

2024 School Report



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School Overview

Swanbourne Primary School an Independent Public School (IPS) and situated 15 minutes drive west of the Perth CBD and is approximately one kilometre from the ocean. Swanbourne is 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. Swanbourne Primary School was originally established in 1905. The new school relocated to its Narla Road site in November 2001, replacing the original school in Derby Road. The school's covered assembly area was extended and enclosed so it can be used as a school hall. The school's staffing profile consists of the Principal, Associate Principal, a Manager Corporate Services and a School Officer who assist in the front office. In addition, the school has specialist teachers in Physical Education, Science, Music, Visual Arts and Languages (Japanese). Non-Teaching staff include Education Assistants for Kindergarten and Pre-Primary and Special Needs Education Assistants. A Defence School Mentor (DSM) is available to assist with the transition of Australian Defence Force families into our school community and when they leave. The DSM 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. School staff are hardworking, conscientious and aim to cater fully for the individual educational needs of the students. 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. Upgraded IT facilities have greatly enhanced the school's educational program. 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.

Our Vision

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.

Our 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.

Student Numbers and Characteristics

	Kin	PPR	Pri	Sec	Total
Male	35	27	191		253
Female	29	26	149		204
Total	64	53	340		457
	Kin	PPR	Pri	Sec	Total
Aboriginal		4	6		10
Non-Aboriginal	64	49	334		447
Total	64	53	340		457

Workforce composition

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	25.4	0
Total Teaching Staff			30	25.4	0
School Support Staff					
Clerical / Administrative			3	3.0	0
Gardening / Maintenance			1	0.4	0
Other Allied Professionals			13	11.6	0
Total School Support Staff			17	15.0	0
Total			49	42.4	0

Swanbourne Primary School has a very experienced staff, including 10 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.

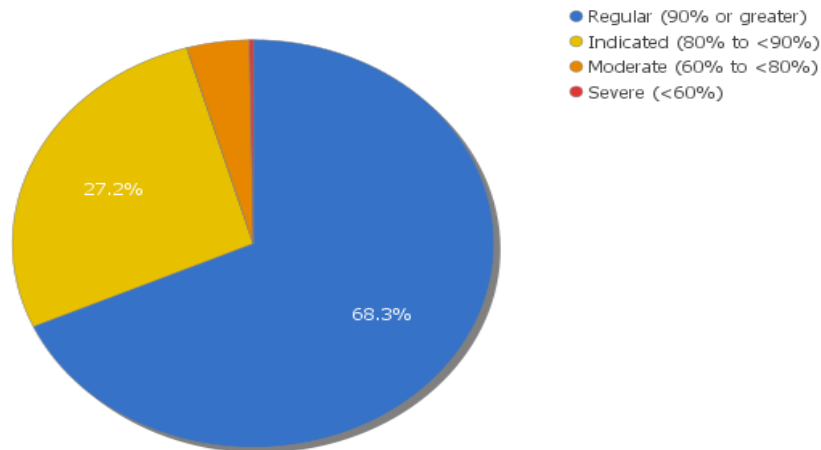
The DSM Program provides funding to Swanbourne PS to minimise the impact of the mobile lifestyle on Defence students' education. The DSM Program assists Defence students and their families with changing schools, integrating into the school community and providing support during parental absences.

We have one L5 Principal and one L4 Associate Principal, instead of two L3 Deputies. This initiative has streamlined the school's leadership team, delivered significant cost benefits and made even more of our distributed leadership model. The saved funds have been reinvested back into our classrooms with extra support staff for our students and all classes straight year levels.

