



Annual Report

2017



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 board 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

The 2017 school year presented a number of highlights, and some unfortunate lowlights, for the Dalyellup Primary School community. Our students were involved in a large number of class based activities, special focus days, incursions and excursions. We excelled at interschool and state level competitions, and supported a number of community events and charities. Charity fundraising events were held to support research in to Childhood Cancer.

The lowlights for the year was the sad passing of one of our Year 4 students, Heidi Robinson. Heidi was diagnosed in 2016 with childhood cancer, and sadly passed away in May. The school was involved in fundraising for the "Superkids Superheros" charity, which aims to find a cure for childhood cancer. This will become an annual event at our school.

Work continued during the year on achieving the goals set out in our 2016-2018 Business Plan. Much work was done in the areas of Mathematics, English, PBS, Instructional Strategies and Informational Technology, and a more in-depth report about a number of these areas is contained later in this report.

Significant development occurred with the school grounds and building during the course of the 2017 school year. An additional two transportable classrooms (Early Childhood rooms) were removed at the end of the year, bringing to 6 the number of rooms removed in recent years. Rehabilitation work is being carried out in these areas and is returning more playground area to the school.

A filtration system was added to the school's bore water supply, to remove the many types of sediment contained within our water supply. After initial testing, the filtration system was deemed to be inadequate, and was replaced with a more comprehensive model. It is hoped that the provision of water free from contaminants will reduce the significant costs currently faced by the school for chemicals and fertilisers, and lead to improved grass coverage to be enjoyed by our students.

The school engaged with the Dalyellup Men's Shed who constructed and installed a cubby house in our early childhood area. The school is hopeful that this will be the first of many projects we share with the Men's Shed.

An additional two sea containers were added to the school site to provide additional storage capacity for our gardening staff, and for our P&C. Special thanks needs to be given to Craig Gray from CCR Group who donated and installed the P&C sea container. School beautification occurred in the form of ceramic tiles which were made by every child and staff member during 2017, then placed around our buildings. This project was managed by Ms Zealand, and added much colour to our environment.

The school extended its use of electronics communication during 2017, gradually phasing out exclusive use of hard copy communications. Skoolbag and Class Dojo are proving both popular and effective at keeping parents/caregivers informed about what is happening in the school, and more specifically, in their child's classroom. The school will continue to promote the use of these vehicles for communication in the years to come.

Dalyellup Primary was thrilled when in September, one of our teachers, Petrina Cummins, was awarded the "A Day Made Better" teaching award. Mrs Cummins was nominated for the amazing job she does positively influencing the lives of Dalyellup Primary students in the classroom and beyond. Now in its seventh year, the awards received more than 50,000 nominations. Mrs Cummins received a host of prizes for the school worth more than \$6000. Well done Mrs Cummins.

Student Numbers

Dalyellup Primary School commenced the 2017 school year with 636 children from Kindergarten to Year 6. The breakdown of years at school and gender is included in the table below

	Male	Female	Total
Kindergarten	23	36	59
Pre Primary	33	29	62
Year 1	49	33	82
Year 2	30	33	63
Year 3	36	36	72
Year 4	53	40	93
Year 5	47	54	101
Year 6	48	56	104
Total	319	317	636

There were a total of 54 Aboriginal students enrolled.

Attendance

Attendance rates at Dalyellup Primary School have improved in recent years, which is a credit to our parents and caregivers. The 2017 attendance rate was above the WA Public Schools average.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2015	92.4%	92.7%
2016	92.6%	92.6%
2017	92.9%	92.7%

There is a very strong correlation between regular school attendance, educational achievement and career prospects. Parents need to be aware that failure to ensure that children attend school regularly is condemning their child to a lifetime of limited employment prospects and increased health issues.

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2015	93%	91%	93%	94%	92%	92%	92%
2016	91%	92%	92%	94%	93%	92%	94%
2017	92%	93%	93%	93%	93%	93%	93%
WA Public Schools 2017	92%	93%	93%	93%	93%	93%	93%

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 the requirement to guarantee a place for everyone who lives within our catchment area means that these applications are rarely approved. Our student demographic for 2016 was as follows:

Dalyellup	539	84%
Gelorup	42	6%
Stratham	14	2%
Bunbury	10	1%
Usher	9	1%
College Grove	7	1%
Boyanup & North Boyanup	7	1%
South Bunbury	3	>1%
Other	5	>1%

Students attending Dalyellup Primary School come from 10 different countries.

Staffing

The 2017 school year commenced with the following staff employed at Dalyellup Primary School.

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	3	2.8	0
Other Teaching Staff	36	28.8	0
Total Teaching Staff	39	31.6	0
School Support Staff			
Clerical / Administrative	4	3.0	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.8	1
Other Non-Teaching Staff	21	14.9	0
Total School Support Staff	27	19.7	1
Total	69	54.2	1

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

All staff are fully qualified with regard to Working with Children clearance.

Significant professional learning was undertaken by all staff, teaching and non-teaching, to ensure that the learning environment provided to children is of the highest order. During 2017, staff were involved in the following professional learning.

- Managing student behaviour – Positive Behaviour Support
- English – Grammar and Punctuation
- Mathematics
- Geography
- Data analysis
- National Quality Standards – Early Years Schooling
- Smart target documented plans

Curriculum

English is divided into;

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

The focus for 2018 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 2015 the year 4 -6 students utilised a computer based reading program designed to encourage the reading of “real” books to improve the comprehension of text. The year 3 teachers asked to have their more competent readers included in the program as they could see the benefits of using the program. We will continue with this program in 2018.

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 improved to be near the Australian average however the comparison of data from the Schonell spelling tests indicates age appropriate progress.

An area for further development has been identified as vocabulary improvement among all students. In 2017 we have commenced using a whole school “WOW” Word of the Week. A junior and senior word is given out at the beginning of each week. Each teacher has been given a scaffolded poster to dissect the word looking for graphemes, syllables, meaning, homonyms, homophones and possible ways to use the words. In collaboration with the Mathematics committee alternate weeks will see a “mathematical” word used to increase the mathematical vocabulary of the students. 2018 the focus for vocabulary development will be on development of mathematical language development.

