



# Annual Report

## 2018





## 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 2018 school year was a very busy and successful one for staff and students of Dalyellup Primary School. Our student numbers continue to decline (see student numbers table) and it is anticipated that this decline will continue for the foreseeable future, before stabilising around a total student population of approximately 500 students. The decline is due mainly to the opening of Tuart Forest Primary School, and the equalisation of student numbers amongst the 2 state schools operating in Dalyellup Estate. The opening of the Baptist College to commence the 2019 school will also have an impact upon student numbers. The decline in student numbers means that we have had a number of transportable classrooms removed, creating more play space for our children. This enabled us to complete a number of ground improvement projects during 2018.

These projects included;

- Completion of the installation of a filtration system to our play area
- Installation of a solid shade structure over our central play area
- Painting our sea containers
- Installation of a "Pirate Ship" in our Early Childhood area, courtesy of the Dalyellup Men's Shed

The end of the 2018 school year also brought an end to the tenure of Mr Greenmount as Dalyellup Primary School Deputy Principal. Mr Greenmount was appointed as the substantive Principal of Carey Park Primary School to commence in 2019. Mr Greenmount worked at Dalyellup Primary School for 16 years and played an integral role in the establishment of Dalyellup College, and in the separation of Dalyellup Primary School from Dalyellup College.

The end of 2018 also saw the end of tenure for our 4 elected parent representatives on the Dalyellup Primary School Board. These people have completed their 3year term, and all have indicated that since they no longer will have children enrolled at Dalyellup Primary, they will not be seeking re-election. On behalf of the entire Dalyellup Primary School community, I would like to thank Suzi Carter, Karen Swainsen, Nicole Havelberg and Karen McDavitt for their efforts and energy in guiding our school over the last 3 years. Elections for parental representation on the School Board for the next 3 years will be held during Term 1 2019.

I commend the staff of Dalyellup Primary School for their efforts delivering quality curriculum to the students at our school. Much work has been done on upskilling staff in Instructional Strategies to better meet individual student need and devising suitable programs to identify students identified as Tier 2 within our PBS program. We have also looked at engagement and extension strategies in Mathematics, as well as how to improve our students' performance in Spelling and Reading. An outline of the strategies we are implementing, the targets we are aiming for and what progress we are making is contained further within this report.

Please contact the office if you wish to discuss in greater detail any element of the Annual Report.

## Student Numbers

Dalyellup Primary School commenced the 2018 school year with 626 children from Kindergarten to Year 6. The breakdown of years at school and gender is included in the table below

	Male	Female	Total
Kindergarten	43	34	77
Pre Primary	23	41	64
Year 1	36	30	66
Year 2	48	37	85
Year 3	27	37	64
Year 4	45	37	82
Year 5	49	42	91
Year 6	48	49	97
Total	319	307	626

There were a total of 51 Aboriginal students enrolled.

## Attendance

### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2016	92.6%	92.6%
2017	92.9%	92.7%
2018	91.8%	92.6%

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
2016	91%	92%	92%	94%	93%	92%	94%
2017	92%	93%	93%	93%	93%	93%	93%
2018	90%	92%	92%	91%	93%	93%	92%
WA Public Schools 2018	92%	92%	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 2018 was as follows:

Dalyellup	529	84%
Gelorup	48	7%
Stratham	17	2%
Other	8	1%
Bunbury	7	1%
Pelican Point & Eaton	6	Less than 1%
Usher	5	Less than 1%
Boyanup & North Boyanup	3	Less than 1%
South Bunbury	2	Less than 1%
College Grove	1	Less than 1%

Students attending Dalyellup Primary School come from 14 different countries.

### Staffing

The 2018 school year commenced with the following staff employed at Dalyellup Primary School.

#### Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	3	2.7	0
Other Teaching Staff	40	29.2	0
<b>Total Teaching Staff</b>	<b>43</b>	<b>31.9</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.8	1
Other Non-Teaching Staff	18	13.0	0
<b>Total School Support Staff</b>	<b>23</b>	<b>17.8</b>	<b>1</b>
<b>Total</b>	<b>69</b>	<b>52.7</b>	<b>1</b>

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 2018, 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**

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 greater focus on Guided Reading will be a focus in 2019 as our NAPLAN data indicated a drop in our year 3 and 5 results. This could be as a result of the data not being consistent with previous years due to the introduction of NAPLAN online. 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 2019.

