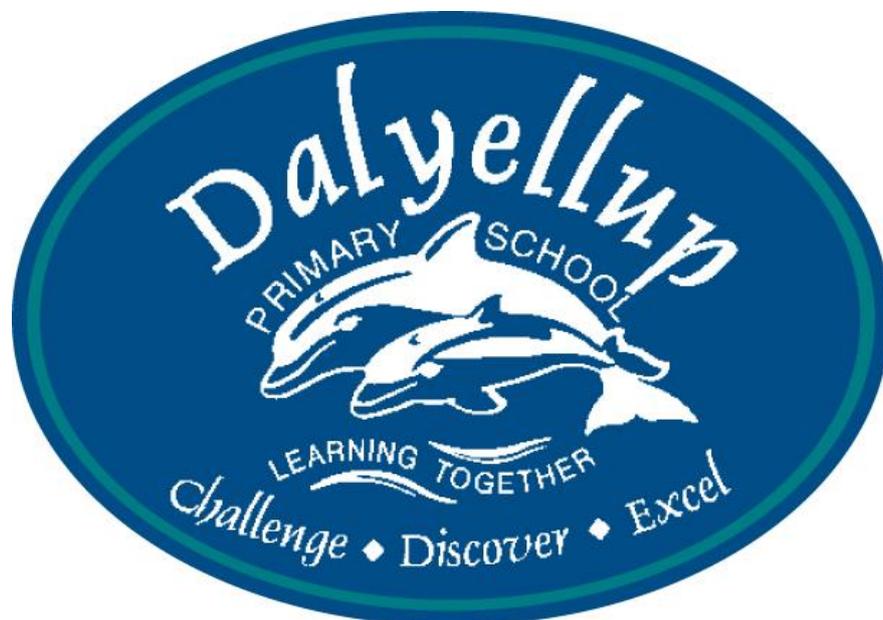




Annual Report

2020



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

As the newly appointed Principal, I officially commenced my duties at Dalyellup Primary School at the beginning of the year. Prior to this I had been in communication with a number of staff at the school, as well as visiting the school before the end of the 2019 academic year. My initial impressions meant I was very excited to commence at Dalyellup. My firsthand experience has not disappointed. Dalyellup is a school with joyful and happy children, professional and dedicated staff and, positive and supportive families. These qualities positioned our community well to deal with the challenges 2020 would present.

At the start of the year the staff reflected on why they do what do, in respect to their choice of career. Viewing Simon Sinek's 'Start with Why' TED Talk, we explored the reasons as to why we work in education. Literally all those in the room agreed that their reasons focussed on wanting to make a difference in the lives of children. This common purpose says a lot about the people who work at Dalyellup.

During the two school development days the staff explored, discussed and negotiated common team values. The values of *Respect, Belonging, Balance, Empathy* and *Passion* were agreed upon and articulated as our team values for the year. Regular 'check in' surveys were done at various points with the results clearly indicating that the staff culture at Dalyellup is a very positive and supportive one, with a high level of common beliefs about how we should act.

The year started and our routines and annual events were scheduled and planning was underway. In the second half of Term 1 the ramifications of the COVID-19 restrictions and protocols started to become clear and we were soon planning for things we would previously not have considered. Shutdowns, restricted access to school grounds, event cancellations and adjusted working conditions, to name a few, were the 'curve balls' that were coming at us on a daily basis. Keeping up with the latest news, advice, restrictions and discussion on possible outcomes became a fulltime task.

Throughout this period however, the school community remained incredibly stoic and supportive. As the staff frantically worked to provide offsite learning, our purpose and energy were reinvigorated by encouraging comments and gestures from the parents and carers. Whether they were simple words of encouragement, a poem of dedication, sweet treats or a special lunch delivery, every bit of support from parents and carers made an enormous impact on the staff and encouraged us to continue to work through the challenges. As we approached the autumn break the school seemed to slowly shutdown with the term ending with 6 to 8 students being supervised during the final week, compared to the usual 520 bringing life and energy to the campus.