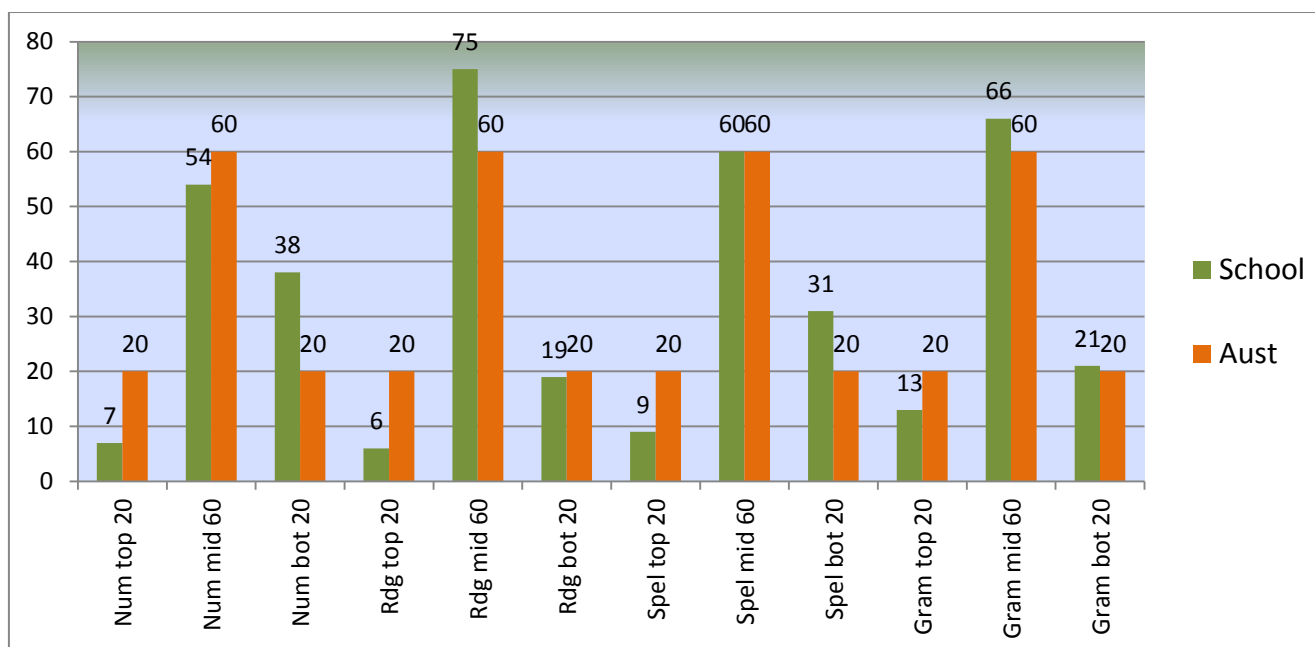
The English Committee identified inference as an area that required further improvement. Professional Learning was dedicated to investigating how to integrate inference across all learning areas following identification of what types of questioning lead students to make informed inferences.

In 2017 we are beginning to experiment with the Brightpath writing assessment tool developed by WAPPA. K – 2 will be assessing recounts and years 3 -6 narratives over the course of the year. We

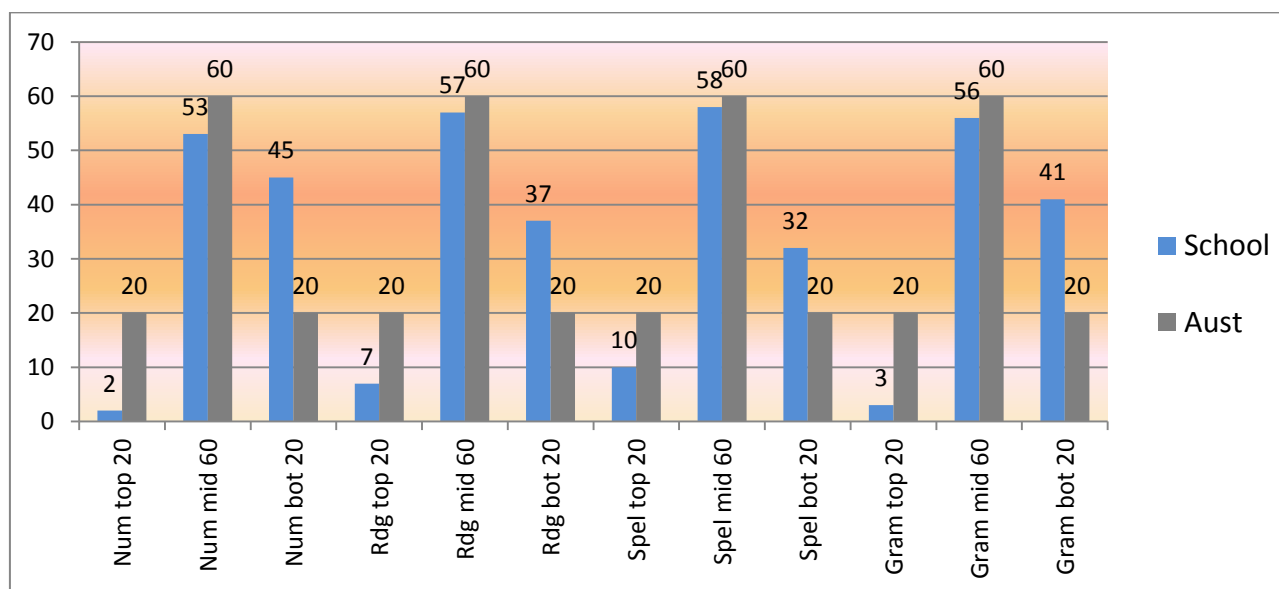
are aiming to map the progress of our students in writing using the assessment/planning tools embedded in the program. The Dalyellup Cluster in 2018 will be engaging in Professional Learning collaboratively on the term two school development day with a view to pooling our knowledge and expertise in Brighpath across the cluster.

Our results in the English area from the 2017 NAPLAN testing program were as follows:-

NAPLAN 2017: Student Distribution – YEAR 3



NAPLAN 2017: Student Distribution – YEAR 5



Mathematics

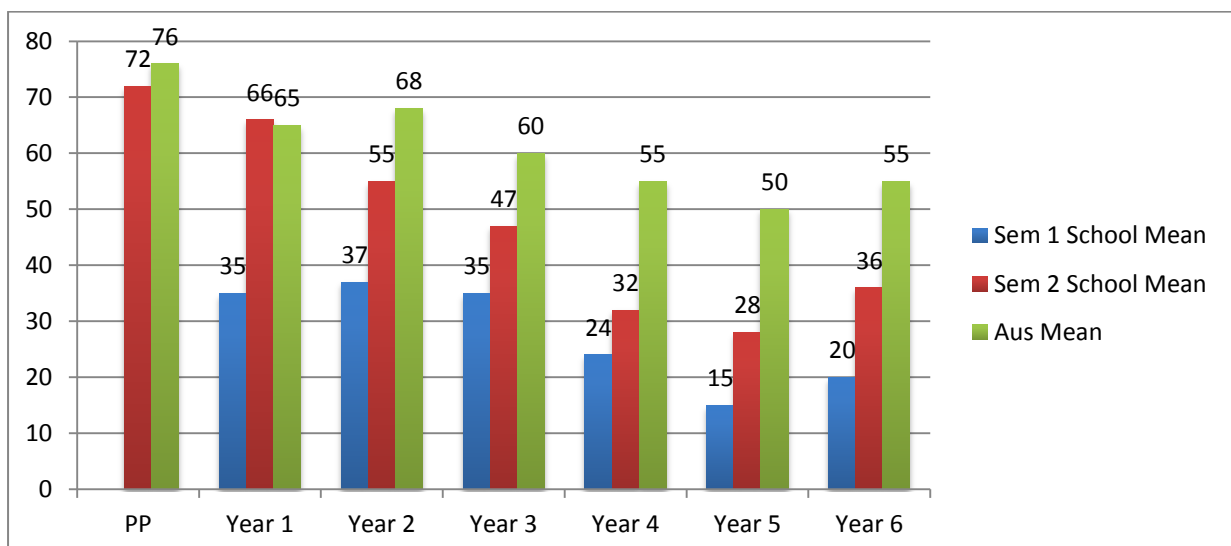
- The Mathematics Learning Area has been one of Dalyellup Primary School's priorities for the past 5 years. In 2013 the school commenced the implementation of the Australian Curriculum in Mathematics, focussing on the following key aspects:
- The development of school specific scope & sequence documents for all year levels in the area of Mental Calculation Strategies for: Counting Skills; Addition & Subtraction; and Multiplication & Division. It was completed and delivered to all staff in 2014 and was refreshed in 2017.

