ 391,100	461,007	-69,907
Total Expenditure:	\$ 4,549,014	4,618,921	-69,907
Variance:	\$ 143,645	180,250	-36,605

Student-Centred Funding

Per Student	\$ 3,620,991.00
School and Student Characteristics	\$ 533,129.02
Disability Adjustments	\$ 36,436.92
Targeted Initiatives	\$ 86,850.30
Operational Response Allocation	\$ 5,948.00
Regional Allocation	\$ 3,500.00
Total	\$ 4,286,855.24
Transition Adjustment	\$ 0.00
Total After Transition Adjustment	\$ 4,286,855.24

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 4,612,587
Minimum Expenditure Requirement	
96% of current budget	\$ 4,428,083
10% of carry forward	\$
Total Minimum Expenditure	\$ 4,428,083
Current Forecast Expenditure	
Salaries	\$ 4,157,914
Goods and Services (Cash Expenditure)	\$ 461,007
Total Forecast Expenditure (cash and salaries)	\$ 4,618,921

Bank Account Balances (Cash)

Bank Account	\$ 168,319.89
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 168,319.89

*Reserve balances are included in the total

Reserve Account Balances

Library Software Upgrade Reser	\$ 4,000.54
Music Room Reserve	\$ 2,000.00
Computer Reserve	\$ 2,000.28
Furniture Reserve	\$ 6,518.39
Office Equipment Reserve	\$ 9,000.00
Plant & Equipment Reserve	\$ 1,759.40
Total for all Reserve Accounts	\$ 25,278.61

Analysis and impact of evidence

All audit recommendations are being being addressed by the school in a sustainable manner. We have actively encouraged professional development opportunities for administrative staff. The Finance Committee provides sound financial oversight of the salary and cash components of the budget, with a focus on the comparative budget. Aligned to the current business plan and school priorities, there are clear planned intentions for ICT in reserve allocations. All Operational Plans are written in November, with a clear and succinct resources section articulating what funds will be required to fund the resources to drive the initiatives of each plan. By doing this we are ensuring that curriculum drives the budget and not the budget dictating what we can and can't do in terms of targeted initiatives. Our student services operational plan drives planning and budget allocations for students with diagnosed disabilities, inclusive of school support staff allocations.

Identified school priority	Progress against priority	Planned actions
<p>Leadership <i>The school's leadership is leading a determined and strong commitment to the school's improvement journey. To achieve this, student success is at the core of all decision making.</i></p>	<p>School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices. Collaboration meetings continue to augment the strengthening team ethos. The school expects all teachers to be highly committed to the continuous improvement of their own teaching. They are expected to be focused on the development of their knowledge and skills required to maintain high standards of students' success. Enthusiasm and optimism for the school's future is evident in staff, members of the School Board and P&C representatives. Staff understand, accept and embrace the leadership's direction.</p>	<p>Consolidate the building of a leadership framework outlining roles and responsibilities. Use the Shenton Network Aspirant Leaders Strategy to develop and support teacher leaders.</p>
<p>Use of resources <i>Schools are required to have contemporary systems and practices that deliver high levels of financial and resource management. Probity of budget management processes are at the core of the standards required to manage public school resources. Maintaining currency in process and accounting updates is critical.</i></p>	<p>Audit recommendations were accepted and we are implementing them in both a timely and appropriate manner. The school has applied appropriate levels of oversight of school resource management to ensure compliance with the expectations of the Funding Agreement for Schools. The school understands the critical importance of achieving the one-to-one alignment that must exist between the schools' planning priorities and budgeting processes. School Board receives transparent exchange of information in relation to improvement planning, budget management and student achievement data.</p>	<p>Ensure ongoing training in resource management is available and undertaken by the manager corporate services and school officer to guarantee the contemporary standards expected are maintained at the highest level.</p>
<p>Teaching quality <i>Establishing a consistent school-wide pedagogy is a priority for the school. Shared beliefs and clear expectations about effective teaching and learning are emerging. Steps towards the delivery of whole-school, low variance connected teaching practice are being forged through targeted staff professional learning.</i></p>	<p>Professional learning is appropriately targeted towards the implementation of agreed schoolwide programs. It is designed to achieve continuity of curriculum content, coherent teaching practice and data informed classroom planning. All teaching practices align to the Western Australian Curriculum and these links are articulated in the yearly learning area operational plans. Case Management Planning is used to facilitate differentiated teaching practices to ensure the needs of all students are met. Further professional learning is planned to improve teacher confidence and competence. The increased level of staff commitment to the delivery of evidence-based programs is complemented by acceptance of the value of</p>	<p>Take steps to ensure teachers undertake professional learning in First Steps pedagogy to teach English. Establishment of consistent school-wide teaching and learning beliefs.</p>

	student achievement data analysis being used to inform classroom planning.	
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