Introduction
The Annual Report for 2015 is provided to the community of Swansea Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.


Principal’s Name:
Sandra Patterson
Principal

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Swansea-p.school@det.nsw.edu.au
Phone: 0249 721 381
Message from the Principal

At Swansea Public School and in fact across Australia, 2015 has been a significant year in terms of Australian history. In 2015 our school recognised the importance of Anzac Day with 100 years since the first landing at Gallipoli. Values such as mateship, tolerance, persistence and bravery were just some of the important aspects of Anzac behaviour that were recognised as being important for all our students at Swansea Public School. Through our Positive Behaviour for Learning (PBL) lessons at Swansea Public School, we were able to focus on those values and behaviours that will equip our students for a healthy and happy life; a life where relationships with family and friends that will be a cornerstone in their lives. The events at school culminated in each student being presented with a commemorative medal from Pelican RSL, and it’s hoped that in future years our students of 2015 will reflect on this medal and what it stands for and then make those strong connections between behaviour and relationships.

I would like to thank the teachers and office staff for their contributions throughout the 2015 school year and thank them for their ongoing personal and professional commitment to the students of the school. The staff, like other teachers and staff of public schools in NSW have experienced a number of key educational reforms that have had a positive impact on the teaching quality and program delivery at Swansea Public School. The efforts of staff to continue to engage with our school community has been commendable and I would like to recognise the work of the school’s Assistant Principal, Sue Stewart for her efforts and success in working collaboratively with our school community.

Likewise, the school community continues to support the school with the provision of special equipment such as technology, through the school’s Parents and Citizens Association, the school’s Canteen and the school Uniform Shop. I have been very pleased with the new look school website and the introduction of Skoolbag and the online newsletter and these initiatives have provided the school with many more opportunities to keep parents and community up to date with school events, programs and information. We continue to welcome the school community so it is very gratifying to see our parents at school, often on a daily basis.

I wish the school and students continuing success in 2016 and hope that they will continue to read, love books and love learning. A good education where students achieve their best and are recognised for their efforts are key ingredients for future happiness, health and prosperity.

Charisse (Year 5) at the Australian War Museum, Canberra

Sandra Patterson- Principal
School background

School vision statement

We believe Swansea Public School should promote the development of each child’s full potential by providing a quality education for all students at the school. An innovative learning community, we prepare our students both academically and socially for a rapidly changing world, whilst enabling the students to shape their own future.

Further, our vision is embedded within the “Melbourne Declaration on Educational Goals for Young Australians” (December 2008) in which schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Australians.

Life-long learning behaviours for the 21st century and high achievement are achievable through nurturing one another in a collaborative and creative learning environment whilst fostering genuine relationships within a supportive community.

Our vision is aligned to our three school-wide expectations:

- Be Safe
- Be Responsible
- Be Respectful.

School context

Swansea Public School is an innovative school promoting quality programs to the community. It is situated at the entrance of Lake Macquarie in the Hunter Region of New South Wales (NSW). In 2015 the school hosted an enrolment of approximately 230 students, with an approximate mobility rate of 30 percent and 15 percent of our students identify as being Aboriginal students. Our school has a current entitlement of one principal, two executive positions, nine classroom teachers, a teacher librarian (part time), a full time learning and support teacher (LAST), two part time support teachers, six administrative and support staff including three School Learning Support Officers (SLSO) a part time general assistant and a cleaner. Our Family Occupation and Education Index (FOEI) has been identified as 129. All teaching staff meet the professional requirements for teaching in NSW public schools.

Swansea Public School offers quality education in a caring, supportive environment. Staff, parents and the community of Swansea have a strong commitment to improving the educational and social development of all students. From 2015 teachers will be making strong links between the Australian Professional Teaching Standards and teaching performance and effectiveness.

Our community enjoys high levels of involvement in school life including very active Parents and Citizens Association (P and C), a healthy Canteen, parent partnerships in sports and volunteers and mentors in classroom programs.

