Principal’s Message

2013 was a highly successful year for our school. We recorded our most consistent positive results we have ever had in NAPLAN. Our year 5's also performed very well in Science tests.

Our improvement can be put down to the exceptional work of our teacher leaders, the high degree of collaboration in our staff teams and the outstanding support provided by our education assistants. Along with this there has been increased ‘buy in’ to the implementation of whole school approaches to learning and teaching of English and Maths. Greater consistency between classes should enable us to sustain our improvement.

Swan Valley Network: Upper Swan belongs to a group of thirteen local schools known as the Swan Valley Network. The main goal of our network is to support one another with the implementation of the Australian Curriculum. Our focus was Mathematics. We began the year with a conference at Edith Cowan University then several times throughout the year teachers from the different schools met to share planning ideas and student work samples. It proved to be an effective way for teachers to develop their curriculum knowledge.

In 2014 our Australian Curriculum focus areas will be Science and History.

On the sporting front, our students participated in a variety of events at the school and interschool level. Our senior students were competitive in the summer and winter team sports carnivals, winning the t-ball trophy in term 1. Despite missing all jump and throw events, we managed fourth place in the interschool athletics carnival. After finishing runner up in the cross country three years is a row, we finally went one better and won the championship.

2013 was the first full year of our green card reward system. Children have their good behaviour and positive attitude acknowledged by being awarded green cards.

Badges and rewards are earned when achieving certain milestones. Special events were held in term 2 (bronze badge or greater) and term 4 (silver badge or greater). The system will continue in 2014.

The green card system supports classroom work teachers do in the ‘You Can Do It’ and ‘School Drug Education and Road Awareness’ programs. Our school also has emphasis on values and virtues that is reinforced through the green card system.

Parent participation is a major feature of our school. Whether it is through the enthusiastic work of our various P & C committees, fundraising activities, classroom help or assisting with school events; many families take the opportunity to be involved. Their efforts are appreciated and reflected in the positive image our school has in the wider community.

In term 3 we held a student learning journey that was well attended and turned out to be a great highlight of our year.

The evening was really enjoyable and well executed by the teacher and students. A good eye opener on how things roll in class these days.

Excellent range of subject matter on display. I hope his future schooling is going to be as interesting and as high a standard as this.

In summing up 2013, we have made inroads in improving the quality of education your children receive. Our implementation the Australian Curriculum is on track. Our staff is committed to continuous improvement.

Stephen Green - Principal
Upper Swan School Purpose Statement
We will create a learning environment that provides students with the opportunity to develop the academic and social skills they need to achieve their individual potential.

Maximising Student Learning
In a school review parents and staff identified the following factors as crucial elements that create an optimal learning environment for your child’s learning:

1. Respectful and productive relationships between students and staff; staff and parents; the school and parents and the school and the wider community.
2. Students whose mental, physical and emotional health and well being are nurtured at home and at school.
3. Skilled and knowledgeable teachers and education assistants.
4. The principal, associate principals and expert teachers provide strong instructional leadership throughout the school.
5. Staff create safe, caring and inclusive classrooms where children are encouraged to have a go.
6. The resources needed to provide students with a range of learning opportunities.

Highlights and Celebrations

Expert Review Group
In March the Education Department’s Expert Review Group (ERG) conducted a follow up visit to check on the progress we had made with implementing our improvement plan. The group was most impressed with our progress.

Celebration of Life
The human ‘spirit’ is at its greatest in tough situations. We celebrated the life of Charlotte Peachey through the establishment of a remembrance garden. Many families and local businesses donated to the cause. An assembly was held in the presence of Charlotte’s family to celebrate her life and dedicate the garden to her memory.

Multi-Lit Reading Program
Education Assistants and parent volunteers provided assistance with reading before school and during the first session of the day. Many of the students involved made exceptional progress. The program was coordinated by Mrs Guy.

