



# **Annual Report**

## **2014**





## Understanding the Annual Report

The Annual report provides parents, caregivers and members of the community an overview of Dalyellup Primary School's performance over the past year. It provides information about student attendance, academic performance, school programs and staff development. This report is a small component of the total reporting the school does, and should be read in conjunction with student reports, newsletters, school council minutes, P&C minutes and other documents.

Where a parent wishes to discuss the Annual Report in greater detail, they are requested to contact the school office on 9795 2999 to arrange an appointment with a member of the Administration team.

## Dalyellup Primary School

2014 was a year of consolidation for Dalyellup Primary School. The school was in to its second year of operation as an Independent Public School, and continued to work closely with the other schools in our cluster, Tuart Forest Primary School and Dalyellup College. Whereas students numbers for both of these schools continued to grow rapidly, as predicted, numbers at Dalyellup Primary School are reducing. Work commenced on the new shopping centre to be constructed in Dalyellup. The area where the shopping centre is being constructed falls within the Dalyellup Primary School catchment area and could potentially lead to an increase in student numbers in the years to come.

As a result of the declining student numbers, 2 transportable classrooms were removed during the 2014 school year, freeing up much needed play space. The land freed up by the removal of the classrooms will be used to install a nature play area, a project that involved collaboration between the P&C and school. It is hoped to install the nature playground equipment early in the 2015 school year. The school was informed early in Term 4 of 2014 that air conditioning will be installed too all areas not currently air conditioned. This installation should occur early in the 2015 school year.

## Student Numbers

Dalyellup Primary School commenced the 2014 school year with 737 children from Kindergarten to Year 6. The breakdown of years at school and gender is included in the table below

	Male	Female	Total
Kindergarten	29	30	59
Pre Primary	43	36	79
Year 1	51	48	99
Year 2	54	49	103
Year 3	42	60	102
Year 4	50	56	106
Year 5	48	51	99
Year 6	47	43	90
Total	364	373	737

There was a total of 46 Aboriginal students enrolled.

## Attendance

Attendance rates at Dalyellup Primary School in 2014 were disappointing. For the first time since the inception of the school, the attendance rate of the school dropped below the average for all WA Public Schools.

### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2013	93.0%	92.6%
2014	91.6%	92.1%

Of greatest disappointment was the fact that the attendance rate for years of study at Dalyellup Primary School dropped below that experienced in 2013 (with the exception of Year 2 where there was a marginal improvement).

### Attendance % - Primary Year Levels

	Attendance Rate						
	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2013	94%	92%	93%	94%	93%	94%	
2014	92%	93%	92%	92%	90%	92%	
WA Public Schools 2014	92%	93%	93%	93%	93%	92%	

Parents need to be aware of the strong link that exists between regular attendance and academic success. In 2015, the school will be targeting regular attendance, involving teaching staff and the Deputy Principal monitoring attendance, with an aim of getting our 2015 attendance rate back above the average for WA Public Schools.

## Demographics

As a local intake school Dalyellup Primary School guarantees enrolment for any child residing within our catchment area. Significant interest is received annually from children residing outside of our area, however our large student numbers and requirement to guarantee a place for everyone who lives within our catchment area means that these applications are rarely approved. Our student demographic for 2014 was as follows:

Dalyellup Beach Estate	612	84%
Gelorup	48	6%
Stratham	20	2%
Bunbury	14	1%
South Bunbury	4	>0.5%
Boyanup	2	>0.5%
Capel	5	>0.5%
Carey Park	1	>0.5%
College Grove	5	>0.5%
Other	10	1%

Students attending Dalyellup Primary School come from 13 different countries.

## Staffing

The 2014 school year commenced with the following staff employed at Dalyellup Primary School.

<b>Administration</b>	Number	FTE
Principal	1	1.0
Deputy Principals	3	3.0
Total Administration Staff	4	4.0
<b>Teaching Staff</b>		
Level 3 Teachers	3	3.0
Other Teaching Staff	40	32.7
Total Teaching Staff	43	35.7
<b>School Support Staff</b>		
Clerical/Administrative	4	3.8
Gardening / Maintenance	3	3.5
Instructional	1	0.8
Other Non-Teaching Staff	19	14.76
Total School Support Staff	27	22.86

All teaching staff meet the professional requirements to teach in Western Australia public schools and can be found on the public register of teachers of the Teachers Registration Board of Western Australia.

Dalyellup Primary School is committed to ensuring that staff are highly trained and ongoing professional development is essential to ensuring that staff are well prepared to meet the leaving needs of children. In 2014, staff were involved in professional learning in the following areas:

- IT – iPad usage
- Spelling – Smartwords
- Mathematics
- Science
- Managing student behaviour – Positive Behaviour Support
- Learning Difficulties – Dyslexia
- Anaphylaxis and Asthma
- Disability PL

Significant staffing changes occurred during the course of the 2014 school year. Two long serving members of staff retired during this period. Mr Dent and Mrs Trevaskis had both given great service to the school over significant periods of time, and both will be sorely missed.

Declining student numbers also forced the school to run a process to go from 3 permanent Deputy Principals to 2 for the 2015 school year. Projections for student numbers have the school population declining, due mainly to the impact that Tuart Forest Primary will have upon enrolment numbers. As a result of the Deputy redeployment process, Mrs Jolliffe, was identified as the Deputy to leave our school, moving to be Deputy Principal at Clifton Park Primary School for the 2015 school year.

## **Business Plan**

As an Independent Public school, Dalyellup Primary School is working from a Business Plan that sets the direction for the school for the next 3 years. Our focus for the 2013-2015 periods consists of 4 areas –

Children - Central to school operations

Programs will operate at an individual, group, class, year and school level.

Curriculum – Australian Curriculum implementation

Using technology to support student learning. Introduction of Australian Curriculum areas of Science and History.

Culture – Innovative, committed teaching staff –shared developed leadership across the school. Develop and implement the Positive Behaviour Support (P.B.S) program.

