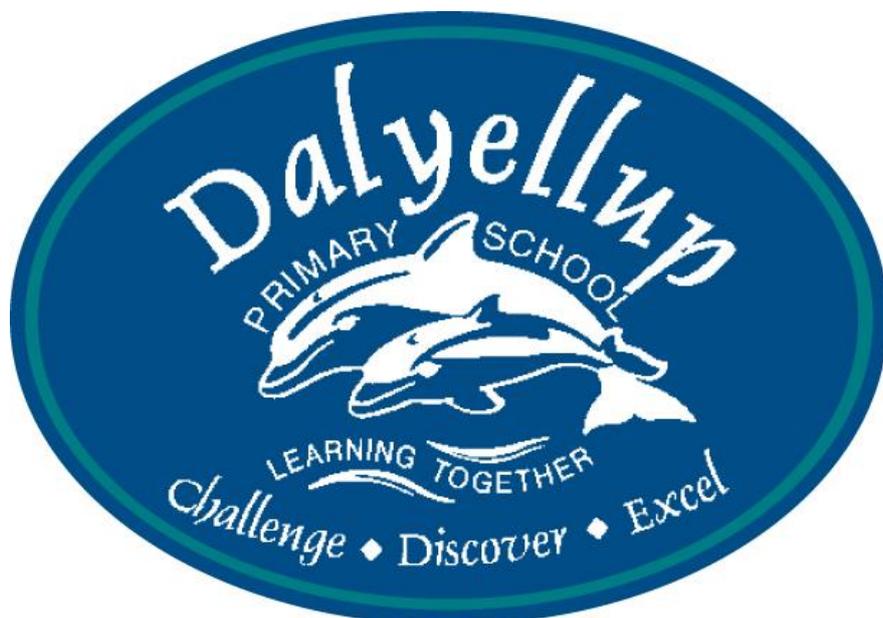




Annual Report

2016



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 2016 school year was a very busy one for Dalyellup Primary School staff analysed data and undertook professional learning in a number of key areas (English, Mathematics, Science, HASS, and Positive Behaviour in Schools) with a view to improving class practice and student performance. Staffing continuity was a key area for management during 2016, with a significant number of staff required to clear long service leave credits. This process has now run its course and is not anticipated to severely impact classroom operations in the years to come.

The Dalyellup Primary School Business Plan 2016-2018 was constructed and approved by the School Board. The Business Plan sets out the direction of the school for the next 3 years, indicating areas of key focus. The Business Plan can be viewed on our website or a hardcopy can be obtained at the front office.

Our student numbers continue to gradually decline (student numbers are contained within a graph later in this report). This trend is expected to continue for the foreseeable future, as our largest year groups are in the senior end of the school. Declining student numbers is also leading to a reduction in staff numbers, with fewer places available for teaching and non-teaching staff.

Significant work has been done on beautifying our grounds, however a number of issues still remain to be resolved. The most significant works project undertaken during the 2016 school year was the installation of perimeter security fencing. Prior to the installation of the fence, the school had been experiencing on going vandalism, damage and anti-social behaviour. In the 2015 Christmas vacation period, damage to school property alone exceeded \$70,000 in repair costs.

Since the installation of the perimeter fencing, vandalism and anti-social behaviour has become virtually non-existent. The quality of the school grounds is an ongoing concern. Since the school was opened in 2005, we have had to install 4 separate bores due to sediment blocking up aperture. Unfortunately the quality of water we are permitted to access is not good and this coupled with frequent breakdowns due to sediment build up had meant that on numerous occasions our grounds are extremely drier. The Department of Education has recently committed to installing a filtration system and reticulation and it is hoped that this will reduce the amount of breakdowns we experience.

Work was also completed on Regan's Playground – nature play area. This playground was designed and constructed by our P&C in memory of Regan Burton, a student was lost in 2015 as a result of a tragic car accident. Regan's Playground was become very popular amongst our students and is frequented at every break, as well as being used for our daily Fitness and Physical Education sessions.

Student Numbers

Dalyellup Primary School commenced the 2016 school year with 660 children from Kindergarten to Year 6. The breakdown of years at school and gender is included in the table below

	Male	Female	Total
Kindergarten	30	30	60
Pre Primary	45	29	74
Year 1	29	31	60
Year 2	41	35	76
Year 3	49	41	90
Year 4	44	56	100
Year 5	47	54	101
Year 6	47	52	99
Total	332	328	660

There were a total of 58 Aboriginal students enrolled.