- The establishment of a Mathematics Steering Committee consisting of teacher representatives from the lower, middle and upper school; 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). In 2014 we introduced a Basic Facts One Minute Maths assessment that covers all four operations, in order to determine student levels of proficiency with basic number facts. This data has been collated and will be tracked as students' progress through the years.

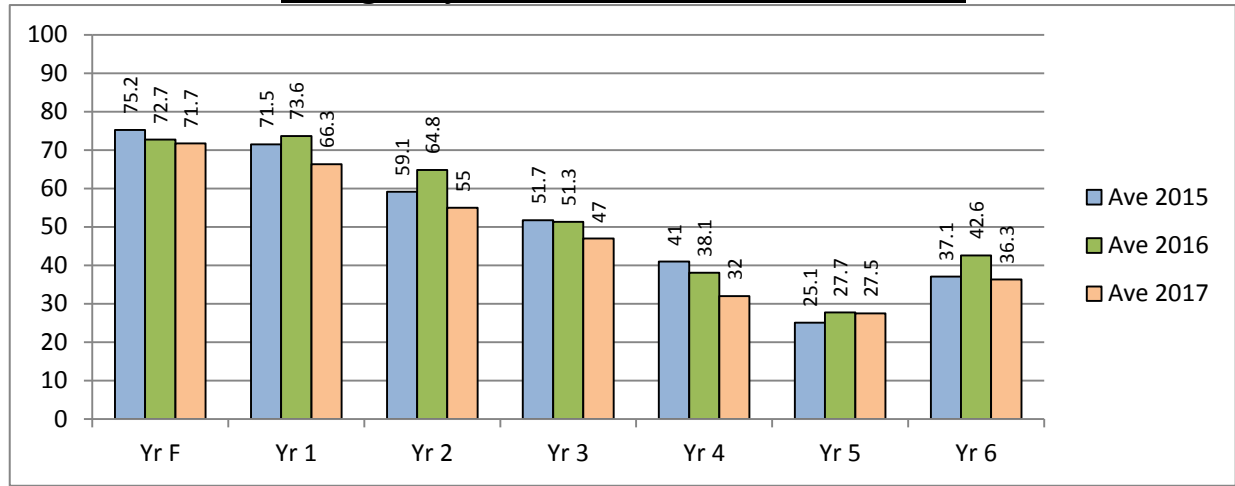
Student concept and skill development continued to be supported by the following initiatives:

- 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, which is completed annually.
- The ongoing 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 and iPad Apps, linked to the Scope & Sequence Documents developed from the Australian Curriculum for students to use in conjunction with other resources to support their learning.
- The completion of Mathematics Vocabulary Scope and Sequence K-6 document - distributed amongst staff at the start of 2017, to begin implementation.
- A focus on targeted Professional Learning aimed at the development of staff skills and abilities in relation to Australian Curriculum implementation – Proficiency Strands, basic facts, open-ended tasks and Problem Solving Strategies.

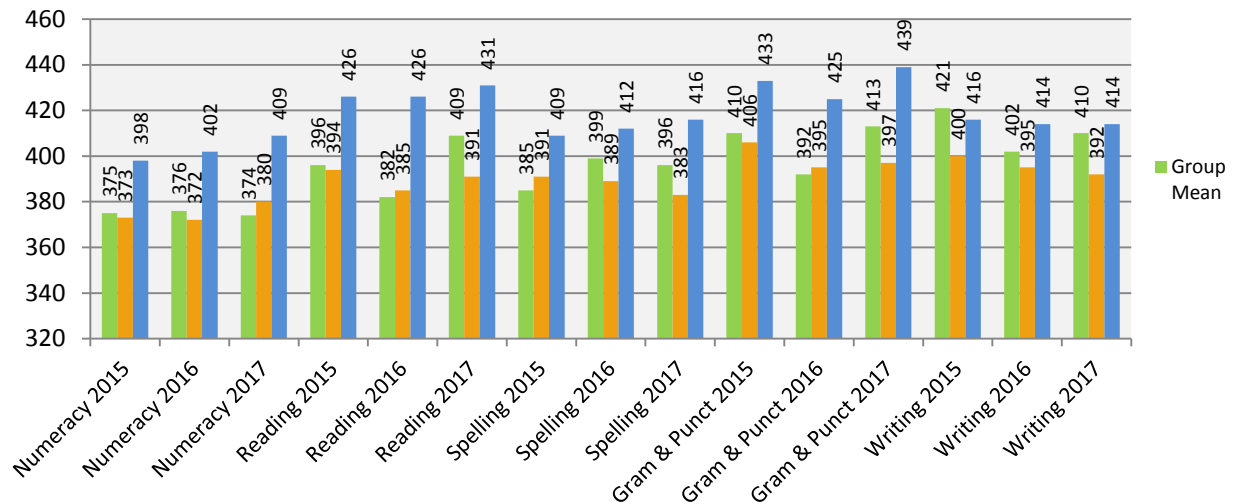
EASYMARK MATHEMATICS RESULTS 2017



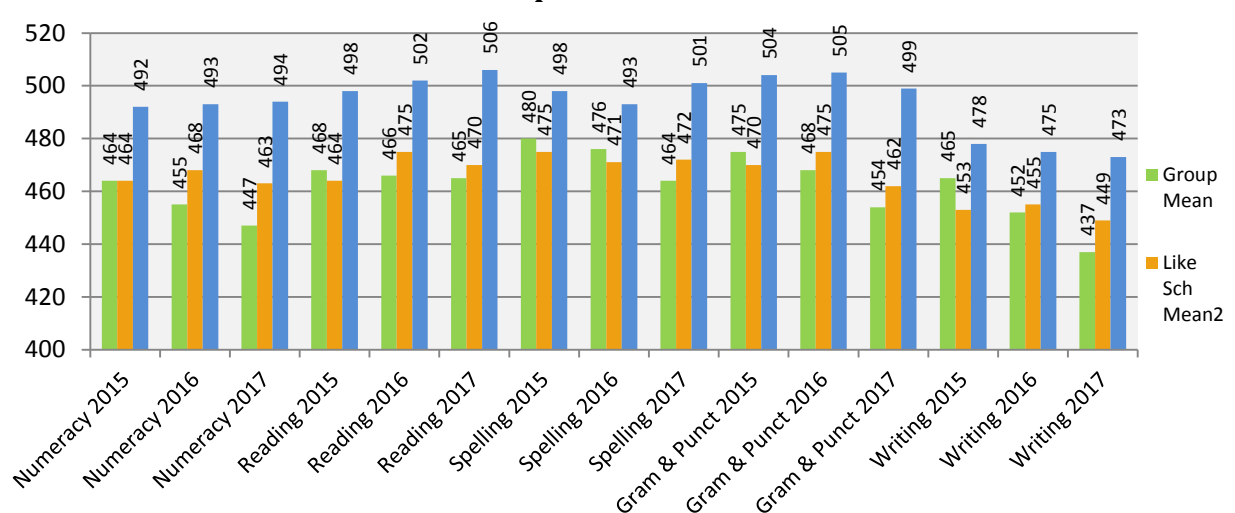
Average EasyMark Mathematics Score 2015 - 2017



NAPLAN 2015 - 2017: Comparison of School Mean to Australian & Like Schools Mean - YEAR 3



NAPLAN 2015 - 2017: School Mean Comparison to Australian & Like Schools Mean - YEAR 5



DALYELLUP PRIMARY SCHOOL - 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, Canada 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.

