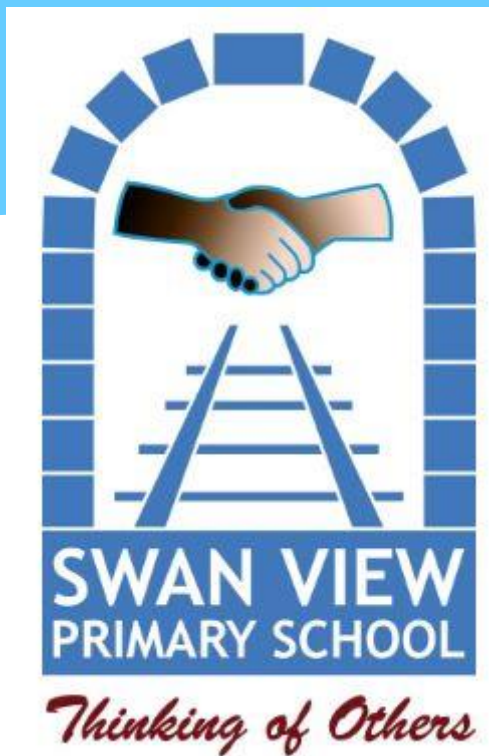


School Report 2022

Swan View Primary School



Participation in a variety of sporting activities is a focus of personal development for all students

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School Report

Swan View Primary School

School Overview (source: Schools Online/School website)

A warm and safe environment for all members of our learning community is what we strive to provide at Swan View Primary School. We put the pastoral care, mental and physical well-being of our students above all else. We believe that achievement in learning comes more easily when basic needs are met.

Our staff work hard to create a caring and nurturing learning environment and they aim to give students the opportunities to learn what the curriculum requires and life dictates. There is a balance of experience across the members of staff. Our educators are committed and diligent in their duties and provide enriched learning experiences for our 259 students from Kindergarten to Year 6.

We continue to show pride in the range of programs we provide to our students. They have access to Music, Aboriginal Cultural Studies, Art, Digital Technologies and Science Technology Engineering and Mathematics (STEM). Student's learning is also enriched through our Whole School approach to Literacy and Numeracy, WA River Rangers Cadets, Physical Education and Health Programs. At Swan View Primary School, we also offer a Chaplaincy Program, Playgroup, Instrumental Music, Art, Music, Children's University and Transition to Kindy for 3 year olds.

The school consists of 11 learning areas which include an Early Childhood Centre with Play Based Learning embraced by all staff members. We are fortunate to enjoy separate learning areas which provide the space and resources required for optimal learning growth. These areas include a library resource centre, music room, art room, computer laboratory, a designated mathematics room, science laboratory, a covered assembly area, an activities room, a dental therapy unit and a canteen.

Many parents and carers are engaged in the teaching and learning process, offering their assistance in classrooms, the library, the canteen, and uniform shop. Our students participate in a breakfast program three days a week and have access to morning tea and lunch if needed. Our School Council and the P & C Association provide a platform for parent participation in the educational life of Swan View Primary School.

We work collaboratively to create a safe place of belonging, where inclusivity and meeting students' needs are among our top priorities. Our teaching community is committed to preparing students for the 21st century so they have the right skills and mind set for the challenges of the future.

Swan View Primary is a Level 5 school with an enrolment of 259 students from Kindergarten to Year 6. Included in this enrolment are 69 indigenous students.

Student Numbers and Characteristics (Data) (source: Schools Online)

ICSEA	2021 Cohort (released March 2022)	903 (9)
	2020 Cohort (released March 2021)	904 (9)
	2019 Cohort (released March 2020)	894 (10)
	2018 Cohort (released March 2019)	883 (9)
	2017 Cohort (released March 2018)	918 (9)
Student Transiency	2022	36.3% (9)
	2021	35.2% (9)
	2020	30.7% (9)
	2019	30.5% (9)
	2018	36.0% (9)

Student Profile		
Semester 1, 2022	Number	%
Full Time Students	259	
Students with a Disability	11	4%
Aboriginal Students (S1, 2022)	69	26%
Part Time (Full Time Equivalent)	30 (15)	

Student Numbers (as at 2022 Semester 1)

Student Number	(FTE)
----------------	-------

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(15)	33	26	37	25	31	39	39	245
Part Time	29								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	17	18	97		132
Female	12	15	100		127
Total	29	33	197		259

	Kin	PPR	Pri	Sec	Total
Aboriginal	10	9	50		69
Non-Aboriginal	19	24	147		190
Total	29	33	197		259

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Comments:

There has been a lot of movement in the rental market with many properties listed for sale, which has seen several of our families move away in search of accommodation, or in the worst-case scenarios being left homeless. With the development of the Movida Estate many young families have settled there and as the families grow so will our base numbers. We already enjoy 17 students from that Estate.

Our numbers were slightly higher than in 2021, with 233 students and in 2022 Semester 1 we had an attending cohort of 259 students.



Student Leaders attend Leadership Conventions each year.

Workforce composition (Data) (source: Schools Online)

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	19	13.5	0
Total Teaching Staff	19	13.5	0
Allied Professionals			
Clerical / Administrative	2	1.8	0
Other Allied Professionals	10	7.8	1
Total Allied Professionals	12	9.6	1
Total	34	26.1	1

Comments:

The school is made up of 34 employees with varying degrees of experiences and expertise. We have a dedicated Leadership Team made up of four members across the school.

Our staff meet all the accreditation required to be registered with the Teacher Registration Board (TRB). Education Assistants also have accreditation for Certificates II and III.



SWAN VIEW PRIMARY SCHOOL

2022
Term 4



Administration

Mrs Margaret Dove
Mrs Tracey Armstrong
Mr Robert Wright

Mrs Vanya Thomas
Mrs Leonie Harrison

Kindy Pre Primary

CELC

Ms Ellie McKay EC3/A
Ms Michelle Wenzell EC1
Ms Jordan Johnson EC2
Ms Nakia Klein DOTT EC2-Tue
Ms Dianna Panizich DOTT EC1/EC3
Sekulla Tue/Thur

Education Assistants

CELC
Ms Deanne Baker M-F
Ms Fiona Bradley M-F
Mrs Ayleen Gallacher M-T
Mr Zac Boys Th-F
Special Needs EA M-W
Mrs Angela Hewer

Year 1

Ms Mira Trajkovski EC5

Year 2/3

B BLOCK

Mrs Sharon Lee B3 Tue to Fri
Mrs Mei North B3 Monday
Mrs Janice Nind B4

Year 2

Year 3/4

{Ms Romaine Saunders B5 Wed, Thur, Fri
{Ms Keren Segon B6 Mon, Tue

Year 4/5

Year 5

Year 5/6

Year 6

A/C BLOCK

Mr Patrick Brown A1
Ms Helen McGinniss C6
Ms Bev Ingham C1
{Mr Rob Wright A6 Mon, Tue, Wed
{Ms Bernie Pogorzelec A7 Thur, Fri