Parents enrol their children at Swansea Public School because of a strong emphasis on positive recognition of students and its ability to deliver individualised programs that cater for specific needs. We are a Positive Behaviour for Learning (PBL) school. This program is based on the core values of Respect, Responsibility and Safety. These behaviour guidelines provide the foundation for success at Swansea Public School.
Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, the teachers of Swansea Public School have discussed the School Excellence Framework and how the framework can provide information, guidance and validation on the strategic directions detailed in the School Plan 2015-2017. In 2017 as an integral part of the professional learning for executive staff, the School excellence Framework was used to map the progress of our school on our journey to excellence. Executive staff were provided with opportunities to critically reflect and then to align school expectations with the directions in the framework. This process has focused our school on the importance of aligning improvements efforts with these high expectations.

In the domain of Learning, our efforts have primarily focused on creating a positive and engaging learning culture for students, staff and parents. We are growing the school culture through high expectations and feedback by utilising the common language of PBL (Positive Behaviour for Learning) both inside and outside the classroom. At Swansea PS we are continuing to strengthen community engagement of all parents through workshops and developing apposite attitude to health and wellbeing through the Kitchen Garden program, a healthy canteen and Fundamental Movement Skills. We are also developing more engaging assessment through a variety of strategies including formative and student assessment.

Our major focus in the domain of Teaching has been the development of understanding of the performance Development Framework. Staff developed their PDP’s (Performance Development Plan) which are designed to focus on the achievement of the goals of the school, professional and personal goals. We are working collaboratively on the implementation of the new syllabuses and learning how to integrate the syllabus into the school culture and programs. In 2016 we will continue to develop the learning continuums across all key learning areas K-6.

In the domain of Leading, the focus has been on school planning, ensuring that all staff members work collaboratively to develop themselves and the students and share skills and knowledge as we work together towards improved assessment and reporting strategies and the quality of school resources in all key learning areas. We have made a commitment to the upgrade of the provision of technology in each classroom.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan 2015-2017 leading to further improvements in the delivery of education to our students.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress at school. The achievements and identifications of next steps are outlined in the flowing pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan 2015-2017, leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Exploring Educational Excellence - enhancing the quality of student learning

Purpose

To actively engage students in meaningful and challenging learning experiences that develop their capacity to learn; which supports them to play an active role in their own learning; which promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

Our school culture is developing educational aspiration and ongoing performance improvement across our community. Teachers are in the progress of setting transparent criteria for student assessment and are putting in place principles of consistent assessment and moderation. Students are showing expected growth on internal school performance measures. The school’s professional learning has been building teacher skills in analysing and using student assessment data to understand the learning needs of students.

Strategic financial management has been used to gain efficiencies and to maximise resources available to implement our school plan in terms of teacher professional learning. Physical learning spaces were used flexibly, and technology was accessible to all staff. Teachers participated in professional learning, enabling them to learn new skills in differentiating curriculum delivery. Teachers’ are beginning to evaluate their teaching and learning programs to ensure they include the assessment of student outcomes. Mandatory training has occurred as part of DoE policy throughout the year. Professional learning has also occurred in relation to the new Science and History curriculum.

