



# Southwell

## Primary School

### 2016 Annual School Report

#### Staff influencing the Plan

**Principal : Elizabeth Melville**

**AIEO: Nicole Jetta**

**Teacher: Nicole Swift**

**Teacher: Wendy Rowe**

**Teachers: Farizia Mundriona**

**Teacher: Karinda Fragall**

**EA: Rhonda Jones**

**EA: Carole Bulivou**

**EA: Robin Walsh**

**EA: Charmaine Keen**

**EA: Ricky Jetta**

**Cleaners: Pam Murphy**

**Christine Edward**

**Marie Wangoh**

**Maureen Tanner**

**Registrar: Janine Hart**

**Teacher: Sarah Priest**

**Teacher: Wendy Rowe**

**Teacher: Karyn Gallagher**

**Teacher: Hayley Curtis**

**Teacher: Karen Gull**

**EA: Christine Saunders**

**EA: Graeme Ward**

**Chaplain: Sarah Stapleton**

**Gardener: Damien Beard**

**Report prepared by Elizabeth Melville**

#### School Vision

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

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

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

#### Citizenship

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

#### Integrity

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

#### Sportsmanship

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

#### Initiative

Self-motivation, empowering and problem solving.

## **Introduction**

Sometimes schools are seen as places where students gain academic learning, teachers teach and points are produced at the end of a yearlong process. And yet, of course, an education is so much more. Southwell community wants students to achieve their full potential academically but we also want to truly educate, so that a graduate of Southwell has a rounded approach to life, capable of making the most of what those 'points' open up for him or her. As a society we are conscious of the need to be able to deal with change. Children can expect as adults to have several different types of jobs over a life time.

The importance of being able to deal with change has a whole new meaning and has taken on a reality that is very challenging. The students you will read about in this publication are equipped to rise to that challenge. The extra and co-curricular activities provided at Southwell Primary give our students the skills needed to embrace these challenging times to be innovative, creative, team players and thinkers.

The leadership team was formally constructed in 2015 and this year further developed the vision for the school through the School Improvement Plan. The leadership team believe that Southwell Primary School should become a boutique school specialising in researching, delivering, demonstrating and training professionals to create optimum learning environment for Aboriginal, migrant and special needs children from low Socio Economic backgrounds. The team established goals to improve in three areas Parent and Community engagement, Curriculum and Teaching and Professional Development:

### Parent and Community engagement Goal 2016

School actively provides opportunities for family participation.

At least one partnership with a corporate or educational body.

### Curriculum and Teaching Goal 2016

Effective planning based on whole school monitoring.

Maintain partnership with like school

### Professional Development Goal 2016

Established well-being and stress management practices and student/staff self-regulation awareness.

Each of these goals has been achieved through the dedication and innovative ideas of the team.

## **P&C Report**

President: Kelly Kelly

Vice President: Bianca Rafferty (till Oct)

Vice President: Allison Causby (Oct – now)

Secretary: Combine Alison, Bianca, Kelly, Sarah, Tasha

Treasurer: Jamie Kelly

Paid Members: Tasha, Jamie, Kelly, Louise, Tony, Sarah, Alison, Travis, Ashley.

Non paid: Teegan, Steven, Ida

Fundraising: Easter raffles, sports carnival, Swap-meet day, guess how many lolly jars. Bunnings.  
'Crazy' Hair day.

## **Donations**

City of Cockburn Parks and Gardens donated logs, trees, seats.

Ryan's Meat, Coles, Woolworths, Chipmunks, Office-works all donated throughout the year.

## **Financial Report**

Current balance \$760 as 15/12/16.

Reading books \$230

Perth Zoo for lower class is \$300

Table for lower classes \$150 (need measurements)

Audit has been booked in with the accountant on 3<sup>rd</sup> March.

## **Fete**

So many braved the weather and came for the free fun day event for all the family at the fete. This community event was organised by Kelly Kelly P&C president and some dedicated supporters. Mrs Kelly reported that in spite of the weather the P&C raised plenty of funds to support children at our school.

This free community event was a fun-filled day with something for everyone with a sausage sizzle, plenty of cakes, bouncy castle, face painting and much, much more. This school fete was a success, with free fun entertainment and activities for children to enjoy. It was nice to see everyone here having a leisurely wander around the stalls.