Behaviour Reward Sessions
In term 2 all children who had at least achieved bronze level (5 cards) participated in a Zumba session. In term 4 all students who had at least achieved silver level (10 cards) had a lot of fun participating in a series of novelty events run by Win It in a Minute. These sessions give acknowledgement to children who demonstrate positive behaviour and a good work ethic.

Environmental Programs
With the support of the P & C, parents and students, Mrs Holmes led the promotion and development of our environmental programs. The student Green Team assisted Mrs Holmes with the management of our initiatives that include:
- Caring for chickens and their coop.
- Collecting and selling eggs.
- Recycling of classroom and food waste.
- Vegetable and herb gardens.
- Worm farm /
- Composting of food scraps and garden waste.
- Waste Free Wednesday

Instrumental Music
Several students from year 3 to year 7 learn instruments in lessons provided by staff from the School of Instrumental Music. To be selected for lessons children need to score well on an aptitude test. Our students learn violin, cello, guitar, clarinet and trumpet.

Crunch ‘n’ Sip
Mrs Holmes promotes healthy eating through the Crunch ‘n’ Sip program. Children are allowed to bring water bottles, fruit and vegetable snacks into their classroom. Under teacher direction, they are able to eat and drink during class time. Mrs Holmes runs competitions to encourage children to eat healthy snacks.
Upper Swan Primary School – 2013 Annual Report

Student Leadership Programs
Miss Kongras (Level 3 Teacher Leader) runs our highly successful student leadership programs. Children have the opportunity to participate in:
- Student Council
- Peer Mediation
- Young Leaders Day
- Year 7 Leadership Camp
- Sport Captains (Mr Taylor)

Our student leaders develop skills in problem solving, active listening, organisation of events and using initiative. When our students move on to secondary school we often receive feedback on the quality of their leadership.

P & C Fun Run Fundraiser
The major fundraising event for the year was the inaugural P & C fun run, that raised in over $10 000. We went with an Hawaiian theme to tie in with (year 1 teacher) Miss Duffield’s participation in the triathlon world championship in Hawaii.

Our P & C is investing heavily in learning technology with over $20000 donated to the upgrade of the senior block computer network and our next move in to wireless technology.

While the overwhelming majority of families support P & C events, none of this would happen without the commitment of an enthusiastic group of volunteers who put many hours into organising special events.

Graduation, Awards and Celebrations
The last four weeks of the year are full of exciting events that are well attended by parents and family members.

It begins in late November with a farewell dinner for Year 6’s that is followed by the room 11 play; the school dance concert; year 7 graduation; year 1 to 6 awards assembly and the year 7 awards dinner. These events create harmony and community spirit as they bring the school community together to celebrate the achievements of our students.

Student Talent Quest
The annual Talent Quest is organised by Miss Kongras and our Student Council. Auditions are held to determine who makes the final. It is terrific to see the talents our students have.

Staff Sharing Expertise
This year we increased opportunity for teachers to share their expertise by leading professional learning sessions. Curriculum areas we covered were Reading, Writing, Spelling, Mathematics and Science.

Curriculum leaders and their colleagues found these sessions to be highly beneficial.

Time was allocated to enable teachers to increase their understanding of work standards; resulting in greater consistency in the judgements made on student reports.

Kagan Cooperative Learning Strategies
A small dedicated group of teachers promote the use of cooperative learning. The group meets after school once per month to share the strategies they have implemented and to identify a new one to trial. Members also present to the whole staff at after school meetings and school development days.
Upper Swan Primary School – 2013 Annual Report

Student Performance
The school review process enables staff and the School Council to collect and review student performance data then make recommendations for improvement. The data that is analysed includes:
- National Assessment Program for Literacy and Numeracy (NAPLAN) – years 3, 5 and 7
- Monitoring Standards in Education – Science; Society and Environment: years 5 and 7
- Reading and Spelling age standardised tests
- Reading Recovery levels
- Teacher judgements collected from reports
- Behaviour and attendance records
- Information from surveys of parents, staff and students.