By the end of 2014 and into 2015:

- A 1:1 Parent Funded iPad Program was fully operational for the students in **Years 4, 5 & 6**.
- An initial participation rate of around **60%** had grown to just over **80%** 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.

By the end of 2017:

- A 1:1 Parent Funded iPad Program was fully embedded in the school for the students in **Years 4, 5 & 6**.
- An average participation rate of **85%** of students bringing their own device exists.
- Device usage was fully embedded into the curriculum across the school, with iPads being integrated as a tool to support student concept attainment, not only substituting other learning tools, but empowering students and staff to significantly re-design tasks.

STUDENTS AT EDUCATIONAL RISK (SAER)

Dalyellup Primary School is committed to providing quality educational programs that cater to the needs of all the students in our care. To achieve this we have implemented a range of programs delivered by specialist teachers that endeavours to provide extension or remediation as is required. Miss Walsh runs her English Enrichment program for our creative thinking English students. This program challenges our year 2 – 6 students to think outside the box, to challenge each other, their teacher and their own ideas in a respectful evidence based format. They are taught to write in different formats for different audiences and to perform publically.

Miss Walsh also runs a program aimed at students who require some support to grasp some of the concepts of reading and writing. The students selected for these programs are chosen in consultation with their classroom teacher and from data collected from standardised testing.

Miss Spring runs a program similar to Miss Walsh; however her students often find the constraints of a classroom difficult to cope with so Miss Spring will use the environment to engage her small groups in phonics based reading lessons.

Mrs Lloyd runs our Intensive Learning Centre with an Education Assistant four mornings a week. The students selected to participate in this program have significant learning difficulties and require extensive adjustments to their learning programs. This program is a Multi Age Program (MAG) the students are from years 1 – 3.

Mrs Steenkamp is our school chaplain; she is at the school two days a week. Students that teachers feel need someone to talk to can be referred to Mrs Steenkamp or a parent can request.

Mr Tocknell is our school psychologist; he is at the school one and a half days a week. We will refer students to him when we feel his expertise can be utilized.

Last year we established a team of staff to act as mentors to our Aboriginal students in an effort to make connections with the Aboriginal community and the students. We will be continuing to do this in 2018.

Our student services team has made tremendous gains in ensuring that our students feel safe, secure and able to learn at their own pace.

Science –

Science continued to be a focus for 2017. Staff had access to the Primary Connections Kits to support their teaching in addition to the range of hands on equipment previously purchased.

We celebrated our learning in Science throughout the school with “Science Week”, culminating in a celebration assembly. Everybody interpreted the theme of Future Earth in a their own unique and age appropriate way.

The Science committee is available to assist staff with ideas and motivation to engage in “Science Week” activities.

Staff are expected to use the Primary Connections resources to develop their confidence and competence in delivering the Science curriculum. An Edmodo group is available for queries and informal professional learning.

History –

During 2017 many resources were purchased to assist teachers with the implementation of the History Curriculum. This included sets of non-fiction history books suitable for middle primary; which could be used for guided reading, allowing cross-curricular planning. Extra year group, box sets of “Discovery History” purchased allowed easier access for teachers. DVD’s, National Geographic books and time lines for class displays were also purchased. Sets of Aboriginal fiction and non-fiction books have also been added to the school library. Each year resources are being added to support the teaching and learning of History for all year levels.

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.

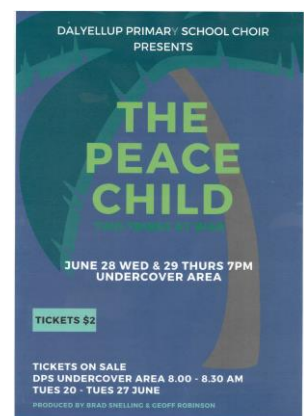
Extension activities are offered to talented or enthusiastic students, who are able to access a range of optional programs including SIMS (School of Instrumental Music), choir (Yr 5/6), band and a lunchtime immersion program that allows students greater freedom of expression. Students are able to perform at assemblies, as well as participating in community events (eg. Biggest morning tea, Carols in the Park, Bethany Retirement village, etc.)

In 2017 Mr. Robinson and Mr. Snelling held a theatrical performance with the Production of “The Peace Child”.

Approximately 60 students performed 2 evening shows and 2 Matinee shows. Parents and staff were also involved in a range of costuming and stage management tasks.

Feedback from parent.

*“.... we were **completely impressed** with the show. we have never been to a play so thoroughly entertaining, so joyful, so simply well done.the play was professional, the kids were brilliant and so well prepared. ... the humour, the effort and the elation on the kids face was just delightful.....what a great night....A credit to the school.*



Visual Arts –

The Visual Arts program for 2017 included a whole school project. This project was a lineal mosaic around the school buildings. Every Student from K-6, all staff, P&C and parent helpers’ handmade a kiln fired tile. Each tile has the makers name, year and decoration. All tiles were then glaze colour coded e.g. purple- Yr6.

This year the students made tissue-tearing art with a focus on warm, cool and neutral colours. The students learnt about the colour wheel and the mixing and making of primary and secondary colours. We looked at a special type of perspective called foreshortening. The children enjoyed experimenting with symmetry. We did radial symmetry and crayon rubbing symmetry. In term 3 the whole school focused on Science. The theme was Future Earth and Sustainability. I made ocean plastic my topic. This lead to the start of 2018’s whole school art project of recycled plastic lid art.

Term 4 the students were introduced to Andy Warhol and Wayne Thiebaud both modern Pop artists.

Physical Education –

2017 was a very busy and successful sporting year for the students and staff of Dalyellup Primary School. As always, the focus being; “participate in everything if you can and be the best you can be when you do”. Dalyellup Primary School was the runner-up champion school at the 2017 BPSSA Interschool Athletics Carnival. The school’s team performed extremely well with the jumping and throwing events and in the track running events. We were a little below the very high level of skill required within the leader ball and pass ball events. As usual, our school swimming team performed very well at the 2017 SWPPS Interschool Swimming Carnival. Once again, Dalyellup Primary School were the runner-up school for the Champions Shield. Dalyellup Primary School are the hosts of the SWPPS Interschool Swimming Carnival and once again the staff and parents from our school who were involved coordinated an outstanding public school’s sporting event. Dalyellup Primary teams also performed extremely well at this year’s interschool cross country event in June and at the WA cross country running championships in Perth in August. Well done and thank you to our 2017 faction captains! 2017 was a terrific sporting year for our family and parent helpers with our carnival programs, along with strong spectator support and spectator attendances at all of our carnival events. Thank you and well done to the Dalyellup Primary School sporting community.