## **School Priorities**

### **Students:**

- health and wellbeing
- engagement with school
- early childhood education
- raising literacy and numeracy standards

### **Staff:**

- familiarization with the ANC and professional development particularly in the learning areas of English, Math and History
- the development of standardized programming, assessment and reporting procedures that demonstrate comparability to ANC requirements and NAPLAN results, and compliance to current DoE "Reporting to Parents Policy"
- continue to network with schools in our area as a means of sharing best teaching practises.

### **Community:**

- continue to establish and build productive community partnerships and home-school links
- promote parent engagement and involvement with school wellbeing and educational programmes.

## **Targets**

**Aboriginal Education Improvement Targets:** SIS data based, maintain an 85% or above whole school attendance.

**Arts (Visual) Improvement Targets:** Children to become increasingly confident in the practise of Visual Arts in order to explore and communicate their ideas and understandings of the world around them through the development, creation and presentation of visual arts works.

Students to develop Arts Ideas by creating, interpreting and exploring art works

**Attendance and Engagement Improvement Targets:** Based raw on SIS data, we will maintain an 85% or above attendance rate across the whole school.

**Design and Technology Improvement Targets:** (Should be very broad / What are we going to focus on the next 3 years to improve student learning/ outcomes).

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

**Early Childhood Improvement Targets:** At least 15 children enrolled into kindergarten prior to commencement of following school year.

100% of students who require additional assistance for special needs have adequate funding by commencement of Year 1

Teachers and support staff who work both inside and outside early childhood education will have an understanding of the teaching and learning in the junior primary aspects of literacy and numeracy

Parents and community have a clear definition and understanding of school readiness, including social and emotional health of both children and their families.

All students in early childhood are equipped with the basic social cognitive, language, independence and physical skills.

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

**Health and Physical Education Improvement Targets:** (Should be very broad / What are we going to focus on the next 3 years to improve student learning/ outcomes)

All teachers present PATHs program to students.

All students use PATHs strategies to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.

**Health (Mental and Physical) and Wellbeing Improvement Targets:** (Should be very broad / What are we going to focus on the next 3 years to improve student learning/ outcomes)

Strategy 1 Target: A. School community promotes mental and physical health and wellbeing.

B. Respectful relationships, belonging and inclusion.

Strategy 2 Target: A. Effective social and emotional learning (SEL) curriculum for all students.

B. Opportunities for students to practise and transfer their social and emotional skills.

Strategy 3 Target: A. Collaborative working relationships with parents and carers. B. Support for parenting. C. Parent and carer support networks.

Strategy 4 Target: A. Understanding mental health difficulties and improving help-seeking.

B. Responding to students experiencing mental health difficulties.

**Humanities And Social Sciences Improvement Targets:** All teachers are using Humanities Assessment Pointers to guide evaluations of student achievement.

50% of all students will receive a C, based on SCSA standards.

**Information Communication Technology (ICT) Improvement Targets:** (Should be very broad / What are we going to focus on the next 3 years to improve student learning/ outcomes)

Students more confident, feels school is important and they tend to feel better in school (survey)

Pre-primary students independently log on and of computers.

Upper primary student use email to send work to their classroom teacher.

Science, Technology, Engineering and Mathematics (STEM) is supported through ICT.

All Classroom staff members learn one new program per term.

**Mathematics Improvement Targets:** NAPLAN maths results will sit with like schools or above. (yr 3,5).

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

Judging standards influence the assessment of mathematics.

**Science Improvement Targets:** Increase the number of Year 5 students scoring above benchmark by 10% in the NAPLAN tests.

50% of all students will receive a C, based on SCSA standards.

#### **Staff:**

The staff at Southwell continued to engage in professional development to promote understanding of DoE priorities, school operational plans and common resources. Teachers also needed to further develop proficiency with maths and promote consistent Maths planning and pedagogy.

#### **Attendance Data 2016**

Southwell did not achieve the target of 85% or higher. The rate dropped to 81.86%. The lower rate is believed to be the result of a significant number of families moving from the area to new districts and in that process there being a delay in enrolling in new schools. Of the 114 students that make up the data only 74 were on the role at the close of the year.

Year Group	Class Average2016	Class Average2015
K	85	86.09
P	87	80.59
1	83.11	81.15
2	81.93	87.05
3	77.64	81.15
4	78.77	89.4
5	82.13	84.17
6	84	82.6

Based on Integris, SIS data, all students current and former

Students with 98% attendance or better totalled at 13, this is 6 less than in 2015. The spread being reasonably even across the year groups with no significant spikes.