Community – Develop and implement programs that link students to their community. Bluearth, Active After School, Waterwise, Wastewise, CHAT, P&C involvement, Open Night, etc.

During 2014 the following implementation of our Business Plan occurred.

### **Children**

#### **SAER / English Enrichment Program -**

Dalyellup Primary School caters for students from many different cultural and religious backgrounds and we have endeavoured to engender a culture of tolerance and acceptance of difference.

A withdrawal program was implemented in 2014 which included some of our growing Aboriginal students to meet the needs of those students that could not adequately be catered for in the mainstream classroom setting. Two streams of students were included in the program with one teacher working with students achieving just below the minimum standard in English for their year level and the other group consisted of students with a disputed disability. The AIEO was used extensively with these students and time was given to up-skill her in helping the Aboriginal students engage in the learning programs. 60 students were involved in the programs.

In 2014 a highly skilled teacher continued an extension program, English Enrichment Program (EEP), which catered for students in year 5 and 6 who demonstrated a “talent” for writing. This program was so successful that it was recognised by families moving to Dalyellup from interstate that wished to be part of it.

In 2014 the program was extended to cater for students in years 2 – 6 with an emphasis on persuasive writing and debating. The program also included the writing of poetry and investigation and writing of children’s picture books. The teacher mentored one of our Education assistants so that a similar program could be delivered to the year one students.

Feedback from participating students, their parents and classrooms teachers has all indicated that the EEP is considered both valuable and educative in ensuring Dalyellup Primary School enables its high performing students continue to thrive and reach their full potential in English.

#### **Student Leadership 2014 -**

In 2014, approximately thirty students from year 6 presented speeches to the Dalyellup Primary School community. Subsequently, eight students were voted in by their peers and chosen to represent our school as their Student Leaders. A Head Boy and Head Girl were selected from these students. In second semester, the Head Boy and Head Girl remained on the committee and six new students were voted for and selected using a similar process.

As leaders they had a range of responsibilities that included;

- Displaying a high standard of behaviour in class, the school grounds and in the community.
- Wearing the school uniform with pride.
- Promoting our Positive Behaviour Support program by managing the Gold Slips.
- Striving to be a good leader and role model for all students in academic, sporting and social events.

- Acting as an ambassador for our school.
- Assisting with and delivering reports to assemblies.
- Managing the running of special assemblies. E.g. ANZAC ceremony / Performing Arts
- Organising student activities.
- Organising one whole school fundraiser each term. A focus on local concerns is encouraged
- Meeting with students to gather concerns and ideas.
- Weekly meetings with the Student Leader Coordinator.
- Duties as required by Principal and Student Leader Coordinator.
- Assisting duty teachers when required.

At the end of the year the Student Leaders from Semester 1 and 2, travelled to Perth for a tour of Parliament House. This was as a reward for their efforts during the year and to further promote leadership skills and the importance of good leadership in our community

## **Curriculum**

### **English -**

Dalyellup Primary School is committed to improving the English standards of all students. There is an expectation that at least 25% of each school day be assigned to developing and practising English skills.

The English leaders committee, consisting of a teacher representative from each of the year levels from Kindergarten to year 6 continues to model, monitor and evaluate the school's English plan. This committee changes slightly each year depending on the year level the representatives are currently teaching or the introduction of new staff.

English is divided into;

