



Annual Report

2019



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 9796 5600 to arrange an appointment with a member of the Administration team.

Dalyellup Primary School

2019 could be labelled the year of change. Over the course of the year we farewelled some very well respected, long serving members of the Dalyellup PS community. The first of these was Mr Graeme Piggott, Graeme decided to retire at the end of term one to spend more time sailing, singing and generally enjoying himself. During term 2 Mr Gary Quinn announced that he was taking LSL for term 3 and at the completion of this retiring. Gary has been a pivotal figure in the development of Dalyellup PS since the second year of its existence. Mrs Roslyn Hennessey announced that she would be taking LSL in 2020 and retiring at the completion of her leave. Ros is a very respected member of the junior primary staff who is loved by all the students and parents alike. Mr Peter Tan also informed the school that he would not be returning to his position as LOTE – Mandarin teacher for 2020 but moving to Perth with his family. Peter was instrumental in establishing the Mandarin language at Dalyellup PS and he will also be missed.

Dalyellup PS has been very fortunate in recruiting excellent educators to fill the positions left vacant by departing staff members.

Our student numbers have continued to decline as expected. However, we have managed to maintain our exceptional programs due to the outstanding financial management of the senior admin team. With the reduction in student numbers we were able to trial "Friendly Friday" where all the primary students ate together in the area outside the undercover area. This proved to be a great success with the students enjoying sitting with siblings and friends from different year levels. This was made more attractive with the installation of the very colourful shade sails over the paved area and picnic tables. We hope to continue and possibly expand this in 2020.

Our enthusiastic P&C, in particular; Gemma Picken organised a colour run in collaboration with Tuart Forest Primary School and Dalyellup College. This day proved to be an outstanding success. The community spirit was clearly evident on the day. The smiles and cheerful banter indicated that all who participated enjoyed the day as well as raising a considerable amount of money for each of the schools.

This major fundraising event was complimented by the Easter Raffle, Mothers' Day Stall and Fathers' Day Stall. The Dalyellup PS P&C continue to be a valuable asset to the school community.

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 2019 school year with 531 children from Kindergarten to Year 6. The breakdown of years at school and gender is included in the table below

	Male	Female	Total
Kindergarten	32	28	60
Pre Primary	37	34	71
Year 1	19	37	56
Year 2	30	36	66
Year 3	42	35	77
Year 4	29	32	61
Year 5	38	42	80
Year 6	47	43	90
Total			531

There were a total of 68 Aboriginal students enrolled.

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2017	92.9%	92.7%
2018	91.8%	92.6%
2019	90.3%	91.6%

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
2017	92%	93%	93%	93%	93%	93%	93%
2018	90%	92%	92%	91%	93%	93%	92%
2019	89%	91%	90%	90%	92%	90%	90%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

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 2019 was as follows:

Dalyellup	443	83%
Gelorup	37	6%
Stratham	14	2.65%
Bunbury, South Bunbury and Withers	11	2%
Pelican Point, Eaton & Australind	10	1%
Usher	7	Less than 1%
Other	5	Less than 1%
North Boyanup	2	Less than 1%
College Grove	2	Less than 1%

Students attending Dalyellup Primary School come from 11 different countries.

Staffing

The 2019 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	1.8	0
Other Teaching Staff	39	27.7	0
Total Teaching Staff	41	29.5	0
School Support Staff			
Clerical / Administrative	5	2.6	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.6	1
Other Non-Teaching Staff	18	12.3	0
Total School Support Staff	25	16.5	1
Total	69	49.0	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 2019, 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 2019 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 are 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 2020.

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 workbook for their children to use. In 2019 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 2019 we did not reach that goal, but we will continue to pursue this target in 2020. 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. In 2020 the English committee decided to commence our year one students on the Smartwords program in semester two in order to focus on phonics in semester one.

An area for further development has been identified as vocabulary improvement among all students. 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. 2019 the focus for vocabulary development will be on development of mathematical language development.

In 2019 we continued to use the Brightpath writing assessment tool developed by WAPPA. K – 2 will be assessing recounts and years 3 -6 persuasive writing 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 were engaged 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 2020 we are focussing on Informational text for the year 2 – 6 students.