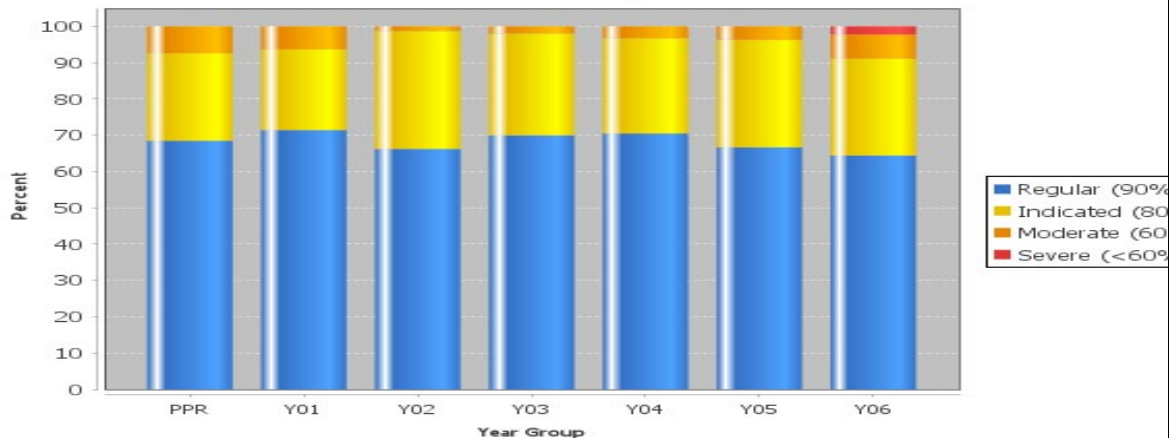
All teaching staff meet the professional requirements to teach in Western Australian schools and can be found on the public register of teachers of the Teacher's Registration Board of WA (TRBWA). All staff, both teaching and non-teaching have Working with Children Checks and Federal Police Clearances.