Attendance

Attendance rates at Dalyellup Primary for the school year, although improved from 2014, were still below the average for all WA Public Schools.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2014	91.6%	92.1%
2015	92.4%	92.7%
2016	92.6%	92.6%

Attendance rates at all years of study (with the exception of Year 3) were below state averages, in some years quite significantly. There is a very strong correlation between regular school attendance, educational achievement and career prospects. Parents need to be aware that their 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
2014	91%	92%	93%	92%	92%	90%	92%
2015	93%	91%	93%	94%	92%	92%	92%
2016	91%	92%	92%	94%	93%	92%	94%
WA Public Schools 2016	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 2016 was as follows:

Dalyellup Beach Estate	549	83%
Gelorup	53	8%
Stratham	19	2%
Bunbury	7	1%
College Grove	6	>1%
South Bunbury	4	>1%
Usher	7	>1%
Capel	1	>1%
Other	14	2%

Students attending Dalyellup Primary School come from 11 different countries.

Staffing

The 2016 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	2	2.0	0
Other Teaching Staff	37	29.2	0
Total Teaching Staff	39	31.2	0
School Support Staff			
Clerical / Administrative	5	3.4	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	22	15.5	0
Total School Support Staff	28	19.4	0
Total	70	53.6	0

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 2015, 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 2017 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 2017.

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 and SA spelling tests indicate age appropriate progress.

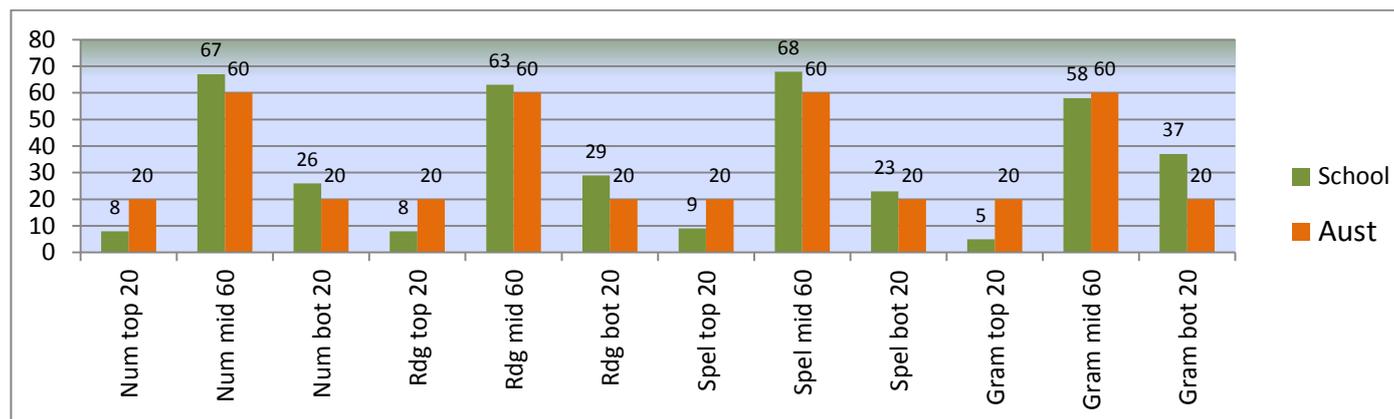
An area for further development has been identified as vocabulary improvement among all students. In 2017 we have commenced using a whole school “WOW” Word of the Week. A junior and senior word is given out at the beginning of each week. Each teacher has been given a scaffolded poster to dissect the 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.

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.

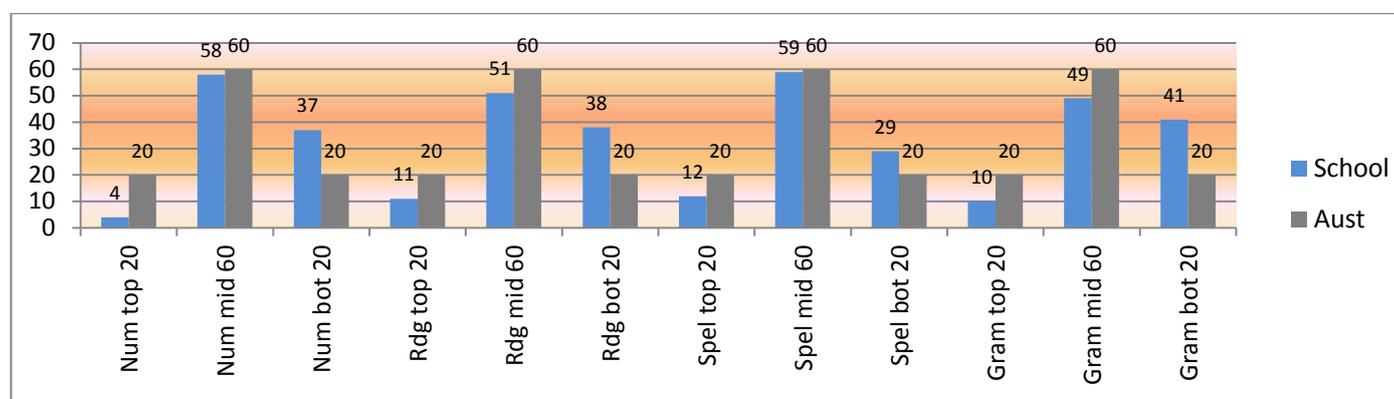
The Dalyellup Cluster identified paragraph writing as an area of concern across all the schools. We have decided to focus on developing a common language to teach paragraphing (the Hamburger model) was chosen. A representative from Dalyellup College spoke at the SDD at the beginning of year. In 2017 we are developing a scope and sequence for teaching paragraphing. Our students in years 1 – 4 are being explicitly taught the skills required in their Library studies period with a specialist teacher.