Committees are formed to review student performance and develop improvement plans. In 2012 we had additional plans linked to the ERG process and the Improving Literacy and Numeracy Partnerships Program. Our priorities were English: Reading; Maths: Number Operations, Measurement and Geometry; and Pastoral Care.

Relative Assessment:
Comparison to Like Schools
One of the most important forms of data we look at is comparing our results to schools that are in the same socio-economic group.

The graphs that follow show our NAPLAN results. Our average score is plotted against the average score of like schools.

The school review process involves identifying trends in our data; investigating the reasons for those trends then implementing a plan to address identified needs.

Making broad statements about year 7 results is difficult due to the small number of students we have in that year level.

Reading
This graph shows improved results for year 3 and year 5 to the point where we have gone ahead of the like school average. There certainly has been a major improvement in our year 5 results.

This is testament to the work of our Literacy Leaders: Mrs de Ruiter, Miss Martin and Mrs Guy. They have worked intensively alongside classroom teachers to assist them with the implementation of effective strategies.

Numeracy / Maths
For the second year running our year 3 and year 5 students scored above the like school average. This is encouraging and we aim to continue this trend.

As our numeracy specialist, Mrs Stotter has worked a lot with classroom teachers on how to diagnose gaps in students’ conceptual understanding and how to address those gaps.

All year 1’s got to help with planting Charlotte’s garden.
Upper Swan Primary School – 2013 Annual Report

Writing
Between 2011 and 2013 there is a definite upward trend in year 3 and year 5 results. In 2013, for the first time both of these year groups scored above the like school average.

We have had a strong focus on teaching the special requirements of the different Writing forms, with emphasis on persuasive text. It seems to be paying off.

We have done a great deal of moderation between teachers and with other schools. This has enabled us to develop greater understanding of acceptable standards and increased consistency in the grades entered on to student reports.

Our consistent approach to teaching frequently used words and use of common resources across the year levels (Words Their Way and Jolly Phonics) is contributing to an overall improvement in student performance.

Grammar and Punctuation
In year 3 and year 5 we exceeded the like school average. In year 7 we came very close to the average. There has been steady improvement in year 5 and our year 3 results are very much on an upward path.

Through the implementation of the daily literacy block, we have been able to focus on the formal an incidental teaching of grammar and punctuation conventions.

Spelling
In year 3 you can see an upward trend that has been sustained over 5 years, to the point where we now exceed the like school average.

In year 5 our result is very close to the like school average and has been for two years.

Comparative Performance Summary

<table>
<thead>
<tr>
<th>Test</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>0.7</td>
<td>0.5</td>
<td>0.1</td>
</tr>
<tr>
<td>Reading</td>
<td>0.9</td>
<td>0.4</td>
<td>-0.3</td>
</tr>
<tr>
<td>Writing</td>
<td>0.6</td>
<td>0.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>0.9</td>
<td>0.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0.3</td>
<td>0.1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

The table above summarises our performance in comparison to like schools. Scores in the positive range put us ahead of like schools. Negative scores put us below like schools. A score of 1.0 or greater is needed to be rated as above expected. You can see we are in the positive range in 13 of the 15 tests.
Value Added

With NAPLAN tests, we can measure the increase in scores between year 3 and year 5; then again between year 5 and year 7.

We can work out the rate of progress individual students make. We are able to identify and plan for students who are falling behind, those who require greater challenge and some who we think should be performing better than what was shown by the tests.

The teachers of these identified students are supported by our teacher leaders with the development of learning plans to address their needs.

Our Value Added

The graph above has four quadrants. The top right is the best quadrant to be in. Our year 5’s (red squares) made it into that quadrant in four of the five tests. (High Progress / High Achievement)

Remember that our year 7 group is relatively small, meaning results can vary greatly from one year to the next. Although their achievement is lower than expected in four of the tests, their rate of progress from year 5 to year 7 is high.