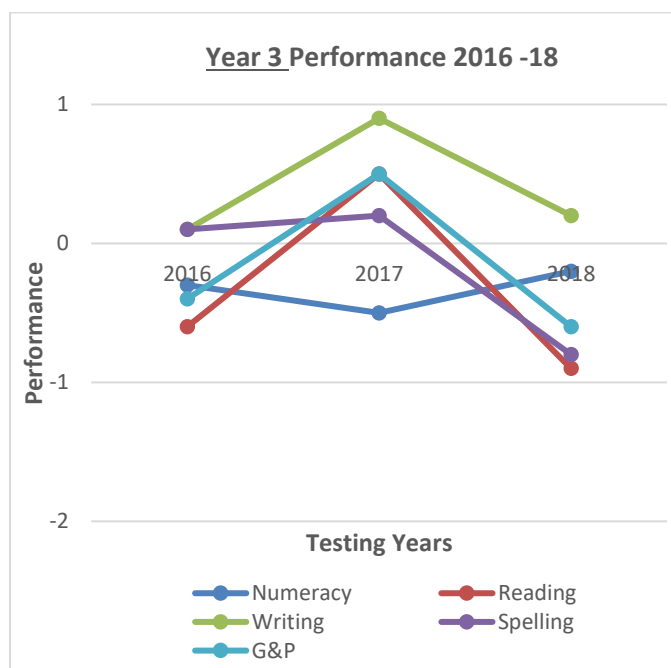
We have also focused on spelling as part of the writing process. All primary classes are using the “Smart Words” spelling program. Parents are asked to provide a student work book for their children to use. In 2018 we developed a scope and sequence to regulate the delivery of the spelling program. It was decided by the English Committee to have year levels assigned 3 books a year that are expected to be covered. In 2018 we didn’t reach that goal but we will continue to pursue this target in 2019. 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 commenced using a whole school “WOW” Word of the Week. A 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. In 2019 the focus for the WOW will continue to be mathematical vocabulary as this links with the mathematics focus for the school.

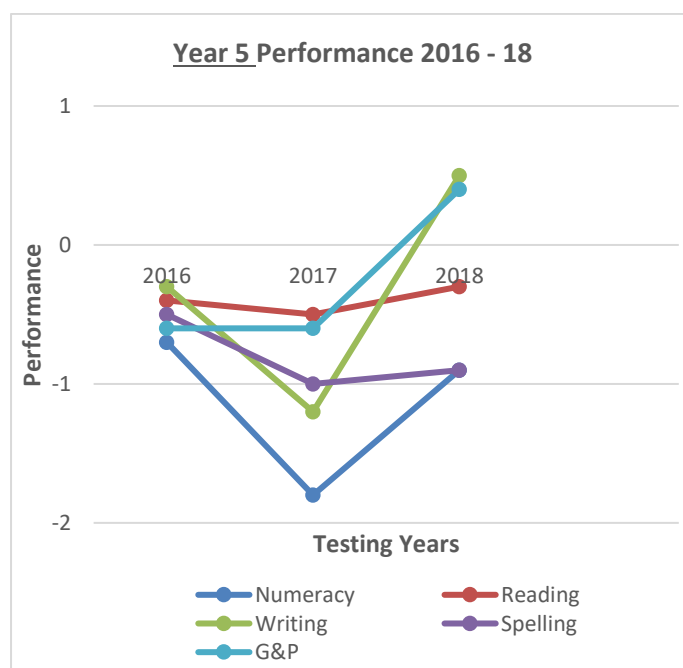
In 2018 we continued to use the Brightpath writing assessment tool developed by WAPPA. K – 2 will be assessing recounts and years 3 -6 narratives over the course of the year. We are aiming to map the progress of our students in writing using the assessment/planning tools embedded in the program. The 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 Brightpath across the cluster. In 2019 we are focussing on Persuasive text for the year 2 – 6 students.

Our results in the English area from the 2018 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 6 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 ACER Maths PAT Test (Yr. 1 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 PAT 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 Yr. 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 and its distribution amongst staff at the start of 2017, to begin implementation.
- Targeted Professional Learning aimed at the development of staff skills and abilities in relation to Australian Curriculum implementation. In 2018 the staff were presented with an extensive series of Mathematical Mindset Workshops focused on the development of the positive approach to Mathematics by staff, students and the wider community, based on Carl Dweck's and Jo Boaler's Mathematical Mindset research at the University of Stanford. The emphasis was put on the establishment of the safe mathematical environment, development of the Number Sense through Number Talk instructional strategy, focus on incorporating the four Proficiency Strands into an everyday Mathematics lesson, effective strategies for practising basic facts of all operations and the introduction to open-ended tasks and problem solving strategies. The workshops will continue to be conducted with all staff in 2019.
- Ongoing support provided to all staff by the school's Mathematics Coordinator.

### Instructional Strategies

In 2017 / 2018 an opportunity to attend 10 days of Instructional Strategies training was taken up by Dalyellup Primary. Karen Taylor, Kelly-Anne Walsh and Brad Snelling attended the Barry Bennett sessions.

We commenced by surveying of staff to determine baseline data on teacher's strengths and weaknesses as identified by the teachers themselves using a Rubric that places the teacher's skills into Mechanical, Routine and Refined.