**Students with 98% attendance or higher.**

2016			2015	
Year Group	Number of Students	% Attendance	Number of Students	% Attendance
K	2	100	2	99.5
P	3	100	2	98.5
1	1	100	0	
2	0		2	98.5
3	0		3	99.33
4	4	99	3	98.6
5	0		1	100
6	3	98	2	99

Based on Integris, SIS data, all students current and former

43 students achieved between 90 and 97% attendance.

	2016	2015
Year Group	% of year group	% of year group
K	20%	20%
P	32%	22%
1	28%	38%
2	29%	30%
3	36%	60%
4	32%	35%
5	50%	30%
6	35%	64%

Based on Integris, SIS data, all students current and former

41 students in 2016 achieved between 70 and 89% attendance

	2016	2015
Year Group	% of year group	% of year group
K	20%	40%
P	47%	43%
1	50%	69%
2	50%	45%
3	36%	80%
4	18%	25%
5	25%	60%
6	41%	64%

Based on Integris, SIS data, all students current and former

23 students in 2016 achieved less than 70% attendance

	2016	2015
Year Group	% of year group	% of year group
K	20%	20%
P	5%	26%
1	17%	13%
2	21%	25%
3	27%	20%
4	18%	20%
5	63%	20%
6	18%	14%

Based on Integris, SIS data, all students current and former

## Local Programs

### Let's Decode – Structured Literacy for Early childhood

During the past two years Pre-primary staff have been reviewing how literacy is taught in Early Childhood. There were a number of areas impacting on literacy that gave rise for the need to change. Such as:

- Low phonological awareness levels in then junior years, resulting in low reading and writing levels.
- Current PA program was difficult to deliver in classroom due to lack of support staff and very time consuming.
- Teaching techniques and teacher language variations between classes rather than common skills and processes taught to students
- Lack of development for students as they moved through year groups.
- No progress observed from PP to year 1 in student work samples and portfolios.

We set some goals and targets:

1. Phonological awareness explicitly taught every day in K-2 classes and remedial groups.
2. Build knowledge and understanding to enable teachers to ensure quality teaching of phonological awareness.
3. Establish a common, shared language to describe effective practice in teaching phonological awareness.
4. Students to use common language from Kindergarten to year 2 with flow on effect throughout the school.

We put in place a series of strategies to address the issues.

Sarah Priest (PP teacher) explored PA programs that involved an explicit teaching model. Through visits to other local schools. Given the success witnessed at other schools, Let's Decode was chosen as the program to be integrated into Southwell P.S.

Phase one focused on educating staff. Two teachers attended the Let's Decode workshop. The program was trialed in a Pre-primary classroom and the Year One classroom with immediate positive results. The Pre-primary class was filmed completing an explicit lesson and shared with the rest of the staff, including year 3-6.

The second phase of change took the staff education process to more depth. All other Junior Primary Staff attended Let's Decode workshop Training for staff.

To implement the changes an expectation was set that all classes from K-1 were implementing program by term four 2016. This will be implemented into Year two classes in 2017.

Progress was identified during 2016:

- Within the classes who are implementing program, teachers are all following the correct common language to teach skills and knowledge required to improve Phonological Awareness.
- Within the Pre-primary class, where the program has been implemented since the beginning of 2016, 80% of students are at or above a C level in phonological awareness, in the WA Curriculum.
- Teachers are planning for the Let's decode session every day and this can be witnessed in their daily programming.

We have learned from this journey and expect to make adjustments as we move forward. For now we are pleased that:

- The program has been effective and accepted across early childhood classes.
- A program valued by staff can be sustainable when led by staff who believe in the program.
- Explicit teaching models work effectively in our school and a formalised program structure needed to be mandated.
- To ensure programs are delivered effectively, teachers must be fully educated.
- Principal support, impacts the quality of classroom programs.

In hind sight, more data should have been collected prior to implementing program

We have set the next steps to include planning in these areas:

- For the next three years the school needs to commit to this program.
- Sustain momentum through regular reviews at staff meetings.
- Embody in the performance management of teachers.
- PL for staff on needs basis.
- Clear guidelines of program for relief teachers.
- Monitoring of student progress through fine grained testing each term.
- Imbedded in the Early Childhood strategic plan and literacy plans

### Stepping stones Mathematics

Stepping stones Mathematics was adopted during 2015 as a result of recognition of these problems:

Lack of continuity in programming.