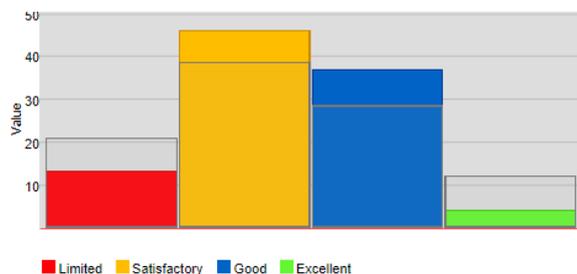
Reading – Year 3 Achievement and Progress 2019

Cohort: DALYELLUP PRIMARY SCHOOL Y03 2019

Reporting Period: 2019 Y03

Reading - Achievement

Filters : All Students

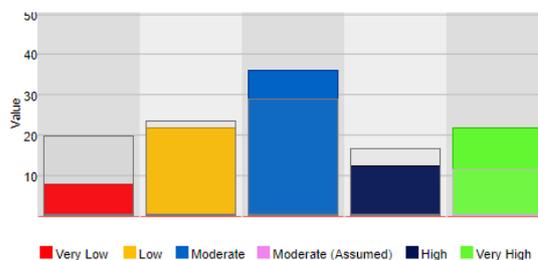


Cohort: DALYELLUP PRIMARY SCHOOL Y03 2019

Reporting Period: 2019 Y03

Reading - Progress

Filters : All Students



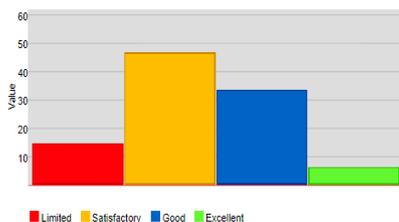
Reading – Year 5 Achievement and Progress 2019

Cohort: DALYELLUP PRIMARY SCHOOL Y05 2019

Reporting Period: 2017 Y03

Reading - Past Achievement

Filters : All Students

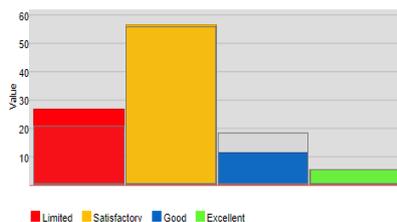


Cohort: DALYELLUP PRIMARY SCHOOL Y05 2019

Reporting Period: 2019 Y05

Reading - Achievement

Filters : All Students

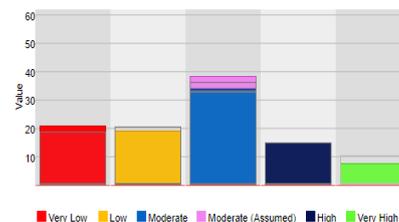


Cohort: DALYELLUP PRIMARY SCHOOL Y05 2019

Reporting Period: 2019 Y05

Reading - Progress

Filters : All Students



Mathematics

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 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, subject to revision in 2020.

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.

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

- 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. In 2018 Paul Swan's and David

Dunstan’s “My Word Book: Mathematics” book has been distributed to all staff to support students’ language development and to link literacy and numeracy.

Targeted Professional Learning aimed at the development of staff skills and abilities in relation to Australian Curriculum implementation.

In 2018 and 2019, 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. The staff focused 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.

Ongoing support provided to all staff by the school’s Mathematics Coordinator. The workshops as well mentoring will continue to be conducted with all staff in 2020.

Numeracy – Year 3 Achievement and Progress 2019

Cohort: DALYELLUP PRIMARY SCHOOL Y03 2019

Reporting Period: 2019 Y03

Numeracy - Achievement

Filters : All Students

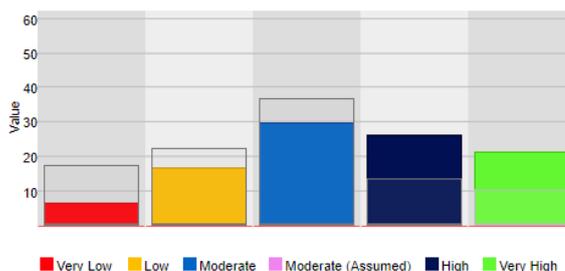


Cohort: DALYELLUP PRIMARY SCHOOL Y03 2019

Reporting Period: 2019 Y03

Numeracy - Progress

Filters : All Students



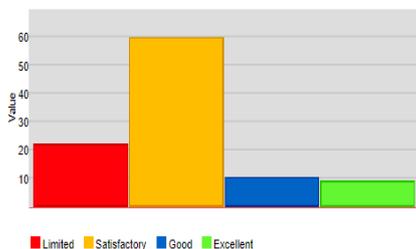
Numeracy – Year 5 Achievement and Progress 2019