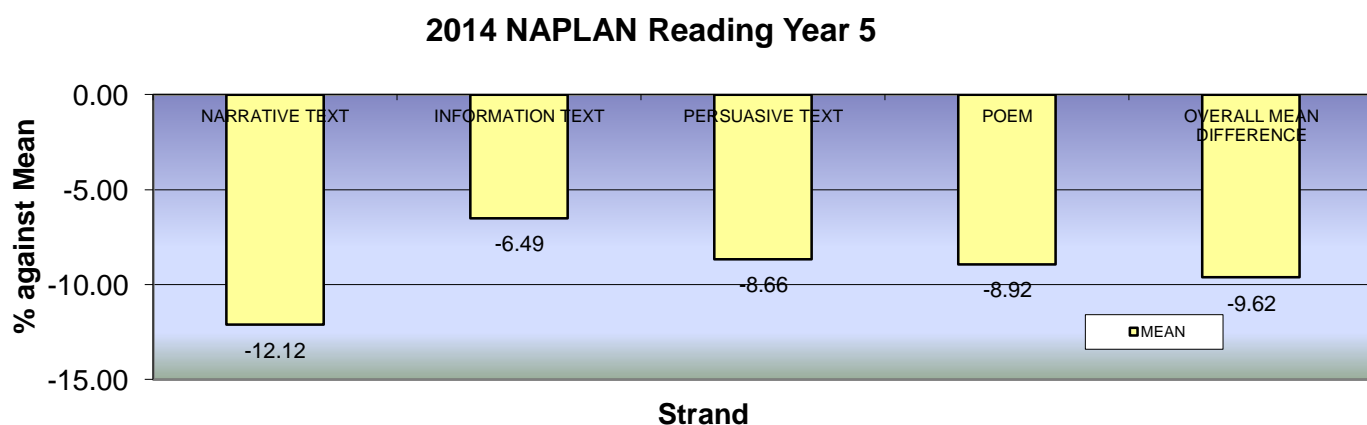
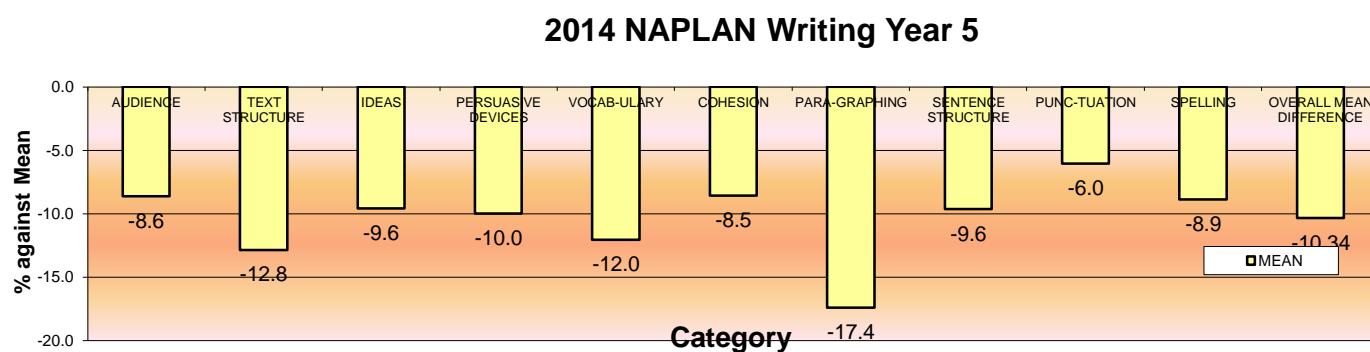
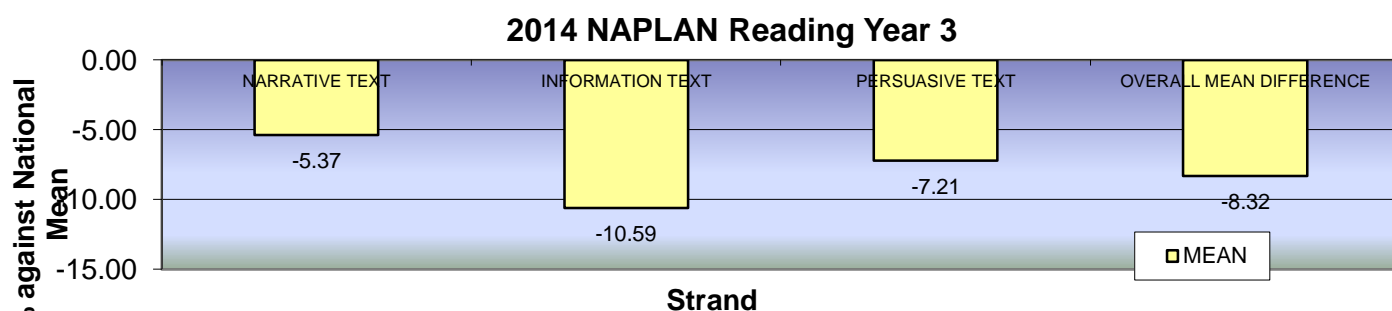
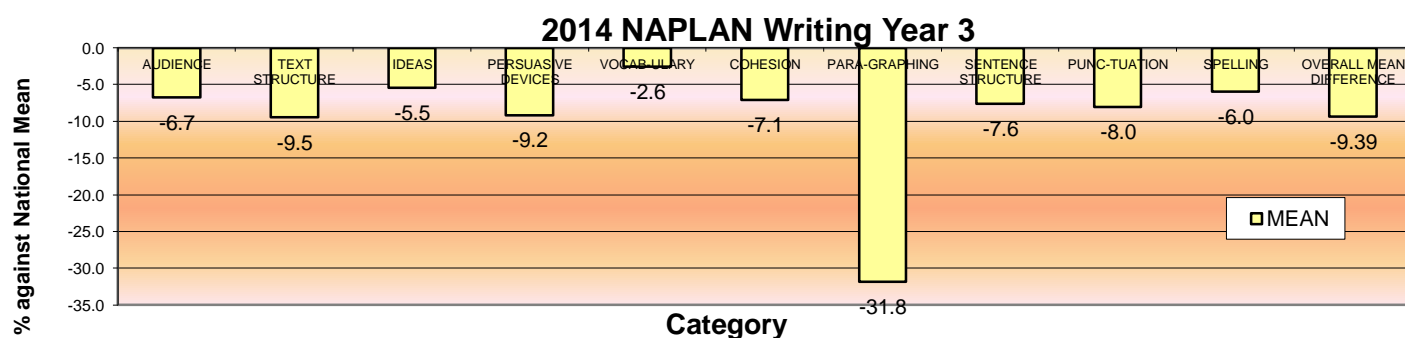
- Receptive language development – reading, listening, viewing
- Expressive language development – writing, speaking and digital production.

The focus for 2015 is to continue to improve reading comprehension through the development of reading skills. We use a guided reading approach across all years to achieve this goal. The guided reading lessons look different in a Kindergarten setting compared to an upper primary setting due to the cognitive development of the students, however the language of teaching reading is consistent throughout the school. A range of reading resources is used to cater for the diverse range of learners. We subscribe to digital reading programs, use traditional reading texts as well as utilising the iPad program in the school. In second semester the year five cohort trialled a computer based reading program designed to encourage the reading of "real" books to improve the comprehension of text. At the end of the year the English committee met with the teachers and completed a PMI on the program. The year five teacher were on hand as "experts" to answer questions. The decision was made to use the program for our year four – six students, this program is particularly useful as it is supported by the iPad system which is strongly used in the year four – six student population.

We have also focused on spelling as part of the writing process. All primary classes are using the "Smart Words" spelling program. Parents are asked to provide a student work book for their children to use. Our spelling results according to NAPLAN have not improved as much as we would have liked however the comparison of data from the Schonell and SA spelling tests indicate progress.

Our NAPLAN results for 2014 indicated an area of need was Grammar and Punctuation; the English committee are in the process of developing a Whole School Plan including a Scope and Sequence for Grammar and Punctuation. The draft plan has been presented to staff for their input and the plan will be in place by semester two.