Language variations between classes

Lack of development for students in their math across the years. (Data ie mental math tests and NAPLAN)

#### NAPLAN Numeracy Snapshot

	Year	at or above		at or above
2013	3	75%	YR 5 in 2015	75%
2014	3	75 %	YR 5 in 2016	50%
2015	3	70		

To address our issues with learning mathematics at Southwell we structured goals and targets which included:

1. Articulate effective practice in numeracy teaching that supports differentiation within the classroom.
2. Build knowledge and capacity in numeracy teaching and learning with a focus on student improvement.
3. Establish a common, shared language to describe effective practice in numeracy teaching.
4. Students year 3 and 5 to test at like schools standard.
5. Students to use common mathematical language across the school.

Strategies evolved over the 2015 and 2016 period. However the crucial changes put in place were:

The Steppingstones program was selected in 2015 after consultation with neighbouring schools.

Resources purchased and trials run in 2015, term 4.

Training for staff during 2015 and early 2016. Lead teacher visited school with the program for PL.  
Consultation with staff at weekly staff meetings.  
Altering of school day so that math lessons run at same time across the school.  
Scaffolding of classes so students with like ability rather than age  
Teacher analysis of how the program worked for their class of students.

Progress towards our goals has been realised in a number of areas. Teachers have been able to guide their planning and instruction, based on student assessment information; to build discipline and pedagogical content knowledge; to focus discussion in professional learning teams.  
Staff achieve student targets through individual monitoring and students with identified needs are teamed with an EA to build specific skills.  
Achievement of individual students has been monitored using Steppingstones tools, alternate comprehensive testing each term and snapshot mental math test.  
How the students have progressed is being monitored through testing. The impact on student engagement as a result of scaffolded classes is also monitored.  
Lesson formatting changed to offer a specific format for lessons.  
Principal has begun a process of conversations with teachers on effective practice in numeracy teaching, to inform the Strategic Plans including professional learning opportunities for the whole staff and individual teachers.

NAPLAN data for 2016 showed 100% of year three students were at or above benchmark, indicating that the program has been effective for younger students. We have found that, a program valued by staff can be sustainable even with the loss of key personnel. We learned that there was a need to change resources and we identified the right resources in which to invest.  
A formalised lesson structure needed to be mandated and this was put in place quite early. Principal visiting math classes impacts the quality of classroom practice: teachers appreciated the acknowledgement of how they improved as teachers of mathematics. We also needed to recognise that though scaffolding worked in the 'mentoring' school it was unsuccessful in our setting and will not be used after 2016.

For the next three years the school needs to commit to this program. We will sustain momentum through regular reviews at staff meetings. We are embodying in the performance management of teachers alongside the mathematics operational plan. Southwell will continue to provide PL for staff on needs basis. We are building charts of how to login and use program for relief teachers.  
Monitoring of student progress through fine grained testing each term is set in place.

**Community Art Project for Parents and Carers** In terms 3 and 4 Chandy Pendergrast, a visiting Perth artist, through the Song room Project worked at our school to create a mural on the front wall of the office block. Community members including parents, carers, grandparents, extended family, brothers and sisters were invited to take part in this exciting project. No one was required to have any particular skills to join in, just imagination and willingness to help make a beautiful art work that our children can enjoy.

### **Welcome BBQ**

Southwell held its first walk to school morning for the year in week two. Families come to school and enjoy a morning walk as well as meet the new school staff. We provide every student and family member with a breakfast. Everyone is encouraged to join the children in walking and join us for breakfast after the walk. This event occurs every term in line with community events.

### **Sorry Day and Reconciliation Week**

Southwell PS and the community acknowledged Sorry Day and Reconciliation Week with a breakfast which was put on by our marvellous school canteen ladies. Just to add to the general busyness of the day we also conducted our annual Walk to School Day where all our tired walkers were also welcomed by a wonderful nutritious breakfast.



### **Footballer Visit**

Two representatives from South Fremantle Bulldogs ran a 3 week football program on behalf of the WAFC to teach the basic skills of AFL. Students went through:

- Ball fundamentals
- Kicking technique
- Handball technique
- Goal scoring; &
- Finished with a match

### **Sports Carnival**

The day started at 9am in the undercover area. Children turned out in their faction colours, lots of ribbons, coloured hair spray and face paint. The P&C are ran a cake stall on the day.