Our school has systemic policies, programs and processes to identify and address student learning needs. One of these is our ‘Enrichment K-6’ program offered to teacher-nominated gifted and talented students across the school. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities for gifted and talented students. Our GaTs Co-ordinator and members of the executive, regularly review and revise this ‘Enrichment’ program and in second semester offered a K-2 program of enrichment. Nominated students engaged in learning productively, with minimal disruption.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in Reading and Numeracy to meet state average growth rates for Years 3 to 5 and 5 to 7 under NAPLAN.</td>
<td>In reading, the average scaled score growth for average scaled score growth of 77.7. These successful results were not indicative for the students in Year 7 for reading. Those students demonstrated only about 50% growth compared to state peers. In numeracy students in Year 5 at SPS was 110.9. This was above the state, students in Year 5 attracted an average scaled score growth of 83.1 compared to 94.1 growth score of state peers. Similarly, students in Year 7 achieved a growth score of 41.6 compared to the state average growth of 53.1.</td>
<td>$20 000 – K-2 reading support $30 000 – QuickSmart maths Program</td>
</tr>
<tr>
<td>100% of teachers produce systematic student assessment data that provides evidence of student progress incorporating a five-week time frame.</td>
<td>All K-2 teachers have become systematic in plotting their students on the NSW Continuum, in both literacy and numeracy, every 5 weeks. Teachers of 3-6 are developing a systematic approach. Professional learning meetings.</td>
<td>$10 000 – reading resources and IPad.</td>
</tr>
</tbody>
</table>
Strategic Direction 1

Next steps

- Provide on-going support and monitoring of all K-6 teachers, to ensure plotting of student growth on the NSW Continuums occurs on a five-weekly cycle.
- Provide professional learning and opportunities for collaboration of teachers, in relation to adopting effective and consistent spelling practices across the school.
- Provide regular support in curriculum planning and programming for each of new syllabuses (Science K-10 and History K-10.) *Note: see following links to online courses when implementing new curriculum:*
Strategic Direction 2

**Big Wide World** - nurturing social and cultural respect and a sense of global citizenship

**Purpose**

To maximise opportunities for students to appreciate and respect social, cultural and religious diversity and a sense of global citizenship; which develops personal values and attributes such as honesty, resilience, empathy and respect for others.

**Overall summary of progress**

In order to achieve this strategic direction, it was divided into three key areas of Asian Cultural Awareness, Positive Behaviour for Learning (PBL) and Community Engagement.

All teachers demonstrated innovative and progressive collaboration in all planning, delivery and reporting of achievements in the Asian and Aboriginal cultural programs. Feedback from community, students and staff on targeted programs has been very positive as students have become more focussed on understanding the diversity of Asian culture. Through fostering genuine community partnerships, students and families are feeling stronger in their identity.

Evidence from the data, feedback and PBL evaluations indicate positive understandings of the programs provided throughout the year.

<table>
<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improvement measures</strong></td>
<td></td>
</tr>
<tr>
<td>Progress as indicated by the Guskey Evaluation Tool for community engagement indicates that we are at a Participation level of engagement in developing strong community partnerships. However, it also indicates that there is strong improvement in parents learning about children's learning and working with community as strong partnerships are emerging.</td>
<td></td>
</tr>
<tr>
<td>• Parent training in workshops for Technology, IPad Apps, Email and QuickSmart were very well attended with positive feedback from all attendees.</td>
<td>$7 000</td>
</tr>
<tr>
<td>• A new communication procedure, The School Bag App, has been a huge success with 150 family phones accessing school events, newsletters and important school notices.</td>
<td></td>
</tr>
<tr>
<td>• Community links have strengthened as evidenced by attendance at special events and school functions, especially NAIDOC Recognition Ceremony. JobQuest has been successful in initiating school links with higher educational and interagency facilities.</td>
<td></td>
</tr>
<tr>
<td>Evidence from the Benchmarks of Quality (PBL) survey reports results of 85% across all survey domains.</td>
<td></td>
</tr>
<tr>
<td>• Benchmarks of Quality Survey undertaken in November 2015, reported an average of 92% across all survey domains.</td>
<td>$2 000</td>
</tr>
<tr>
<td>• PBL resources were organised and streamlined for teaching and learning programs to show evidence of explicit lessons K-6. Lesson content was delivered and reflected upon utilising the data from playground and classroom incidents.</td>
<td>$2 000</td>
</tr>
<tr>
<td>• PBL Team attended the Showcase at Port Macquarie to embrace other schools initiatives in order to improve processes at Swansea Public School.</td>
<td></td>
</tr>
</tbody>
</table>
Next steps