Our results in the English area from the 2016 NAPLAN testing program were as follows:-

NAPLAN 2016: Student Distribution – YEAR 3



NAPLAN 2016: Student Distribution – YEAR 5



Mathematics

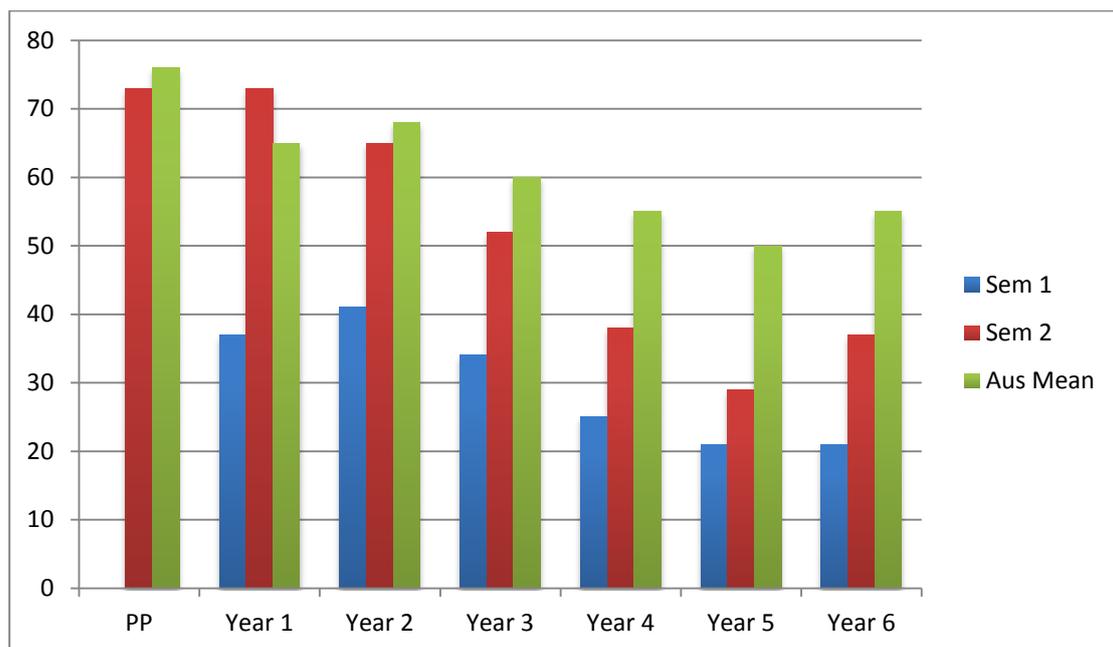
- The Mathematics Learning Area has been one of Dalyellup Primary School's priorities for the past 5 years. In 2013 the school commenced the implementation of the Australian Curriculum in Mathematics, focussing on the following key aspects:
- The development of school specific scope & sequence documents 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). We have introduced in 2014, a Basic Facts One Minute Maths assessment that covers all four operations.

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 yearly.

- 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



Science -

Science continued to be a focus for 2016. Staff had access to the Primary Connections Kits to support their teaching in addition to the range of hands on equipment previously purchased. The school also purchased sets of Science based information books to be used for guided reading.

A Science based incursion allowed middle and upper primary students to explore forensic activities to solve a 'murder mystery' which was well received.

Staff are encouraged 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 2016 many resources were purchased to assist teachers with the implementation of the History Curriculum. This included sets of nonfiction 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, in the teacher resource section. Each year resources are being added to support the teaching and learning 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), rock band, big 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 2016 Mr. Robinson held a theatrical performance with the Production of Chester and Pirate Pat.

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



Visual Arts -

The Visual Arts program of 2016 started with the completion of the Picket Fence Community Project. The pickets are displayed on a fence lining the schools pre-primary playground and on a wall of the schools undercover area.

In 2016, the art elements, mediums and genres were explored by referring to famous artist and art history. The students were introduced to several artists where they learnt about the history of the artist, the artist movement and style. This year's artists were Yaaco Agram-The students made his Agamograph, an abstract kinetic optical illusion construction. Joan Miro - We investigated abstract line and colour to create vibrant Tin Foil Art. Vincent Van Gogh- The children experimented with textured paint to create movement. Leonardo da Vinci - Students were absorbed in high renaissance art and facts. We had fun with the Mona Lisa by turning her into a parody.