### **Poetry Festival**

Staff out did themselves with a group recital to kick off the event. It was noted that children were far more confident in their own performances this year which we believe was a result of the staff performance to set the atmosphere. Classes presented their poems for family enjoyment. Individual recitals held in classrooms after lunch and groups moved around the school to perform for different audiences. Children put a lot of practice into presenting items.

### **Book Fair and Dress Up Parade**

Book Fair takes place in September. The theme for the Book Fair was Australia. Children were encouraged to dress up in an Australian theme or as a character from one of their favourite Australian author's books. All parents and families are welcome to visit the library at specified times.

### **ECU partnership - astronomy and PhD student**

Partnership has begun with ECU. The principal worked with Keith Newton from Fogarty and ECU to liaise with Professor Lyne Cohen, Dean of Education ECU to create partnership. Professor David McKinnon delivered ECU's latest Astronomy program and demonstrated lesson for teacher with our students. PhD student elected to work with students in 2017.

### **Koya Aboriginal corporation Partnership**

A partnership began with the Koya Aboriginal corporation in 2016. Koya is an Aboriginal-owned and operated research centre for community wellbeing. Our research activities are based on the principles of empowerment, sustainability and cultural security for all Aboriginal people.

The work is community-driven, translational research with an emphasis on capacity building and policy translation. The partnership focuses on cultural, social and emotional wellbeing, early intervention and prevention. A key aim of the partnership is to make a sustainable positive difference to the lives of Aboriginal children, their families and community.

### **Koya Supported Homework Class**

The homework class operates once a week through the guidance of Mrs Jetta, Southwell Primary AEIO. The program offers tutoring, mentoring, and study building skills; helping students build the skills they need to succeed at school. The homework class uses peer and adult mentoring to help Aboriginal students achieve academic success. The homework class applies the 3M's that are essential to mentoring students for success in homework: motivation, monitoring, and modelling. To increase motivation, create an open and positive atmosphere, help students feel valued, give frequent, positive feedback and praise.

### **Student Councillors**

Megan Wright Justine Turner

### **Sports Captains**

Yotamu ndikumukiza Rebecca King

## **Chaplain**

Semester 2 of 2016 Sarah Stapleton joined the team at Southwell Primary as the school chaplain. Chaplains are provided on request by YouthCARE to assist in creating a working and school environment where all colleagues and students are treated with respect, consideration, fairness and in good faith.

Chaplains are expected to be examples and models of Christian faith and respect the dignity of the human person regardless of race, religion, gender, political beliefs, disability or any other difference. School chaplains help students find a better way to deal with issues ranging from family breakdown and loneliness to drug abuse, stress and anxiety. Ms Stapleton provides a listening ear and a caring presence for kids in crisis as well as those who just need a friend. Ms Stapleton has demonstrated a passion to improve the lives of the students at our school and we consider her to be an asset to our school.

Ms Stapleton supports everybody in the school community. The students have someone to go to, the parents and staff also have someone to go to when they have issues they need to discuss in a private manner.

Ms Stapleton role has provided support in the following areas.

- active in promoting student wellbeing, particularly through the provision of pastoral care.
- encouraged reflection about the spiritual dimensions of life.
- Held an educative role in the areas of beliefs, values, morals, ethics and religion.
- worked as part of the school support team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.

The activities undertaken by Ms Stapleton included, but was not limited to:

### **Pastoral care:**

Providing guidance to students on issues concerning human relationships;

Assisting staff in the provision of student welfare services;

Providing support in cases of bereavement, family breakdown or other crisis and loss situations; and

Being readily available to provide continuity and on-going support for individual students and staff where this is necessary.

### **Spiritual guidance:**

Supporting students who wish to explore their spirituality;

Providing guidance on religious, values and ethical matters; and

Facilitating access to the helping agencies in the community, both church-based and secular with the approval of the School Principal.

## **Sand-play Therapy**

Southwell offered Sand-play therapy during 2016. Many children experience issues which potentially hinder their ability to give their full attention and concentration to academic learning.

These issues can range from; Being developmentally less mature than their classmates, experiencing disturbed sleep, finding it difficult to learn what is appropriate school behavior, being involved in bullying, living with stress for any reason, being at risk of exclusion from school, having suffered trauma, not finding play comes naturally to them, or any number of additional factors which result in the development of an obstacle to full academic learning participation.

Through non-directive, child-led sand-play children can work through past issues and prepare for future events in the safe and protected environment of the playroom under the watchful eye of the trained and experienced sand-play therapist.