Cohort: DALYELLUP PRIMARY SCHOOL Y05 2019

Reporting Period: 2017 Y03

Numeracy - Past Achievement

Filters : All Students

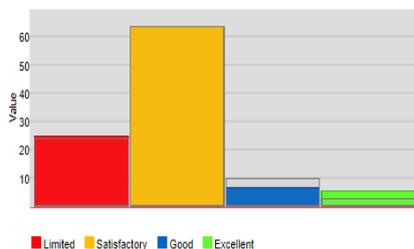


Cohort: DALYELLUP PRIMARY SCHOOL Y05 2019

Reporting Period: 2019 Y05

Numeracy - Achievement

Filters : All Students

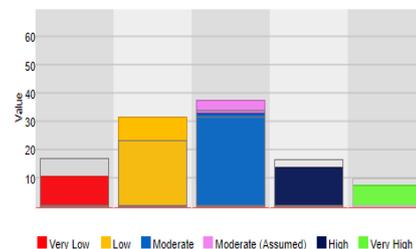


Cohort: DALYELLUP PRIMARY SCHOOL Y05 2019

Reporting Period: 2019 Y05

Numeracy - Progress

Filters : All Students



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.

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 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:

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

By the end of 2019:

- 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 **75%** 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.
- 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 publicly.

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. These programs did not run in semester two as Miss Walsh was employed in the Deputy Principal role.

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, one of our deputies, 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

In 2019 Science was in maintenance mode. Most Staff have embraced using Primary Connections although would benefit from Professional Learning in the 3E's approach which the book employs. One goal for the future development of Science at Dalyellup PS is to have 100% staff take up of the program.

Science Week was implemented, culminating in a whole school celebration of science learning at a special assembly showcasing the work as each class created a display of their learning.

The Science committee met regularly to discuss matters relating to promoting the teaching and learning of Science. Our goal is to continue to improve the Science week event, promoting a positive attitude to all staff and to ensure quality teaching and learning for our students in 2020.

Year 5 and 6 students attended the Engineers Australia annual Discovery Day, Solar Car challenge and participated in the Spaghetti Tower and bridge competitions. We built connections with Engineers Australia representatives in Bunbury and support these competitions as a way for our students to gain a wider range of scientific experiences.

The Science Discovery Day allowed our students to participate in STEM activities that we could not provide in the classroom. Students competed in challenges promoting cooperative problem solving. We believe that this event has sparked imagination and curiosity in our students and we are anxious to continue to be able to send students to participate in this event.

At the spaghetti Tower and Bridge competition our Year 5 students came in first and second place, beating other local schools much to their delight!



Our Year 6 and Year 5 classes also attended Dalyellup College's "Science on the Road" event which gives our students a chance to do Science in a High School setting. Students and teachers benefit hugely from the experience. We hope to continue building the relationships with local High schools for the benefit of our students.

Whilst we recognise the improvement in the delivery of the Science curriculum in our school and the investment made in resources for staff, we recognise the need to have evidence to ensure we are improving the learning of our students. Therefore, we have begun to collect data using the PAT Science test to investigate areas of need and plan for further improvement. We are aware that staff need professional learning in using Primary Connections.

History

During 2019 many resources were purchased to assist teachers with the implementation of the History Curriculum.

This included sets of history activity cards, teacher resource book and guide suitable for year 3, 4 and 5's. The *History box* focuses on the Inquiry and skills strand of *HASS*. These could be used for guided reading, allowing cross-curricular planning.

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

In 2019 the Performing Arts program operated from Year 1 to 6, conducted by Mrs Mayberry 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.

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 2019 Mr. Robinson and Mrs. Mayberry held a theatrical performance with the Production of "The Giant Slayer".

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.



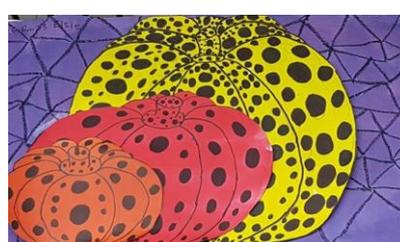
Visual Arts Review of 2019

In the 2019 Visual Arts program, the students learnt about three artists. The first was Yayoi Kusama, a Japanese modern artist that is obsessed with pumpkins and polka dots. The second artist is also a modern street artist named Okuda San Miguel. He uses bright bold colours in geometric shapes to create skyscraper sized artwork. The third and final artist for the year was the world famous impressionist artist Claude Monet and his lily pond art works.

