



# 2017 Annual School Report

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*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**

Southwell Primary School is built on the energy and drive of its people. This year's Annual Report is all about capturing the dynamic quality that permeates every classroom and building. Our passionate teachers, along with their dedicated colleagues, have profoundly affected all our students.

The annual school report is our evaluation of the school, its teachers, students and school community during the past year. As we share the yearly updates of our activities, we take the modesty to say that we did our best to do as we had planned and we are proud of our students and teachers who strive hard to achieve beyond expectations. We have focused on the holistic development of the students. To avoid lengthy presentation, the report will be a nutshell of all.

It is never clearer to me, however, how much Southwell Primary School is powered by positive energy than when families come into the school to participate in school events. On every page of this report, you will see the true inner workings of Southwell Primary School and the people that keep us running strong. You will see faces, smiles, curious and determined eyes, passionate hearts, and boundary-pushing minds.

## **School Priorities For Students**

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

## **School Priorities For Staff**

Familiarization with the Western Australian Curriculum 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 Western Australian Curriculum requirements, NAPLAN results, and compliance to current DoE 'Reporting to Parents Policy'.

Establish networks with schools in our area as a means of sharing best teaching practises.

## **School Priorities For Community**

The active intention has been to promote parent engagement and involvement with school wellbeing and educational programmes. The following events were observed as being effective in continuing to establish and build productive community partnerships and home-school links.

- Two positive media exposures per term and increased school hits on the website.
- Specific processes for staff to add articles to web page and local paper.
- Parents active in sports day activities.
- Parents active at disco/ year 6 graduation night.
- Parents participate in creation and building of nature play area.
- Active engagement with ECU.
- Groups such as Giving West involved in student engagement at school.
- Imbed - each teacher completes one media exposure per term and one website item per term.
- Promotional marketing processes drawn from 2015 experience formulate the beginnings of marketing policy and framework.

## TARGETS For Student Learning

### *Student Attendance and Student Engagement Goal*

Maintain an 85% or above attendance rate across the whole school.  
Increase overall student attendance and reduce lateness.

#### Results

This target has not been met, however, when comparing data across 2016 semester one and 2017 a small positive shift has been achieved for the regular attenders.

The staff have indicated they would like to put more emphasis on attendance. Several grants have been secured for 2018 and programs prepared for the new year.

Staff of 2017 were congratulated on their effort in engaging students with school. Staff focused strongly on student engagement to turn around behaviour across the year. In semester two there was a significant drop in reported negative behaviours. Two thirds of the suspensions issued occurred in semester one.

	2017	2016
Number of suspensions	60	96
Number of days suspended	122	175
Number of students	14	19

Attendance	Students enrolled 2017
Greater than 98%	8%
Between 90 and 98%	35%
Between 70 and 89%	40%

Whole school attendance rate shifted in 2017 and there appears to be a change in the dynamics as across the school, attendance dropped to 81.6%. There was a drop in the number of high attenders, yet there was an increase in students attending regularly across the whole year. There has been a movement in the number of students with the most severe attendance rates.

In 2016 students with less-than 70% attendance accounted for 20% of student population. These students averaged an attendance of 53%.

In 2017 students with less-than 70% attendance accounted for 17% of student population. These students averaged an attendance of 50%.

In 2016, 11.4% of students attained 55% or lower attendance, their average attendance was 33.7%.

In 2017, 9% of students attained 55% or lower attendance, their average attendance was 38.6.

### *Early Childhood Education Targets*

1. All students who required additional assistance for special needs had funding by commencement of pre-primary.
2. 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.
3. Parents and community have a clear definition and understanding of school readiness, including social and emotional health of children and their families.
4. All students in early childhood are equipped with the basic social cognitive, language, independence and physical skills.

## Results

1. All students that attended kindergarten in 2017 were seen by the school nurse and relevant referrals were written for students to enable requests for funding.
2. Weekly debriefs were set up in ECE attended by the principal to build communication between ECE and year 1 to 6 classes.
3. A playgroup was investigated with some interest from local families. Arrangements were made to prepare for a playgroup for 2018.
4. All teachers were trained in 'Kids Matter PATHs' and have been applying PATHs strategies in the classroom.

## *Literacy:*

NAPLAN results will be close to or equal like schools or national average. Identify cohorts and create specific targets for value added improvements.

CATs (Common Assessment Task) data will indicate positive movement for all students. 80% of year 2 students will be able to read at least Dandelion level 3.

## Results

More than 80% of students were able to read Dandelion level 3. Some enrolments included students with severely low reading capacity and as such this was quite an achievement for the students and teachers.