Southwell will continue to encourage ECU to run lessons with our students to build their capacity as teachers and expose Southwell students to up to date teaching practises. Exchange of methods in teaching between teachers at Southwell, ECU staff and undergraduate teachers that improve learning for Southwell Students will be applied to a range of age groups.

## Staffing

**Table 1 FTE and headcount of staff for occupation groups**

Occupation Groups	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	1	1.0	0	0.0	1	1.0
Heads of Dept/ Coordinators	0	0.0	0	0.0	0	0.0
Teacher	8	5.8	1	1.0	9	6.8
Education Assistant	9	5.1	0	0.0	9	5.1
Admin	1	1.0	0	0.0	1	1.0
Cleaner	3	1.5	1	0.4	4	1.9
Gardener	1	0.8	0	0.0	1	0.8
Other	1	0.2	0	0.0	1	0.2
<b>Total</b>	<b>24</b>	<b>15.5</b>	<b>2</b>	<b>1.4</b>	<b>26</b>	<b>16.8</b>

### Teaching Staff

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

### Non-Teaching Staff

All non-teaching staff bring strong expertise in engaging the community in the school and working effectively with the students. There is considerable support from the community for our non-teaching staff such as the AIEOs, Special Needs EAs and Classroom EAs, gardening and cleaning staff.

The Special Needs EAs and Classroom EAs have attained Cert III in child care or equivalent training.

### Professional Learning

Southwell staff's personal motivation to extend professional knowledge is evident through the courses taken by teachers. There is the commitment of non-teaching staff to participate in their development.

Teaching and some non-teaching staff engaged in Professional Learning in the following areas:

The School Improvement plan outlined the areas of need and staff attended professional learning that built on the needs of the school Improvement plan.

#### Teachers (one or more)

SEN Reporting

Primary Connections

Classroom Management

Strategies CMS

Mental Health Professional Learning

#### Non-Teaching staff (one or more)

End of Year Procedures

Asbestos Awareness Training

Competency Framework – School Corporate Services

Nationally Consistent Collection of Data on School Students

Nationally Consistent Collection of Data on Students with a disability

Koya Aboriginal Community Reference Group

Schools Catalogue Information System (SCIS)

Cockburn & Fremantle Public School Network

Excursion Policy online training

Safety and Health Representative Introductory Course

#### All Classroom Staff

Promoting Alternative Thinking Strategies PATHs

## **Reporting to Parents**

The school reports to parents using the system reporting format, learning portfolios and three way interviews. Many students have individual education plans. This year trialled the Special Education Needs (SEN) component of reporting to parents

## **School Community Partnerships**

In the school community partnership, the school and the family share responsibility for children's learning. Meetings with parents show relationship is based on mutual respect and acknowledgment of the assets and expertise of each member. More positive attitudes and behaviour are noticeable as parents show their willingness to support the school. The school has been a resource for families and community members, for example, by providing a point of contact to other agencies.

## **Buildings and Premises**

### *Observation Classrooms*

Classroom layout was not conducive to active student engagement in their learning. Reconfiguration would provide a more structured environment with fewer distractions. All teachers could gain from the capacity to use observation rooms attached to classrooms.

During 2015, the principal had the opportunity to hear Geoff Metcalf speak about how he had created an innovative setup at Roseworth primary in Girrawheen. The principal and Corporate Business manager visited the school and viewed the classroom last year. This classroom has assisted the school in establishing an ongoing culture of peer observation as part of teacher's professional growth and development.

Southwell needed to improving teaching and learning through improving the classroom environment. The use of classroom observation would make teaching and learning more visible. We recognised that colleagues could be encouraged to collaborate to improve teacher practice and student learning with classrooms built to support that end.  
Encourage.

These observation rooms would give teachers the opportunity for peer observation without disrupting their class and have student behave in a more natural manner. We are aware that classroom dynamics change when a person is added to the room, with an observation room only the teacher would be aware that another person was observing the class.

The project was quite significant and was dependant on three main factors:

Find funding through DoE.

Submit plans and gain support of district office.

Build partnership with ECU.

Southwell Primary secured district office approval of plans and the rooms have been built through negotiated DoE funding.

Rooms have been trialled. Principal set up classroom and taught in room for 3 weeks so that teachers could drop by and observe how the room was being used and what it 'felt' like to use the observation room.

The results have been exceptional in such a small space of time with quite a few lessons along the way that included:

- Building partnerships with agencies can be time consuming just in locating the right people.
- Timing for funding is EVERYTHING!
- Selling you plan to people is key to synergy.
- Staff appreciate that behaviours of students are observed without disruption to their class. Especially for students with behavioural issues.
- Teachers enjoy being able to observe good practice and receive feedback on their lessons.