- International Indian School program to be developed with Delhi Public School to support Asian cultural studies.
- Asian awareness focus in 2016 will be one Stage each Term approach.
- Aboriginal Education will focus on MGoals website development in collaboration with Local Management Group, Minimbah Aboriginal Education Consultative Group and Swansea Aboriginal Education Community Committee. This will provide local Aboriginal communities and schools with an online project that assists in the creation of their goals for living and learning.
- Creation of an outdoor Aboriginal learning circle on the Swansea Channel side of the school.
- Aboriginal mural to be designed and promoted on the school Canteen incorporating healthy lifestyles.
- Technology Workshop and parent identified workshops to be held to nurture community engagement within the school.
- Induction of new staff to the PBL program to build capacity within the staff to ensure sustainability of the program.
- PBL committee will be committed to “Reboot 2016” and major focus within the school wellbeing framework.
- PBL Team to develop an Information Package for new arrivals.
# Strategic Direction 3

**Get Healthy Get Fit: Promoting student commitment to a healthy and sustainable life**

## Purpose

To promote the value of developing a healthy and sustainable set of personal practices which enables students to accept responsibility for their physical and emotional pathways and to contribute to sustaining and improving natural, built and social environments.

## Overall summary of progress

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Evidence from student surveys “Tell them From Me” of increased student understanding, engagement and well-being to at least 7.5 (75%) | Students from Year 4 to 6 were surveyed:  
- 90% of students reported a high rate of participation in sports, compared to 80% for the students in the NSW pilot;  
- 88% of girls and 91% of boys reported a high rate of participation in sport compared to 78% of girls and 81% of boys in the NSW pilot;  
- 74% of students at our school reported being interested and motivated compared to the NSW pilot norm of 76%; and  
- 89% of students at our school try hard to succeed compared to the NSW pilot norm of 91%. | $1,000 (using socio-economic background funding) |
| 75% of students demonstrating improved levels of student fitness across the school that is measured and reported on twice per year and monitored each term. | At the end of 2015 at least 95% of students in Years 3 to 6 showed improved levels of fitness across the eight assessment domains from the Term One assessment to Term Four assessment. Students were involved in rigorous post-testing assessments in areas including sit and reach, endurance run, stork test and chair push-ups.  
- In Kindergarten, Year One and Year Two, 45% of students were identified as “achieving” in at least three skills across the assessment domain areas in the Term 4 assessment. The assessment domain areas included locomotor skills, body management skills and object control skills. | $2,000 for new resources (using Live Life Well Grant)  
$3,000 for pre assessment, program development and post assessment  
$10,000 for Kitchen Garden establishment |
Strategic Direction 3

Next steps

- Explore key partnerships with local organisations that will build on the key focus areas of the school’s Kitchen Garden Project through sponsorships and funding grants.
- Continue to enhance infrastructure elements of the Kitchen Garden project that will strengthen the delivery of the program across the school.
- Extend the K-6 fitness program in 2016 to include a whole school focus on Dance.
### Key initiatives and other school focus areas