As a result of our findings, the team determined the staff would benefit from Professional Learning in the 8 Instructional Concepts (Safety, Belonging, Individual Accountability, Novelty, Respect, Interest, Active Participation, Meaningful).

Through a process which gave teachers the choice of being viewed by a Mentor, working with a Peer of choice and Mentor modelling was implemented and well received by most staff. Staff became more open to the process as it was seen to be less intrusive or intimidating than first thought.

The 8 Instructional Concepts focus has remained with Effective Questioning and use of Blooms Taxonomy also being added to our teaching priorities.



## **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.

### ***By the end of 2018:***

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- 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.
- It was decided to give **Year 3** students the option of bringing a BYO device in term 4 in preparation for **Year 4**.

## **STUDENT SERVICES**

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.

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

Mr Snelling is a level 3 teacher; he has received training in “Mental Health” strategies to assist with the identification of students who may be at risk of a mental health condition. He was allocated a day to assist identified students to cope with a range of mental health conditions in conjunction with the chaplain, school psychologist and administration team.

## **Science –**

Science continued to be a focus for 2018. Staff had access to the Primary Connections Kits including new kits which were added to support their teaching in addition to the range of hands on equipment previously purchased.

Staff are expected to use the Primary Connections resources to develop their confidence and competence in delivering the Science curriculum. The Primary Connections resources continue to be maintained and added to when new kits become available. An Edmodo group is available for queries and informal professional learning.

The Science committee was available to assist staff with ideas and motivation to engage in “Science Week” activities and throughout the year as required.

We celebrated our learning in Science throughout the school with “Science Week”, culminating in a celebration assembly. Everybody interpreted the theme of 'Game changers and Change Makers' in their own unique and age appropriate way. Staff engaged in a 'Brain Break' morning tea and participated in a science quiz.

Year 6's have participated in the 'Science and Engineering challenge' which is held annually by Engineers Australia. Year 5's have had the opportunity to participate in the 'Solar Car Challenge' run by Synergy and take part in GWN's Weather watch.

The school engaged in PAT testing in Science for the first time to collect data to help in planning and decision making for the future.

## History –

During 2018 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” were purchased to allow 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 2018 Mr. Snelling and Mrs. Mayberry held a theatrical performance with the Production of “The Jungle Book”.

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.

The cast and crew received positive feedback from parents.



## Visual Arts Review of 2018

The Visual Arts program for 2018 included a whole school project. This project comprised of recycled plastic lid panels depicting various school learning areas. The panels have been mounted in the school’s undercover area. Families collected various sized lids for a period of 12 months. The children cleaned, colour sorted and placed lids on the illustrated panels.

This year the students studied the art works of Kandinsky and Haring. Kandinsky is an abstract expressionist who used music to inspire his creative thoughts. We also listened to classical music to enhance our abstract ideas.

When learning about Keith Haring students explored contemporary street art, body movement, Primary/ secondary colours, shape and line.

This year the students also looked into African Art and animals. We did guided animal drawing, looked at African traditional patterns and masks, as well as landscape paintings of the African savannah, with a focus on understanding foreground, middle ground, background, overlapping and texture.

## Physical Education –

2018 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 to the champion school at the 2018 BPSSA Interschool Athletics Carnival. The school’s team performed extremely well with the jumping and throwing events and in the track running events. As usual, our school swimming team performed very well at the 2018 SWPPS Interschool Swimming Carnival. 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 2018 faction captains! 2018 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:

2018	Faction Swimming	97 students Yr 3-6
2018	Faction Swimming Champions	Dampier
2018	Interschool Swimming	27 students Yr 4-6
2018	SWPPS Champions Shield – runners-up	Dalyellup PS swim team

### Cross Country:

2018	Faction Cross Country	Yr 1-6 Dampier
2018	Senior Champions	Yr 4-6 Dampier
2018	Junior Champions	Yr 1-3 Oxley
2018	Interschool Cross Country – runners-up	37 students Yr3-6
2018	WA State Schools Championships	32 students Yr 4-6

### Winter Sports Carnival:

Soccer, Football, Hockey and Netball teams	107 students Yr 5-6
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### Athletics:

2018	Faction Athletics-track & field, team games	All students Yr4-6
2018	Champion Athletics Faction	Dampier
2018	Interschool Jump & Throws	33 students Yr 4-6
2018	Interschool Track & Team Games	57 students Yr 4-6
2018	BPSSA Champions Shield – runners-up	Dalyellup PS athletics team

## LOTE -

The Chinese Second Language Program is one hour per week and students learn language basics and the culture through various activities

The program focused on exploration of writing, reading frequent common words and attempts at basic oral communication. In exposing our students to the cultural norms of the Chinese people, students studied elements of Chinese history, geography, art – making of the terracotta warriors, music, protocols, associating key Mandarin words about historical and contemporary China. Work has been done in the senior grades with encoding and decoding Mandarin characters and basic sentence structures including pinyin (sounds and tones) through the use of the iPad and on paper.