## Survey results

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

Key areas that community felt Southwell Primary needs to improve

63% of families indicated Student behaviour is well managed at this school. This result is 3% better than 2015.

69 % of families indicated 'My child feels safe at this school.' this result has dropped by 6% in 2016.

76% of families indicated 'Teachers at this school teach students fairly. This result is an improvement of 7%.

69% of families indicated 'My child feels safe at this school.' Which is a drop of 7% in 2016.

75% of families indicated 'My child is making good progress at this school. A drop of 10%

76% of families indicated 'My child likes being at this school.' drop of 8%

77% Teachers at this school provide my child with useful feedback about his or her school work.

76% Teachers at this school treat students fairly.

Aspects of the school in which community felt Southwell Primary is performing well

93% of families indicated 'Teachers at this school expect my child to do his or her best.' Improvement of 6%

90% of families indicated 'I can talk to my child's teachers about my concerns.' 8% improvement

93% Teachers at this school expect my child to do his or her best.

93% This school is well maintained.

90% I can talk to my child's teachers about my concerns.

87% This school looks for ways to improve.

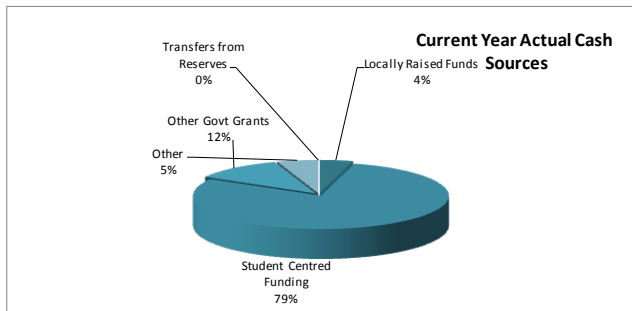
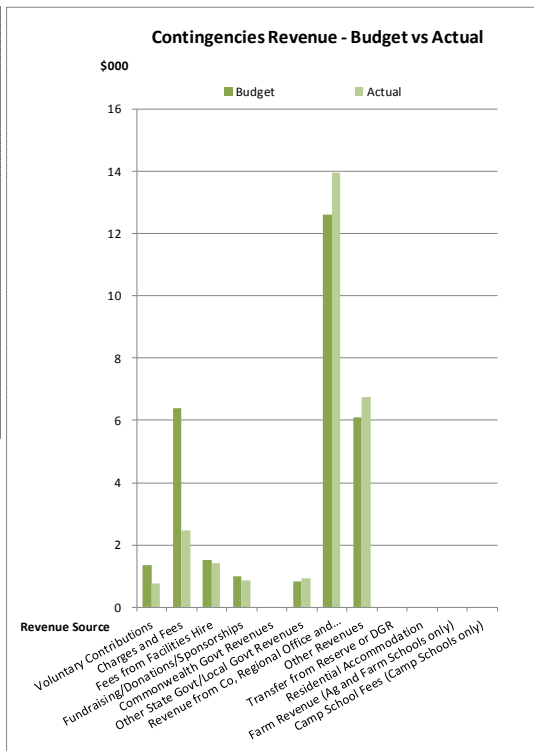
87% Teachers at this school motivate my child to learn.

80% This school works with me to support my child's learning.

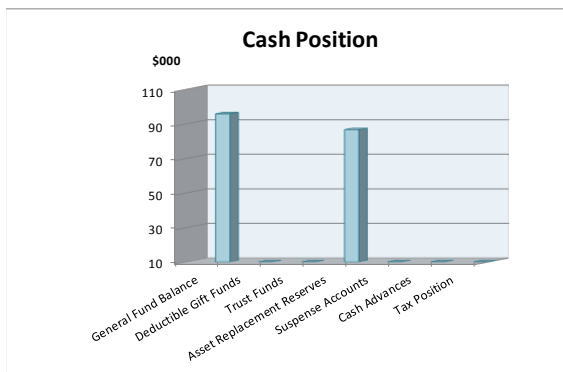
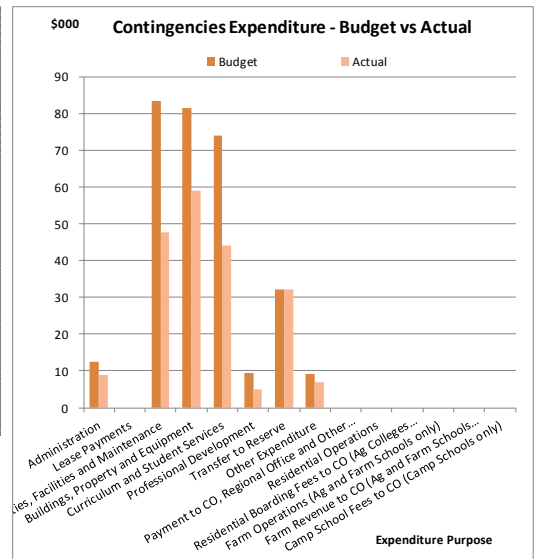