This year with the assistance of a grant from P.A.L.S the school proudly has a striking wall mural painted by the internationally renowned indigenous arts Troy Bennell.

Physical Education -

2016 was a very busy and successful sporting year for the students and staff of Dalyellup Primary School. As always, the focus being; "participate if you can and be the best you can be when you do". Dalyellup Primary School was the champion school at the 2016 interschool athletics and were also the winners of the handicap shield at the SWPPS interschool swimming carnival. The sporting year also gave 8 very deserving year 6 students the opportunity to develop as young leaders for their respective factions, well-done and thank you faction captains. Finally, 2016 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:

2016 Faction Swimming	125 students Yr 3-6
2016 Faction Swimming Champions	Dampier
2016 Interschool Swimming	24 students Yr 4-6
2016 SWPPS Handicap Shield winning school	Dalyellup PS swim team

Cross Country:

2016 Faction Cross Country	Yr 1-6 Hartog
2016 Senior Champions	Yr 4-6 Hartog
2016 Junior Champions	Yr 1-3 Hartog
2016 Interschool Cross Country	35 students Yr3-6
2016 WA State Schools Championships	24 students Yr 5-6

Winter Sports Carnival:

Soccer, Football, Hockey and Netball teams	102 students Yr 6
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Athletics:

2016 Faction Athletics-track & field, team games	All students Yr4-6
2016 Champion Athletics Faction	Hartog
2016 Interschool Jump & Throws	48 students Yr 4-6
2016 Interschool Track & Team Games	60 students Yr 4-6
2016 BPSSA Champion School	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.

iPad Integration Program -

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

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

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

Commencing in Semester 2, 2013 and continuing into 2014 & 2015:

- **Pre Primary to Year 2** Teachers continued to use iPads to support student concept attainment in the areas of **Spelling** and **Writing**, and **expanding into the area of Mathematics**. Apps and future directions were reviewed by teachers when they met each term as part of their Action Learning.

- Classrooms in **Years 3-6** were issued with iPads (minimum 4 per class) pre-loaded with prescribed **Drill & Practice** and **Creativity/Productivity Apps** to support student concept attainment in identified focus areas as per the School Plan.

Commencing in 2014:

- A 1:1 Parent Funded iPad Program began for the students in **Years 4, 5 & 6**.
- An initial participation rate in 2014 of around **60%** had grown to just over **85%** by the end of 2015. Classrooms in **Years 4, 5 & 6** have been issued with school purchased iPads to supplement this program, filling the gaps left by students who did not purchase a personal device. This has enabled all classrooms in **Years 4, 5 & 6** to participate in a genuine 1:1 iPad Program without being required to share a device.

Eco Centre

Our Eco centre program has consisted mostly of gardening both flowers and vegies and learning about keeping a garden growing. Each year we have had lots of flowers and vegetables, which has led to vegetable soup in class, salad sandwiches and sampling of other food (such as different types of lettuce) which had been grown. Children have previously taken bunches of flowers home to parents and flowers to mums for Mother's Day.

We set up some compost bins which didn't work very well due to there being a plastic cover over the ground preventing composting microbes from entering the bins. They did work better once the bins were placed in the garden beds.

Children delighted in growing all crops and were very active gardeners. Quite often it was the least productive child in class who worked the hardest in the garden.

After initial purchases of buckets, spades, trowels, hand forks and rakes to set up the gardening shed, we spent most of our money (\$500) on seedlings, fertiliser, potting soil, manure and soil refreshers. e.g. Seasol. The garden has looked beautiful and colourful every year and children have thoroughly enjoyed every aspect of being outside and being responsible for keeping a garden in good condition.

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 four years of PBS at Dalyellup Primary has been on:

- Establishing and teaching clear expectations for all students in all settings
- Establishing and teaching clear expectations for all staff
- Modelling and rewarding 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 regarding change.
- Develop and implement a whole school encouragement system

2016 was the fourth year of implementation of PBS (Positive Behaviour Support) into Dalyellup Primary School. All staff and committee members (including parents) received significant training, both on and off site, to prepare them to lead at the classroom level. All staff were involved in regular training, planned, prepared and delivered by members of