The program makes connections between language and culture, comparing different ways of communication in familiar contexts across cross curriculum areas and school priorities. All these provide further opportunities and differentiation for students with varying abilities to be extended at

their levels. It also assists in providing more opportunities to cover their strengths in other areas of study in mathematics, arts and music with a cross curriculum approach.

Where appropriate, the program is enhanced with support from state, national or international educational agencies advocating Intercultural cooperation in communication and understanding. One such project in 2018 was working in a cluster with Tuart Forest Primary School and a Singapore primary school through the Asian Education Foundation. The theme was Global citizenship whilst achieving Australian Curriculum outcomes in listening, responding, speaking, reading and writing. Teachers explored ways of working collaboratively to include opportunities for teacher practices in science, music, language, ICT and any other areas that could make an interconnected and relevant approach for the cluster and students in their study.

For the fourth year the Confucius Institute of Western Australia had provided a language assistant to our school to support students in extending their literacy repertoire, understand language and culture. Dalyellup Primary School has been working together with the City of Bunbury's Sister City in China. Students get further opportunities to have fun and experience interactive cultural activities throughout the year as the City hosts public events that bring international performers from China to Bunbury.

### **ECO Centre -**

The Eco Centre has once again been a popular location for several classes, particularly the lower grades. The commencement of the 2018 school year saw enthusiastic bidding for plots of land with some staff claiming ownership from the previous year. However, amicable agreement has mostly resulted and staff and students were again faced with the decision of what to plant and when. Last season/year most of the usual vegetables were planted with varying success come harvest time. Watermelon was a popular addition with several tasteful melons being shared amongst students.

Moving forward, it is critical that the soil continues to receive an annual boost of sheep manure or similar. Furthermore, the existing reticulation system will need upgrading in some areas. It is crucial that the eco centre be watered regularly over the summer school break, otherwise it will be a 'fruitless' undertaking planting varieties that reach maturity and are ready for picking in late January and into February.

If finances would allow, it would be great to see some medium sized shrubs or trees planted outside of the centre along the fence line. This would provide some shade relief from the hot afternoon sun as well as enhance the ambience of the area. Lemon trees is one suggestion that could be considered. Passion fruit along the wire fencing could also be well suited.

The potential of our Eco Centre is still far from being reached. The centre continues to provide learning opportunities for many students who may otherwise not experience the joy of planting, caring for, harvesting and tasting fresh vegetables and fruit.

### **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 six 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

2018 was the sixth year of implementation of PBS at Dalyellup Primary School. All staff and committee members continued receiving 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.

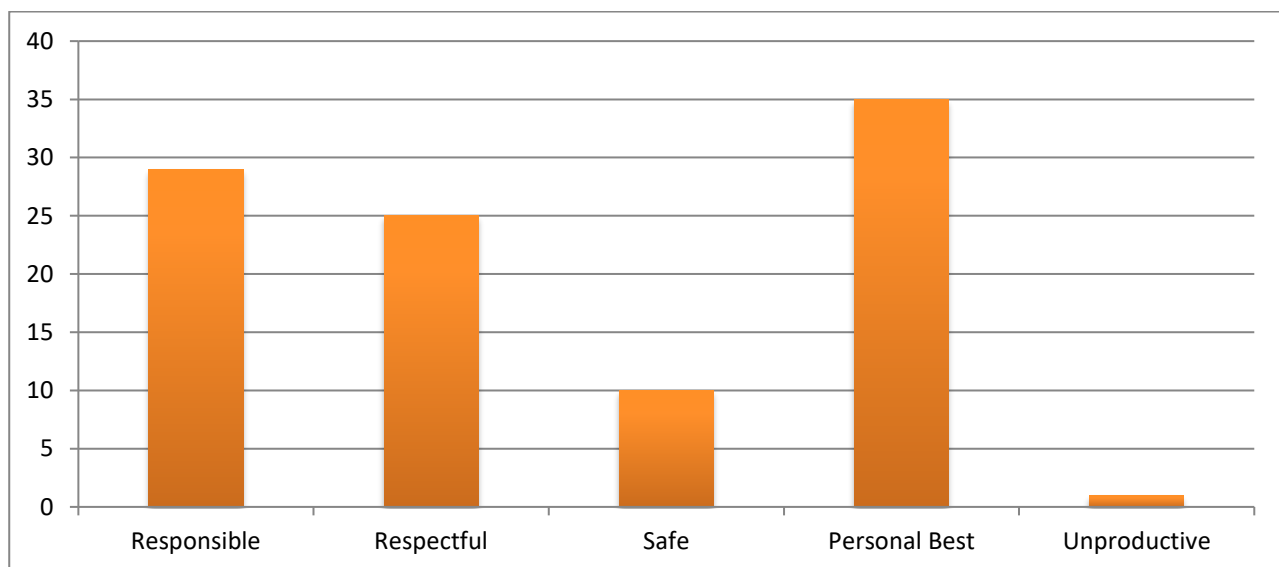
All classrooms across the school have fully implemented a PBS station with visual aids, Minor Behaviour Reflection and a Behaviour Matrix on display at all times. Teaching staff, students and parents are able to view and access these stations. A whole school approach to managing minor behaviours was 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 continuing trend for even spread of feedback to students across the 4 Behaviour Expectations in 2018.