Since 2010 our 'value added' has improved markedly, with more students making high progress. This is the result of our whole school approach to the way we teach English and Maths combined with the excellent work of our teacher leaders and the commitment from teachers.
Upper Swan Primary School – 2013 Annual Report

Science
The W.A. Syllabus and Primary Connections are the major resources teachers use to determine the content of their programs. That will change in 2014 as we begin implementing the Australian Curriculum.

This year our focus was on investigation skills and teaching content by integrating Science with Literacy. These tables show the percentage of Upper Swan students achieving top, middle and low range scores on their W.A. state Science test (WAMSE) compared to students from like schools.

Science MSE Results

<table>
<thead>
<tr>
<th></th>
<th>Year 5 Science</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper Swan</td>
<td>Like Schools</td>
</tr>
<tr>
<td>2011</td>
<td>16%</td>
<td>30%</td>
</tr>
<tr>
<td>2012</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>2013</td>
<td>43%</td>
<td>26%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Year 7 Science</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper Swan</td>
<td>Like Schools</td>
</tr>
<tr>
<td>2011</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>2012</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2013</td>
<td>10%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Society and Environment

<table>
<thead>
<tr>
<th>Year 5 Society and Environment</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>14%</td>
<td>31%</td>
</tr>
<tr>
<td>2012</td>
<td>30%</td>
<td>21%</td>
</tr>
<tr>
<td>2013</td>
<td>29%</td>
<td>22%</td>
</tr>
<tr>
<td>Mid 60%</td>
<td>63%</td>
<td>60%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>23%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7 Society and Environment</th>
<th>Upper Swan</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>2012</td>
<td>38%</td>
<td>21%</td>
</tr>
<tr>
<td>2013</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Mid 60%</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>13%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Science - Relative Assessment
The numbers are a rating scale. Red zone (3) means a lower than expected result when compared to like schools; with yellow being at the expected level. Green (1) is used when our scores are above the expected level.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Year 7</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Society and Environment Summary
The score range for both year 5 and year 7 match up well when compared to like schools, particularly in year 5.

Scientific Summary
Our year 5’s performed very well, with 43% of children scoring in the top range along with hardly any children with low range scores. The year 7 group dropped back somewhat, which may be partially due to the small number of students and their particular needs.
Upper Swan Primary School – 2013 Annual Report

Other Learning Areas
Technology and Enterprise
Technology and Enterprise is process oriented with an emphasis on skills. Students use the “research – design – make – appraise” process to learn about the properties of, and uses for, various materials. The technology process is what we emphasise, and report on, in our classes.

LOTE / Indonesian
Students from years 3 to 7 participated in Bahasa Indonesian lessons with Ibu Panisilvam. In the junior years the focus is on speaking and listening with an increasing emphasis on written language in middle primary. In years 6 and 7 there is more emphasis on reading and comprehending Indonesian.

Physical Education
Mr Andrew Taylor is our Physical Education specialist. In 2013 he was assisted by Mr Probert. Up to year 3 the program has a focus on fundamental movement skills. From year 4 upwards the emphasis changes to fundamental games skills.

Students are given the opportunity to participate in a number of sports at the school and interschool level. All children from pre primary to year 7 have the opportunity to attend swimming lessons.

The “Beep” Test is a fitness test where children have to repeatedly run approximately 20 metres in a set time. The time is signalled by a beep. The longer the test goes, the harder it gets as the time between beeps decreases.

<table>
<thead>
<tr>
<th>Year</th>
<th>Expected Average</th>
<th>Term 1 Average</th>
<th>Term 2 Average</th>
<th>Low Score</th>
<th>High Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.4</td>
<td>2.8</td>
<td>3.1</td>
<td>1.3</td>
<td>7.1</td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>3.6</td>
<td>3.7</td>
<td>2.3</td>
<td>6.1</td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>3.8</td>
<td>4.8</td>
<td>2.5</td>
<td>9.2</td>
</tr>
<tr>
<td>4</td>
<td>3.4</td>
<td>4.6</td>
<td>4.7</td>
<td>2.3</td>
<td>8.3</td>
</tr>
<tr>
<td>5</td>
<td>3.6</td>
<td>5.2</td>
<td>5.6</td>
<td>1.7</td>
<td>10.1</td>
</tr>
<tr>
<td>6</td>
<td>5.1</td>
<td>5.7</td>
<td>5.7</td>
<td>2.6</td>
<td>9.11</td>
</tr>
<tr>
<td>7</td>
<td>5.4</td>
<td>5.8</td>
<td>5.8</td>
<td>2.7</td>
<td>11.1</td>
</tr>
</tbody>
</table>