Assessing data against like schools for NAPLAN has proven to be useful as historical data but not for analysis of the given year. Reading scores for year three and five were lower than our expectations to be same or better than like schools. See table below.

## *Numeracy:*

NAPLAN maths results will sit with like schools or above. (yr 3,5)

On-Entry Testing results sit with like schools or above. (K/PP/1)

Monitoring system for all students developed and actioned.(K-6)

Regular attenders, especially in early and middle years demonstrated an increased capacity to express mathematical understanding through quarterly tests.

As with assessing, literacy data against like schools, using NAPLAN has proven to be useful as historical data but not for analysis of the given year. Numeracy for year three was on target to sit with like schools for year three but still requires work for year five. See table below.

2008

2009

2010

2011

2012

2013

2014

2015

2016

Colour Scheme

Red & Green

Submit

Alternate view:

Results in graphs

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	314		361		336		324		346	
	279 - 350		333 - 390		305 - 368		287 - 361		317 - 374	
	SIM 339 330 - 348	ALL 426	SIM 364 356 - 372	ALL 421	SIM 348 339 - 356	ALL 420	SIM 348 338 - 358	ALL 436	SIM 338 329 - 346	ALL 402
Year 5	398		375		416		444		403	
	346 - 450		327 - 423		368 - 464		389 - 499		363 - 443	
	SIM 417 409 - 426	ALL 502	SIM 416 407 - 424	ALL 476	SIM 428 420 - 436	ALL 493	SIM 428 418 - 437	ALL 505	SIM 424 416 - 432	ALL 493

How to interpret this chart

SIM

schools serving students from statistically similar backgrounds

ALL

Australian schools' average

☐

Student population below reporting threshold

☐

Year level not tested

Selected school's average is

substantially above

above

close to

below

substantially below

• average of schools serving students from statistically similar socio-educational backgrounds (SIM box)

• average of all Australian schools (ALL box)

Source - <https://www.myschool.edu.au>

## TARGETS For Staff Development

Math's Stepping Stones program operational in all classes with all staff using interactive ICT, concrete teaching aides and text books as evidence of learning.

Teachers observe lessons where 'Lets Decode' is being used and make an assessment of the value of a whole school approach in using this program.

Teachers use the observation room to record their lessons and use the recordings to assess their teaching practice.

School provides an environment where young professionals can practice their skills. Southwell primary accesses current best practice in teaching,

Develop teacher guide for common practice. Such as: Rules of presentation for student work are clear across the school. For example; pages are ruled in red. Date is on the left side of the page.

Teachers discuss how other teachers use the Atsil standards to guide improvement in their Professional Knowledge, Professional Practice and Professional Engagement.

Southwell PS is using the DOE performance management tools.

All teachers trained in PATHs.

All Teachers are applying PATHs in the classroom.

Teachers are aware of Kids Matter.

Teachers have a working understanding of the policy and the strategic plan.

All teaching staff are trained in CMS.

School provides an environment where young professionals can practice their skills. Students without referrals gain access to specialized undergraduates and Master's students.

## Local Programs

Noongar

2017 has been another moorditj (good) year! Southwells' Year 1 – Year 6 have been Noongar waangkan kaadadjiny (Noongar language learning) as part of our school's L.O.T.E program and

kaadadjiny (learning) about Noongar culture. This year we have enjoyed learning about 'Minga' (insects), 'Booyi' (turtle), 'Djerap' (birds), 'Moort' (family) and 'Ngany' (me). All of the children have worked hard throughout the year to produce some very interesting and kwobidak (beautiful) work.

Homework Classes in 2017 were run every Wednesday afternoon. Children came and completed homework, had a yarn and ended the hour with some snacks. We also had Liam Anthony from the W.A. Football Commission run morning Footy Clinic and Breakfast. Children would arrive at school at 8am and participate in a footy skills clinic then sit on the grass and have breakfast together before going to class to start the school day. These wonderful initiatives were funded by KOYA Aboriginal Corporation as part of their KOYA Kinship Empowerment Program. Thank you KOYA.

### **Music and Movement**

Students from years 1-6 participated in weekly dance classes where they got their groove on and learned various dance styles. The whole school dance performances were a highlight of the year!

## **Events and Highlights**

### **ANZAC DAY**

Students travelled to Cockburn Council and walked with other schools to the RSL Memorial Park. The annual RSL City of Cockburn ANZAC Youth Parade and Service this year marked 100 years since the commencement of the RSL.