FACTIONS

Sun - Yellow
Forest - Green
Earth - Red

Music

LOTE

Phys Ed/Science

Art

AIEO

Library Officer

SPECIALIST AREAS

Mr Tim Schoenmakers Tue/Wed
Mrs Keren Segon C4 Wed/Thur
Mr Graham Peterson Sports/B1Science
Ms Lisa O'Shaughnessy Art Mon/Tue
Miss Taylor Kickett C4 Wed/Thur
Mrs Kayla Brown Tues / Thur

CLEANERS

Mrs Bernie Phillips CIC
Mrs Rose Toki
Ms Renee Gibb
Ms Sue Downing
Mrs Renee McLennan

Special Needs

Mrs Denise Bray A1 M-F
Ms Kristy Boot Mon - Thur EC3
Mrs Laurel Caldwell C1 - Tue - Fri
Mrs Angela Hewer Mon - Tues - A6
Mrs Noeline Booth A5 - Tues-Fri

GARDENER Tue, Wed, Thur
Mr Graeme Johns

Targeted Initiative

School Psychologist

Ms Silvia Vong Tue

Chaplain

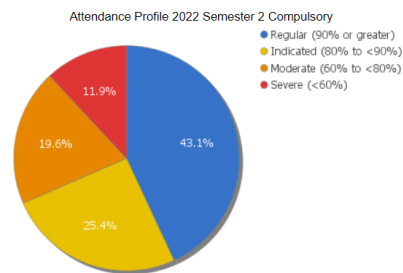
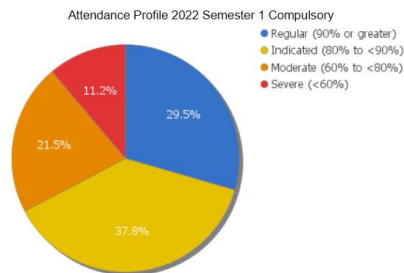
Tobi Galley A4 - Friday



Student Attendance (Data) (source: Schools Online)

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	90.4%	90.7%	93.2%	76.9%	73.4%	77.6%	86.9%	85.5%	91.9%
2021	90.1%	90.4%	92.4%	76.4%	77.2%	76.8%	86.7%	87.9%	91.0%
2022	84.2%	85.9%	88.3%	69.2%	66.4%	69.5%	80.6%	81.3%	86.6%



Describe your analysis and impact of evidence

Our non-aboriginal student attendance in 2022 is lower than like schools and the WA public schools. COVID had a worrying impact on student attendance with some parents fearful of their children might be engaged in ongoing health problems.

We continue to strive to improve the attendance of our First Nations students, and we also celebrate the fact that the school First Nation attendance matches those of WA Public Schools.

Over 80% of our students attend school regularly and are engaged in the learning program. We continue to be concerned about the number of children, 33, who are at risk. Transport appears to be a significant factor in the absenteeism space as is the housing crisis and the search for employment.



Year 6 Leavers on their Big Day Out which is an annual ritual and part of the Graduation Celebrations.

Describe how non-attendance is managed by the school

Managing non-attendance is a continuous challenge at Swan View Primary School. In order to combat worrying non-attendance staff at the school;

- Contact parents and carers via email, and/or telephone, to enquire as to why a student is not attending
- Invite parents and carers to attend meetings and interviews to discuss ways in which they can support attendance
- Publish relevant articles in the school's newsletter outlining the impact on absences on student attainment levels
- Visit homes in instances where parents and carers have failed to contact the school
- Celebrate high levels of attendance with class awards and Letters of Commendation

Throughout 2022 we have focused on developing strategic plans to drive learning engagement and improve school attendance. We focused on improving both Indigenous and non-Indigenous attendance by;

- Managing daily student attendance and employing intervention strategies when required through the use of curriculum cross setting processes.
- Fostering a culture of inclusivity through the development of social and emotional wellbeing, through programs of interventions conducted by external agencies.
- Supporting students to increase ownership and accountability for learning.
- Respecting inclusivity and diversity and employing strategies for the differentiation of curriculum.
- Enhancing our learning spaces and the external environment in order to engage students.
- Providing student learning support through the Volunteer Program, Ed Connect, parent/carers information workshops, and parent engagement in the life of the school.
- Working with external agencies to provide for individual students and groups where necessary. These include Helping Minds, Midvale Parent Hub, Swan Alliance, The Smith Family, and Swans Elevate.
- Provide alternative learning spaces for students at risk.



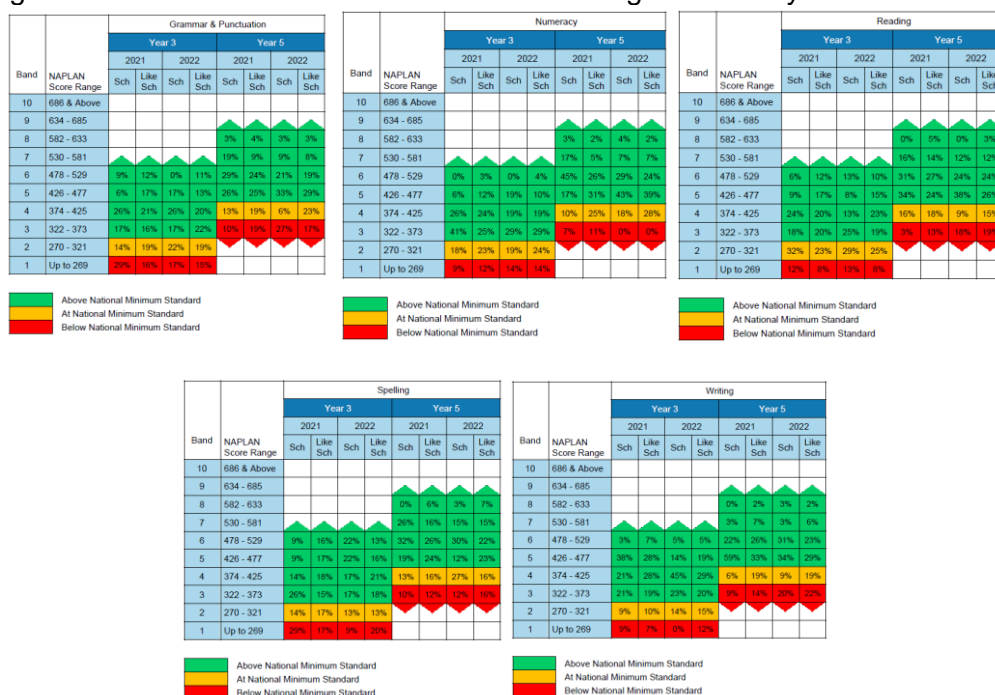
Our students engage in many incursions and excursions to broaden their learning experiences.