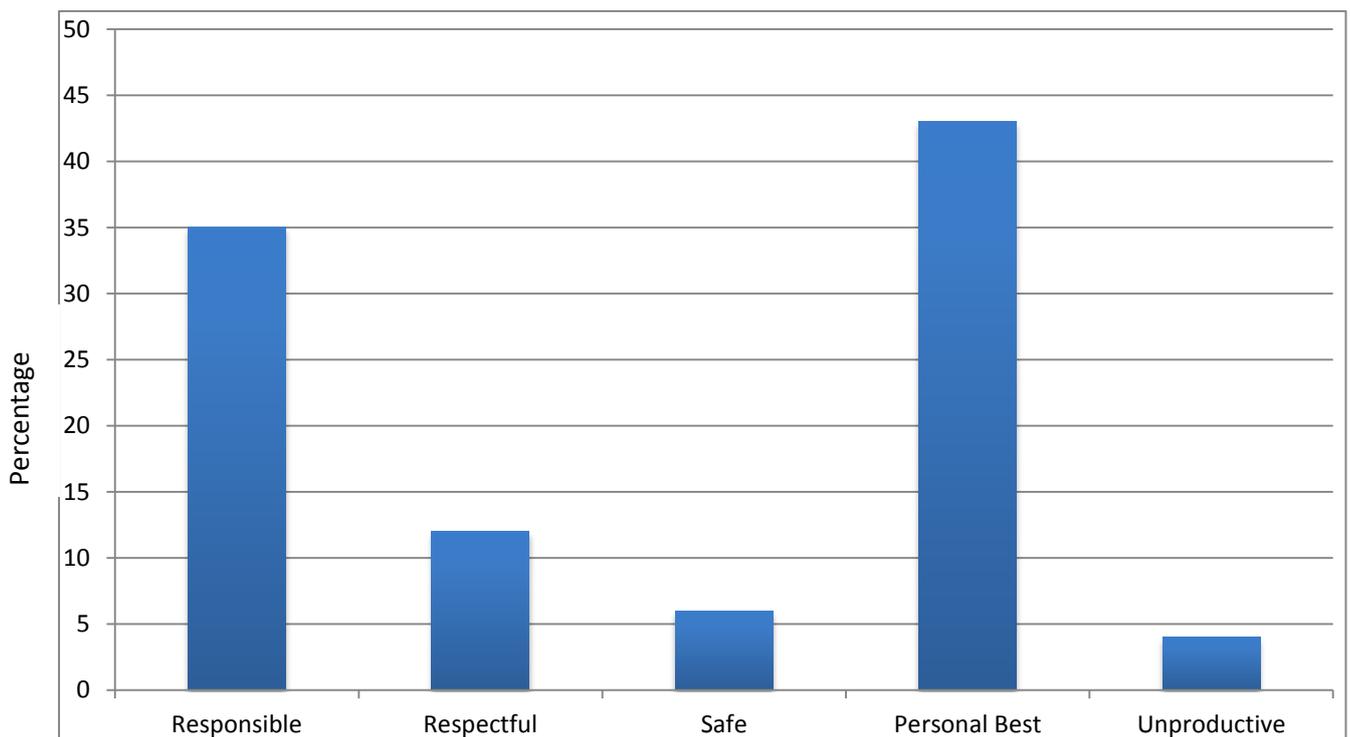
the PBS team and designed to get them to reflect upon existing practice and to promote a whole school behaviour focus.

All classrooms across the school have fully implemented a PBS station or centre 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.

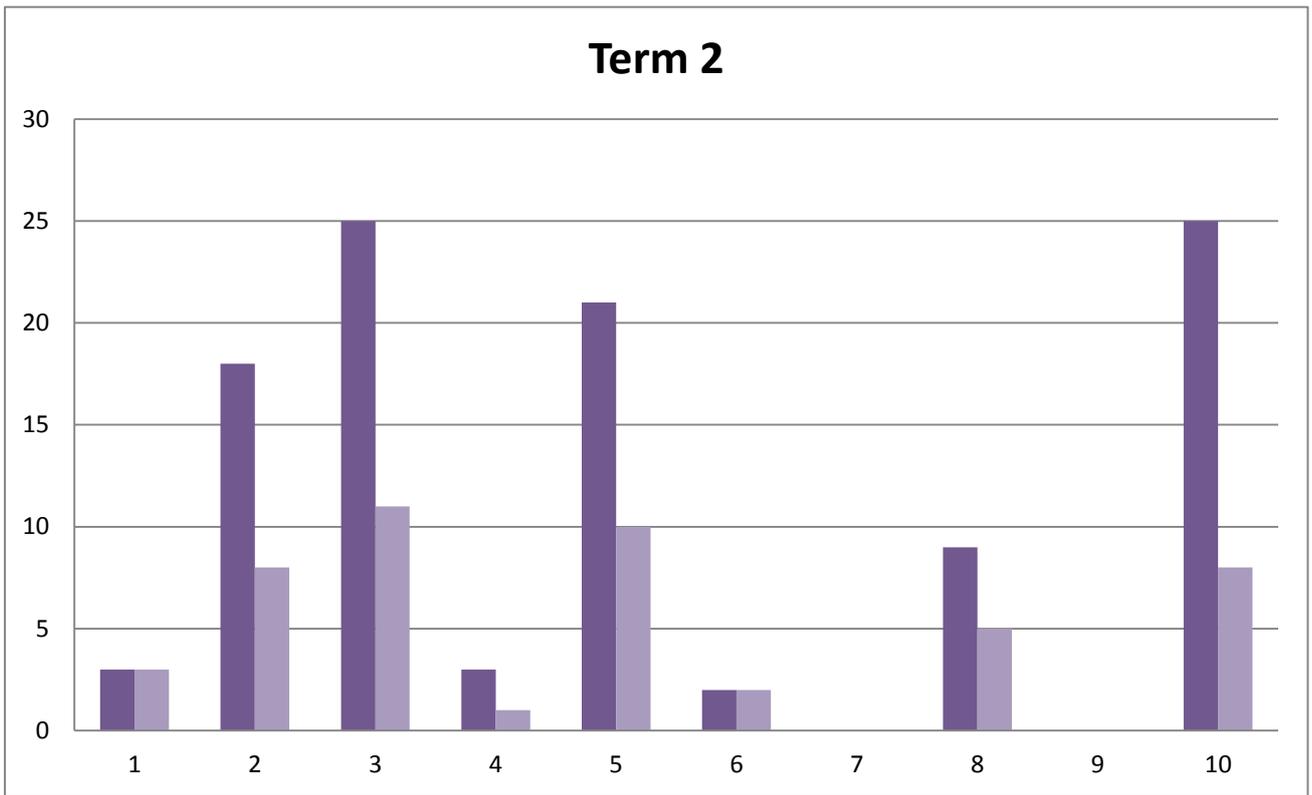
The detention of students for poor behaviour has been replaced with a “Time-In” room. Staff are continuing to use PBS reflection and teaching strategies to counsel students in positive behaviour choices and behaviours rather than a punishment model.