The procedure was similar to previous years with the students assembling at 9.30am in the City of Cockburn car park off Coleville Crescent, Spearwood. The parade commenced at 9.45am and marched from Coleville Crescent heading south down Coleville Crescent into Spearwood Avenue where we turned right, walked approximately 300m and assembled in the RSL Memorial Park for the service. In this excursion, students had an opportunity to reflect on their identity, the Australian identity and how past events or people helped shape us. Students participated alongside other students in an event where Australians practice their values of the ANZAC legend and consider why these values and characteristics are still important today.

### **Fremantle Literature Centre**

Workshops were held for students from pre-primary to Year 6. Jenny Doust presented visual exhibitions of Australian picture books, including original manuscripts, preliminary drawings and original artwork and demonstrated the collaborative process involved in creating children's and young adult literature. There was a second workshop the following term. The Literature Centre's workshops are designed to be exciting, interactive and exploratory. Learning experiences are planned to support the Student Learning Outcomes including predicting storylines, drama, writing and illustration work. Staff thoroughly enjoyed learning some new ideas by sitting in on some of the presentations and children were actively participating in the workshops.

### **Camp Quality Cancer Awareness Tour**

The explicit values targeted were: Care and Compassion, Understanding, Tolerance and Inclusion for students living with a cancer sufferer. The Cancer Awareness Tour happened at Southwell because students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

The touring puppet show for primary schools answered difficult questions kids have about cancer. With a parent who had been strongly and directly involved with students for some years and fighting cancer, the effects of cancer were considered confronting for students. This needed to be explained so students know what the family has been through and why it's important to support them. The puppets teach students that cancer is not contagious. The show encourages kids to be supportive of their

classmate who has a family member living with cancer. The program reduces the likelihood of bullying, exclusion, confusion or anxiety.

### **Creative Writing Workshops**

A Maze of Story (AMoS) is a creative writing program for students conducted over five weeks. A Maze of Story conducts free creative writing workshops where students are empowered to think creatively and express themselves in words. At each workshop, students are able to transform their ideas into stories and take them from draft into print.

A select group of students participated in creative writing workshops where students were encouraged to think creatively and express themselves in words. At each workshop, students transformed their ideas into stories and took them from draft into print. A story-weaver and six trained volunteer tutors, one for each pair of students, ran the sessions of the workshop. With their help, each student created and then polished their story so that it would be told in the most interesting way.

Student's engagement with writing increased when they realised their work was to be published in an anthology. Sharing their work, celebrating it, and holding it up alongside the work of adult writers was empowering for students. Every student who participated came away from the program with a published piece of writing.

### **Constable Care**

A team of professional actors visited to address a range of personal safety, community safety and citizenship themes that excite, engage, challenge and educate. Australian and international research shows that the first years of a child's life are crucial in setting the foundation for lifelong learning, behaviour and health outcomes. Early intervention education programs such as Constable Care's has been found to provide many psychological and social benefits to children, families and communities, including:

- a reduction in child abuse and neglect
- lower rates of criminality
- higher rates of employment and skill levels later in life
- decreased welfare expenditure
- increased school performance

Southwell students were exposed to the Constable Care 'theatre-in-education' because it has been shown to be an effective tool for creating attitude and knowledge change in children and young people.

### **Education Day**

Education Day at Southwell was to be a grand gathering of students, families, teachers and support staff to develop the cultural responsiveness of the school community that promotes understanding of, and participation in school events.

Across the day the theme was innovation, cooperation and personal development. Education Day was to create an unprecedented diversified platform where everyone can gain a comprehensive understanding of the evolving culture of education and pedagogy at Southwell. Southwell staff aimed to promote language and culture, support teaching and learning, and facilitate stronger understanding of education at Southwell.

Education Day covered topics of educational activities for the year. Students shared their latest educational learning, how they used technologies and solutions they formulated through problem solving. Education Day promoted educational cooperation among classes, academic achievements of students and education developments applied by Southwell Educators. The event provided a perfect opportunity for our staff to build relationships and work towards future collaborations with families as partners in education.

### **Walk to School Breakfast in February**

At the beginning of the year, students meet Southwell Primary School teachers/staff at designated meeting points and have a BBQ Breakfast with staff and parents. Family and school partnerships have been shown to underpin success at school. Relationships where parents and community work together to help children succeed in school creates complementary learning.

A goal of Southwell Primary is to build collaborative relationships between staff, Aboriginal students, their parents and families, and communities to support student learning. Events such as this, is an example of how we actively work to create opportunities to engage parents, families and communities in improving the education outcomes for Aboriginal students.