Swimming:

2017	Faction Swimming	95 students Yr 3-6
2017	Faction Swimming Champions	Dampier
2017	Interschool Swimming	28 students Yr 4-6
2017	SWPPS Champions Shield – runners-up	Dalyellup PS swim team

Cross Country:

2017	Faction Cross Country	Yr 1-6 Hartog
2017	Senior Champions	Yr 4-6 Hartog
2017	Junior Champions	Yr 1-3 Hartog
2017	Interschool Cross Country	35 students Yr3-6
2017	WA State Schools Championships	30 students Yr 4-6

Winter Sports Carnival:

Soccer, Football, Hockey and Netball teams	108 students Yr 5-6
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Athletics:

2017	Faction Athletics-track & field, team games	All students Yr4-6
2017	Champion Athletics Faction	Dampier
2017	Interschool Jump & Throws	48 students Yr 4-6
2017	Interschool Track & Team Games	60 students Yr 4-6
2017	BPSSA Champions Shield – runners-up	Dalyellup PS athletics team

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, art, music, sports and protocols, associating key Mandarin words with significant events on the Chinese calendar and about contemporary China. Work is also done in senior grades on encoding and decoding Mandarin characters and basic sentence structures including pinyin (sounds and tones). The program makes connections between language and culture, comparing different ways of communication in familiar contexts across cross curriculum areas and school priorities. Where appropriate, the program is enhanced with support from state, national or international educational agencies advocating Intercultural cooperation in communication and understanding.

Eco Centre

This past year has seen renewed enthusiasm in and around our Eco Centre. Students and teachers from a range of classes have eagerly taken ownership of garden plots and experimented growing a range of fruits and vegetables and flowers. Depending on the season, students have planted corn, tomatoes, cabbage, lettuce, carrots, celery, garlic, strawberries and cauliflower. Marigolds and sunflowers were also successful.

The reticulation system has been improved and the quality of the water supply has also been improved with the addition of new filtering systems.

Looking forward we will need to condition the soil of our garden beds by adding manure and concentrated nutrients. Some vegetables in particular showed obvious signs of stress and stunted growth.

The Eco Centre is an important and valued component of our school. Students enjoy the 'hands on' approach and derive great pleasure by watching their little seeds or seedlings mature into edible healthy food. The gardening experience provides students with the opportunity to learn skills that can be used outside of school in the real world. It encourages 'enquiry' thought processes and scientifically based discovery.

Cultural

Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a philosophy and practice of recognising the importance of positive relationships among all members of our school community for the purpose of enhancing learning. With this in mind the emphasis over the past five years of PBS at Dalyellup Primary has been on:

- Establishing and teaching clear expectations for all staff and students in all settings
- Modelling and celebrating these expectations
- Supporting the whole school community to understand and support the diversity of students
- Understanding the physical and social contexts of behaviour
- The shift is from punishment to teaching and learning to build relationships
- Using data to guide decisions making.
- Develop and implement a whole school encouragement system

2017 was the fifth year of implementation of PBS at Dalyellup Primary School. All staff and committee members (including parents) received significant training, both on and off site, to prepare them to lead at staff and classroom level. All staff were involved in regular training, planned, prepared and delivered by members of the PBS team and designed to get them to reflect upon existing practice, develop and improve teaching practices and to promote a whole school behaviour focus.

All classrooms across the school have fully implemented a PBS station with visual aids, Minor Behaviour Reflection and a Behaviour Matrix on display at all times. Teaching staff, students and parents are able to view and access these stations. A whole school approach to managing minor behaviours was trialled and introduced in 2015 and is now running consistently across the school. Data collected was used to identify areas of concern. This data has also been used to direct explicit teaching of expected behaviours.

The detention of students for poor behaviour has been replaced with a "Time-In" program. Staff are continuing to use PBS reflection and teaching strategies to counsel students in positive behaviour choices and behaviours rather than a punishment model.

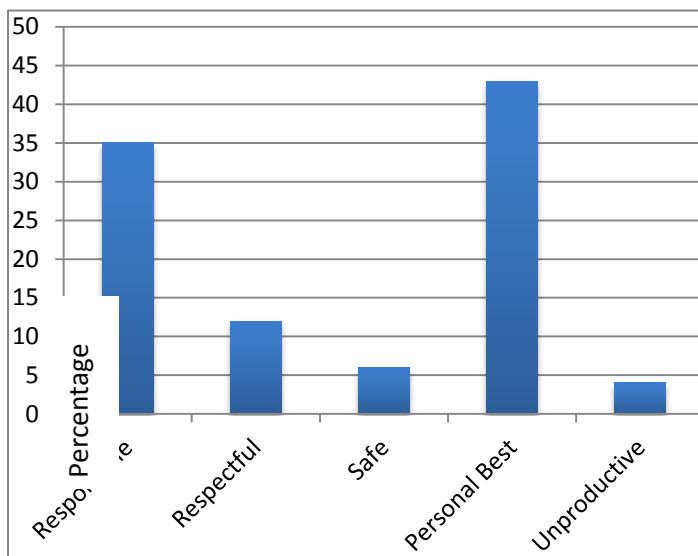
Emphasis was placed upon opening up effective communication channels between the classroom, home and Administration. A Class Dojo system was trialled and introduced successfully as a classroom encouragement system and highly effective home communication tool. A key organisational structure for the PBS committee was the continued practice 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.

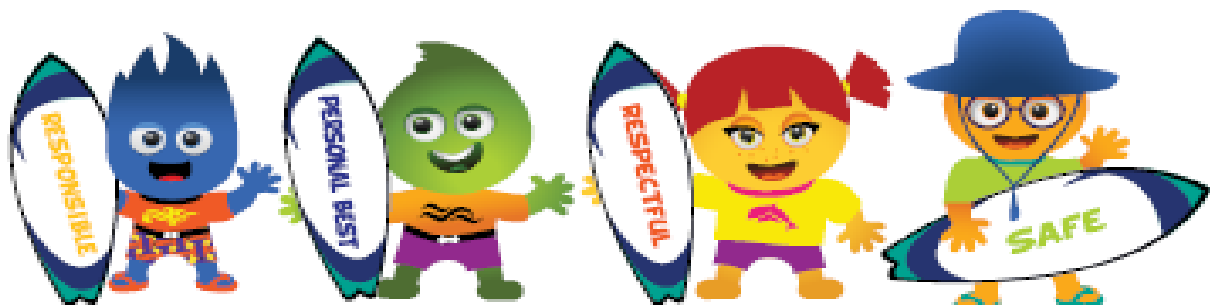
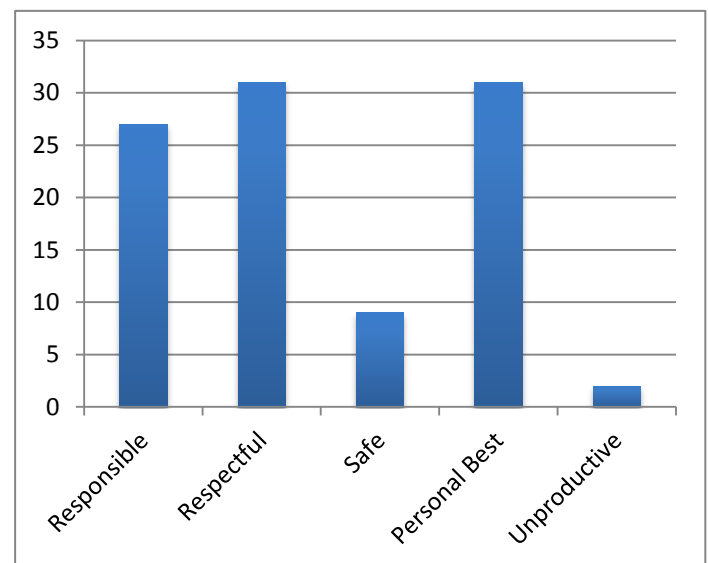
Here you can see a more even spread of feedback to students across the 4 Behaviour Expectations in 2017.