Our results in the English area from the 2014 NAPLAN testing program were as follows:-



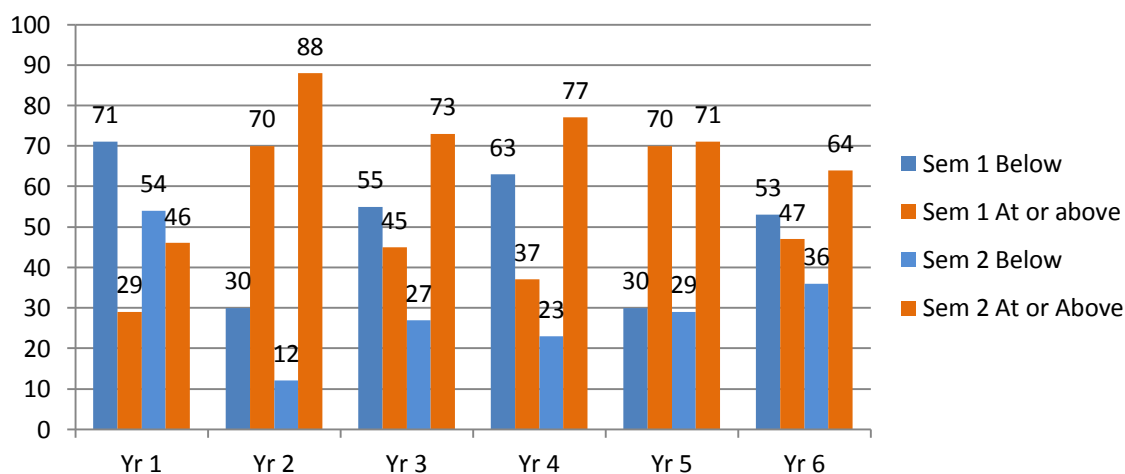
**Recommendations arising from NAPLAN results analysis:**

- NAPLAN Results indicated a need to improve in the following key areas:
  - **Year 3 Writing** – Text Structure, Persuasive Language and Paragraphing.
  - **Year 3 Reading** – Informational Text and Persuasive Text
  - **Year 5 Writing** – Text Structure, Vocabulary and Paragraphing
  - **Year 5 Reading** – Narrative Text, Persuasive Text and Poem



## SOUTH AUSTRALIAN SPELLING TEST

### PERCENTAGE OF STUDENTS BELOW, AND AT OR ABOVE EXPECTED SPELLING AGE BY YEAR LEVEL

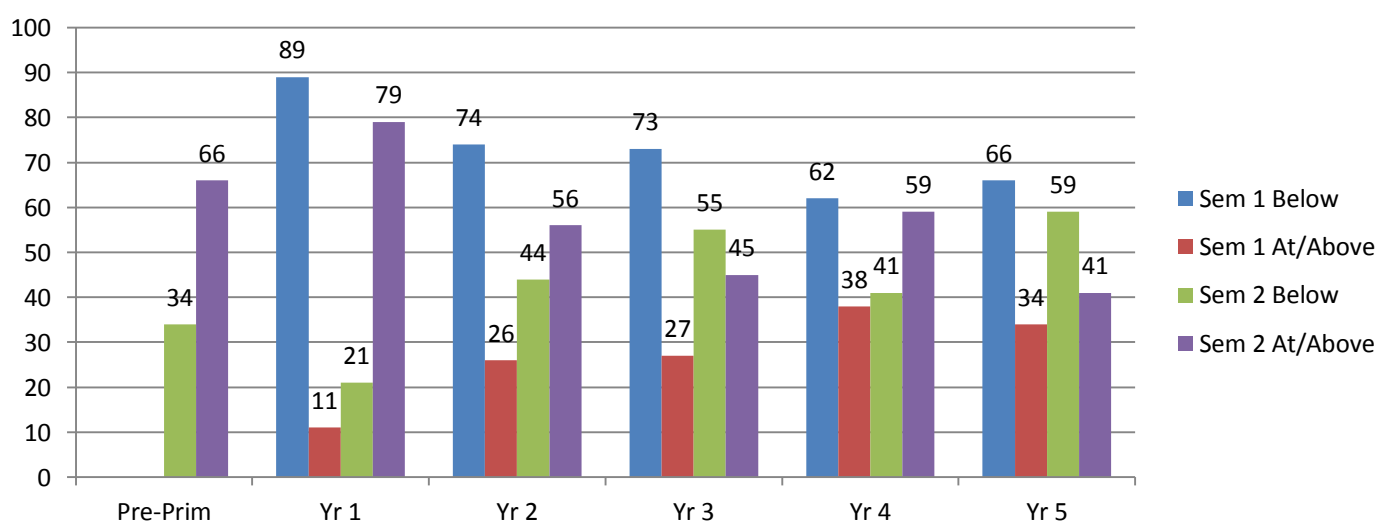


#### ***Recommendations arising from the results analysis of all years:***

- Continuation of the school-wide Smart Words Program in 2014
- Continued use of Schonelle Spelling Test into 2015 and phasing out of South Australian Spelling Test in 2015. This is due to the fact that staff feel that the Schonelle Spelling Test produces data that is more valid and reliable in relation to the Australian Curriculum.
- Review of Smart Words spelling program at the end of 2015 by examining baseline data from Schonelle Spelling Test results from the beginning of 2015 to the end of 2015.

## PM READING BENCHMARK ANALYSIS OF 2014 RESULTS

### PERCENTAGE OF STUDENTS BELOW, AND AT OR ABOVE EXPECTED READING BENCHMARK BY YEAR LEVEL



### ***Recommendations arising from the results analysis of all years:***

- *The continued use of Home Readers in Pre-Primary has improved the PM Benchmark levels of the students.*
- *Rewards for Home Reading Targets have continued to support attainment levels across all year levels. This initiative needs to continue into 2015 and beyond.*