We drew self-portraits, studying facial proportion and facial feature positioning. The children also learnt how to use a grid to enlarge dragon drawings. We used the Austin Butterfly method to critique and develop our drawing skills and improve our ability to look accurately at what we draw.

The students did an in-depth look at the colour wheel. The junior school concentrated on primary and secondary colour. Whereas the senior school furthered their knowledge of secondary colours by making tertiary colours. All students tested their knowledge and skills by producing a city scape of many colours created only by mixing primary colours.

This year all students did weaving. The senior school made tribal paper plate weaving, with wool and feather. The junior school used gutter guard as the platform to weave curling ribbon. The result was also a tribal weaving that is weatherproof. This was a superb platform to strengthen fine motor skills and improve finger dexterity.



Physical Education

As usual, 2019 was a busy sporting year for the students and staff of Dalyellup Primary School. The annual Faction Swimming Carnival and Swimming Trials were conducted in early term one with lots of great swimming and aquatic fun. Dampier were the swimming champions for 2019! The Bunbury Primary Schools Interschool Swimming Carnival was conducted later in term one and that brought lots of great swimming competition. Dalyellup Primary School are the host school for this event and once again our school organised an exemplary public schools sporting event. Congratulations to the staff of DPS who were involved with the running of this event. Well done to the Dalyellup Primary School swimming team, who were the runner-up school for the Champions Shield again.

Term two began with our annual Winter Sports Carnival with Adam Road, Bunbury and Tuart Forest Primary Schools. Most of our year 6 students and also some of our year 5 students joined our AFL, hockey, netball and soccer teams in a day of friendly inter and intra school sporting competition. Thank you to our staff and students and the staff and students from the other participating schools who were involved in the organization and running of this event.

Our focus shifts to cross country running in term two as part of our fitness and endurance development and the year 1 to year 6 students trained hard for the annual Faction Cross Country Carnival. We managed to dodge plenty of showery conditions to complete the schedule and saw some brilliant cross country running from nearly everybody on the day. Well done to all! Dampier were the 2019 junior cross country champions and Hartog were the senior champions. Can you believe it? Dampier and Hartog were tied on 2868 points each as the overall 2019 cross country champions! Congratulations to the students who were selected for our school cross country running team. Once again, our DPS Cross Country Running Team were quite outstanding with their fitness and running skill and represented our school with great pride and great skill. Dalyellup Primary School were runner-up, once again, to the champion school for the Tuart division at this event. Congratulations also to the students from our cross country team who travelled to Perth in early term 3 to participate in the W.A. Primary Schools Cross Country Running Championships and well done and thank you to Mr Snelling for organizing and running this excursion.

The focus of the P.E. and Sports Programs during term 3 is athletics. The jumping and throwing phases of our senior faction athletics are prepared for and completed by the end of term 3 so that the track and team games can be completed at our senior faction athletics carnival early in term 4. Term 3 is also a very busy athletics term for the year 1 to year 3 students as they prepare quite intensively for their jumps, throws, team games and track events that make up the junior athletics carnival at the beginning of term 4. We saw some outstanding athletics, sportsmanship and attitudes at our junior and senior athletics carnivals in 2019. Congratulations to all students and staff for these outstanding events, and a special thank you to Mrs Lawrence for your organizational role with the junior carnival again in 2019.

The final inter school event on our 2019 sporting calendar is the Tuart Division Athletics Carnival. As usual, Dalyellup Primary School performed very well on the jumping, throwing and 800 metre running day and again on the track running and team games day, finally finishing third, probably a little down on our usual overall performance.

Finally, this year I had the terrific good fortune to be assisted by a collective of outstanding faction captains, namely, Kate and Leo from Dampier, Ambar and Chevy from Hartog, Jordan and Jasper from Norton, and Caitlyn and Alexander from Oxley. The sporting leadership provided by these students was continuously exemplary throughout 2019, both on the school campus and representing and leading our teams of athletes away from it. Well done all of you for enjoying your role so tremendously.

Many thanks to all students, staff, parents, carers, family members and other folk of the school community who supported the P.E. and Sports Programs in 2019. It is greatly appreciated and well noticed.