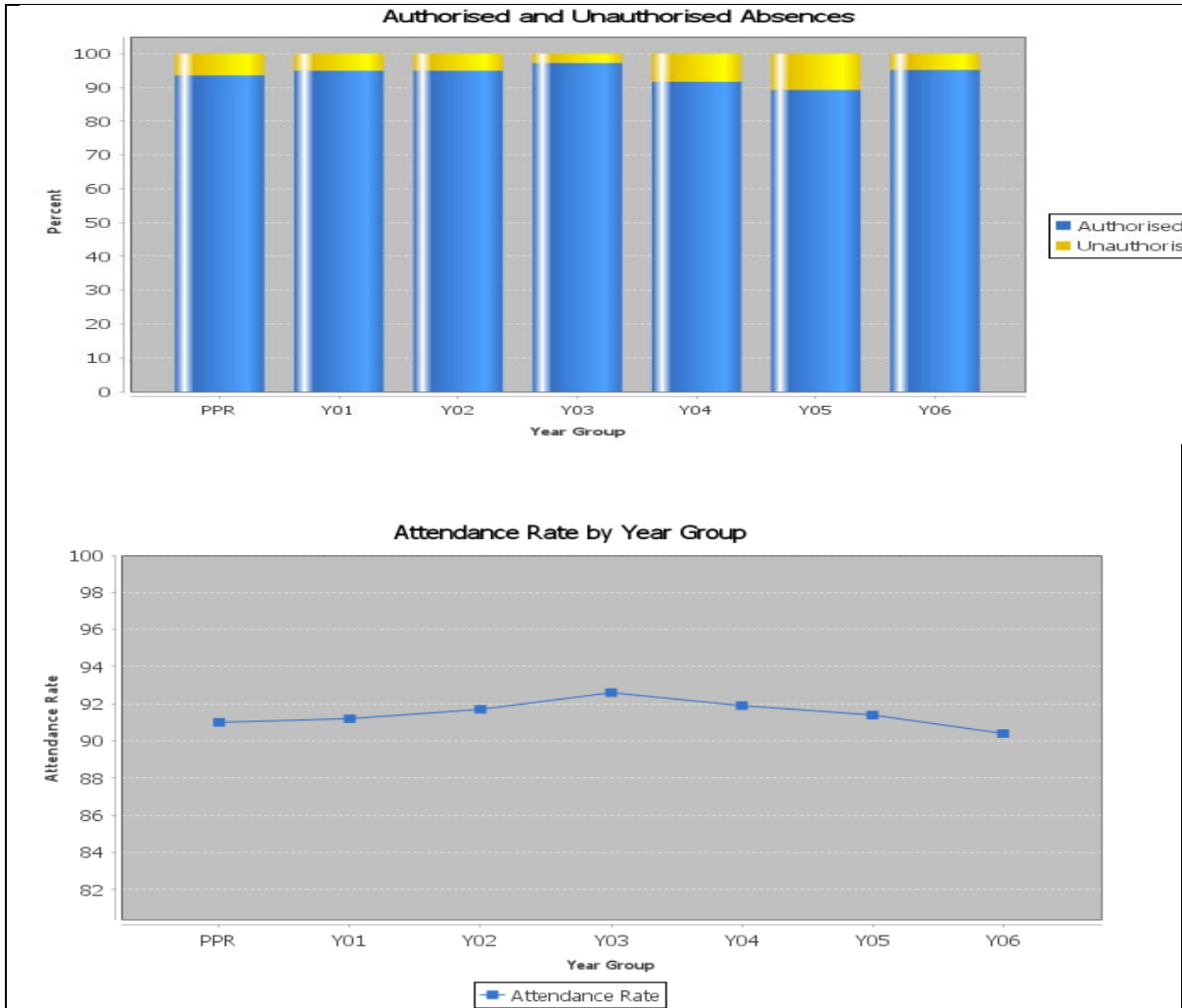
Student Attendance

Attendance Profile 2024 Semester 2
DRAFT - 03/02/2025



Year Group Breakdown





Analysis and impact of evidence

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 have 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 2024 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 supported students to develop, understand and maintain positive behaviour at school.

Student achievement and progress - NAPLAN

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	493 and above	14%	25%	26%	25%	11%	8%
Strong	378 - 492	78%	59%	59%	60%	50%	50%
Developing	311 - 377	5%	14%	11%	12%	24%	27%
NAS	310 and below	3%	2%	4%	3%	14%	13%
Proficiency Level	NAPLAN Score Range	Year 5 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	577 and above	18%	28%	31%	30%	11%	11%
Strong	451 - 576	76%	51%	59%	60%	53%	53%
Developing	386 - 450	6%	19%	8%	8%	23%	23%
NAS	385 and below	0%	2%	2%	2%	12%	12%
Proficiency Level	NAPLAN Score Range	Former Year 6 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	632 and above	14%	33%	0%	0%	12%	11%
Strong	500 - 631	59%	50%	0%	0%	49%	49%
Developing	431 - 499	27%	17%	0%	0%	24%	24%
NAS	430 and below	0%	0%	0%	0%	13%	13%

Proficiency Level	NAPLAN Score Range	Year 3 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	481 and above	35%	32%	34%	36%	16%	16%
Strong	368 - 480	44%	57%	50%	48%	45%	44%
Developing	282 - 367	17%	9%	12%	11%	24%	22%
NAS	281 and below	3%	2%	4%	4%	14%	16%
Proficiency Level	NAPLAN Score Range	Year 5 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	555 and above	40%	38%	41%	39%	18%	17%
Strong	448 - 554	52%	47%	51%	51%	51%	48%
Developing	377 - 447	6%	8%	7%	8%	18%	21%
NAS	376 and below	2%	8%	1%	1%	11%	13%
Proficiency Level	NAPLAN Score Range	Former Year 6 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	603 and above	32%	36%	0%	0%	17%	15%
Strong	500 - 602	41%	55%	0%	0%	45%	44%
Developing	430 - 499	23%	9%	0%	0%	22%	24%
NAS	429 and below	5%	0%	0%	0%	14%	15%

Proficiency Level	NAPLAN Score Range	Year 3 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	503 and above	21%	25%	22%	23%	9%	7%
Strong	370 - 502	75%	75%	70%	71%	65%	66%
Developing	296 - 369	5%	0%	5%	4%	14%	17%
NAS	295 and below	0%	0%	3%	2%	10%	9%
Proficiency Level	NAPLAN Score Range	Year 5 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	570 and above	13%	11%	26%	23%	10%	9%
Strong	455 - 569	75%	68%	63%	66%	54%	53%
Developing	385 - 454	13%	15%	9%	10%	22%	25%
NAS	384 and below	0%	6%	2%	1%	12%	11%
Proficiency Level	NAPLAN Score Range	Former Year 6 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	614 and above	23%	27%	0%	0%	11%	15%
Strong	511 - 613	50%	55%	0%	0%	45%	43%
Developing	439 - 510	23%	18%	0%	0%	28%	26%
NAS	438 and below	5%	0%	0%	0%	14%	14%

Analysis and impact of evidence

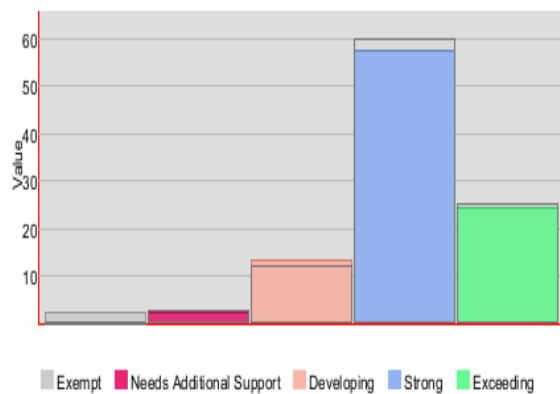
Our focus on identifying students in the middle proficiency level of achievement and propelling them into the upper proficiency level has seen increases over five years, on average, in the percentage of our students achieving in the Exceeding level of proficiency band, and equivalent, in all areas except Reading, where levels have remained steadily high and are in line with our Like Schools levels of achievement. Under the new testing regime, we have improved our representation in the Exceeding band of achievement in 73% of tested learning areas.