### **Reconciliation Day**

The significance of the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology were supported with a walk together to school and a Community BBQ, along with activities in classrooms. The intention of this event was that the school community would participate in the recognition of the needs of Aboriginal and Torres Strait Islander peoples and racial discrimination, so as to work towards everyone being reconciled in a just and equitable Australia. All members of the school community were invited to engage in the identified key issues in the reconciliation process:

- Understanding country
- Improving relationships
- Valuing cultures
- Sharing history
- Addressing disadvantage
- Custody levels
- Destiny (Aboriginal people controlling their own destiny)
- Formal documentation of the process

### **Visiting SciTech Discovery Centre**

The Year One class visited SciTech Discovery Centre. While at the centre, they explored the main science displays, as well as participating in three science based workshops. Students were given opportunities to use their curiosity while developing cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. Students were actively encouraged to use problem solving, inquiry, experimentation, hypothesizing, researching and investigating while on their excursion. Through being able to discuss classroom learning in a new environment, students practiced transferring and adapting what they learned from one context to another environment. The students focused on relating to the strands of Science Understanding, Science as a Human Endeavour and Science Enquiry Skills.

### **Hiroshima Tree Planting Excursion with Shire**

Two students travelled to Cockburn Council to participate in tree planting and then returned to the Council Rooms for morning tea. This event was also commemorating Hiroshima Day. The Cities of Fremantle and Cockburn are members of the Mayor's for Peace worldwide movement and fully support the need for World Peace and how we as a nation can contribute to the wider understanding of resolving conflicts in a peaceful manner as opposed to lives being lost, infrastructure being destroyed and communities left devastated for generations. Peace Park located on Spearwood Avenue, was the location first used to commemorate Hiroshima Day.

Peace Park forms part of 'Friendship Way' reflecting the City of Cockburn's indigenous heritage and culture, its involvement in international relationships through sister city arrangements, a memorial to those who made the ultimate sacrifice for their country and Peace Park. 'Friendship Way' is a unique concept that has received national recognition.



Hundreds of trees have been planted across our community over 31 years by representatives of the Japanese Consulate in Perth, members of Council and students from across our district. They symbolise the strength of our friendship with Japan and its people and reflect the nature of our growing relationship as we reach out in terms of trade, education, tourism and cultural exchange. The Hiroshima Day commemorative service provides students with the opportunity to plant trees as a mark of respect and remembrance, share in a moment of reflection of times past, of a people and its nation impacted by nuclear warfare.

### **Federal Minister Visit**

Josh Wilson, Federal Minister for Fremantle, visited our school in term 3. He expressed an interest in the work teachers are doing with students living in a low SEI area. The school community appreciated his recognition of our small but close-knit school that works together to achieve the best possible outcomes for its students. Mr Wilson acknowledged the diversity as the foundation principle at Southwell and the strong focus on Indigenous culture and history.

### **Whole School Public Performance**

Southwell students have had the opportunity to learn choreographed routines through current pop culture dances. Staff were very confident about the skills of students and were keen for the community to see students perform. A public performance was arranged at Phoenix Shopping Centre where Southwell students performed with confidence and sincerity. Southwell students captured the imagination of shoppers and within seconds a crowd gathered taking videos and photos. There was an obvious strong sense of group unity and trust that was reflected in the power of the performance. The imaginative performance, directed by Mrs Curtis with up-beat music, created an atmosphere of delight. The audience was left with a memorable and uplifting ending while students enjoyed the rewards of a magical performance.

In addition to the overarching aims of the Australian Curriculum: The Arts, Dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently.
- choreographic and performance skills and appreciation of their own and others' dances.
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences.
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

(Australian Curriculum: The Arts Foundation to Year 10 – 2 July 2013 page 30)

Through dance, students were able to represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Students used the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion.

The public performance was an opportunity to engage, inspire and enrich all students. The dance experience enabled students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and together.

### **Fremantle College Transition Day**

Southwell Primary has developed a stronger partnership with the Fremantle College. Fremantle College will open for the start of the 2018 school year following the amalgamation of South Fremantle and Hamilton Senior High Schools at the end of 2017. Southwell students have been invited to be part of a variety of events leading up to the opening of the school.

Students from year 5 will have the chance to sit a test to identify skills and interests that they may like to develop at high school and,

Year 6 students were invited to attend a Transition Day at the Fremantle College.

### **Rock up and Read**

Our new “Rock up and read” program has a dedicated time for children to read first thing in the morning. Parents were part of the essential literacy skills that a child needs to learn to read and write, by being at school to listen to children read. For parents, coming into the classroom in the morning and listening to their child and other children reading, has helped to reinforce that learning at school, is important for children. It only takes a couple of minutes and it helps focus thoughts on what a child will expect from you. Through reading out loud to an adult, children developed better language and literacy skills.