Whole School Dojo Data

2016



2017



Student Leadership 2017

In 2017, approximately forty 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. Faction Captains were elected using a similar process to formalise and raise the profile of their leadership role.

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 and Faction Captains 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

Community

School Board

2017 marks the second year of the second term of the Dalyellup Primary School Board. The enthusiastic board attended 4 meetings throughout the 2017 school year. It reviewed and endorsed strategies for improvement in the learning areas of English, Maths, STEM, Health and PBS as well as Aboriginal and Cultural Awareness. It also reviewed and endorsed:

- School financial reports including 2017 One Line Budget and Funding Agreements
- 2018 Voluntary contributions and charges
- 2018 Personal items list
- Analysis for student performance data including NAPLAN
- Continuation of the YouthCare Chaplaincy program
- A memorial policy

The Principal and the Chair continue to meet each term with Board members from Dalyellup College and Tuart Forrest Primary as a Cluster Board to discuss common issues.

Susie Carter
School Board, Chairperson

School Survey-

Dalyellup Primary School Survey 2016 - Analysis

Staff, parents and students were invited to complete a survey on school operations during Term 4 2016. Responses were recorded using a 5 point scale. The Dalyellup Primary School website contains the complete set of responses received from parents and students.

As per these graphs, the average mark received on each item is recorded at the end of the item – it is these marks recorded in the analysis below.

Parents

Responses were received from 34 parents. Respondents were predominately female (94%), with 65% of the responses coming from parents with children in Years 4, 5 or 6.

The move by the school away from paper based communications was strongly supported, with 77% of respondents agreeing or strongly agreeing that it was a positive move. 12% of respondents disagreed or strongly disagreed with this strategy.

The school has focussed strongly on student behaviour and attitude in recent years, with the implementation of the PBS program (Positive Behaviours in Schools). Parents are overwhelmingly in favour of this program and the impact it is having (74%), with only limited opposition (6%). 21% of parents are undecided about the program and it is hoped that these people will embrace the program in the years to come.

The increased use of technology in classrooms (iPads, computers, etc.) is seen as a good thing by the majority of parents (68%), however there is still some opposition with 21% of respondents undecided and 12% disagreeing or strongly disagreeing with their usage in schools.

Parents were most positive about

- Being able to talk to their child's teacher about concerns (4.5)
- Their child liking being at Dalyellup Primary (4.5)
- Teachers expect my child to do his/her best (4.4)
- The school being well maintained (4.4)
- Teachers motivating my child to learn (4.4)

Parents were most concerned about

- Student behaviour (4.0) * up from (3.8) in 2014
- Child feeling safe at school (4.2)
- Taking parent opinions seriously (4.2) * up from (4.0) in 2014
- Child's learning needs being met by the school (4.2) * up from (4.0) in 2014

Students

Responses were received from 190 Year 5 and 6 students (up from 154 in 2014). 55% of the respondents were female, with 8% of respondents identifying as Aboriginal. Children were generally very positive of their teachers, with 86% classifying their teacher as being a "good" teacher, and 85% agreeing that their teacher cares about them.

Students were most positive about

- Teachers expecting them to do their best (4.5)
- Teachers motivating them to learn (4.4)
- The school looking for ways to improve (4.3)
- Liking being at school (4.2)
- Feeling safe at school (4.2)

Students were most concerned about

- Student behaviour being well managed at school (3.7) * up from (3.6) in 2014
- Talking to their teacher about concerns (3.8) * down from (3.9) in 2014
- The school taking student opinions seriously (3.9) up from (3.8) in 2014

Staff

Responses to the survey were received from 33 members of staff (down from 40 in 2014). 61% of respondents were full time employees and 88 were female. 67% of respondents identified their role as teaching. Staff respondents believed the move to digital communications was effective (79%), with 79% also believing that the use of iPads in classrooms was assisting students to improve their learning outcomes. 73% agreed that the PBS initiative was having an impact upon students behaviour, with 21% currently unsure.

Staff were most positive about

- Teachers at the school expecting students to do their best (4.9) * up from (4.8) in 2014
- The school being well maintained (4.7)
- Teachers treating students fairly (4.6)
- Parents can talk to teachers about their concerns (4.6)
- Teachers motivate students to learn (4.6)

Staff were most concerned about

- The school taking staff opinion seriously (3.9)
- Receiving useful information about their work at school (4.0)
- Feeling well supported at this school (4.2)

Conclusion

Examination of the responses from the survey completed by students, parents and staff indicate some areas of common concern and provide direction for future intervention.

Student Behaviour

Student behaviour continues to be the area of greatest common concern amongst students, parents and staff. The school commenced classroom introduction of PBS (Positive Behaviour in Schools) program in 2015 and the effects of this whole school program is beginning to have an impact. All three surveyed groups, noted improved performance in this area, and with on-going professional learning for staff and dedicated behavioural lessons for students, continued improvements in this area are anticipated.

Teacher expecting students to do their best

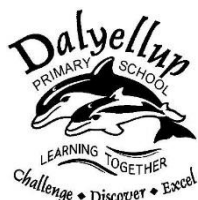
This was the most highly rated item across the 3 respondents groups. Having high expectations for student achievement is critical for achieving academic success, and it is very pleasing that all members of the school community rate this as something the school does well.

I like being at this school/ I feel safe at this school

Parents and students both expressed positive sentiments about wanting to attend Dalyellup Primary and feeling safe at the school. The survey was completed prior to the construction of the perimeter security fencing and it will be interesting to see sentiment in this area increase in forthcoming surveys.