We commenced Term 2 with a number of restrictions in place, with the most noticeable being parents and carers not being permitted to enter school grounds. Like the other restrictions, this was a first, however once again, the community responded in a supportive manner and helped us keep the students safe. An interesting observation made by many was the sudden growth in independence in the students, in particular the younger children. Farewelling the younger children at the school gate meant the students quickly took responsibility for carrying their own bag, unpacking and organising their belongings and settling themselves for the school day. This may have been difficult for some parents and carers, but the children seemed to relish the opportunity to be more independent.

Many events were still limited, with some interschool competitions being cancelled. However, it was wonderful to have the majority of students attending school. A challenge facing many schools, Dalyellup included, was to get the students to return to school after the extended break and COVID-19 shutdown. This proved challenging for a range of reasons. Some families still had some concerns about the transmission of the virus, however in some instances we had to work hard to get families to re-engage with school. The Department prioritised this issue and we had regional support to assist us in getting all families to re-engage with school. The lengthy break and the various issues

that arose from not attending school were highlighted during this period and continue to be a focus for many schools, Dalyellup included.

Semester 2 was more 'business as usual', however we needed to be cautious about scheduling events from Semester 1 into Terms 3 and 4. So many great things happen in a school year and it was tempting to add all of these to the Semester 2, but wisely, we prioritised. The school production, 'Whitney and Brittany – Chicken Divas' went ahead, and what a show! The Athletics Carnival, P&C Disco, Board and P&C meetings, Year 6 Graduation and interschool competitions all proceeded.

The NAPLAN assessments did not go ahead in 2020. However, we were still committed to measuring student progress, despite the disruption to the delivery of the curriculum. Our PAT testing program continued in Reading, Maths, Spelling and Science. In Term 4 we analysed the data and, overall, were pleased with the results. In some of our year levels, the improvement over the course of the year was outstanding, given the circumstances. For the first time students from Years 3 – 6 did the AGAT tests (ACER General Ability Test). We were interested in trialling this assessment as it allowed us to individualise the data by looking at a student's performance, as indicated by their PAT results, and compare this to their General Ability which is assessed by the AGAT. Comparing performance with ability allowed us to look at students at an individual level. One significant improvement we noticed by adding the AGAT to our assessment suite was identifying students with high ability, who are performing well, but should be achieving even better results. A number of students not previously selected for the Enrichment Program were identified and invited to join this unique offering.

As the year drew to a close, we reflected upon the challenges faced by the pandemic, but still held ourselves to account as we worked to provide an outstanding education for our students. We did not use the pandemic as an excuse, although we probably could have. As a team, we made the most of a challenging year and looked for opportunities to fill in the gaps, work through the challenges, explore alternatives and plan for ongoing school improvement.

I would like to take this opportunity to commend all at Dalyellup Primary School for the way they worked through 2020. It truly was a community effort on many levels. The community's response certainly nourished me as I led the school through the times.

A final comment, of which must be recorded in my report, is dedicated to outgoing P&C President, Mr Vance Burton. I met Mr Burton at the beginning of the year a few days prior to the first P&C meeting. During the meeting he told of how to honour the memory of his son, Regan, he made a commitment to be involved in the life of Dalyellup PS for the years Regan would have been at the school. In addition to being emotionally moved by what I heard, I recall saying to Mr Burton how truly inspiring he is. As I have travelled through my first year at Dalyellup I often find myself thinking of Mr Burton and his family, and draw inspiration from the knowledge that there are people like him driven to serve others and make a difference.

In my parting words to our graduating Year 6s, I encouraged them to draw inspiration from Mr Burton's example and make their world a better place. Thank you, Mr Burton!

Alex Cameron
Principal

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	29	30	59
Pre Primary	32	26	58
Year 1	34	27	61
Year 2	17	31	48
Year 3	30	40	70
Year 4	39	32	71
Year 5	28	34	62
Year 6	39	36	75
Total			504

There were a total of 48 Aboriginal and Torres Strait Islander students enrolled.

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
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
2018	90%	92%	92%	91%	93%	93%	92%
2019	89%	91%	90%	90%	92%	90%	90%

Note:

The 2020 attendance rates are not available for publication as they were affected by the COVID-19 pandemic and are not comparable to previous years.