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.

Whole School Dojo Data 2016

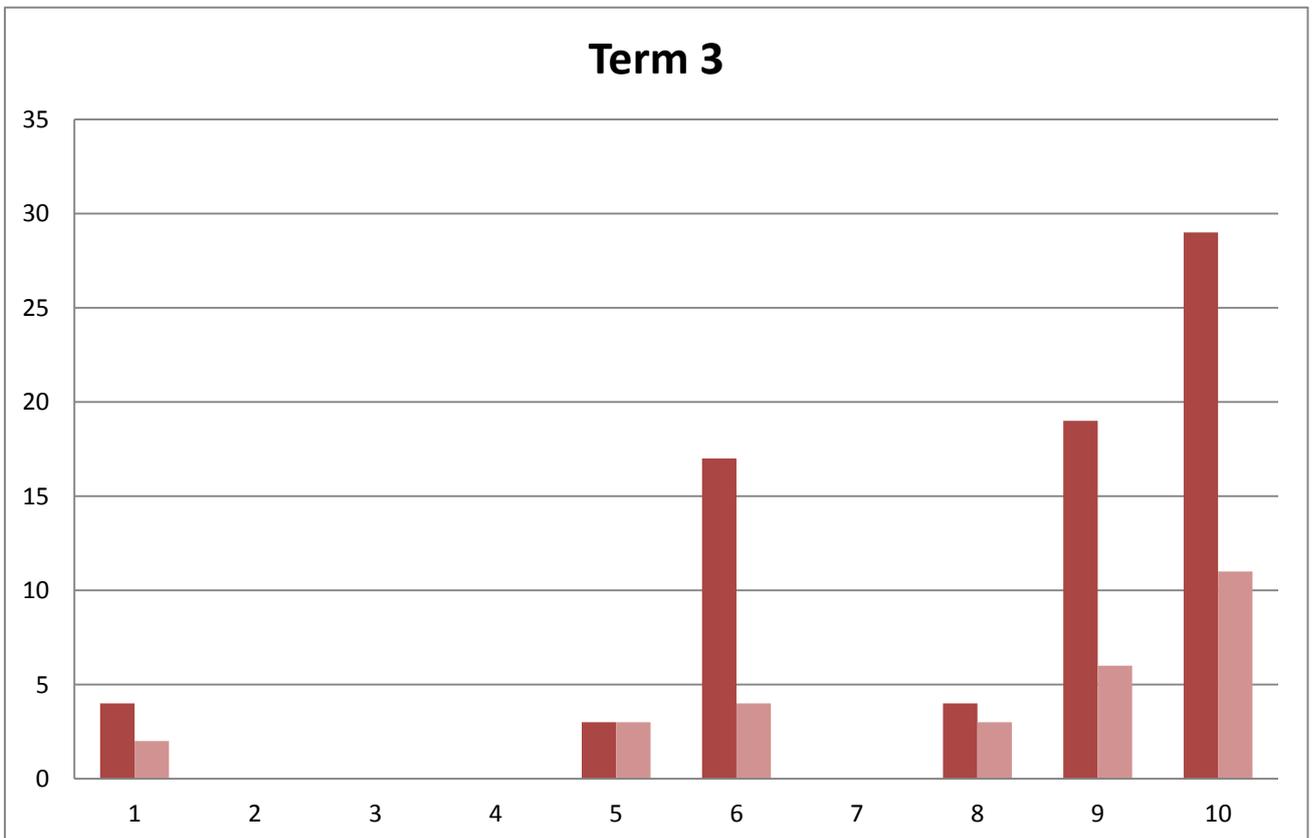


Time In Data 2016



 Total Days in Time In

 Total # of Students in Time In



 Total Days in Time In

 Total # of Students in Time In

Student Leadership 2016

In 2016, 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.