### **Mathematics -**

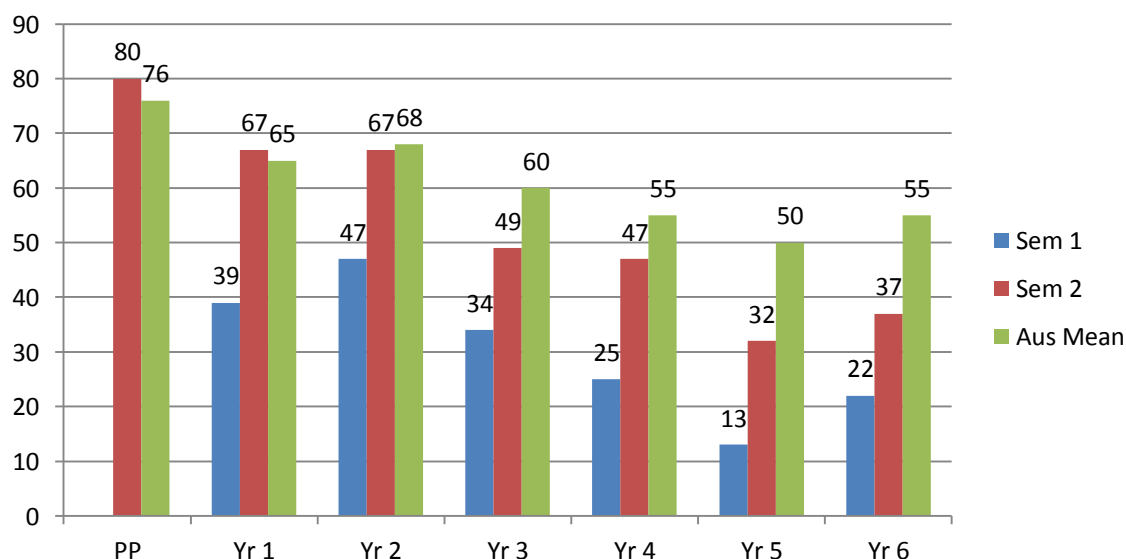
The Mathematics Learning Area has been one of Dalyellup Primary School's priorities for the past 3 years. In 2013 the school commenced the implementation of the Australian Curriculum in Mathematics, focussing on the following key aspects:

- The development of school specific scope & sequence documents for all year levels in the area of Mental Calculation Strategies for: Counting Skills; Addition & Subtraction; and Multiplication & Division.
- A focus on targeted Professional Learning aimed at the development of staff skills and abilities in relation to Australian Curriculum implementation.
- The establishment of a Mathematics Steering Committee consisting of teacher representatives from each of the year levels from Kindergarten to Year 6; continues to model, monitor and evaluate the school's Mathematics Plan.
- The establishment of data collection and analysis processes to enable the school to track student progress throughout the year and from year to year. Data collection methods include the following: On Entry Assessment (ECE), NAPLAN (Yr 3 & 5) and EasyMark Maths (PP to Yr 6).

Student concept and skill development continued to be supported by the following initiatives:

- The development of Year Level recommendations for Improvement Focus Areas in Mathematics, based on results from analysed NAPLAN and EasyMark test data and staff feedback.
- The use of Mathletics as a program to support students with their Mathematical understandings using digital technologies (Yr 1 to 6).
- The regular use of a significant number of purchased Educational Maths Games, linked to the Scope & Sequence Documents developed from the Australian Curriculum, for students to use in conjunction with other resources to support their learning. This is celebrated with an annual 'School Maths Hour' where Parents and Community Members are invited to join children in classroom to play these Maths Games

### **EASYMARK MATHEMATICS RESULTS**



### ***Recommendations arising from results analysis of all years:***

- *Continuation of Australian Curriculum Implementation and development of Scope & Sequence and Mathematical Language & Terminology.*
- *Continued Teacher use of analysed EasyMark data to determine trends and focus areas for Student improvement and academic extension.*
- *EasyMark data to continue to be used in conjunction with NAPLAN Data to validate trends and determine a basis for on-going conceptual development planning.*
- *EasyMark Testing to continue in 2015 with a focus now continuing on Australian Curriculum Standards.*

### **Science -**

Science was a priority for the 2014 school year. The Science committee had been planning for the introduction of the Australian Curriculum (Science). All staff were involved in professional learning based around the outcomes contained within the Australian Curriculum. The Science committee recommended that the school instigate the use of the Primary Connections program to meet curriculum requirements, with this recommendation being endorsed. As part of the introduction process, staff worked with the Science committee to identify gaps between the Primary Connection program and the Australian Curriculum, and examined ways in which to overcome these. The Primary Connections program was introduced across the school, from Pre Primary to Year 6, with all necessary equipment and resourcing provided.



### **History -**

Following on from the initial Professional Development in 2011 on unpacking the ACARA History Curriculum, the school has continued to build each year on the resources available to the Dalyellup Staff. At the beginning of the 2014 year, each staff member was given a folder with a copy of the General Capabilities for History and a Scope and Sequence document for General Capabilities, Achievement Standards, Content Descriptors and Historical Knowledge and Understandings. Resources available to deliver this content has been purchased and presented to staff via email and staff meetings. During 2014, \$4000 was allocated and spent on purchasing more teaching resources.

Staffs have found the 'Discovering History' resource boxes a valuable tool in fulfilling the curriculum requirements. There is a separate box for lower, middle and upper primary. Each one has a broad range of non-fiction student books aligned with the History Curriculum. They provide tools for independent research, while developing Literacy skills. The boxes have historical picture cards for discussion and on line content. There are now two boxes available for each level.

Also purchased in 2014 were the ABC Bill Peaches Explorers DVD sets, especially suited to upper primary. The Aboriginal "Dust Echoes" series and 'Our History DVD Volumes 1&2' were also purchased along with new atlases.

In October 2014 Christine Reich from a 'History Teacher Development School' Harmony Primary, came to Dalyellup to deliver Professional Development to the whole staff on the eight Overarching Concepts and five skills required to teach the Western Australian Curriculum: History.

### **Performing Arts -**

The Performing Arts program operates from Year 1 to 6 and is conducted by Mr. Snelling and Mr. Robinson. The program covers all aspects of performing arts (Dance, Music and Drama). Children are exposed to and taught to use a range of instruments including ukulele, guitar, drums, marimba and keyboard, as well as a range of handmade

percussion instruments. The Performing Arts program has a “Literature in Music” focus, supporting the school’s English priorities by linking music and performing to Literature. Extension activities are offered to talented or enthusiastic students, who are all to access a range of optional programs including SIMS (School of Instrumental Music), choir (Yr 5/6), rock band, big band and a lunchtime immersion program that allows students greater freedom of expression. Students are able to perform at assemblies, the Esteddfo as well as participating in community events (eg. Biggest morning tea, carols in the Park, Bethany Retirement village, etc.)