To further support children’s reading, students went home with bookmarks along with their library book. The bookmark gives a variety of questions to develop comprehension and appreciation of reading.

### **James Foley visit supported by Fremantle Literature Centre**

Author and illustrator, James Foley, spent two days working at Southwell, conducting workshops for students from pre-primary to Year 6. James provided interactive and hands-on learning that was stimulating and thought provoking, leaving students and teachers with inspiration and insights into books, reading and writing.

When authors visit schools they bring their writing to life for students. James Foley’s visit provided students with physical interaction and experience of James and his work.

The author enthused students with knowledge of aspects of literature, promoted a love of reading and provided insights into the writing process, all with consideration of values, attitudes, knowledge, skills and understandings that primary students need to develop while at school.

With literary texts, this can mean attention to i) the written style or styles, ii) any special language ‘effects’ the author has introduced, and iii) any ‘special’ vocabulary (just three of the possible examples). The effect of language choices made by the author was part of class discussion. This focus was extended to the visual language of illustrations, with teachers required to draw attention to how the images have been constructed and why the illustrator may have made those decisions as well as the relationship between the visual and verbal texts.

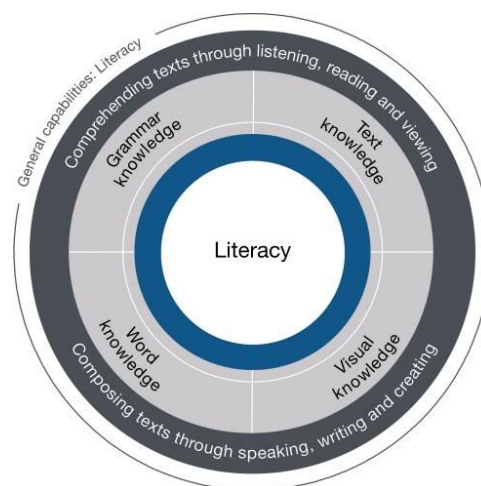
### **Picture Book Exhibition and Workshop**

After engaging in a series of literature appreciation sessions through the Fremantle Literature Centre, students who have been part of a broad variety of approaches to engaging with literature attended the Literature Centre in Fremantle.

Students travelled to Fremantle Literature Centre to participate in a picture book exhibition and workshop.

This workshop offered students another way to engage with literature, consider their personal preferences for literature to the way in which texts reflect the context of culture and situation. The appreciation of literature in one or more of these ways provided students with access to mediated experiences and truths that support and challenge the development of individual identity. Through engagement with literature, students learned about themselves, each other and the world. The Australian Curriculum: English is supported through this workshop and the classroom activities as it draws on a number of approaches and emphasizes:

- enjoyable encounters with a wide variety of literary texts.
- the different ways in which literature is significant in everyday life.



- close analysis of literary works and the key ideas and values on which they are based; for example, the detailed stylistic study of differing styles of literary work.
- comparisons of works of literature from different language, ethnic and cultural backgrounds.
- historical study of the origins, authorship, readership and reception of literary texts.
- exploration of the relationships between historical, cultural and literary traditions.

### **Swimming Lessons**

Students travelled to Fremantle Leisure Centre for swimming lessons. Students were learning to swim to provide opportunities for recreational activities and a healthy lifestyle, and provide skills that may one day save a life. Students were presented with an educational swimming experience that produces safer, smarter, stronger swimmers so that students become safer, smarter and stronger through swimming. Participation in swimming and water safety programs benefits included:

- A form of low impact exercise.
- Increasing motor development, balance and coordination skills.
- As competence in skills are achieved, build confidence of individuals.
- Improve medical conditions such as asthma and low muscle tone.

Students learned to swim to develop skills in personal survival, water safety and basic rescue. Personal aquatic survival skills included:

- Sculling
- Treading water
- Floating
- Safe entry and exit from the water
- Clothed swimming survival techniques
- Use of devices to assist rescue, and
- Basic swimming skills

### **P & C Disco**

The Parents and Citizens group (P & C) held a fund raiser by providing a disco and sausage sizzle. The P & C's Halloween disco was a 'howling' success. P & C were delighted with the turnout of families to support their disco and buy their "Goulash Grub". The Room Of Doom, (known as the art room by day) was thoughtfully decorated by Miss Swift's students and the P&C along with some help from dedicated staff. Students and families got out their fancy dress and joined in for an evening of fang-tastic fun.