As leaders they had a range of responsibilities that included;

- Displaying a high standard of behaviour in class, the school grounds and in the community.
- Wearing the school uniform with pride.
- Promoting our Positive Behaviour Support program by managing the Gold Slips.
- Striving to be a good leader and role model for all students in academic, sporting and social events.
- Acting as an ambassador for our school.
- Assisting with and delivering reports to assemblies.
- Managing the running of special assemblies. E.g. ANZAC ceremony / Performing Arts
- Organising student activities.
- Organising one whole school fundraiser each term. A focus on local concerns is encouraged
- Meeting with students to gather concerns and ideas.
- Weekly meetings with the Student Leader Coordinator.
- Duties as required by Principal and Student Leader Coordinator.
- Assisting duty teachers when required.

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

Community

School Board

2016 was the commencement of the DPS School Board's second term (2016-2018) and welcomed 2 new parent board members and a community member.

The new Board reviewed and endorsed The School Business Plan for (2016-2018) including key performance strategies in Maths, English, Social and Emotional Wellbeing and ICT Implementation

It also endorsed:

- Accessing funding for a Directed play group for 0-4 years
- Continuation of ECU Social Work Practical Placements at the school
- School Financial reports including 2016 One Line Budget
- 2017 Voluntary contributions and charges
- 2017 Personal Items List
- The expenditure and location of the schools new perimeter fencing
- New school uniforms style and cost

Board members also meet each term with members from Dalyellup College, Tuart Forrest Primary and Capel Primary to discuss common issues that affect transition from Primary school to the College.

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.

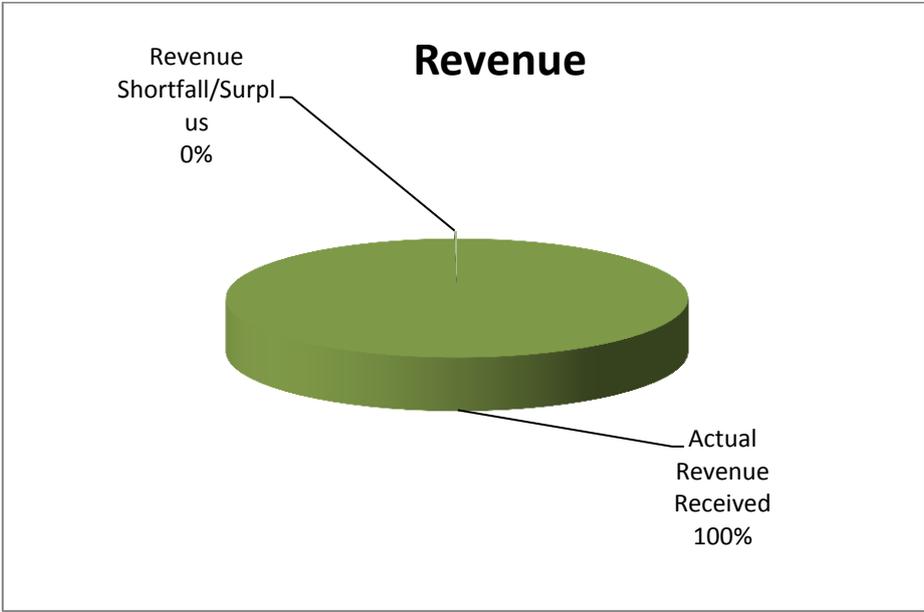
School Finances –

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.