Proficiency and Progress

Cohort: Year 3 SWANBOURNE PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Numeracy - Proficiency

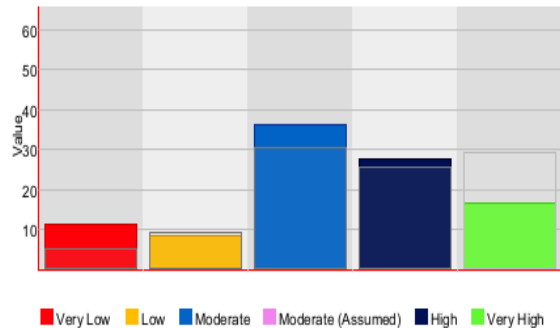
Filters : All Students



Cohort: Year 3 SWANBOURNE PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Numeracy - Progress

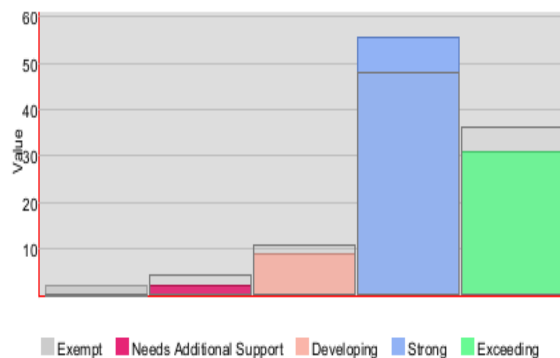
Filters : All Students



Cohort: Year 3 SWANBOURNE PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Reading - Proficiency

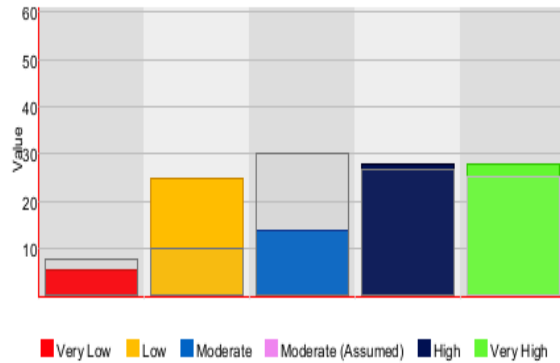
Filters : All Students



Cohort: Year 3 SWANBOURNE PRIMARY SCHOOL Y03 2024 Reporting Period: 2024 Y03

Reading - Progress

Filters : All Students



There is no data for Year 3 writing progress as progress is against the on-entry assessment in Pre-primary where writing is not assessed. 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 due to a change in reporting levels in 2023.

Grade Distribution

Cohort: Reported Cohort Semester 2, 2024 Reporting Period: Semester 2, 2024

School Summary

Results compared to Like School excluding data from other schools



The arrows on this table indicate allocation of A and B grades in comparison to our like schools. While at a system level we test at a similar grade to our like schools, we do tend to award fewer A and B grades and more C grades than our like schools. At the end of 2024, this was the case in 79% of learning area grade allocations.

Operational Plan Targets and Achievement

Year 3

Numeracy Target	Achievement
20% of students achieve in the Exceeding band of achievement	24%
25% of students achieve Very High progress from PP On Entry	17%
Reading Target	Achievement
30% of students achieve in the Exceeding band of achievement	31%
30% of students achieve Very High progress from PP On Entry	28%
Writing Target	Achievement
20% of students achieve in the Exceeding band of achievement	24%

Year 5

Numeracy Target	Achievement
20% of students achieve in the Exceeding band of achievement	28%
Reading Target	Achievement
25% of students achieve in the Exceeding band of achievement	38%
Writing Target	Achievement
20% of students achieve in the Exceeding band of achievement	11%

All of Swanbourne's results in 2024, for our stable cohort, 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 grades. As with NAPLAN, we are also underrepresented in D grades, which indicates that our SAER processes are effective.