**Southwell PS**  
Financial Summary as at  
10 February 2017

Revenue - Cash	Budget	Actual
1: Voluntary Contributions	\$ 1,335.00	\$ 754.10
2: Charges and Fees	\$ 6,400.00	\$ 2,446.35
3: Fees from Facilities Hire	\$ 1,500.00	\$ 1,418.16
4: Fundraising/Donations/Sponsorships	\$ 1,000.00	\$ 857.00
5: Commonwealth Govt Revenues	\$ -	\$ -
6: Other State Govt/Local Govt Revenues	\$ 825.00	\$ 925.00
7: Revenue from Co, Regional Office and Other Schools	\$ 12,595.00	\$ 13,956.64
8: Other Revenues	\$ 6,100.00	\$ 6,755.91
9: Transfer from Reserve or DGR	\$ -	\$ -
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 29,755.00</b>	<b>\$ 27,113.16</b>
<b>Opening Balance</b>	<b>\$ 169,463.00</b>	<b>\$ 169,463.14</b>
<b>Student Centred Funding</b>	<b>\$ 102,783.69</b>	<b>\$ 102,783.69</b>
<b>Total Cash Funds Available</b>	<b>\$ 302,001.69</b>	<b>\$ 299,359.99</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 302,001.69</b>	<b>\$ 299,359.99</b>



Expenditure	Budget	Actual
1: Administration	\$ 12,600.00	\$ 8,998.88
2: Lease Payments	\$ -	\$ -
3: Utilities, Facilities and Maintenance	\$ 83,450.00	\$ 47,631.29
4: Buildings, Property and Equipment	\$ 81,463.60	\$ 58,966.22
5: Curriculum and Student Services	\$ 73,986.00	\$ 44,068.89
6: Professional Development	\$ 9,474.09	\$ 5,054.54
7: Transfer to Reserve	\$ 32,027.00	\$ 32,027.00
8: Other Expenditure	\$ 9,001.00	\$ 6,860.35
9: Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10: Residential Operations	\$ -	\$ -
11: Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12: Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13: Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14: Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 302,001.69</b>	<b>\$ 203,607.17</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 302,001.69</b>	<b>\$ 203,607.17</b>
<b>Cash Budget Variance</b>	<b>\$ -</b>	<b>\$ -</b>



Cash Position as at:	
Bank Balance	\$ 181,754.34
Made up of:	\$ -
1: General Fund Balance	\$ 95,752.82
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 86,555.13
5: Suspense Accounts	\$ 267.39
6: Cash Advances	\$ -
7: Tax Position	\$ 821.00
<b>Total Bank Balance</b>	<b>\$ 181,754.34</b>

Endorsements

We, the undersigned members of the Southwell Primary School Staff and School Council, endorse the Annual School Report 2016.

<b>School Council Chairperson</b> Mayor Logan Howlett	<b>Community Member</b>	<b>Principal</b> Elizabeth Melville
<b>Community Member</b>	<b>Community Member</b>	<b>Community Member</b>
<b>Community Member</b>	<b>Community Member</b>	<b>Community Member</b>
	<b>Community Member</b>	
<b>Teacher</b>	<b>Teacher Assistant</b>	<b>Teacher</b> Cynthia Forsythe
<b>Teacher</b> Sarah Priest	<b>Teacher</b> Wendy Rowe	<b>Teacher</b> Nicole Swift
<b>Teacher</b> Hayley Curtis	<b>Education Assistant</b> Rhonda Jones	<b>Education Assistant</b> Christine Saunders
<b>AIEO</b> Nicole Jetta	<b>Education Assistant</b> Carole Bulivou	<b>Registrar</b> Janine Hart

**Signed February 2017**