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 2020 was as follows:

Dalyellup	423	83.9%
Gelorup	29	5.7%
Stratham	14	2.8%
Bunbury, South Bunbury and Withers	13	2.6%
Pelican Point, Eaton & Australind	7	1.4%
Other	7	1.4%
Usher	4	Less than 1%
Boyanup / North Boyanup	4	Less than 1%
College Grove	3	Less than 1%

Students attending Dalyellup Primary School come from 10 different countries (including Australia).

Staffing

The 2020 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	1.6	0
Other Teaching Staff	34	25.9	0
Total Teaching Staff	36	27.5	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.4	1
Other Non-Teaching Staff	19	13.1	0
Total School Support Staff	23	16.5	1
Total	63	47.0	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 2020, staff participated in the following professional learning.

- Managing student behaviour – Positive Behaviour Support
- English – Guided Reading
- Mathematics – Number talk
- Geography
- Data analysis – Analysis of PAT data in Reading, Spelling, Math, Science and AGAT
- National Quality Standards – Early Years Schooling
- Smart target documented plans – SEN planning
- Brightpath – writing evaluation/moderation tool
- Spelling – investigation of spelling programs
- Early Childhood – Words, Grammar, Fun (Peel Speech and Language Centre)

Curriculum

English

English is divided into.

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

The focus for 2020 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 students will be given access to this program in 2021.

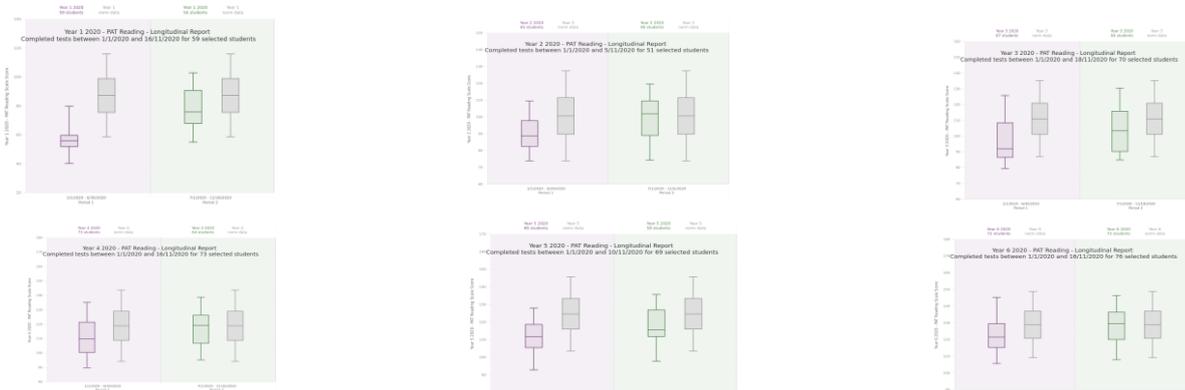
We have also focused on spelling as part of the writing process. All primary classes are using the “Smart Words” spelling program. Parents are asked to provide a student workbook for their children to use. In 2020 the English Committee reviewed the spelling program using the simple survey tool ‘Forms’. We reviewed the comments of the teaching staff, investigated current research on the fundamentals of a sound spelling program and used the school data to determine the effectiveness of our current spelling program. As NAPLAN wasn’t delivered in 2020 due to COVID we used the data from the PAT-SPELLING test for our year 3 – 6 students, these results indicated significant progress in spelling across all year levels. The committee decided to commit to Smart Words for 2021 and continue to investigate the program.

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 2020 we continued to use the Brightpath writing assessment tool developed by WAPPA. K – 2 will be assessing recounts and years 3 -6 informational 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 2021 we are encouraging teachers to use the Brightpath program across a variety of genres for moderate and assess the students' writing.

Spelling – Progress 2020



Mathematics

The Mathematics Committee, consisting of teacher representatives from the lower, middle and upper school, continues to model, monitor and evaluate the school's Mathematics Plan.

The school specific scope & sequence documents for all year levels in the area of Mental Calculation Strategies for: Counting Skills, Addition & Subtraction, and Multiplication & Division was completed and delivered to all staff in 2014, refreshed in 2017 and revised in 2020.