These types of events are designed to consciously socialise students in line with the content of the curriculum and co-curricular activities. School discos provide social experiences from which students develop skills, knowledge, interests, and attitudes that characterize them as individual and that shape their abilities to perform adult roles. Additionally as part of values education, Southwell staff work towards "developing student responsibility in local, national and global contexts and building student resilience and social skills." Staff recognise that parents expect schools to support them in the broader task of preparing young people for life in a democratic society, the world of work and a range of social relationships." Within the context of socialising informally Southwell staff acknowledge that "parents expect schools to help students understand and develop personal and social responsibilities." (<http://www.valueseducation.edu.au>). This is built on the MCEETYA of 1999 work that explains students need "the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions (MCEETYA, 1999).

### **Cross Country**

Southwell Primary actively promotes the development of skills, fitness and sportsmanship and encourages participation and enjoyment in physical activity. Southwell provides the opportunity for students to experience a range of sports and a variety of settings.

Through activities such as Cross Country, students can demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities. To participate in cross country students needed to practise specialised movement skills and apply them in a variety of movement sequences and situations.

### **Play Group**

The Hamilton Hill play group has been running a trial program at the Southwell Kindergarten. Playgroup is an informal session where mums, dads, grandparents, caregivers, children and babies meet together in a relaxed environment. Playgroups are set up and run by parents and caregivers, with a range of activities designed to meet the needs of the children. Playgroup enhances parenting skills, helps parents build new connections with the community and make new friends.

### **Chaplain**

2017 marks Sarah Stapleton's second year 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.

This year Ms Stapleton's role included:

- Actively promoting student wellbeing, particularly through the provision of pastoral care.
- Supporting staff in delivering social and emotional learning.
- Working 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.
- Fostering relationships with community service providers such as Fremantle Family Support Network, GivingWest, City of Cockburn and Second Harvest.
- Representing the school at YouthCARE Council meetings.

The activities undertaken by Ms Stapleton included, but were 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 helping agencies in the community; both church-based and secular with the approval of the School Principal.

2017 has proved to be a challenging and productive year, with more plans and programs coming to fruition in 2018.

## **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 2017**

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:

### Engagement with Cockburn Fremantle Network

Southwell staff indicated they appreciated being able to tap into PL in the areas of unpacking the curriculum and in creating rich assessment tasks. Teachers reported that the PL enabled more effective moderation to take place.

### Mathematics Review

As a whole school process we reviewed how we teach and learn mathematics. Statewide services visited in term three to work with staff, offering advice and support in the aspects of teaching, learning and assessment of Mathematics. Staff reviewed the SAER policy with approaches to how students learn mathematics so that all levels of engagement in Mathematics were considered for all students. Staff then worked on math planning for 2018 so that the Operational and Strategic plans reflected the learning needs of students..

## **Professional Development – Support Staff**

Kids Matter: Paths Program

Mathematics Review

## **Professional Development - Teachers**

Children's Learning: Play matters

Kids Matter: Social and Emotional Learning of Students

Kids Matter: Engaging Parents

Kids Matter: Supporting Mental health of Aboriginal students

123 Magic

Paths Program

Cockburn Network Maths Moderation

Stem Success with Digital Technologies

Mathematics Review

## **Professional Development – Administration**

Websis Introduction

Chart of Accounts Introduction

End of Financial Year

Child Protection and Abuse Prevention

Aboriginal Cultural Standards Framework

LAN the Proficiency Strands Workshop

National Assessor Training Program

Aboriginal Cultural Appreciation

## **Buildings and Premises**

A new notice board was installed at the Early Childhood Centre.  
Painting of Wet area in Room one was completed in term 3.  
Blinds were installed in the Administration block.  
Pin up boards were replaced in several classrooms.

## **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.

Teachers at Southwell report on all subjects taught during the given semester.

The SAIS data through DoE indicates that teacher's grading skills are developing across the learning areas; HASS and Mathematics require some tweaking. Our science grading needs some consideration for 2018.

During 2017 staff researched how best to develop Southwell's science grading in 2018. As a result, the Progressive Achievement Tests in Science (PATs) has been considered as an appropriate place to start. PATs assess science knowledge, scientific literacy and understanding of scientific principles, as well as their application in the broad areas.

## **School Community Partnerships**

The School Council worked to write a Community Partnership Policy. 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.

## **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 improvement is required at Southwell Primary**

76% of families indicated "This school works with me to support my child's learning." This is a 5% drop from 2016.

78% of families indicated "My child's learning needs are being met at this school." This is a 1% improvement from 2016.