This section includes:
- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding** | *Strategic Direction 1*  
*Strategic Direction 2*  
Aboriginal resources - $5 000  
NAIDOC Week - $1 000  
QuickSmart Delivery - $10 000  
Music Program - $5 000  
Community Engagement - $2 000  
PLP’s - $1 500  
Student Assistance - $3 000  
Aboriginal Mentor Program - $2 368.* | $ 29 912.00 |
| **English language proficiency funding** | *Students were supported by and ESL teacher one day a week* | $ 20 000 |
| **Targeted students support for refugees and new arrivals** | *Strategic Direction 1* | |
| **Socio-economic funding** | *Strategic Direction 1, 2 and 3*  
$ 25 000 – K-2 support  
$18 000 speech program  
$ 30 000 QuickSmart program  
Enrichment Program $10 000  
$5 000 – Music/recorder program  
Student Assistance - $2 000  
Library Resources - $10 000  
Technology - $10 000  
$5 000 - JOB QUEST  
$6 000- Reading Texts  
Enrichment Resources - $8 000  
Kitchen Garden - $5 000  
$5 000 –CAPA program | $167 656 |
| **Low level adjustment for disability funding** | *Strategic Direction 1* - SLSO’s salary supporting students in literacy and numeracy  
Data collection - $928 | $ 21 507 |
| Support for beginning teachers | Strategic Direction 1 - Three staff members Professional development courses, conferences, mentoring and extra RFF. | $21,167 |
Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>117</td>
<td>118</td>
<td>124</td>
</tr>
<tr>
<td>Female</td>
<td>98</td>
<td>108</td>
<td>102</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.2</td>
<td>93.7</td>
<td>95.5</td>
</tr>
<tr>
<td>1</td>
<td>93.9</td>
<td>93.9</td>
<td>94.3</td>
</tr>
<tr>
<td>2</td>
<td>93.8</td>
<td>94.7</td>
<td>93.7</td>
</tr>
<tr>
<td>3</td>
<td>94.0</td>
<td>92.7</td>
<td>93.9</td>
</tr>
<tr>
<td>4</td>
<td>93.0</td>
<td>93.7</td>
<td>92.8</td>
</tr>
<tr>
<td>5</td>
<td>95.4</td>
<td>90.8</td>
<td>95.6</td>
</tr>
<tr>
<td>6</td>
<td>93.7</td>
<td>92.2</td>
<td>89.2</td>
</tr>
<tr>
<td>Total</td>
<td>93.9</td>
<td>93.2</td>
<td>93.6</td>
</tr>
</tbody>
</table>

State DoE

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.0</td>
<td>95.2</td>
<td>94.4</td>
</tr>
<tr>
<td>1</td>
<td>94.5</td>
<td>94.7</td>
<td>93.8</td>
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<td>94.9</td>
<td>94.0</td>
</tr>
<tr>
<td>3</td>
<td>94.8</td>
<td>95.0</td>
<td>94.1</td>
</tr>
<tr>
<td>4</td>
<td>94.7</td>
<td>94.9</td>
<td>94.0</td>
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<tr>
<td>5</td>
<td>94.5</td>
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<td>94.0</td>
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<tr>
<td>6</td>
<td>94.1</td>
<td>94.2</td>
<td>93.5</td>
</tr>
<tr>
<td>Total</td>
<td>94.7</td>
<td>94.8</td>
<td>94.0</td>
</tr>
</tbody>
</table>

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.3</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>2</td>
</tr>
<tr>
<td>Other positions</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15.9</td>
</tr>
</tbody>
</table>
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$161406.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>159737.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>329220.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>68351.84</td>
</tr>
<tr>
<td>Interest</td>
<td>5312.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7361.66</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>731390.32</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 45599.76
- Excursions: 23866.97
- Extracurricular dissections: 32539.52
- Library: 2140.12
- Training & development: 4996.22
- Tied funds: 312573.95
- Casual relief teachers: 35361.02
- Administration & office: 35504.97
- School-operated canteen: 0.00
- Utilities: 40278.08
- Maintenance: 11903.70
- Trust accounts: 7389.66
- Capital programs: 0.00
- Total expenditure: 552153.97
- **Balance carried forward**: 179236.35

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
YEAR FIVE

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage of students

Bands
- Percentage in Bands
- School Average 2011-2015
- SSG % in Bands 2015
- State DoE % in Bands 2015

Percentage in bands:
Year 5 Reading

Percentage of students

Bands
- Percentage in Bands
- School Average 2011-2015
- SSG % in Bands 2015
- State DoE % in Bands 2015

Percentage in bands:
Year 5 Spelling

Percentage of students

Bands
- Percentage in Bands
- School Average 2011-2015
- SSG % in Bands 2015
- State DoE % in Bands 2015

Percentage in bands:
Year 3 Writing

Percentage of students

Bands
- Percentage in Bands
- School Average 2011-2015
- SSG % in Bands 2015
- State DoE % in Bands 2015

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students

Bands
- Percentage in Bands
- School Average 2011-2015
- SSG % in Bands 2015
- State DoE % in Bands 2015
**Numeracy**

**Percentage in bands: Year 3 Numeracy**

Percentage of students in bands 1 to 6.