Chris Nicholson
Physical Education and Sport

Summary of Participation

2019 Faction Swimming	80 students Yr. 3-6
2019 Faction Swimming Champions	Dampier
2019 Interschool Swimming	26 students Yr. 4-6
2019 SWPPS Champions Shield – runner-up	Dalyellup PS Swim Team
2019 Faction Cross Country Champions	Yr. 1-6 tie Dampier and Hartog
2019 Senior Champions	Yr. 4-6 Hartog
2019 Junior Champions	Yr. 1-3 Dampier
2019 Interschool Cross Country – runners-up	37 students Yr.3-6
2019 WA State Schools Championships	32 students Yr. 4-6
2019 Winter Sports Carnival - Soccer, Football, Hockey and Netball teams	107 students Yr. 5-6
2019 Faction Athletics-track & field	All students Yr.4-6
2019 Champion Athletics Faction	Hartog
2019 Interschool Jump & Throws	33 students Yr. 4-6
2019 Interschool Track & Team Games	65 students Yr. 4-6
2019 BPSSA Champions Shield – third	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.

ECO Centre

The Eco Centre has once again been a popular location for several classes, particularly the lower grades. The commencement of the 2019 school year saw enthusiastic bidding for plots of land with some staff claiming ownership from the previous year. However, amicable agreement was made, 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. Sweet potatoes, spinach and herbs were enjoyed by block three and used in cooking activities.

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. The wooden stakes that hold up the reticulation system need to be replaced after the white ants damaged them. 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 seven 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

2019 was the seventh 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.

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.

Staff implement PBS reflection and teaching strategies to counsel students in positive behaviour choices, at times using a "Time-In" program that teachers and models behaviours, rather than a punishment model.

2019 saw the development of a Tier 2 committee that is committed to identifying and implementing intervention strategies with students at behavioural risk.



Student Leadership 2019

In 2019, 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 colour run
- 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

The Dalyellup Primary school board was originally established in 2013 when the school became an Independent Public School. The fundamental purpose of the board is to work with the school community to achieve the best outcomes for students. The board members endeavour to meet once a term.

In 2019 my first year as part of the board we experienced the end of an era with legendary Gary Quinn retiring as principal. His capable Deputy Trish Anderson fulfilled the role of principal until the end of 2019. In 2020 we welcomed our new principal Alex Cameron who has had a challenging year so far due to the COVID-19.

In October 2019 the school was deemed 'successful' by the Independent Public School Review. The document is available for viewing on the school website.

In 2019 the school board reviewed and endorsed the School Business Plan 2019-2021. The mission statement reads;

'At Dalyellup Primary School we strive to ensure that all members of the school community have an ongoing opportunity to develop the skills, knowledge and confidence to achieve their individual potential. A balanced education environment incorporating academic, physical, cultural, emotional and social skills and attitudes will be delivered. Implicit in all our processes and decision will be our core values.'

The school board reviewed and endorsed:

- The 2020 voluntary contribution and charges
- The 2020 Personal items and new suppliers
- Analysis of school data performance including NAPLAN results
- The school financial reports
- The funding agreement Minor upgrades including the shade sails near the undercover area

I had the opportunity to attend cluster meeting with principals and school board members from Tuart Forest Primary School, Dalyellup College and Capel Primary School. This is part of our commitment to build strong sustainable partnerships.

Being involved in the school board is an enlightening experience. I would recommend that all parents take the opportunity to be actively involved in the school community.