80% of families indicated "My child is making good progress at this school." This is a 5% improvement from 2016.

80% of families indicated "This school takes parents' opinions seriously." This is the same as 2016.

### **Shifts of improvement from 2016**

69.7% of families indicated 'Teachers at this school teach students fairly.' In 2017 this area moved to 82%

60.6% of families indicated 'Student behaviour is well managed at this school.' In 2017 this area moved to 80%

75.8% of families indicated 'My child feels safe at this school.' In 2017 this area moved to 82%

69.7% of families indicated 'This school has a strong relationship with the local community.' In 2017 this area moved to 90%

**Aspects in which community recognised staff are performing well at Southwell Primary**

Teachers at this school expect my child to do his or her best. 92%, an improvement of 5%  
Teachers at this school provide my child with useful feedback about his or her school work. 87%  
This school is well maintained. 94% is 1% improvement from 2016.  
I can talk to my child's teachers about my concerns. 88% an improvement of 7% from 2016.  
This school is well led. 85% up by 2% from 2016.  
I would recommend this school to others. 90% up by 13% from 2016.  
My child's teachers are good teachers. 90% up 3% from 2016.  
Teachers at this school care about my child. 92% this is down 5% from 2016.

Survey results reflect the high level of mutual respect held for each other across the school community. During 2017 Southwell Primary staff ensured that every child had an opportunity to access an outstanding education resulting in a literacy and numeracy competency. At Southwell every student matters every day. As each student progressed through the year, they developed essential skills, knowledge and understandings in a range of disciplines. Throughout 2017 the school offered opportunities for active participation in fitness, inter-school competitions, carnivals, dance and swimming programs designed to encourage students to be active at school.

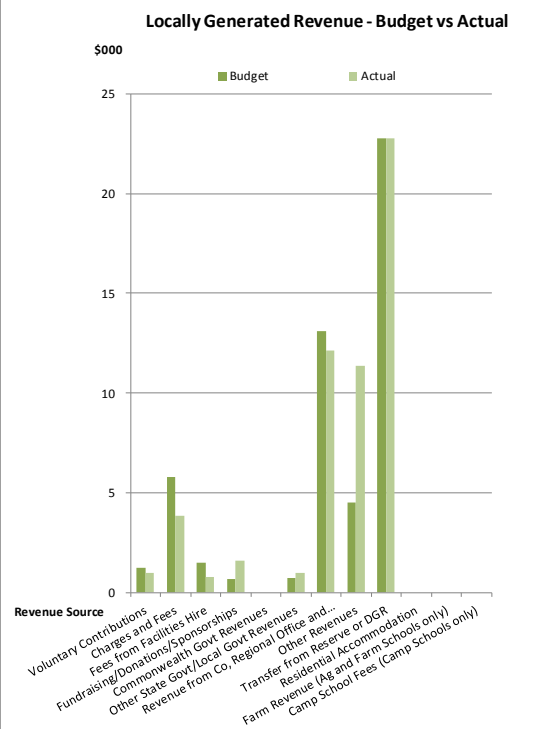
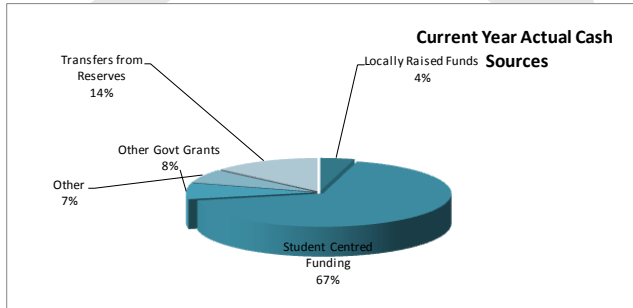
I trust that the annual report for 2017 has expressed how we engage parents, families and community to support children's learning at home and in school. The school staff strived to complement the work of parents that promotes the personal care and development of each student. Emphasis was placed on relating well with others, being considerate and contributing as a successful member of a team while learning the importance of acting responsibly and showing respect for others.