- Percentage in Bands
- School Average 2011-2015
- SSG % in Bands 2015
- State DoE % in Bands 2015

**Percentage in bands: Year 5 Numeracy**

Percentage of students in bands 3 to 8.

- Percentage in Bands
- School Average 2011-2015
- SSG % in Bands 2015
- State DoE % in Bands 2015

**Average progress in Reading between Year 3 and 5**

**Average progress in Spelling between Year 3 and 5**

**Average progress in Grammar & Punctuation between Year 3 and 5**

**Average progress in Writing between Year 3 and 5**

**Average progress in Numeracy between Year 3 and 5**
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015 two teachers developed a survey tool and then analysed the responses from parents and caregivers that related to the school’s Kindergarten Transition to School program. The purpose of the survey was to provide a more needs-based-related suite of activities and information sessions that would support parents with children transitioning into formal schooling. This survey was conducted online throughout July 2015.

The following results were recorded:

- 100% of families were interested in observing a Kindergarten reading lesson. This allowed us the opportunity to promote the great skills being used by our L3 trained teachers. We recorded and presented videos of both reading and writing lessons within the Kindergarten classroom context as part of this year’s Kindergarten Orientation program for parents.
- The survey determined that parents wanted more information regarding the K-2 Home-Reading program as well. At the Kindergarten Orientation program we offered a detailed presentation about the home-reading process and provided parents with valuable tips on how to assist their child when listening to them read at home.
- 71% of parents believed it important to provide a Kindergarten playground. This would enable all students to build stronger bonds with other kindergarten students before being immersed into the larger playground context. Given that students attend one of 6 different early childhood institutions before attending school at Swansea Public School; this is a recommendation as we move forward into 2016.
- 85% of parents surveyed expressed a desire for more information about the programs being offered for gifted and talented students. As a result, we invited the G&T co-ordinator to speak to parents. Pei Ling Chensee delivered an interesting and appealing presentation and answered all parent enquiries about gifted students.

Only 50% of parents found previous information delivered at Orientation sessions, in regard to community health issues, was helpful or relevant. As a result, we decided not to offer this information this year, choosing instead to provide information on what the parents were actually interested in. School-based social media information was considered more beneficial by our parents (83%).

Policy requirements

Aboriginal education

One of the school’s Strategic Directions for 2015 was to maximise opportunities for students to appreciate and respect social, cultural and religious diversity. Programs were provided that developed student capacity in proactive social skills that build and nurture strong healthy interrelationships.

Aboriginal Education

In 2015 the school received $29 912 to support the delivery of program initiatives to address the education and health and wellbeing outcomes for Aboriginal students. These programs were approved by the Local Minimbah Aboriginal Education Consultative Group (AECG) through a fully collaborative, accountable and approval process.

These funds were expended across a number of program areas, including:

- QuickSmart Numeracy Program: Three teachers and a teacher’s aide delivered the program to targeted Year 4 to 6 students with the priority for Aboriginal Students. This has been a huge success with student improvement being 2 to 3 years growth. The school retains the student data reports for improvements and progress.
- Music Program: This year students have participated in recorder and percussion sessions targeting beginning theory, music notation and music appreciation. This has had a very positive impact with many performances at assemblies, special school events and even broader community events.
- Personalised Learning Plans were supported with teacher release to assist supporting Aboriginal families and students engaging in the process. These plans are now accessible through the Sentral system.
- Funding supported the continuation of the Aboriginal Education Community Committee to organise special events throughout the year.