### **Whole School Dojo Data 2018**



## **Student Leadership 2018**

In 2018, 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 faction tokens
- 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 fundraising each term. A focus on local concerns is encouraged
- Meeting with students to gather concerns and ideas
- Weekly meetings with Student Leader Coordinator
- Assisting duty teachers when required
- Running activities and assisting the P&C at the school fete
- Assisting staff and organising students for their events at faction carnivals

At the end of the year the Student Leaders and Faction Captains for Semesters 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**

2018 marks the final year of the second term of the Dalyellup Primary School Board. Board members attended 4 meetings throughout the 2018 school year. It reviewed and endorsed the school's 2018 Priorities in the learning areas of Spelling, Guided Reading, Brightpath, Paragraphing, Problem Solving (Maths & English) as well as the Positive Behaviour Support Program-Instructional teaching strategies. It also reviewed and endorsed:

- 2017 Annual Report
- School financial reports including 2018 one Line Budget and Funding Agreements
- 2019 Voluntary Contributions and Charges
- 2019 Personal items and new suppliers (removing commission to keep prices more affordable)
- Analysis for student performance data including NAPLAN
- Whole School Inclusivity Plan
- Minor upgrades to the school including an additional flag pole to fly the Aboriginal Flag
- 2019 Chaplain funding
- 2019 School Priorities-Instructional Strategies, Maths, Reading
- 2019 Preliminary Budget

The Principal and the Chair continued to meet each term with Board Members from Dalyellup College and Tuart Forest Primary School as a Cluster Board to discuss common issues and strategies.

As this was the last year of the current Board, I would like to thank the outgoing Board members for their commitment and enthusiasm during the 2016-2018 term.

Susie Carter

School Board, Chairperson 2018

## **School Survey-**

### Dalyellup Primary School Survey 2018 – Analysis

Staff, students and parents were invited to complete a survey on school operations during Term 4 2018. Responses were recorded using a 5-point scale. The Dalyellup Primary School website contains the complete set of responses received from parents and students.

The 5-point scale used to grade responses is aggregated for each individual response and assigned to each question. Responses range from “Strongly Disagree” (value of 1) through to “Strongly Agree” (value of 5). Where a question records a value of 3 or above, the overwhelming majority of respondents have a positive view of that item.

#### Parents –

Responses were received from 55 parents. Our largest number of responses came from parents of Year 4 students (26%), with our smallest response coming from parents of Year 1 students (4%).

84% of respondents indicated that they used Class Dojo as the main electronic platform to contact the school. 100% of respondents supported the installation of security perimeter fencing and the requirement for all visitors to the school during the course of the day to enter through the Administration area.

Parents were most positive about:

- I can talk to my child’s teacher (4.2)
- Teachers at this school expect my child to do well (4.0)
- This school is well maintained (4.0)
- Teachers at this school motivate my child (4.0)
- My child is making good progress (4.0)

Parents were most concerned about:

- I would recommend this school to others (3.3)
- Teachers at this school care about my child (3.5)
- Student behaviour is well managed (3.5)

#### Student-

Responses to the survey were received from 180 students from Years 5 and 6. 52% of the respondents were male (93 students), with 48% of respondents’ female (87). 11% of the students responding identify as either Aboriginal or Torres Strait Islander. Children were generally very positive about their teachers with 84% responding that their teacher are “good” teachers and 85% agreeing that their teachers care about them. Only 9% reported they felt unsafe at the school (1% strongly disagreeing with this statement).

Students were most positive about:

- Teachers expect me to do my best (4.5)
- This school is well maintained (4.3)
- My school looks for ways to improve (4.3)
- My teachers are good teachers (4.3)
- My teachers care about me (4.2)

Students were most concerned about:

- Student behaviour is well managed (3.5)
- I can talk to my teacher about my concerns (3.8)
- This school takes student opinions seriously (3.8)



### Staff-

Responses to the survey were received from 44 members of staff, 70% of whom were teachers. 86% of the total respondents were female, 84% of respondents identified as being permanent members of the Education Department workforce.