School Board Chairperson

Valinda Sabourne

School Finances

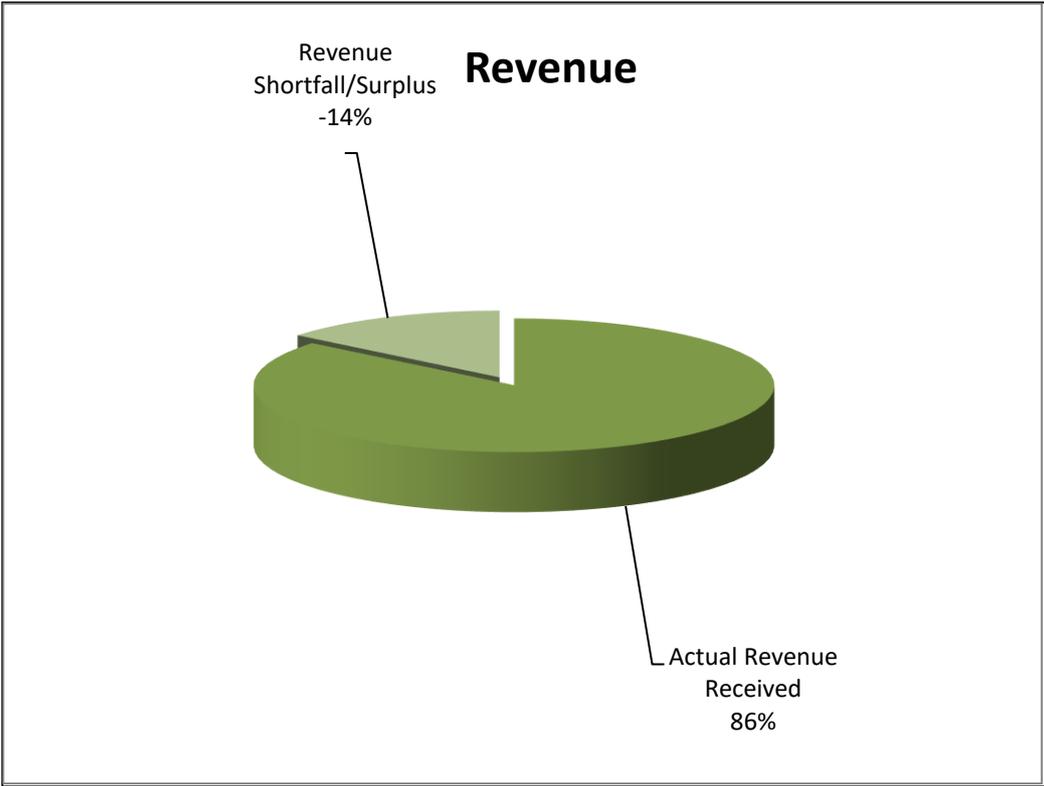
Dalyellup Primary School revenue is derived from a number of sources with the majority received from Government grants. Other minor sources of income are from student voluntary contributions, Dalyellup Primary School P&C Association and donations. The school's budget and planning are managed in accordance 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.



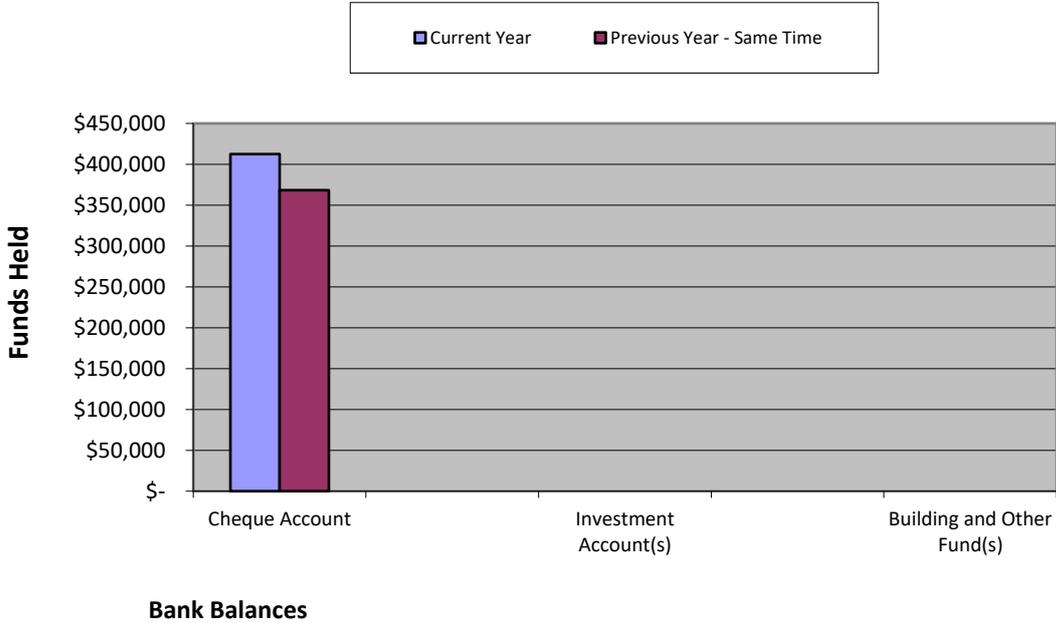
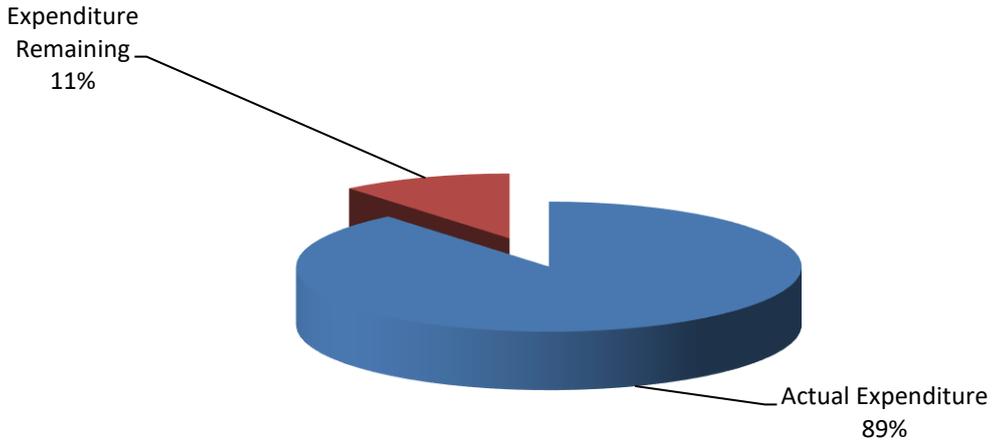
Dalyellup Primary School Financial Summary as at 31 December 2019

Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 64,100.72
Current Year Budgeted Revenue	\$ 338,680.00
Actual Revenue Received	\$ 405,483.69
Revenue Shortfall/Surplus	\$ (66,803.69)
Revenue Collected as a % of Current Budget	119.7%
Total Funds Available	\$ 469,584.41



Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 402,780.72
Actual Expenditure	\$ 358,572.93
Expenditure Remaining	\$ 44,207.79
Cash Budget Variance	\$ -
Variance as a % of Total Funds Available	0.0%
Actual Expenditure as a % of Budgeted Expenditure	89.0%

Expenditure



Reconciled Bank Balances:		
	Current Year as at: 31/12/2019	Previous Year - Same Time
Cheque Account	\$ 412,311.58	\$ 368,288.00
Investment Account(s)	\$ -	
Building and Other Fund(s)	\$ -	
Total	\$ 412,311.58	\$ 368,288.00

Bank Account Composition	
General Fund	27%
Reserves	74%
Suspense/Tax	-2%

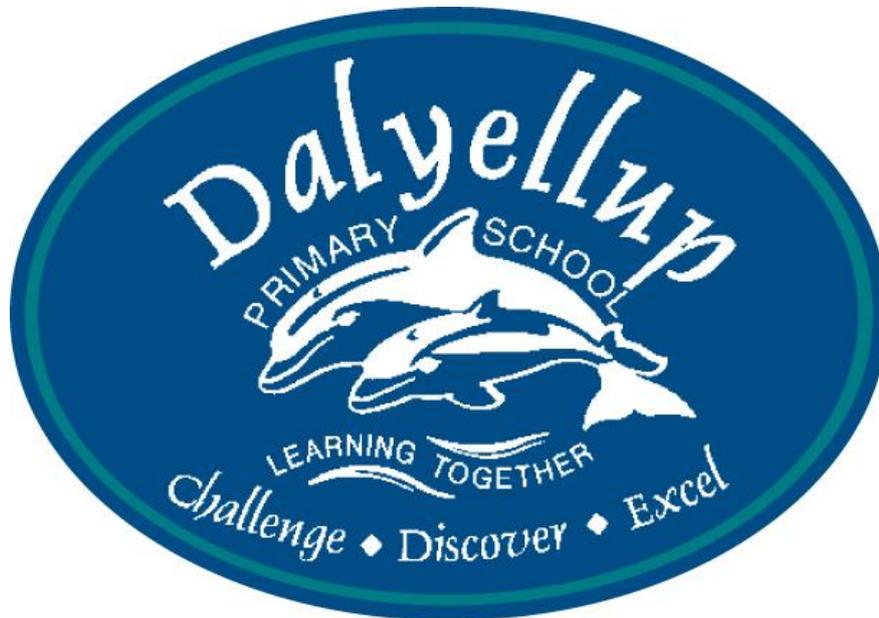
Mission Statement

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 9796 5600 should you wish to discuss an aspect of the Annual Report in greater depth.