Student Achievement and Progress

On Entry Assessment (Data) (source: Schools Online, SAIS)																
<div><div>On-Entry Assessment</div><table><thead><tr><th>Category</th><th>2021</th><th>2022</th></tr></thead><tbody><tr><td>Speaking & Listening</td><td>430</td><td>380</td></tr><tr><td>Reading</td><td>430</td><td>450</td></tr><tr><td>Writing</td><td>190</td><td>170</td></tr><tr><td>Numeracy</td><td>400</td><td>420</td></tr></tbody></table></div>		Category	2021	2022	Speaking & Listening	430	380	Reading	430	450	Writing	190	170	Numeracy	400	420
Category	2021	2022														
Speaking & Listening	430	380														
Reading	430	450														
Writing	190	170														
Numeracy	400	420														
Describe your analysis and impact of evidence																
<ul style="list-style-type: none">Establishes base line data using mandated assessment to inform teachers of starting point.No minimum standard for commencement of Pre Primary.The data allows teachers to set targets for students beginning for Year 1.Identify early who needs intervention/extension <p>Targets –</p> <ul style="list-style-type: none">Oral language targeted accessing Brightpath analysis to inform teaching.Explicit teaching of a systematic phonics program, Letter & SoundsTarget whole school focus using Syntax and Morphology Kindy to Year 6 using ‘Colourful Semantics’.Expectation Big 6 incorporated in mandated Literacy BlocksWhole School Numeracy Plan, Kindy to Year 1 is mandated having the expectation to deliver the plan as prescribed involving real world context and using manipulatives.Kindy to Year 1 staff will improve analysis in Early Phase group of ‘On Entry Data’ and best ways to deliver targeted curriculum meeting individual needs.																
Monitoring and Assessment																
<p>Achievement against the targets as stated in the five priority areas is monitored by methods including but not limited to:</p> <ul style="list-style-type: none">NAPLANOn-Entry Assessment ProgramAustralian Early Development Census dataAssessment methods outlined in Learning Phase Plans including standardised testing, teacher judgements and common assessment tasksNational Quality Standards Assessment dataFinancial AuditPerformance ManagementSchool ReviewsParent, staff and student survey dataAITSL frameworks for teachers and principalsAnd other reporting requirements demanded by the Department of Education.Progressive Achievement Tests (PAT)Whole School Assessment ScheduleLetters and Sounds continuous assessmentsWhole School Assessment Numeracy																

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

The targets for NAPLAN are based off the online testing held in May 2022



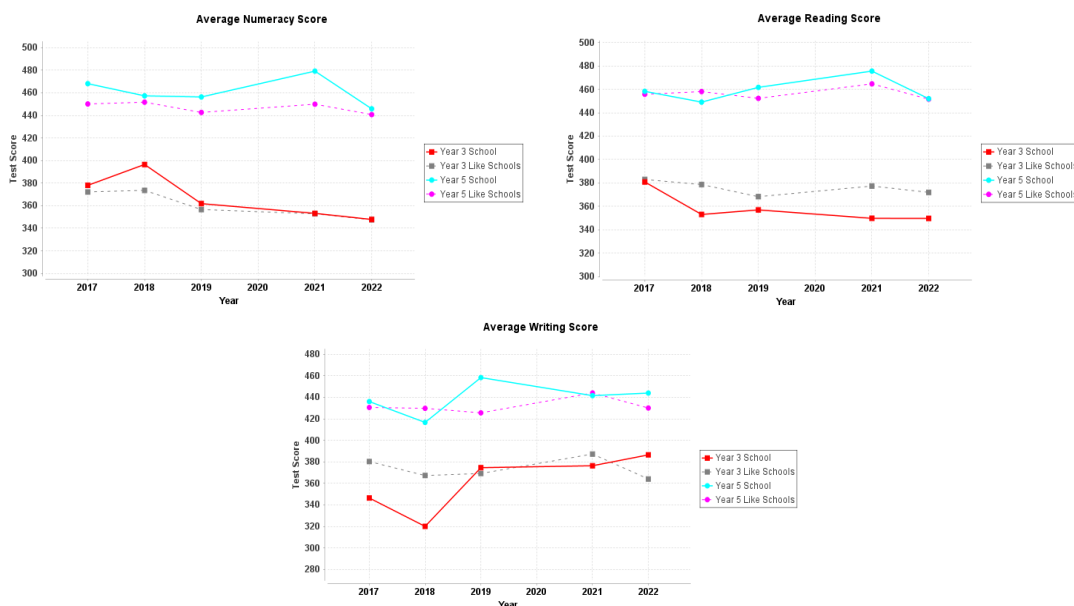
Describe your analysis and impact of evidence

Year 3

- Evidence of a downward trend in Numeracy since 2019, when Swan View was above 'Like Schools'. The current cohort has aligned with 'Like Schools'. Eleven out of the 15 students who participated in On-Entry showed moderate or high progress.
 - Target for 2024 would be to increase the stable cohort by 10% above 'Like Schools' reaching Band 6 or higher in Year 5.
 - Moderate data to implement targeted delivery of curriculum through Elastik with 'big bubble, big trouble'.
- Of the stable cohort only 22% made moderate to very high progress in Reading compared to On-Entry and NAPLAN growth. The cohort is well below 'Like Schools' by 30 points. 78% are in Band 4 and below.
 - Target is to continue the Whole School approach using Letters and Sounds Scope and Sequence including regular assessment for targeted planning, teaching and learning for Kindy to Year 4 and the explicit components for Literacy.
- The cohort performed well above 'Like Schools' in Writing. The main reason for this was the majority of the stable cohort spent Year 2 and 3 with the same teacher, with 68% making satisfactory progress, 18% achieved good or excellent progress from On-Entry.
 - Targets going forward for Kindy to Year 6 to have timetabled mandated explicit instruction in sentence structure and morphology. Continue working and upskilling staff with the Language Development Centre to improve sentence structure, paragraphing, oral language.
 - Increase the cohort's group mean from 0.95 to 2.0

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

The targets for NAPLAN are based off the online testing held in May 2022



Describe your analysis and impact of evidence

Year 5

Numeracy

- Achievement against 'Like Schools' is lower compared to 2021 cohort. However, the 2022 cohort performed above 'Like schools' and that trend is continuing
 - Targets, maintain the 10% of Year 5 students in higher achievements than 'Like Schools' in Band 5 and above.
 - Moderate data to implement targeted delivery of curriculum through Elastik with 'big bubble, big trouble'.

Reading

- The cohort performed slightly above 'Like Schools'. 62% of the stable cohort achieved Band 5 and above compared to 50% of 'Like Schools'.
 - Target is to achieve a Band 5 and above to align with 'Like Schools'.
 - Continue to achieve on or above 'Like Schools' for our stable cohort.
 - Continue to develop and embed an agreed 'Whole School' approach to teaching of Years 4 to 6, this includes explicit teaching of Reading strategies and Morphology using common texts.

Writing

- The cohort aligned with 'Like Schools' and is following the same downward trend. We had 12% more of our cohort in Band 5 and above, compared to 'Like Schools'.
 - Target is to continue to achieve above 'Like Schools'.
 - Band 5 and above students targeted, explicit teaching of vocabulary, sentence structure and paragraphing to decrease the percentage of the stable cohort in Band 5 and above.
 - Continue to upskill staff to using Brightpath, Language Development Centre and whole school approach to the teaching of writing including Swan View Primary School Scope and Sequence Writing Genre.