### **Visual Arts –**

Throughout 2014 the Visual Arts program focused on exposing the students to the Elements of Art and the Principles of Design while including Art History; looking at art styles, artists and significant periods of art, incorporating the general history of that time.

We looked at Ancient Chinese water colour and the importance of the horse in Chinese culture and the Chinese calendar. Included in the program was an investigation of Ancient Chinese ceramics and the creation of the Terracotta Army.

Students studied Henri Matisse, the artist and the period of art called Fauves. Matisse used vivid colours and in his old age did paper cutting art. A collage was made using Matisse colours, style and subject matter.

The students used the technique of **Scratching**, to create scratching pictures of buildings; the use of positive and negative spaces was investigated during this process.

The **colour wheel** was used as a reference for choosing which colours can be blended when creating the beautiful **Symmetrical Butterfly** pictures. Primary and secondary colours were revised.

A display of **Zen** tangle birds is on display in the front office. The focus here was design, texture, crayon rubbing under dyed paper, drawn and highly individualized pattern Zen tangled birds.

We also began the early preparation of the Picket Fence project to commence in 2015, in collaboration with the P&C.

### **Physical Education –**

Two physical education specialists deliver quality programs at Dalyellup Primary School. Children in the beginning years of schools participate in programs aligned to Fundamental Movement skills acquisition, with programs developing through to our senior classes where game involvement, including rules and strategies, becomes a priority. The specialist teachers develop all of the necessary skills in students to enable them to participate successfully in physical activity (throwing, catching, kicking, hitting, balance, skipping, etc.), providing individual tuition where necessary. Ipads are used to track student progress and to provide real time feedback as necessary.

At a school level, primary students are involved in carnivals such as swimming, cross country running and athletics. Interschool involvement sees students from our school participate in swimming, cricket, cross country running and athletics. Children also competed at a state level at cross country running.

### **LOTE –**

The Dalyellup cluster of state schools have elected to deliver Mandarin to students attending our schools, and this is delivered to Year 3 to Year 6 Dalyellup Primary students. The program has a strong focus on oracy and attempts to expose our students to the cultural norms of the Chinese people. Students study elements of Chinese history, geography, cuisine and protocols, associating key Mandarin words with significant events

on the Chinese calendar. Work is also done in senior grades on decoding Mandarin characters and symbols.

### **iPad Integration Program -**

The journey for the staff at Dalyellup Primary School commenced in July of 2012, when, after doing significant research on the use of portable technologies in Education, including schools in the US and the UK, we became acutely aware of the fact that existing school technologies were fast becoming obsolete. As society rapidly moves into an age of touch screen technology and portability of devices, we recognised that today's students are visual learners more than ever before, and their capacity to adapt to and manipulate new technologies, including the use of social media, is far greater than most adults. Keeping this in mind, we saw the inherent need to capture this and so provide our school community with opportunities to enhance their learning using modern day technologies that are easily accessible, and more importantly, portable.

As a result of this, we saw the need to embrace these changes within our school, all the while working within the structure of DOE Policies and ICT Support Service available.

We initially began the program in **Semester 1 of 2013** by issuing staff with an iPad and a MacBook for use within their classes. All classrooms in Pre-Primary to Year 2 were identified as a trial group and were issued with banks of iPads to be shared and used in **Spelling** and **Writing** lessons to support skill development and concept attainment.

#### ***Commencing in Semester 2, 2013 and continuing into 2014:***

- **Pre Primary to Year 2** Teachers continued to use iPads to support student concept attainment in the areas of **Spelling** and **Writing**, and **expanding into the area of Mathematics**. Apps and future directions were reviewed by teachers when they met each term as part of their Action Learning.
- Classrooms in **Years 3-6** were issued with iPads (minimum 4 per class) pre-loaded with prescribed **Drill & Practice** and **Creativity/Productivity Apps** to support student concept attainment in identified focus areas as per the School Plan.

#### ***Commencing in 2014:***

- A 1:1 Parent Funded iPad Program began for the students in **Years 4, 5 & 6**.
- An initial participation rate of around **60%** grew to just over **85%** by the end of the year. Classrooms in **Years 4, 5 & 6** were issued with school purchased iPads to supplement this program, filling the gaps left by students who did not purchase a personal device. This enabled all classrooms in **Years 4, 5 & 6** to participate in a genuine 1:1 iPad Program without being required to share a device.

### **Cultural**

#### **Positive Behaviour Support (PBS)-**

2014 was the second year of the major school priority to introduce PBS (Positive Behaviour Support) into Dalyellup Primary School. All committee members (including parents) received significant training, both on and off site, to prepare them to lead at the classroom level. All staff were involved in regular training designed to get them to reflect upon existing practice and to promote a whole school behaviour focus. At a school level, visual aids, posters and characters were finalised, after consultation with the whole school community. A whole school approach to managing minor behaviours was trialled and introduced, and data collected was used to identify areas of concern and the direct explicit teaching. Emphasis was placed upon opening up effective communication channels between the classroom, home and Administration. A key organisational structure that occurred for the PBS committee was the development of component managers. Committee members identified a component of interest/expertise and committed to manage this across the whole school. The use of this devolved leadership model has seen a more effective management of PBS within our school.



## **Community**

### **School Board –**

Dalyellup Primary School Board was established in 2013 following our successful application to become an Independent Public School.

The board, now in its second year of operation has achieved a number of objectives throughout 2014 we have:

- Reviewed and endorsed the 2014 school budget prepared by the school executive
- Endorsed the contributions and charges for 2015
- Endorsed key performance targets and strategies for Mathematics, ICT, English and history
- Supported the introduction of the iPad program in its first year of full operation
- Supported the introduction of the Positive Behaviour support Program in its first year of full operation
- Endorsed the introduction of the Skoolbag App as a means to reduce administrative costs and disseminate information in a timely manner to the wider school community
- Inducted two new parent representatives to the school board.