The formation of the “Yarning Circle” has enhanced a stronger identity and understanding of Aboriginal Culture for Aboriginal students.
Throughout NAIDOC celebrations all students and staff participated in the creation of a mural designed by Bibi Barba. Pelican Public School students were included in the NAIDOC celebrations and experienced “Snake Tales”, Indigenous Games and our traditional NAIDOC Ceremony.

Multicultural Education and Anti-Racism

So that students are provided with opportunities to learn about aspects of global citizenship and cultural diversity, multicultural education has been incorporated into many aspects of learning at Swansea Public School.

With the implementation of the new National Curriculum teachers have embedded Asian perspectives into teaching and learning programs. This year the school had an Asian Showcase with students presenting what they have learnt about China, Thailand, Indonesia, Cambodia and Japan. With the visit of an Indian teacher, Mrs Sangeeta Mukher Jeero, in 2016, we are proposing to communicate further with an Indian International School in Delhi. During Term 4, students from 4/3S participated in a virtual classroom experience on Aboriginal culture, with Delhi Public School, Ghaziabad, Years 2 – 3; Teacher: Ms Jyoti Kaushik.

Positive Behaviour for Learning 2015

Throughout 2015 Swansea Public School has actively developed a deeper and shared understanding of strategies to support students to demonstrate positive social skills, resilience, strong healthy relationships and a capacity to effectively manage conflict both within the classroom and non-classroom environments. This has been achieved through citizenship being rewarded with ‘Aussie of the Month’ awards and mini awards incentives culminating in our Rewards Day in Term 4.

Students were engaged in lessons and activities that provided explicit skills and practice in social skills, conflict resolution and strategies to develop lasting friendships. This work was complemented by the school Peer Support Program (Keeping Friends: Getting Along), Cyberwise and non-government organisation programs such as Drumbeat, Careers: Infinity and Beyond and the Leadership Course delivered by Mr Sykes.

In Term 4, the school’s PBL program was evaluated using The Benchmarks of Quality Tool with an average of 92% score rate across all survey domains. This survey found that although most critical elements were in place the areas for enhancement are: Orientation for new Staff, Community Awareness and the development of a brochure highlighting the role of PBL in our school. More positive relationships and greater levels of cooperation are developing between students, teachers and community with everyone now more proficient using the same terminology.

Language, Literacy and Learning (L3) 2015

In 2015 two Early Stage 1 and two Stage 1 teachers were engaged in L3 training, some in their first year and others completing their 2nd and final year. L3 is a research-based, cost effective K-2 classroom intervention, targeting text reading and writing. At SPS, L3 has been complementing the daily literacy program for our students, many of whom do not bring a rich literacy background to their early years of schooling. Teachers have reported greater confidence in the teaching of literacy as L3 training has improved their capabilities and enabled them to improve student learning outcomes. Improved teacher capability and the implementation of innovative teaching practices, as taught within the L3 training, has assisted SPS to embrace 21st Century learning.

The impact of L3 in our K-2 context shows the following growth (of the average student) in ‘Reading Texts’ on the NSW Continuum for 2015:

<table>
<thead>
<tr>
<th>Grade</th>
<th>March</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Cluster 6</td>
<td>Cluster 7</td>
</tr>
<tr>
<td>Year 1</td>
<td>Cluster 3</td>
<td>Cluster 5</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Cluster 1</td>
<td>Cluster 3</td>
</tr>
</tbody>
</table>
Kitchen Garden Project

In 2015 the school embarked on a special project that was detailed in the school plan under Strategic 3 - Get Healthy Get Fit. This project has become known as the Kitchen Garden project and includes all students in Stage Two (Years 3 and 4 only).

Every Friday students participate in gardening and cooking activities. Students grow vegetables and food that are then used in the cooking component of the program. Students are learning a range of new skills including the planting and harvesting of food, sustainable gardening practices, knife skills and developing recipes. Students are encouraged to taste and experiment with new foods and to reflect on ways that they can transfer new skills into their home and living environments.