Post School Destination (DATA) (source: Schools Online)

Destination Schools

2023 school destinations of the 2022 student cohort

Year Level : Male: 21 Female: 18 Total: 39

Destination Schools	Male	Female	Total
4118 Swan View Senior High School	17	12	29
1223 La Salle College	1	2	3
1304 Swan Christian College		3	3
4116 Darling Range Sports College	1		1
4020 Governor Stirling Snr High Sch		1	1
1522 Helena River Steiner School	1		1
1253 Hillside Christian College	1		1
4112 Kiara College	1		1

Describe your analysis and impact of evidence

Most Year 6 students move on to the closest secondary provider, Swan View Senior High School. Others apply for scholarships for specialist areas to Swan View Senior High School, Advanced Curriculum Education, FAME Academy of Theatre, Clontarf Football Academy, Indigenous Girls Academy.

20% of our Graduating class enrolled in private schools.



Year 6 Graduating Students cut the Graduation cake as a defined moment of celebration.

Parent/student/teacher satisfaction with the school (DATA) (source: National School Opinion Survey and/or school-based data)

Over 2022 we received many acknowledgements of the hard work our administration staff, teaching staff and Education Assistants put into the school and students.

Parents/Carers Night is always a lovely evening where the parents/carers can talk with our staff members about student engagement in learning. The evidence of their achievements are on display to be shared by extended members of the family.

We updated the Good Standing Policy and ensured the community understood how this Policy worked within the Behaviour Management Policy. We also updated all our School Policies which enable parents/carers to understand how they are to apply the "Raise Concerns Process". This has helped with having problems dealt with by the correct person in the first place

Describe your analysis and impact of evidence

It has always been a delight to read the many letters we receive from Parents/Carers about how their children are feeling. Our aim is to allow students a voice within the school environment to express their emotions.

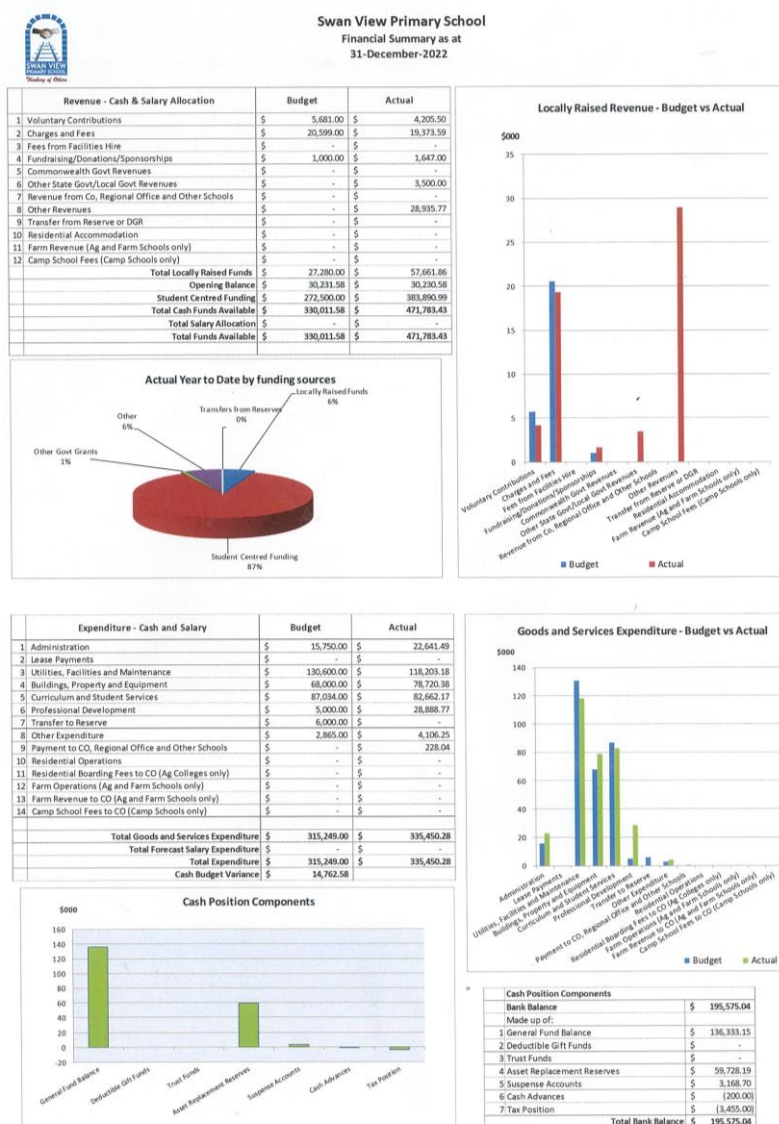
We are working with parents/carers to help with students behavioural problems in a responsive and caring way.

The P & C Association hold many events throughout the year, which culminated in the Colour Run in December. Many parent/carers volunteers are evidence of community support.



External Agencies, like the Midvale Hub (pictured above) setting up a vaccination pop up, play a very important role across our diverse school population.

School Income by Funding Source (DATA) (source: Schools Resourcing System)



Describe your analysis and impact of evidence

Evidence of the self-audited process shows that the school consistently keeps within the limits of the budget, whilst spending 96% of the allocated funding.

Funds are distributed to best advantage the various sectors requiring targeted resourcing. The Finance Committee ratifies the budget to ensure that sufficient resourcing is allocated to the normal running costs of the school which include utilities, student resources, and the demands of contingencies arising throughout the year.

Of greatest importance is the provision of resources for the school priorities. These are decided by the staff in conjunction with the Leadership Team throughout 2022. The priorities included;

- The Aboriginal Cultural Framework Studies, targeted Cultural Studies Teaching, Inquiry Based Learning of Indigenous History, Celebration of NAIDOC,
- Additional resources for the Library collection
- Upgrade of ICT equipment including purchasing new EBoards for every Specialist Teacher.
- Extensive Professional Learning requirements in Literacy and Numeracy
- Improvement of the learning environment
- New equipment and resources for the Play-based Learning Program.

The school is very well resourced to meet the learning needs of all students.



Business Plan 2020 – 2023

Swan View Primary School



We would like to acknowledge the Whadjuk (Noongar) people,
who are the traditional custodians of this country.
We pay respect to their culture, history and their elders past, present and future.



Providing our children with an opportunity to be the best they can be.

The Swan View Primary School 2020 -2023 Business Plan, providing our children with opportunities to be the best they can be, sets out the strategic directions for our three-year plan – we are committed to a culture of personal achievement where all staff, parents, carers and community members are focused on success for every child.

We work together to provide an environment which nurtures individuality and we know the extent to which we influence and shape the lives of the children in our care.

This Business Plan explains our school:

- Mission – our aspirations
- Values
- Beliefs about teaching and learning
- Improvement, accountability and achievement targets
- Teaching and operational initiatives within the five interrelated domains;
 - Teaching
 - Learning Environments
 - Leadership
 - Relationships
 - Resources

In addition, the following integrated priorities for our planning cycle are identified;

- Australian Aboriginal Standards Framework
- STEM
- Integrated Digital Technologies
- Learning Engagement



Margaret Dove
Principal
2020 - 2023



Our Mission

To deliver educational excellence through a safe, respectful and stimulating environment that inspires our students to reach their full potential. This will be achieved through developing the whole child academically, creatively, emotionally, physically and socially.

Our Values

Learning – We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

Excellence – We have high expectations of students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

Equity – We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcome for all. We strive to create a workplace that is free of discrimination on all levels.

Care – We treat individuals with care. Our relationships are based on trust, mutual respect and acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in providing a quality education for our students.