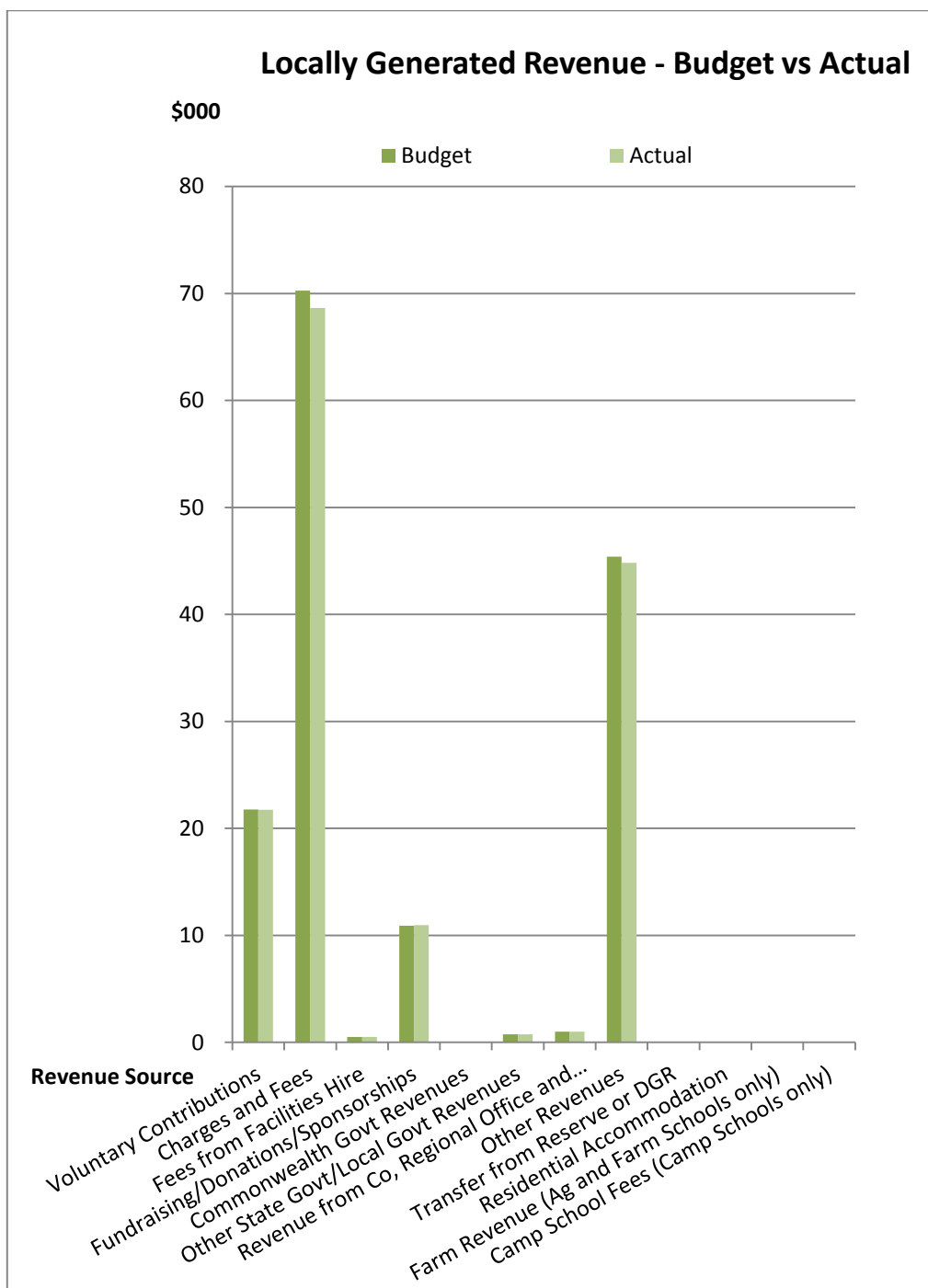
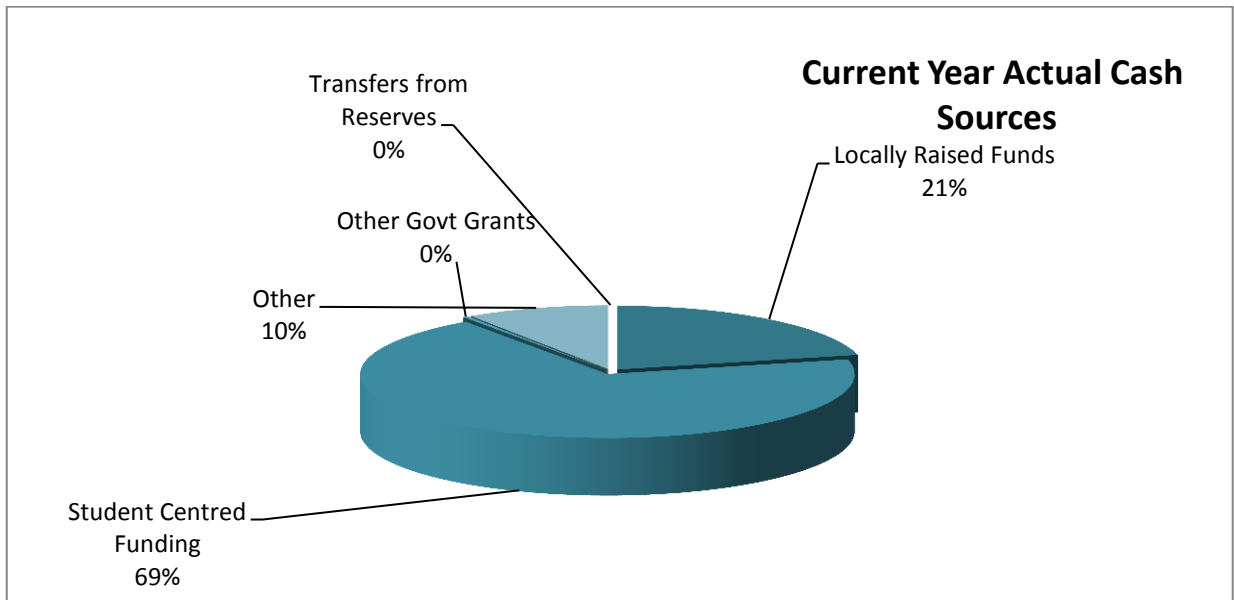
School Finances –

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.