2024 – 2026 Strategic Targets

		2024	2025	2026
ATTENDANCE	All absences be explained and be at or above our like schools			
FINANCE	Attain a GOOD rating in the school's external financial audit			
EXTENSION	Provide meaningful, authentic and measurable extension learning opportunities to all cohorts			
NUMERACY				
Year 3	20% of students achieve within the Exceeding range of achievement.	+04%		

Year 3	25% of students achieve Very High progress form PP ON Entry Assessment to NAPLAN	-08%		
Year 5	20% of students achieve within the Exceeding range of achievement	+08%		
READING				
Year 3	30% of students achieve within the Exceeding range of achievement.	+01%		
Year 3	30% of students achieve Very High progress form PP On Entry Assessment to NAPLAN	-02%		
Year 5	25% of students achieve within the Exceeding range of achievement.	+13%		
WRITING				
Year 3	20% of students achieve within the Exceeding range of achievement	+04%		
Year 5	20% of students achieve within the Exceeding range of achievement	-09%		

Post School Destination

Destination Schools	Male	Female	Other	Total
4168 Shenton College	4	7		11
1171 Scotch College	6			6
1121 Iona Presentation College		4		4
1042 Methodist Ladies' College		3		3
1122 St Hilda's Anglican Sch - Girls		3		3
1277 All Saints' College		1		1
4004 Balcatta Senior High School		1		1
4057 Carine Senior High School		1		1
1041 Christ Church Grammar School	1			1
1147 Presbyterian Ladies College		1		1

Parent/student/teacher satisfaction with the school

We survey our community bi-annually and our next surveys will be in 2025.

School Income by Funding Source

One Line Budget

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	138,507	138,507	0
Carry Forward (Salary):	\$	41,742	41,742	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	4,772,134	4,772,134	0
Locally Raised Funds:	\$	283,502	436,460	-152,958
Total Funds:	\$	5,235,886	5,388,844	-152,958
EXPENDITURE				
Salaries:	\$	4,546,334	4,546,334	0
Goods and Services (Cash):	\$	559,545	549,153	10,392
Total Expenditure:	\$	5,105,879	5,095,487	10,392
Variance:	\$	130,007	293,357	-163,350

Student-Centred Funding

Per Student	\$	3,877,908.00
School and Student Characteristics	\$	691,859.88
Disability Adjustments	\$	93,573.80
Targeted Initiatives	\$	85,443.28
Operational Response Allocation	\$	22,965.00
Regional Allocation	\$	0.00
Total	\$	4,771,749.96

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$	5,208,594
Minimum Expenditure Requirement		
96% of current budget	\$	5,000,251
10% of carry forward	\$	
Total Minimum Expenditure	\$	5,000,251
Current Forecast Expenditure		
Salaries	\$	4,546,334
Goods and Services (Cash Expenditure)	\$	549,153
Total Forecast Expenditure (cash and salaries)	\$	5,095,487

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 replacing staff 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 in a single distributed leadership document. Interview all Senior Teachers who are eligible for Senior Teacher Level 2 status and negotiate an extra leadership role for each of this group of seven teachers. This initiative will significantly strengthen our distributed leadership model. In 2025 we'll have 11 Level 2 Senior Teachers and 2 Level 1 Senior Teachers.</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 have fully implemented 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 principal and manager corporate services 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</i></p>	<p>Professional learning is appropriately targeted towards the implementation of agreed school wide programs. It is designed to achieve continuity of curriculum content, coherent teaching practice and data informed classroom planning. All teaching practices align to the <i>Western Australian Curriculum</i> and these links are articulated in the yearly learning area operational plans</p>	<p>Develop a Curriculum Checklist in English and Mathematics that reflect the expectations in each learning area from Years P to 10 to replace last year's Case Management Plans. The checklists to be developed all the way to</p>

<p><i>emerging. Steps towards the delivery of whole-school, low variance connected teaching practice are being forged through targeted staff professional learning.</i></p>	<p>which are written by our learning area committees in response to the school's data sets. Case Management Planning was 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 student achievement data analysis being used to inform classroom planning.</p>	<p>the end of Year 10 to allow for in class extension. Allocate 0.6FTE in employing an Enrichment Teacher to address the needs of our students achieving in the upper echelons of the curriculum. The program aims to provide depth and breadth to our curriculum diet for our students achieving in the higher levels of student achievement.</p>
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