Our Beliefs

We believe that deep learning occurs when;

- Learning is developmental and students' individual differences are catered for.
- Students are valued, encouraged to take risks and solve problems.
- Students' home and school have a common goal, interact positively and are mutually supportive.
- Students see a purpose to their learning, are actively engaged, take responsibility for what they do and are accountable for their success.
- Learning is culturally relevant, with a focus on the Aboriginal Cultural Standards Framework, and connections to the student's own life experiences are made.
- Students are independent, self-evaluative and responsible.
- Students co-operate, collaborate, use peer sharing opportunities and learn from each other.

We believe that:

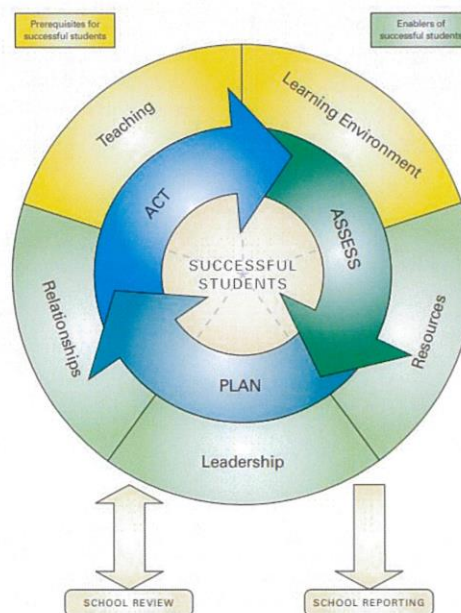
- Students learn in different ways.
- Curriculum and instructional practices are incorporated a variety of learning activities to support different learning styles.
- Co-operative learning tasks are intellectually demanding and allow for creativity and higher order thinking.
- Assessment should be fair, explicit, valid, educative and comprehensive.
- For students to be successful in today's society, it is essential we provide them with the necessary skills and values to participate in a digital world.
- Children should be supported to become environmentally responsible and contribute to a sustainable future.
- Children should be given every opportunity to be the best they can be.

Improvement and Accountability Framework

Successful students are the heart of our school improvement processes. Our accountability framework is focussed on standard student achievement both non-academic and academic.

Our school operations are a culmination of procedures which enable improvement of student achievement. To improve standards of student achievement we focus on the critical components of school operations.

- Teaching
- The Learning Environment
- Resources
- Relationships
- Leadership



Throughout the year we engage in self-assessment processes about student standards of achievement and of growth in the affective domain. We make decisions based on the analysis of data and question the effectiveness of our collective processes on giving our children the best possible opportunities for success. We celebrate our successes and ask how we can sustain student growth. We question the areas in which we can improve and determine how we intend to move forward.

Teaching

High quality, engaging teaching is a pre-requisite for improving student achievement.

Through high quality teaching and a case management approach we aim to achieve literacy and numeracy progress targets, based upon system data. These targets are set on an improvement trajectory for each cohort of students relative to our socio economic index, and individually for students at educational risk (both ends of the academic continuum). Through the implementation of a case management approach, students capable of increased progress, with no identified learning needs, are identified using systems data and receive targeted intervention through our cross setting approach to curriculum delivery.

The index of Community Socio-Educational Advantage (ICSEA) is a measure that enables meaningful comparisons to be made across schools. It has been developed specifically for the My School website and measures key factors that correlate with educational outcomes. The national mean ICSEA is 1000. Swan View Primary School's ICSEA is 903.

Student achievement is monitored and used for annual target setting in a number of ways at Swan View Primary School. NAPLAN data are analysed for Years 3 and 5 as well as in the off years of 2, 4 and 6. Through the Student Achievement Information System (SAIS) data drawn from student reports is compared to like schools, previous year level cohorts and NAPLAN achievement. On-entry assessment data for our pre-primary and Year 1 students are analysed and used to inform planning in our Kindergarten, Pre-primary and Year 1 programs.

At Swan View Primary School, the professional environment is one where the pursuit of excellence in teaching is encouraged and accountability is a visible. We have a commitment to improving outcomes for all staff and thus for our students. Our performance management processes have been developed overtime by a collegiate and supportive approach and are based upon the Australian Professional Standards. All teachers are involved in the process as both participant and mentor. S.M.A.R.T goals are set and reviewed throughout each year within the performance management process. All staff goals are aligned to the school's operational and learning area plans and respond to individual personal and professional learning needs.

The Australian Government, supported by the state and territory governments, has recognised the importance of increasing the focus on the early years to ensure the well-being of children throughout their lives and to lift the productivity of our nation. The drive for change is based on clear evidence that the early years of children's lives are very important for their present and future health, development and well-being. Through the Council of Australian Governments, a National Quality Framework for Early Childhood Education and Care has been developed. This sets the National Quality Standards (NQS) that all early childhood programs, including schools from Years K to 2, must meet.

Through incorporating the principles, practice and outcomes of the Early Years Learning Framework (EYLF), whilst addressing the requirements of the Western Australian Curriculum, the early year's teachers at Swan View Primary School strive to achieve the national benchmark in all elements of the eighteen standards across the following seven quality areas:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

Ongoing self-assessment of our ability to meet each standard is valued and actioned as required through the Shared Leadership Structures.

Play Based Learning Philosophy

Play-based learning is essentially an Early Childhood philosophy that is based on child-led and open-ended play. It provides children with strong opportunities to develop their social skills, build their vocabulary, learn new skills and knowledge, and fosters their natural curiosity of the world. Play is an important and powerful activity that has a positive influence on the whole child meeting their physical, social, emotional and cognitive developmental needs. Through play children are able to explore, discover, imagine, take risks, create meaning and problem solve, which are all the foundations for developing literacy and numeracy skills.

Swan View Primary School holds a strong belief that children are active learners and they learn naturally through exploration within their environment. This learning is supported by the educators through understanding that every child is different. Every child brings their own set of unique skills and qualities which is fostered within the learning environment. At Swan View Primary School, we are motivated to encourage all children to develop a positive attitude towards their learning when they are involved in learning experiences that are meaningful to them. Play-based learning encourages children to develop lifelong skills that are essential to being successful 21st Century learners. These skills include creative thinking, communication, effective collaboration, and creativity which are all successfully achieved through play opportunities within a loving and welcoming learning environment. Within the classroom as the educator facilitates this learning through following the children's interests and current abilities through purposefully-planned play this can look like:

- Child-led investigations and inquiry
- Discovery and exploration
- Encouraging interaction with peers
- Learning through STEM
- Opportunities to explore with science, literacy, writing, reading, dramatic play, construction, sensory experiences, and interacting with the world around them

Teaching and learning at Swan View Primary envisions to inspire learning that supports all children to learn and grow as they are empowered to question, imagine, create, and achieve. As this is fostered within the school environment, it can also be done at home. At home parents/caregivers can support play-based learning by:

- Reading every day with your child/children
- Having meaningful conversations about things they are interested in
- Asking lots of questions that spark wonder and curiosity
- Encouraging your child/children to develop and discover at their own pace
- Give your child/children time to play outside
- Limit 'screen time'

Learning Environment

A supportive learning environment that is safe, caring and inclusive, provides the intellectual, social and physical conditions in which effective learning can occur.