A set of bench tops and kitchen cupboards and sinks were installed in 2015 to allow all students to work in kitchen environment. This installation was funded through the school’s RAM funding under low socio-economic grant with a proposed budget of $10,000. This funding also included the purchase of consumables and minor equipment such as knives and utensils.

Students completed a survey as the school’s planning team required data on the student satisfaction levels in relation to the Kitchen Garden project. This survey was completed in October 2015.

Survey results included:

- 97% of participants reported that they enjoy cooking;
- 87% of students indicated that they are now more willing to taste foods now compared to the beginning of the Kitchen Garden Project;
- 92% of students reported that they now think about making healthy choices when choosing food to eat;
- 90% enjoy gardening activities;
- 90% of students indicated that they help out in the kitchen when asked to;
- 87% enjoy gardening and watching plants grow;
- 48% have vegetables growing at home; and
- 93% of students reported that they know more about plants than they did when beginning their involvement in the project.

Achievements in the Arts

Highlights of 2015 included:

- The school’s rock bands continued to develop throughout 2015. With the assistance of Rock Cave Music, more than 40 students joined the rock bands in 2014 and engaged in music lessons at school. These students put on wonderful performances at the end of each school term.
- Throughout 2015, Mrs. Anderson taught recorder and percussion lessons to selected students in Stages 1, 2 and 3. These students performed on several occasions including Easter Hat Parade, Education Week and at the school’s annual Presentation Day.
- In Term Four, the school held Raw Art workshops for a special group of selected students from Years 2 to 6. The focus for the 2015 workshops was on textiles, pattern and shape with students producing small wall hangings. These workshops were funded through the school’s equity funding to ensure that all students were afforded an opportunity to develop their skills, talents and interest in visual arts.
- In Term Two, 17 students from Years 4, 5 and 6 participated in creative arts CAPApillar workshops that were held at Caves Beach Public School. Feedback from students reported that this day delivered engaging and valuable experiences in Dance, guitar, Drama, drawing and painting.
- In Term Three the school enjoyed a visit from a favourite writer and illustrator of our school, Dr. Cameron Steltzer. He highlighted the skills and work that are required to produce books of value and significance. All had a rewarding day!
More than 80 students performed Christmas carols and Christmas items for the Swansea Pensioners group and the residents of the Swansea Retirement Village in December 2015.

Sport

Our school continued its fine tradition of sporting excellence in 2015. The whole school fitness program and the school’s Foundational Movement Skills K-6 have been two critical projects under the school Plan 2015-1017, Strategic Direction 3 - Get Health Get Fit.

In 2015 the students at Swansea Public School continued to display exceptional sporting ability and fine sportsmanship. It was a very successful and rewarding year for sporting students at our school.

The following achievements were significant:

In Term 3 all students K-6 participated in the Sports in Schools Australia program. The program comprised two strands; gymnastics and social skill games. Students enjoyed the weekly activities and instructors reported improved gymnastics skills.

Rugby League- During 2016 Swansea Public School continued its tradition of participation in Rugby league Gala Days which are run by the Newcastle Knights and the ARL. In 2016 we took part in The Paul Harragan Cup 7s gala day, had junior and senior teams in the Knights Knockout, with our juniors winning the right to represent the Hunter Valley in the all schools Knockout in Sydney. The Senior Rugby League team also participated in The Jarrod Mullen Cup. As usual, our teams enjoyed themselves, represented the school with pride. They learned that winning is not as important as the way you conduct yourself, win, lose or draw.

Stage 2 and 3 (Years 3 to 6) students participated in local PSSA gala days including netball, soccer and T Ball.

Whole school participation in cross country, athletics and swimming carnivals continued to be a strong feature of the school’s special sporting program in 2015.

Tom March (Year 6) represented the school, Eastlakes zone and Hunter region at the NSW PSSA Cross country Championships.