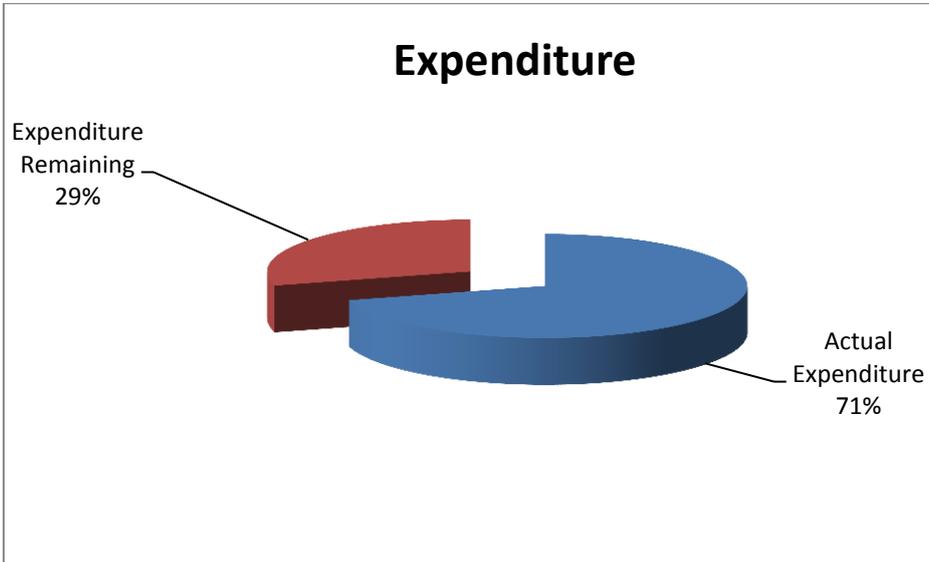


Dalyellup Primary School Financial Summary as at 31 December 2016

Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 85,869.31
Current Year Budgeted Revenue	\$ 740,588.38
Actual Revenue Received	\$ 742,004.90
Revenue Shortfall/Surplus	-\$ 1,416.52
Revenue Collected as a % of Current Budget	100.2%
Total Funds Available	\$ 827,874.21

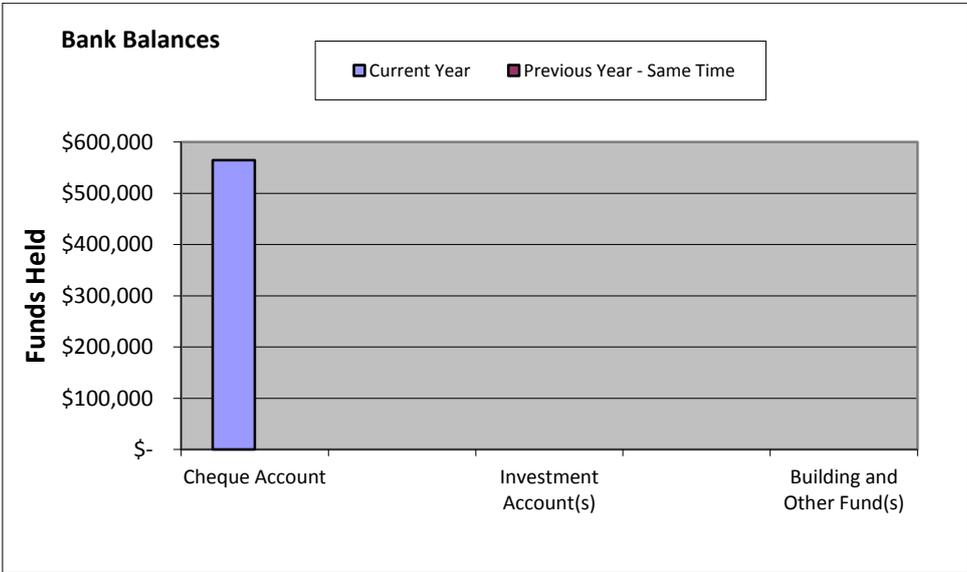


Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 826,457.69
Actual Expenditure	\$ 583,609.61
Expenditure Remaining	\$ 242,848.08
Cash Budget Variance	\$ -
Variance as a % of Total Funds Available	0.0%
Actual Expenditure as a % of Budgeted Expenditure	70.6%



Reconciled Bank Balances:

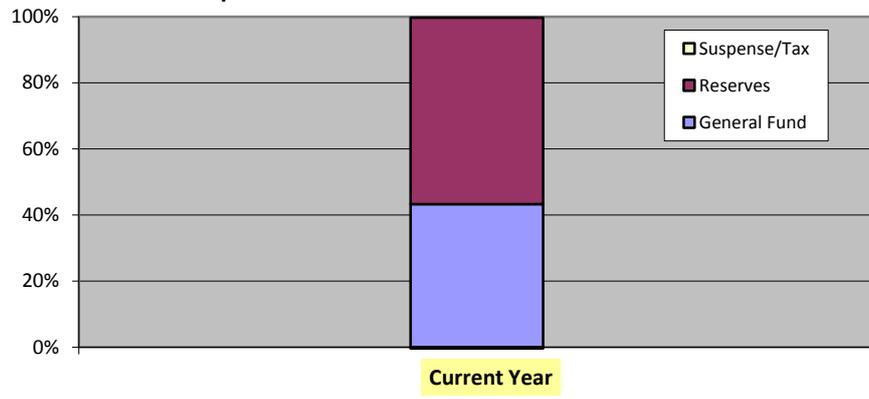
	Current Year as at: 31/12/2016	Previous Year - Same Time
Cheque Account	\$ 564,711.90	\$ 437,839.61
Investment Account(s)	\$ -	
Building and Other Fund(s)	\$ -	
Total	\$ 564,711.90	\$ 437,839.61



**Bank Account
Composition**

General Fund	44%
Reserves	57%
Suspense/Tax	0%

Bank Account Composition



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.