At Swan View Primary School, we aim to provide an environment where students feel safe, where student behaviour is well managed, where pastoral care programs promote student well-being and where attendance, retention and engagement are priorities.

Attendance and behaviour data are good indicators of the health of the learning environment. Swan View Primary School's attendance rate is (80% 2022). We aim to increase this rate to like schools.

Twice yearly teachers record their assessment of students' attitude, behaviour and effort (ABE) in the Reporting to Parents system. This data are collated and analysed. At Swan View Primary School, we have high expectations of our students and have a large percentage of our students consistently demonstrating appropriate attitudes and behaviours in all areas. In order to set targets for improvement we review the ABE data annually choosing areas of focus for the following year.

Student wellbeing and resilience have both direct and indirect effects on academic engagement and achievement. Swan View Primary School's social and emotional learning is supported through external agencies as well as the Chaplaincy Program. We utilise a whole school approach to the teaching of resilience and well-being. The future focus will be a collaborative approach to planning Social and Emotion Learning (SEL). Evidence of success will be measured through staff and student surveys. Data from these surveys are to be analysed and cross referenced annually with the ABE student achievement data. This will generate annual targets being set for individual students, year groups and gender groups as appropriate.

At Swan View Primary School our goal is to provide an environment where all students achieve success, reach their potential and develop essential skills in a creative, innovative and resourceful way, through differentiated opportunities. Some students require additional support to achieve this and our learning support processes ensure that identified students have individual education plans; that their progress is regularly monitored; that advice and intervention is sought as required; and that they achieve success equal to or above their predicted progress.

Parent, student and staff surveys are effective means by which to monitor the school community's satisfaction level and gain feedback on the learning environment. Surveys are conducted biennially. Our aim is to maintain a student, parent and staff satisfaction rating which demonstrates support and appreciation.

Outdoor play and learning are recognised as important factors in student well-being and future health. Space is wide, open and most suitable for the provision of quality outdoor time. We are most fortunate in having several outdoor learning spaces and wide open areas of 'green' and challenge.

Relationships

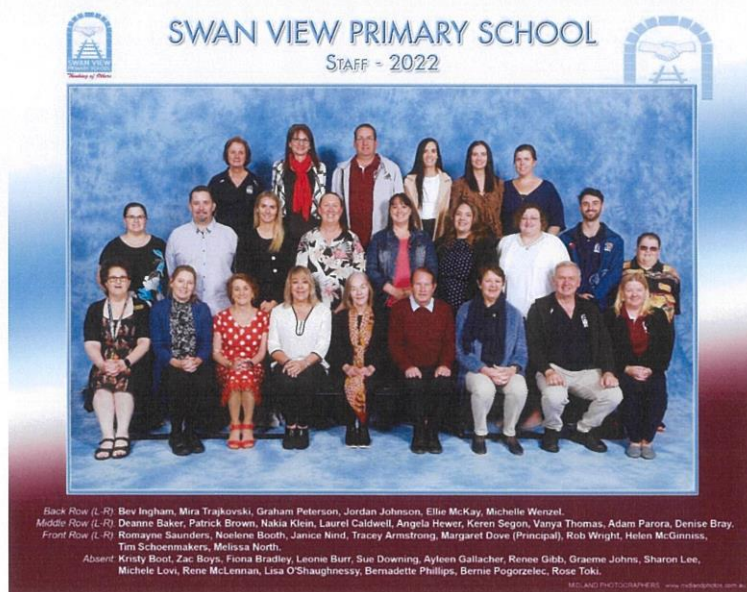
Schools meeting the needs and aspiration of their students help to build strong communities.

Effective schools build positive relationships within the school and wider community. In Swan View the school is seen as an integral part of the community and we are very proud of the service we provide our students and the community through our programs and facilities. Swan View Primary School encourages community members to use our facilities; netball, fitness, Community meetings and after school coaching.

Successful schools engage with their community to provide support for learning. They engage with others whose knowledge, experience and skill may be harnessed in the interest of the learning program. At Swan View Primary School, we aim to further develop associations with our Coalition of Midland schools, professional networks, people in the wider community with expertise, systems authorities, university researchers, The Smith Family, Helping Minds, Women's' Refuge, Child and Adolescent Health Service (CAHS) and community leaders to enhance the learning outcomes of our students.

The P&C Association is an active group that has a focus on fundraising to provide resources and equipment that enhance the learning environment and help school staff to deliver opportunities otherwise unachievable within our budget. Of equal importance to the fundraising is the social aspect of the P & C's activities bringing families together in friendship, further enhancing the strong sense of community in Swan View.

Communication is the key to effective, positive, relationships. We aim to provide clear and regular communication through a wide variety of means, including but not limited to: an updated website; the introduction of a school app, fortnightly newsletters, parent information meetings, school handbooks on enrolment, parent communication books, email and phone contact from teachers, formal and informal student progress reporting, open and approachable staff.



Leadership

Leaders who focus on teacher pedagogy and practice are likely to have the greatest impact on student achievement. Good school leaders nurture, develop and expand quality teaching in the school.

Good school leadership encourages expert teachers to operate collaboratively, sharing their skills and understandings, thereby nurturing, developing and expanding quality teaching in the school. At Swan View Primary School the professional environment is one where the pursuit of excellence in teaching is encouraged and accountability is visible.

Through our collaboratively developed performance management process the teachers of Swan View Primary School have shown a commitment to improving their own performance through partnerships with their peers. Swan View Primary School operational planning is developed by the teachers of Swan View and outlines the high quality learning culture we endeavour to create. Each year this planning will be reviewed collaboratively and further developed to ensure it provides a genuine, teacher owned, process for improvement. Through a process of reflection, engagement, goal setting, collaboration, action and celebration we aim to continually improve teacher pedagogy. Teachers self-assess annually using the AITSL Professional Standards for Teacher's Framework and share this information confidentially with their line manager.

Effective principals pursue a career-long process of self-reflection based on feedback from the full range of school community members, peers and colleagues. At the core of the process is the clear expectation that principals continue to perform their role to the highest standard. The process aims to ensure feedback is easily accessible and user - friendly, specifically:

- A confidential 360-degree feedback process plan for 2023 Term 4
- A survey of the school community every second year (as required of all schools by the Australian Government)
- Feedback from the Director General based on the Department of Education Services School Review process

Good school leadership has many leaders. Participation in policy development, curriculum implementation, accountability processes and decision making develops and maintains ownership and commitment of staff. Leadership opportunities are also extended to the student group, as well as parents, in a variety of roles and capacities.

Development and maintenance of a strong school culture that supports academic and social developments of students in a safe and inclusive environment has been generated through collaboration and feedback.



Resources

The strategic deployment of school resources through targeted school improvement planning maximises student achievement.

Resources (human, material, financial) and the physical environment are critical in providing the contact which supports all teaching and learning opportunities. The on-going renewal of resources and assets ensures the most up to date opportunities for students. All resources at Swan View Primary School are linked to our learning area plans and the storage, management and replacement of items are overseen by our learning area teams. Regular stocktakes ensure that our resources are all regularly accounted for and obsolete resources removed and updated.