Staff were most positive about:

- Teachers at this school care about their students (4.8)
- Teachers at this school expect students to do their best (4.7)
- Teachers at this school treat student fairly (4.6)
- Teachers at this school are good teachers (4.6)

Staff were most concerned about:

- I receive useful feedback about my performance (3.7)
- This school takes staff opinion seriously (3.9)
- Staff are well supported at this school (3.9)

### Conclusion-

An examination of the responses from the survey completed by students, parents and staff indicate some areas of common agreement.

Teachers care – responses across the 3 groups show that teachers care about the students in their class, want them to do well and that students are strongly of the belief that their teachers are good teachers. Having high expectations from all parties is an essential element of school success, and it is pleasing to see that there is such a high level of trust and respect for Dalyellup Primary School staff.

Student behaviour – managing student behaviour is an ongoing issue in all schools, and Dalyellup Primary School is no exception. Schools are having to manage an increasing number of students who have significant behavioural/ emotional issues, with increasing levels of defiance, aggression and dysfunction being noted. The school now has a strongly established PBS (Positive Behaviour in Schools) process that is proving effective for the vast majority of our student body. The challenge now is to address the behavioural needs for the small number of repeat offenders who escalate behaviour rapidly.

Recommend this school to other – the most concerning response from the survey was the number of parents who would not recommend the school to others (14 in total). Although significantly outweighed by the number of parents / staff who would strongly recommend the school (67 in total), this is still a response that needs to be investigated more thoroughly.

Liking and feeling safe at school – overwhelmingly children felt safe at school and liked being at school. The added visual security of the perimeter fencing, coupled with the many positive programs implemented by the school, has led to the creation of an environment that is appreciated and trusted by our students. Staff have been working on this area in recent times and this work will continue for the foreseeable future.

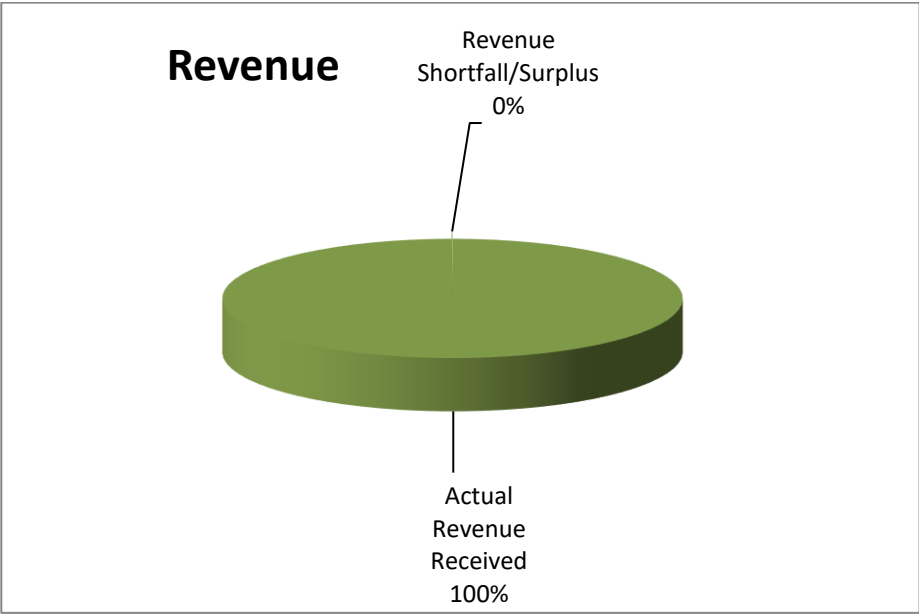
## School Finances –

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.