The average score for all year levels is equal to, or above, what is expected. Year 3 made the greatest improvement.
The Arts

Music and Dance
Mr Andrew Taylor uses contemporary methods to teach a range of music knowledge and skills. Students use instruments to learn about rhythm; they play along with songs, learn how to play short pieces and do performances for their class. There is an appropriate mixture of theory and practice.

Mr Taylor works in liaison with the W.A. School of Instrumental Music to coordinate delivery of their programs to selected students.

In term 4 the major focus is preparation for the school concert. Mr Taylor works with every class to produce each item.

Choir
Our choir practiced twice per week in an early morning session that runs from 8:30 to 9:00am. The main focus for the year was doing feature performances at special school events such as ANZAC Day, Remembrance Day and school assemblies.

Instrumental Music
The School of Instrumental Music provide lessons for students identified with musical talent. Last year we had students learning violin, cello, guitar, trumpet and clarinet. Students were given the opportunity to perform at school assemblies, the Awards Assembly and the Term 3 Talent Quest.

School Concert
An annual highlight is our school concert that is conducted in December every year. The concert is a joint venture between the P & C, parents, staff and students. The concert is staged at Calisthenics WA headquarters in Midvale. Entry for parents and family members is $10 per ticket. The money covers venue hire and buses for the children.

Visual Arts
Mrs Cepe is our Visual Arts specialist. She teaches classes from years 1 to 7 for one hour per week. As well as teaching skills and processes, Mrs Cepe teaches art appreciation and works by the great masters. You often see art works on display in reception, in classrooms and the art room. Play were many works demonstrating creative talent as well as skills in drawing, painting, sculpture and clay work.
Upper Swan Primary School – 2013 Annual Report

Non – Academic Outcomes

Classes were chosen at random to complete surveys ranging from self esteem to attitude.

Self Esteem

Three classes; one each of year 2, 4 and 6; completed a self esteem survey that asked children to rate themselves in each of the following areas:

Appearance, Achievement, Friends, Sport, Confidence, Security, Worth and Self Image.

- Having friends and being a good friend had the highest rating in all three groups.
- Statements about personal safety and security had the lowest rating in all three groups.
- Overall, our students rated themselves about average in all eight categories.
- When ratings are combined; Friends and Worth came out as equal top.
- As students get older, their ratings get lower.

Attitude to School

Students in the same classes were asked to rate their attitude to school by responding to statements in the following areas:

Teacher Attitude, Pastoral Care, Family Attitude to School, Personal Attitude to School, Quality of Teaching, Value of Education, Quality of the Curriculum, Perception of Safety, Attitude to School Management, Attitude to Other Students; Attitude to Teachers, Enjoyment of School.

- All three groups rated themselves well above average.
- Value of Education was rated highest by year 2’s and 4’s.
- Year 6’s rated Quality of Teaching the highest.
- Teacher attitude was the next highly rated area.
- Perception of Safety was the lowest rated area by all three year groups.
- As students get older there is less enjoyment of school and the perceived value of education tends to drop.

The safety statements children had to rate were:
- My belongings are safe at this school.
- I do not get picked on at this school.

Summary

Our students rate their self esteem and overall attitude to school at above average levels. This may be an indication that programs such as You Can Do It and the School Drug Education and Road Awareness are having a positive impact on how children feel about themselves.

The traffic light (green card) reward system may also have an influence on self esteem.