Teaching with ICT requires a significant financial investment in order to provide the infrastructure and hardware necessary to achieve the required standards outlined in the Western Australian Curriculum.

Following an external audit of our ICT resourcing, a plan to sustain student access at an appropriate level was developed. Our budget is targeted over five-year plan to provide appropriate technologies across the year levels; tablets, E-Boards, robotics and coding equipment; and to maintain our network at a level that can cope with the ever increasing demands on it. Professional Learning support is provided by lead teachers.

The most valuable resource in a school is the staff. At Swan View Primary School, we have a skilled, professional team of teachers and support staff, with a shared responsibility for student learning and success. Through our Workforce Management Plan, we aim to strategically recruit, develop and manage staff ensuring that we have the capacity to deliver on the expectations we have of ourselves as professionals, the community we serve and the students we inspire to be lifelong learners. We endeavour to provide a healthy and motivational workplace as well as an engaging, challenging and caring learning environment. Our workforce planning is future directed and considers the needs of students and staff by taking into account workload, staff well-being and system level requirements.

As the financial managers of public monies it is imperative that our financial management systems are transparent and accountable. By adhering to all Departmental Financial Management Guidelines and Procedures we aim to achieve an 'excellent' in the DoE Financial Audit, and we do so consistently. Our Finance Committee consists of teaching and administration. A Financial Report is made at each School Council Meeting.

As we teach our students to be responsible environmental citizens it is important that we model good practice both inside and outside the classroom. During the three-year cycle of this business plan we aim to continue our whole school sustainability plan and continue to action activities, such as recycle, Cash for Containers, water-wise and water-wise practices, in order to reduce our environmental footprint.



Integrated Priorities

STEM (Science, Technology, Engineering and Maths)

Quality STEM learning and teaching supports students to become confident learners who are curious about their world. STEM is an integrated approach to teaching that uses real world contexts and authentic learning through inquiry, problem-solving, critical analysis and creative thinking. Swan View Primary School, in accordance with the Strategic Plan for WA Public Schools, will prioritise a focus on STEM; particularly in creative problem solving and coding skills. Teachers are supported through professional learning and the collaborative planning and delivery of STEM projects. In 2021 Swan View Primary School won the BHP Foundation & CSIRO Award for the development of Indigenous Achievement in STEM learning area. This was a wonderful Australia wide accolade for our school.

Integrated Digital Technologies

Swan View Primary School aims to support students to become confident, adaptive and enterprising users of technology. Through our integrated digital technologies program, students are given the opportunity to develop the skills to make discerning decisions about the use of technologies and to understand how technologies can be used to develop solutions to complex, real-life challenges. This will equip students with the skills for emerging industries and technologies, including teamwork, problem solving, creativity and communication.

Aboriginal Cultural Standards Framework

All staff at Swan View Primary School continue to engage in extensive Professional Learning presented by external agencies. The whole school will plan to be involved in a history inquiry curriculum program where students learn about the colonisation of the Swan area. The school and community focus on the celebration of NAIDOC week and enjoy extensive parent support. Indigenous students are provided with learning support across the year levels.

Learning Engagement

During 2021 the whole staff focused on developing a strategic plan to drive learning engagement. The following focus areas were selected to drive the operational planning;

- Foster a culture of inclusivity through the development of social and emotional wellbeing.
- Manage daily student attendance and employ intervention strategies when required.
- Support students to increase ownership and accountability for learning.
- Respect inclusivity and diversity.
- Enhance our learning spaces and the external environment to engage students.
- Provide student learning support through the Volunteer Program, Parent Information Workshops and Parent Engagement in the life of the school.

Each of these goals have been addressed by all staff members and forms part of the interrelated priorities.



Monitoring and Assessment

Achievement against the targets as stated in our five priority areas is monitored by methods including but not limited to:

- NAPLAN
- On-Entry Assessment Program
- Australian Early Development Census data
- Assessment methods outlined in Learning Phase Plans including standardised testing, teacher judgements and common assessment tasks
- National Quality Standards Assessment data
- Financial Audit
- Performance Management
- School Reviews
- Parent, staff and student survey data
- AITSL frameworks for teachers and principals
- And other reporting requirements demanded by the Department of Education.



Successful Students	Effective Teachers	Good Schools
<ul style="list-style-type: none"> • Achieve their academic potential • Have mastery of basic literacy and numeracy skills • Are technologically competent • Are able to think things through for themselves and show initiative, not wait for direction • Have a strong sense of being part of a community 	<ul style="list-style-type: none"> • Build positive relationships with their students • Have high expectations of students • Personalise the learning of their students • Monitor the progress of all their students • Constantly reflect on how well they are getting through to their students • Always search for better ways of teaching those students who are not responding 	<ul style="list-style-type: none"> • Students are at the front and centre • There are clear expectations • Teachers are supported • The leadership team provides an inspiring educational vision and puts practical measures in place to achieve the vision • The resources of the school are marshalled behind the vision • Schools are open and accountable, sharing information about their performance and using evidence to inform their improvement efforts



SPECIALIST AREAS

Science

During 2022, our whole-school science program continued to develop and provide meaningful practical activities and learning experiences for students at Swan View Primary School.

It has always been our focus to provide valuable, hands-on learning experiences during science lessons as this is the best way for students to gain knowledge first-hand rather than just in theory.

We have continued to develop understandings in the four strands of Earth and Space, Chemical, Physical and Biological sciences.

After beginning in earnest last year, we also continued and further developed our attention given to Indigenous Sciences. In this unit of work, we explore the many areas of science Aboriginal and Torres Strait islanders used in their everyday lives – including bush tucker, medicine, astronomy, seasons, hunting and making weapons and tools.

It is our intention to reach a point in the next few years where we include and learn about indigenous aspects of science in all of the four Science Understanding strands, not just separately as part of Science as a Human Endeavour

Graham Peterson



Thinking of Others

Physical Education

During 2022, our Physical Education program continued to offer many opportunities for students at Swan View Primary School to engage in a wide variety of sporting activities.

Our Interschool athletics was still affected by COVID, but all other events returned to normal with students competing in interschool winter sport, cricket and cross-country events during the year.

Our normal PE program continued to focus on the main sports of cricket, soccer, Aussie rules football and athletics. We also ran the Jump Rope for Heart program, culminating in our whole-school jump off on the last day of term 2. Our school managed to raise over \$4000 which was a great result for us.

Our Winter interschool competition also continued to provide our older students the opportunities to compete more seriously against other schools in Aussie-Rules, Soccer, Netball and Volleyball. Our netball team were the most successful and came very close to winning the competition. We competed with energy and a great attitude in the other sports, despite not having the success of our netball girls.

We also once again ran our swimming program for 2 weeks in term 4. This program has proven a valuable experience for our students, with almost all of them participating and learning the essential basics of being safe in the water and learning how to swim more competently.