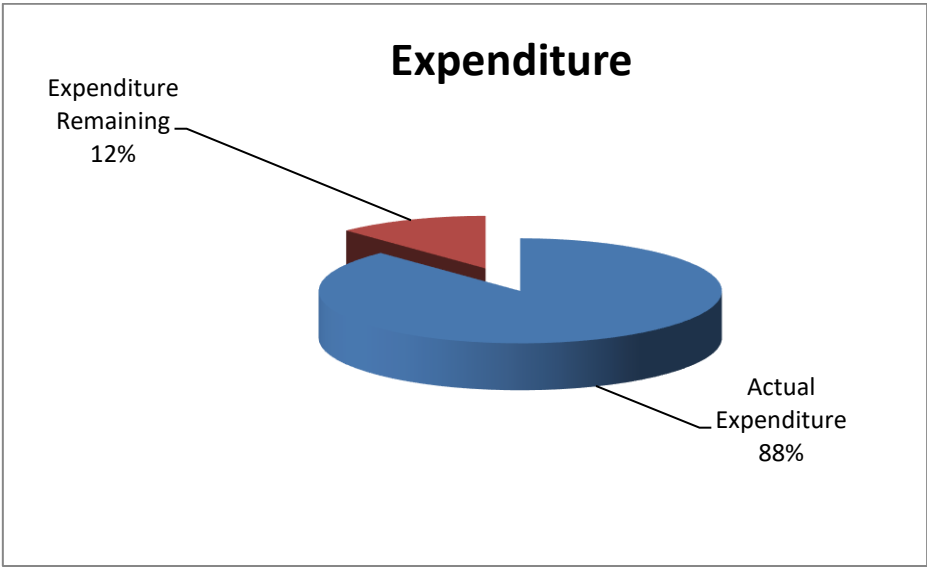


### Dalyellup Primary School Financial Summary as at 31 December 2018

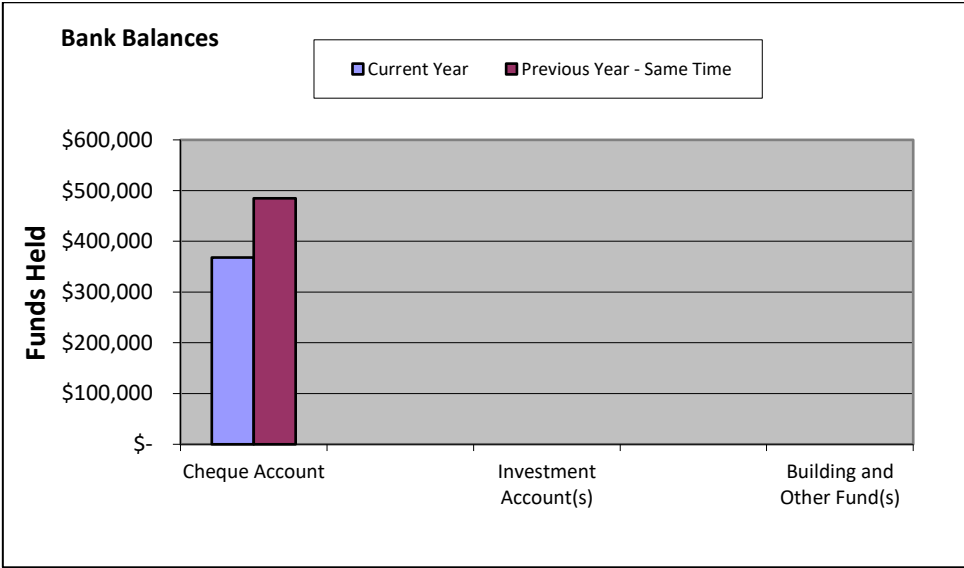
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 166,482.87
Current Year Budgeted Revenue	\$ 362,213.75
Actual Revenue Received	\$ 361,946.19
Revenue Shortfall/Surplus	\$ 267.56
Revenue Collected as a % of Current Budget	99.9%
Total Funds Available	\$ 528,429.06



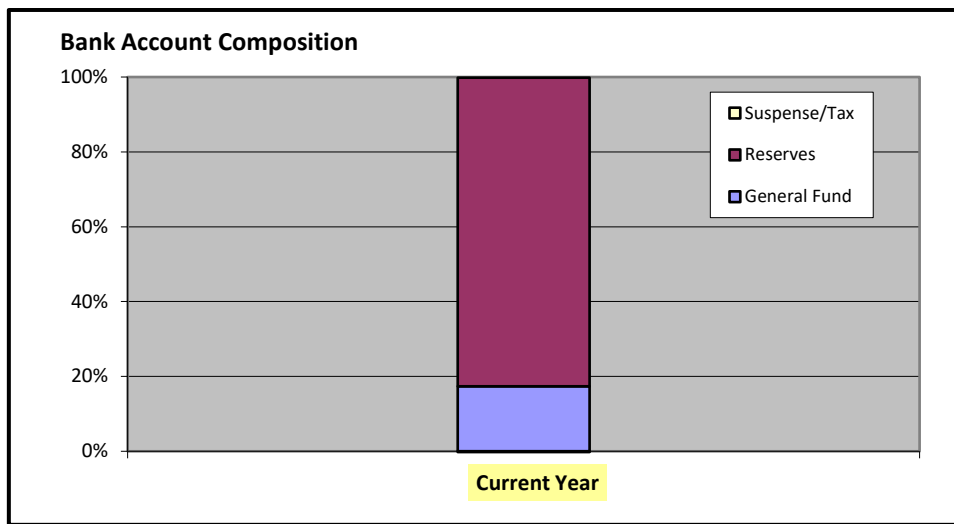
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 528,696.62
Actual Expenditure	\$ 464,328.34
Expenditure Remaining	\$ 64,368.28
Cash Budget Variance	\$ -
Variance as a % of Total Funds Available	0.0%
Actual Expenditure as a % of Budgeted Expenditure	87.8%