On Behalf of the board I would like to acknowledge the commitment and enthusiasm of staff, students and parents in adapting to new technology as well as their overall support towards adopting new behaviour management strategies for 2014 and beyond.

Susan Carter  
School Board, Chairperson

### **School Finances –**

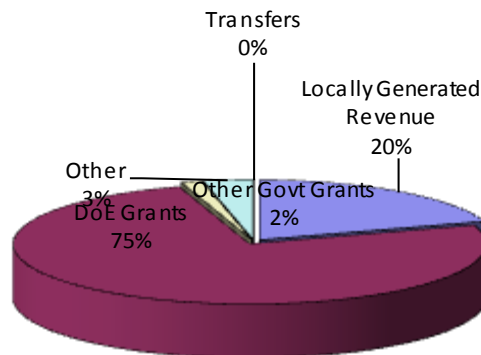
Dalyellup Primary School revenue is derived from a number of sources with the majority received from Government grants. Other minor sources of income are from student voluntary contributions, Dalyellup Primary School P&C Association and donations. The school's budget and planning are managed in accordance with the Financial Management Act 2006 (WA) and the School Education Act 1999 (WA) along with relevant Legislation and other related Department of Education policies. The Annual Budget is the major tool used to develop and implement a financial plan to maximise the application of resources to meet the school's educational priorities and Department of Education Focus. As an Independent Public School this included the One Line Staffing Budget that was managed through the Department of Education Schools Resourcing System. Rigorous financial management practices are in place with regular reporting of the school's financial position being delivered to the school board, P&C Association, staff and school community. Appropriate internal controls are established to protect school assets and resources and minimise losses along with authorisation and certification for financial transactions. Dalyellup Primary School improved efficiency through the implementation of information and communication technology and reduced Administration expenses. Please refer to the graphs and information on the following pages.

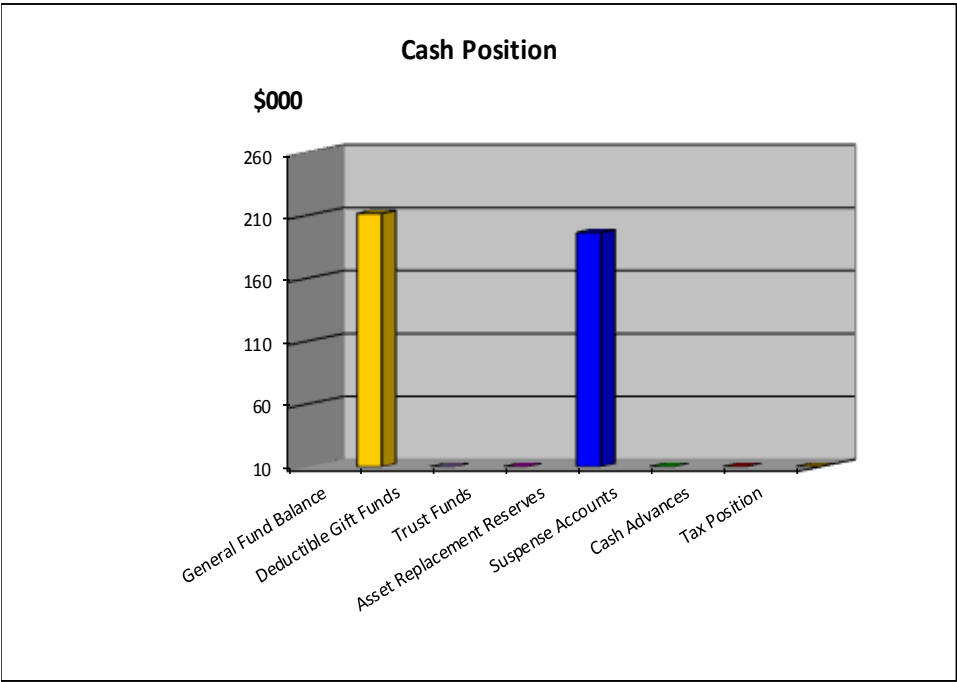
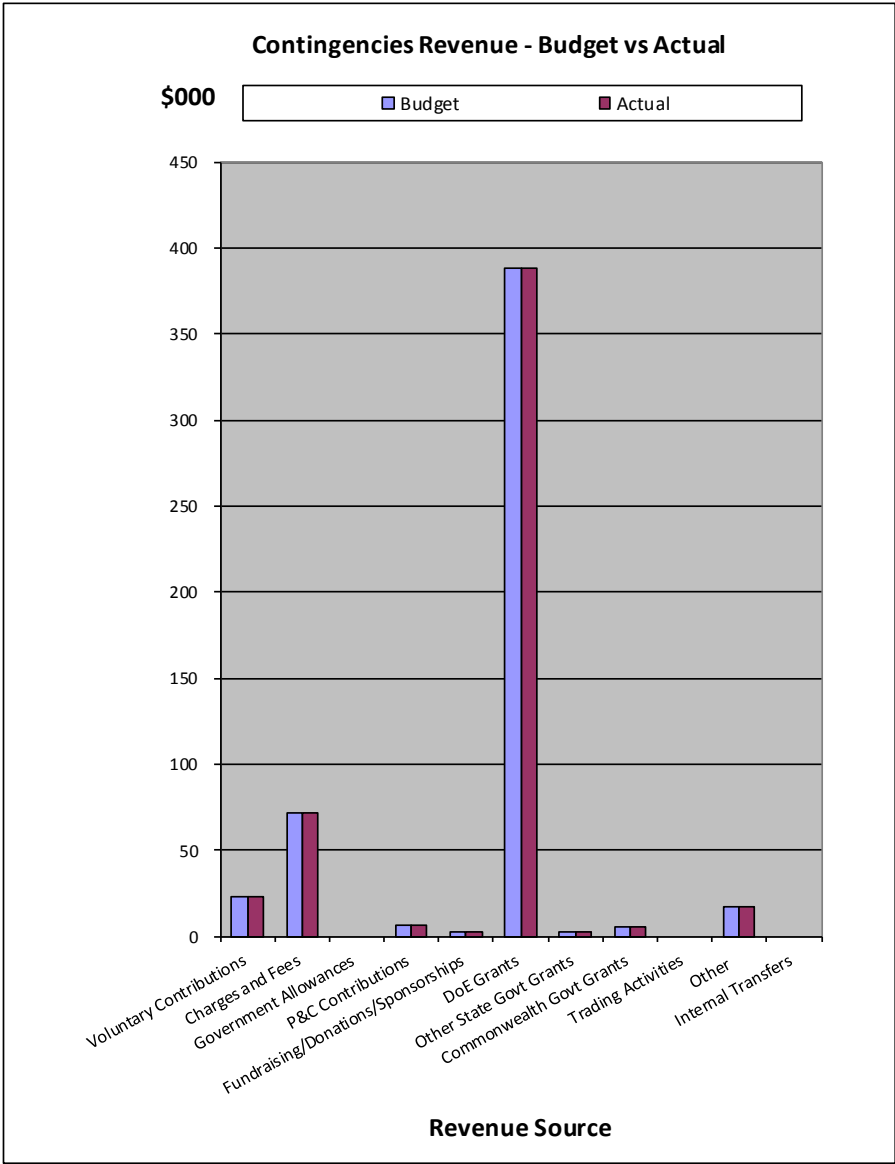