Graham Peterson



Thinking of Others

Music

The music program in 2022 focused on Music Skills in Semester 1 and in Semester 2, on Communicating Arts Ideas. There has been an increased focus across the curriculum in WA on Indigenous studies. In Music this has meant an emphasis on songs in the local Noongar language. Students have been exposed to numerous songs written by local musicians Gina Williams and Guy Ghouse. The songs we learnt were, "Wanjoo", "Djinda, Djinda Kanangoor" and "I am Australian", with the verses sung in English and the chorus in the Noongar language. We also, as a school, learned the "Bibbulman Bonar – The Six Noongar Seasons Song". These songs were all sung at a special whole school assembly where Swan View Primary School was recognised for incorporating Noongar themes and language across the curriculum. In addition, early childhood students in Year 1 learned the "Head, Shoulders, Knees and Toes Song" in Noongar - Kaat, Moorlany, Bonitj, Djen,

The Music Aptitude Indicator Test is a listening test given to Year 4 students across the school. It provides a measure of a student's ability to hear sounds in patterns, and is the basis for selection criteria for the school's Instrumental Music Program.

The School of Instrumental Music continued the Guitar and Flute program at SVPS, for selected gifted students. At the end of the year, the students were able to demonstrate what they had learned by performing for other students. Dance and movement played a big part in the Music curriculum for all year levels, being used to teach Beat and Rhythm.

Years 1 to 3 learned to play the various classroom percussion instruments and for years 4 – 6, tuned percussion instruments were used to help learn about musical notation.

In the second semester junior students worked in groups to create a soundscape based on a stimulus picture, which they wrote out using rhythmic notation, and which they also performed for their class, to demonstrate their ability to Communicate Arts Ideas.

The senior students had a busy second semester working on a music presentation based on a beach scene. They then worked with other students in a performance of their piece. They also wrote their own notated piece of music to "The Man from Snowy River", which they played on a xylophone while singing the first verse.

All students prepared a featured item to perform at the SVPS Christmas Singalong in December. The students also joined in singing Christmas songs for a lively and musical end to the year at the final Prize Giving Assembly.

Mr Tim Schoenmaker

Drumbeat

Drumbeat is an acronym for **D**iscovering **R**elationships **U**sing **M**usic, **B**eliefs, **E**motions, **A**ttitudes and **T**houghts. This is our third year Drumbeat has been facilitated at Swan View Primary School with over seventy boys and girls from years five and six enjoying the program to date. It is a social and emotional music program which uses hand drumming with djembe drums to build resilience through rhythm. The program provides a safe space for the students to learn about healthy relationships and values, while developing strategies on how to process their feelings and emotions.

The program is evidenced based and is reported to increase mental wellbeing, self-regulation and empathy whilst reducing distress and behavioural issues. Our program operates on Tuesday afternoons throughout the year when loud rhythmic drumming can be heard along the A block verandah. Students who have participated in the program have shared their feelings such as they feel more confident, are more aware of their emotions and know the importance of a healthy relationship. It has also assisted in fostering unlikely positive friendships across the years and different classes.

Lisa O'Shaughnessy

Art

Pablo Picasso is quoted as saying 'Every child is an artist!' and this is certainly what we believe here at Swan View Primary School. The library, classrooms, front office and especially the art room are always bursting with colourful and creative artworks. These displays were designed and produced by our students during their formal experiences using the Visual Arts curriculum to develop their artistic skills to create artwork, sharing their ideas and for pure pleasure.

This year in our specialist art class we continued with our detailed exploration of the Elements of Art using a variety of mediums and visual art equipment. Some of the projects we created studying form were Pop Up Rainbow cards, 3D Sculptures of machines or creatures, Origami, a Mixed Media Garden of colourful flowers and striking artworks of native Western Australian flowers for NAIDOC week. We also experienced a circular spin on a one-point perspective City Scape and Anzac silhouettes using watercolours. Once again, we were honoured to provide festive and summer inspired artworks to brightening the hallways of St John of God Midland Hospital's Emergency Departments.

As you can see, it was yet another artistic and expressive year at Swan View Primary School. Students seized opportunities to share their creative talents both inside and outside the classrooms as they continue to experience the joy that art can bring to everyday lives.

Lisa O'Shaughnessy

Thinking of Others

Early Childhood Unit

During the 2022 school year educators remained committed to providing a balanced approach to learning and teaching within the Early Learning Centre. Opportunities for both explicit instruction and place based explorations were carefully planned ensuring delivery of the curriculum within whole school scope and sequences.

Educators recognise all children's capacities to succeed and support the development of positive dispositions for lifelong learning, including resilience, creativity, problem solving and independence. We value respectful relationships and children are encouraged to respect themselves, respect others and respect their environment. Children participated in excursions within the local community, to Perth Zoo, Kalamunda History Village, Caversham Wildlife Park and celebrations at multiple parks. Incursions included St John First Aid, Bunnings workshops and performances by SVSHS drama students. This year pre-primary students created their own plant nursery. Through the propagation of plants and their sound sales abilities students raised money to purchase a shade sail for their outdoor learning environment.

Swan View Primary continued its participation in the Education Department's LILEY project. Multiple sessions to engage in authentic professional learning took place with the focus on learning environments, meaningful learning experiences and authentic assessment.

Family engagement continues to be an Early Learning Centre focus. During the second semester, post COVID restrictions, parent help started within classrooms again. Also, the Switch onto Learning Program was available for prospective kindergarten students who have enrolled for 2023. It helps to provide a smoother transition into early schooling by giving confidence to both the child and the parent.

Michelle Wenzel

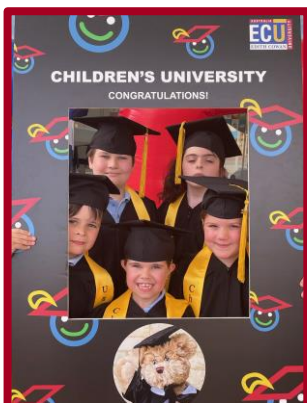
Early Childhood Teacher



Thinking of Others

Special Highlight from 2022

Transition program to Swan View Senior High School including Passport to Success, orientation days, prospective parent nights, FAME tryouts.	Partnerships with Swan View Senior High School with incursions and excursions – Showcase Assemblies across the year, Technology and Coding lessons, Bookweek Tour.	P & C Meetings Fundraising events – dress up days, raffles, Mother's and Father's Day Stalls, Colour hair for Athletics Carnival.
Binar Basketball Clinics	Student Leadership Convention	Jump Rope for Heart
Bully Zero incursions for Year 1-6	Science Incursions	Bookweek Incursions-Story Quest
Pirate Dress up day to raise awareness and funds for Children with Cancer.	Swans Elevate Program with Swan Districts Football Club.	Celebration of NAIDOC week and Reconciliation Day
External Agency involvement for support	Athletics Carnival and Interschool sports	School Council meetings and membership
100 students visited the State Theatre Centre	The Smith Family – Learning Club and Children's University with ECU	Cadet Program – River Rangers
Celebration of Bookweek and Parents Night	Positive School Review completed	Dance Program with 10 lessons and Concert
Drumbeat Program for friendships	Picnics for winning Faction in the Behaviour Management Program	Walk for Wellness
Community FAST Program	Celebrating our Volunteers with a lunch	Year 6 Graduation and celebration events.



Thinking of Others



Thinking of Others

Signed and ratified by the School Council – Swan View Primary School

Chairperson: Mrs. Margaret A. Dove

Principal:

Dated:

20-9-23

Thinking of Others