The most effective way of maintaining self esteem is for children to feel a sense of belonging and achievement. The work our teachers are doing to create a caring environment along with learning program that meet individual needs helps maintain high self esteem.

Some aspects require further investigation, particularly the perception of older students about their enjoyment of school and value of education.

Of particular note is the student perception that the behaviour of others affects them, along with parent concerns about bullying, requires further investigation.

Student Council Chess Competition
Upper Swan Primary School – 2013 Annual Report

Parent Satisfaction Survey
Every two to three years parents, students and staff are surveyed to gain an understanding of our strengths and needs. The results of these surveys influence our priorities, policies and practices. The most recent parent survey was conducted in October, 2013. All families were able to participate in the ‘online’ survey. We received 31 replies; a response rate of ~ 15%. All but one item had medium to high ratings.

Items With the Highest Satisfaction Rating
3. My child enjoys being at school.
21. I receive helpful information about my child. I feel well informed about the activities of this school and its students.
26. The school reports I receive about my child are informative and easy to understand.
27. The school staff are approachable and willing to talk about my child’s progress.
40. The school values the role parents play in the educational process.

When asked to name positive things about the school, most responses addressed the following:
- Sense of community / community spirit / community atmosphere
- Size of School
- Access to information on what is happening
- Safe environment
- Pride and team spirit
- School grounds
- Stable staff means they know the children and have good relationships with them.
- Mr Taylor’s sport programs and concerts.
- Those staff members who are willing to go above and beyond
- The parent volunteers who contribute to our school.

Items With the Lowest Satisfaction Rating
Only one item has a low to medium rating. That was statement 7: This school does not have a bullying problem.

These statements still had a medium rating, but are at the lower end of the scale compared to the rest.

13. This school has realistic educational experiences for my child.
14. My child gets help from teachers when he/she experiences learning difficulty.
30. School goals are consistent with the goals I have for my child.
31. This school assists my child with the development of understandings and skills he/she will need beyond school.
37. At this school my child’s interests and talents are being developed.

Comments on areas that need a focus related to:
- Greater playground supervision to help prevent bullying
- Tailoring homework to meet individual needs
- Teachers need to cater for student styles, not the other way around.
- Consistency with the way Green club points are awarded. Poorly behaved students often get green cards much easier than those who are always well behaved.
- Early advice of important dates
- People who don’t follow (or know) car park rules.
- Parking
- Timely notification of incidents, especially when they are related to health and behaviour.

Staff Survey
The staff was asked to identify positive aspects of the school.

The most frequent positive comments were:
- The positive nature of the school.
- Caring attitude and friendliness of parents, students and colleagues.
- The extent most teachers go to in order to provide appropriate programs that cater for different needs.
- The majority of staff being positive about teaching.
- Safe, caring and inclusive environment for students and staff.

Aspects to be improved on included:
- More opportunities for professional development.
- A greater degree of feedback on their performance.
- School leaders and colleagues taking more interest in their career development.
- More information for parents on school programs.
- Improved communication between staff from upcoming school events to “big picture” issues relating to school direction.
Upper Swan Primary School – 2013 Annual Report

Student Survey
Students were asked to comment on what they like about the school and what could be improved.

They are most positive about:
- Year 7 Camp
- Student leadership programs
- Dance concert
- Talent quest
- Fundraising / dress up days.
- Sports carnivals.
- Relationships they have with most teachers.
- The respect most students have for each other.
- Class meetings to solve problems.
- Interesting incursions and excursions.

Areas that students would like to improve included:
- Make sure they are listened to when something goes wrong.
- Being safe from bullies; stop rough play, name calling and teasing.

Concluding Remarks
I trust that, by reading this report, you have gained insight to the various elements that make up our school. In particular, both the academic and non-academic programs we run in order to maximise your children’s potential. The performance information contained within enables you to judge how successful we have been in our endeavours.

S. Green (Principal)

School Council Members
Louise Cepo
Nicole Skehan

Tanya Taylor
Dianne Petrich
Natalie Gasson
Dee Thomas