# **Dalyellup Primary School** **Financial Summary as at** **31 December 2014**

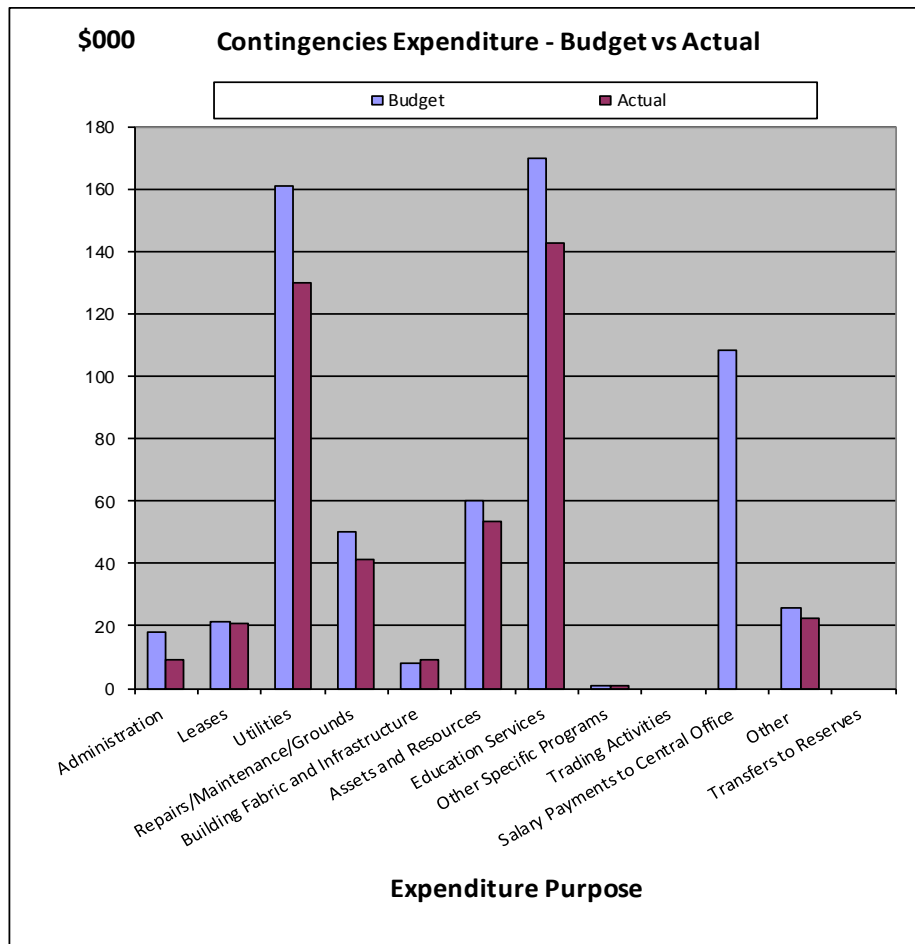
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 22,459.50	\$ 22,493.20
2	Charges and Fees	\$ 71,638.00	\$ 71,606.71
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 6,562.00	\$ 6,562.00
5	Fundraising/Donations/Sponsorships	\$ 2,394.00	\$ 2,393.50
6	DoE Grants	\$ 387,797.12	\$ 387,797.80
7	Other State Govt Grants	\$ 2,050.00	\$ 2,050.00
8	Commonwealth Govt Grants	\$ 5,281.00	\$ 5,280.80
9	Trading Activities	\$ -	\$ -
10	Other	\$ 17,527.00	\$ 17,462.80
11	Internal Transfers	\$ -	\$ -
	<b>Total</b>	\$ 515,708.62	\$ 515,646.81
	<b>Opening Balance</b>	\$ 124,712.03	\$ 124,712.03
	<b>Total Contingency Funds Available</b>	\$ 640,420.65	\$ 640,358.84
	<b>Total Salary Allocation</b>	\$ 1,115,000.00	\$ 1,115,000.00
	<b>Total Funds Available</b>	\$ 1,755,420.65	\$ 1,755,358.84

**Current Year Actual Contingencies Revenue Sources**









<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>407,329.27</b>
Made up of:	\$	-
1 General Fund Balance	\$	211,290.44
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	196,000.00
5 Suspense Accounts	\$	555.50
6 Cash Advances	\$	-
7 Tax Position	-\$	516.67
<b>Total Bank Balance</b>	<b>\$</b>	<b>407,329.27</b>

# Mission Statement

Dalyellup Primary School,

In partnership with the community, will provide an environment that is:

- Inclusive and nurturing
- Educative and challenging
- Encouraging and affirming

To develop lifelong learners able to participate successfully in our  
changing world.



Please contact the school on 9795 2999 should you wish to discuss an aspect of the  
Annual Report in greater depth.