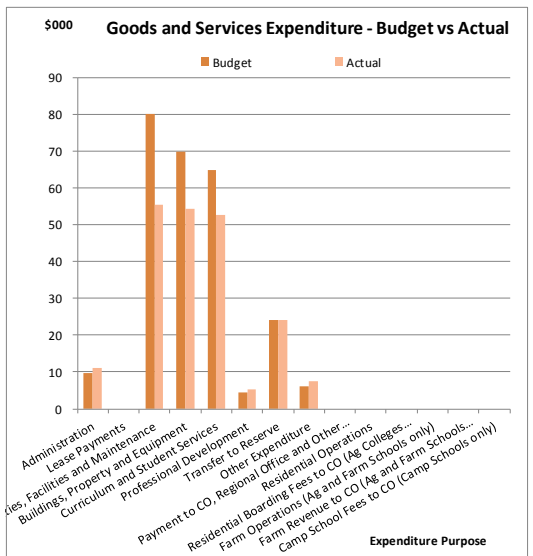
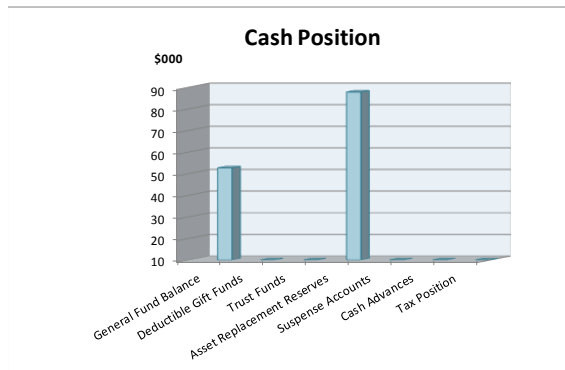


## Southwell PS Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,215.00	\$ 990.00
2 Charges and Fees	\$ 5,800.00	\$ 3,870.49
3 Fees from Facilities Hire	\$ 1,500.00	\$ 772.72
4 Fundraising/Donations/Sponsorships	\$ 700.00	\$ 1,578.34
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 750.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 13,115.00	\$ 12,157.46
8 Other Revenues	\$ 4,500.00	\$ 11,353.14
9 Transfer from Reserve or DGR	\$ 22,790.00	\$ 22,790.00
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>\$ 50,370.00</b>	<b>\$ 54,512.15</b>
<b>Opening Balance</b>	<b>\$ 95,752.00</b>	<b>\$ 95,752.82</b>
<b>Student Centred Funding</b>	<b>\$ 112,673.00</b>	<b>\$ 112,673.00</b>
<b>Total Cash Funds Available</b>	<b>\$ 258,795.00</b>	<b>\$ 262,937.97</b>
<b>Total Salary Allocation</b>	<b>\$ 1,412,517.00</b>	<b>\$ 1,412,517.00</b>
<b>Total Funds Available</b>	<b>\$ 1,671,312.00</b>	<b>\$ 1,675,454.97</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 9,631.00	\$ 11,174.06
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 79,950.00	\$ 55,467.50
4 Buildings, Property and Equipment	\$ 69,713.00	\$ 54,305.70
5 Curriculum and Student Services	\$ 64,900.00	\$ 52,751.65
6 Professional Development	\$ 4,500.00	\$ 5,167.73
7 Transfer to Reserve	\$ 24,000.00	\$ 24,000.00
8 Other Expenditure	\$ 6,101.00	\$ 7,427.84
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>\$ 258,795.00</b>	<b>\$ 210,294.48</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 1,327,915.00</b>	<b>\$ 1,327,915.00</b>
<b>Total Expenditure</b>	<b>\$ 1,586,710.00</b>	<b>\$ 1,538,209.48</b>
<b>Cash Budget Variance</b>	<b>\$ -</b>	<b>\$ -</b>



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 139,846.45</b>
Made up of:	-
1 General Fund Balance	\$ 52,643.49
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 87,765.13
5 Suspense Accounts	\$ 471.83
6 Cash Advances	\$ -
7 Tax Position	\$ 1,034.00
<b>Total Bank Balance</b>	<b>\$ 139,846.45</b>



## Endorsements

We, the undersigned members of the Southwell Primary School community, staff and school council, endorse the Annual School Report 2017.

**School Council Chairperson**  
Mayor Logan Howlett

**AIEO**  
Nicole Jetta

**Principal**  
Elizabeth Melville

**Community Member**

**Community Member**

**Community Member**

**Community Member**

**Community Member**

**Community Member**

**Education Assistant**  
Christine Hendricks

**Community Member**

**Teacher Assistant**  
Rhonda Jones

**Teacher**  
Farizia Mundroina

**Committee member**

**Teacher**  
Cynthia Forsythe

**Teacher**

**Community Member**

**Teacher**  
Tracey Boreham

**Teacher**  
Wendy Rowe

**Teacher**

**Education Assistant**  
Christine Saunders

**Teacher**  
Helen McDowell

**Education Assistant**  
Carole Bulivou

**Manager Corporate Services**  
Janine Hart

**Signed February 2018**