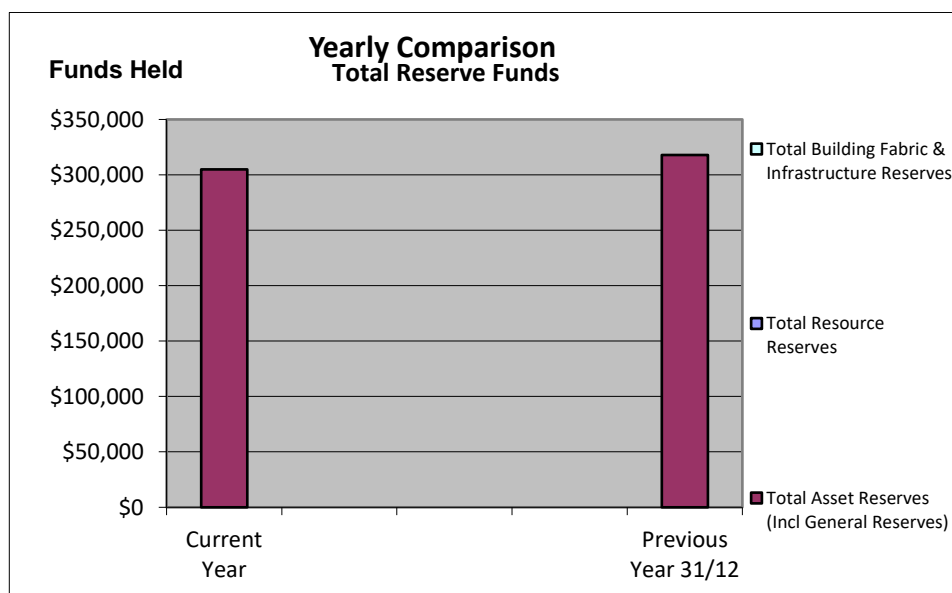
Reconciled Bank Balances:		
	Current Year as at: 31/12/2018	Previous Year - Same Time 31/12/2017
Cheque Account	\$ 368,288.02	\$ 484,976.07
Investment Account(s)	\$ -	
Building and Other Fund(s)	\$ -	
Total	\$ 368,288.02	\$ 484,976.07



Bank Account Composition	
General Fund	17%
Reserves	83%
Suspense/Tax	0%



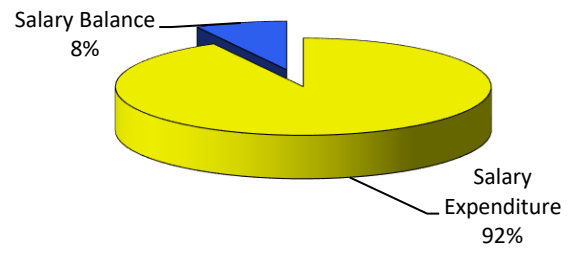
Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 304,960.00	\$ 317,960.00
Total Resource Reserves	\$ -	
Total Building Fabric & Infrastructure Reserves	\$ -	
Total All Reserves	\$ 304,960.00	\$ 317,960.00
Current Year Reserve Transfer Funds Included above	\$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A



## School Salary Allocation (SCFM)

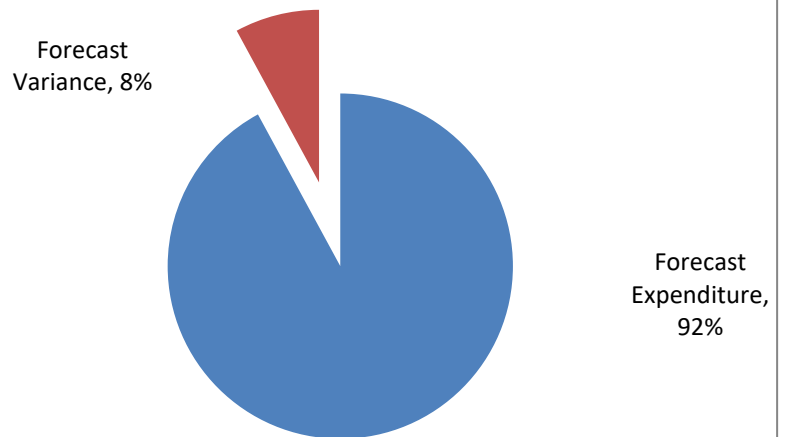
As at 31/12/2018

Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 328,416.00	\$5,428,166.00	-\$ 185,864.00	\$ 5,570,718.00	\$ 5,129,807.00	\$ 440,911.00	92%	\$ 5,129,807.00	\$440,911.00



**Total Charged Salary Expenditure and Balance**

## Total Forecast Salary Expenditure with Variance





## 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.