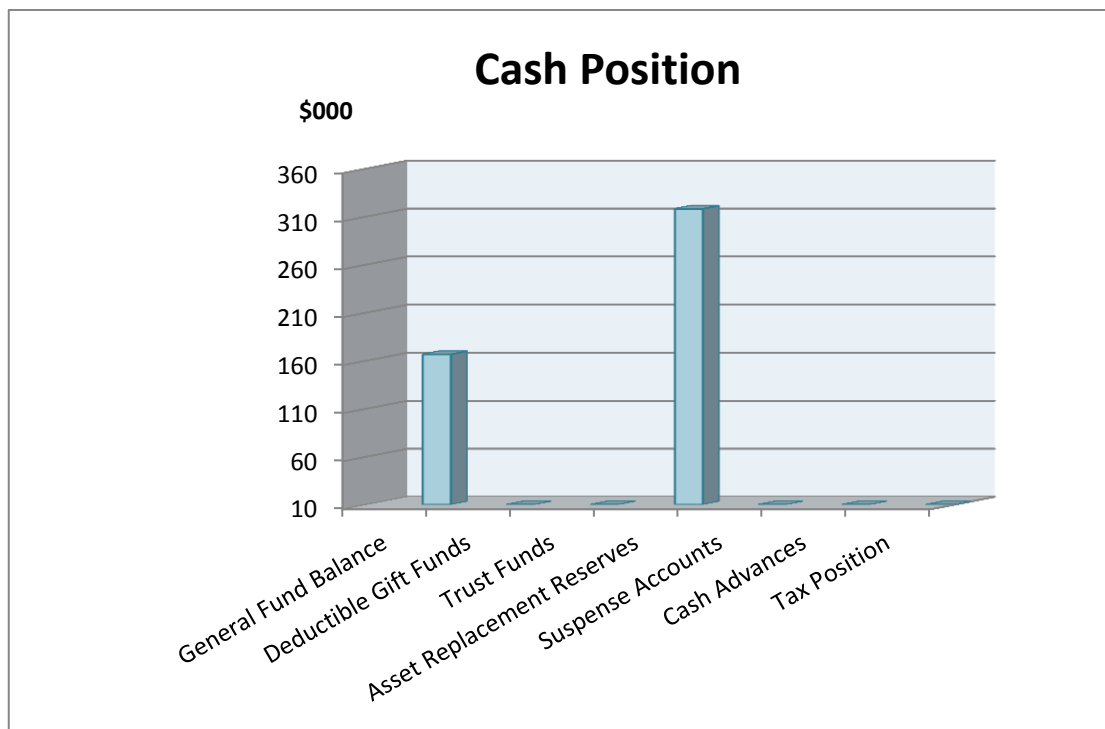


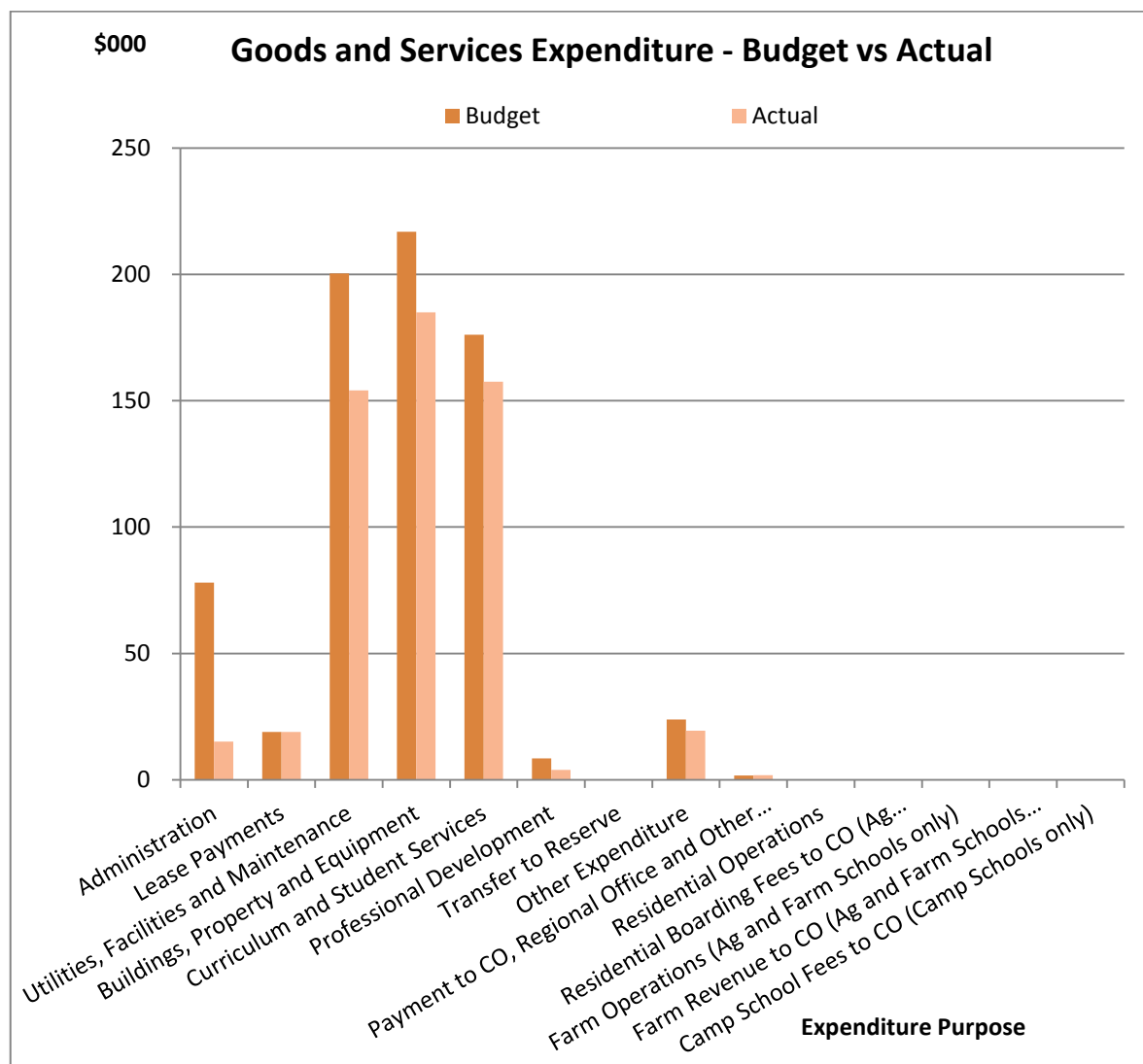
Dalyellup Primary School Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 21,762.00	\$ 21,755.20
2	Charges and Fees	\$ 70,256.00	\$ 68,637.98
3	Fees from Facilities Hire	\$ 500.00	\$ 500.00
4	Fundraising/Donations/Sponsorships	\$ 10,899.00	\$ 10,949.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,011.00	\$ 1,010.95
8	Other Revenues	\$ 45,396.00	\$ 44,826.79
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 150,574.00	\$ 148,430.07
	Opening Balance	\$ 244,264.60	\$ 244,264.60
	Student Centred Funding	\$ 329,496.25	\$ 329,495.72
	Total Cash Funds Available	\$ 724,334.85	\$ 722,190.39
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 724,334.85	\$ 722,190.39



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 77,970.85	\$ 15,068.92
2	Lease Payments	\$ 18,973.00	\$ 18,978.72
3	Utilities, Facilities and Maintenance	\$ 200,364.00	\$ 154,101.46
4	Buildings, Property and Equipment	\$ 216,814.00	\$ 184,904.70
5	Curriculum and Student Services	\$ 176,112.00	\$ 157,549.51
6	Professional Development	\$ 8,500.00	\$ 3,866.61
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 23,841.00	\$ 19,429.42
9	Payment to CO, Regional Office and Other Schools	\$ 1,760.00	\$ 1,808.18
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 724,334.85	\$ 555,707.52
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 724,334.85	\$ 555,707.52
	Cash Budget Variance	\$ -	





Cash Position as at:		
Bank Balance	\$	484,976.07
Made up of:	\$	-
1 General Fund Balance	\$	166,482.87
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	317,960.00
5 Suspense Accounts	\$	2,736.20
6 Cash Advances	\$	-
7 Tax Position	-\$	2,203.00
Total Bank Balance	\$	484,976.07

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.