The data collection and analysis processes to enable the school to track student progress throughout the year and from year to year are established and subject to annual review. Data collection methods include the following:

On Entry Assessment (ECE)

- NAPLAN (Yr. 3 & 5)
- ACER Maths PAT Test (Yr. 1 to Yr. 6)
- In 2014, we introduced Peter Westwood One Minute Basic Facts Number Facts Test – the assessment that covers all four operations, in order to determine student levels of fluency of the recall of the basic number facts.

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

Over the last few years, the school has seen a complete overhaul of the organisation of the Maths resources and, as a result, each block is fully set up, equipped and self-sufficient. The resources are placed on the trolleys in the buildings and are readily available, without the delay of borrowing through the library system. This way the teachers have all the tools necessary to conduct meaningful mathematics experiences for their students at instant.

After the analysis and trial of the leading applications currently available on the market, the staff opted to continue the use of Mathletics as a program to support students with their mathematical understandings, using digital technologies (Yr1 to Yr6). The staff also use numerous educational maths board games, card games and iPad Apps, linked to the Scope & Sequence documents developed from the Australian Curriculum for students, in conjunction with other resources to support their learning.

The Mathematics Vocabulary Scope and Sequence K-6 document was completed and distributed to all 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 issued to all staff to support students' language development and to link literacy and numeracy.

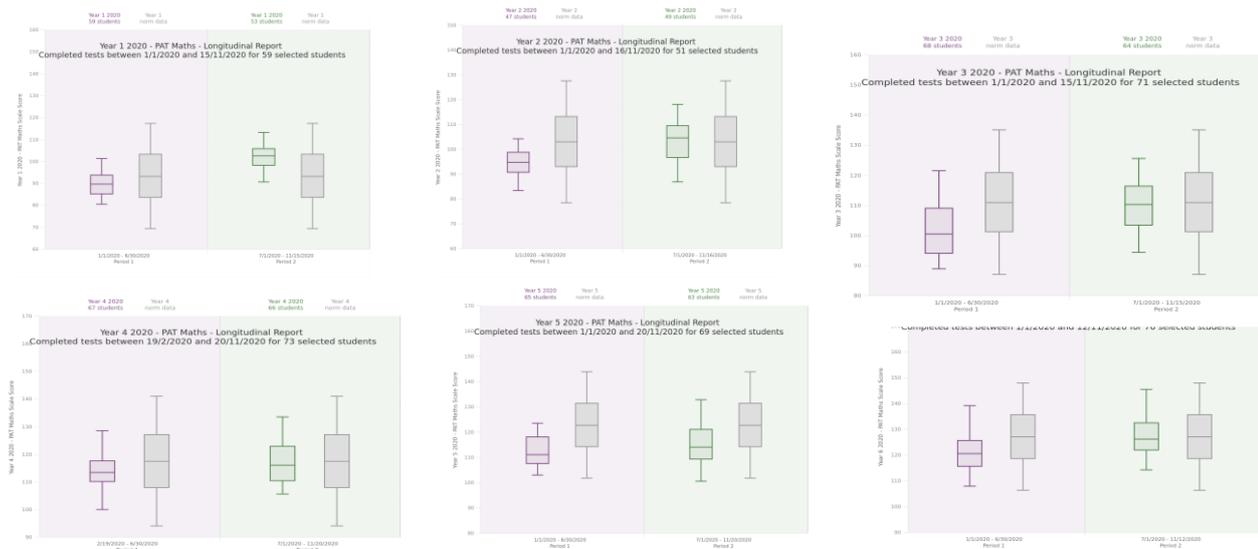
Our school's mathematics coordinator has developed and conducted targeted Professional Learning aimed at the development of staff skills and abilities in the area of Mathematics.

During the phase of the introduction and early implementation of the Australian National Curriculum, the Mathematics Committee have supported the staff by providing in depth induction workshops as well as numerous opportunities to collaborate, plan and moderate within year levels.

Between 2018 and 2020, 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. In 2020, five workshops focused on the development of the Number Sense through Number Talk, instructional strategy were delivered to all staff.

As NAPLAN wasn't delivered in 2020 due to COVID we used the data from the PAT-MATHS test for our year 3 – 6 students, these results indicated significant progress in mathematics across all year levels.

Mathematics – Progress 2020



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 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 eight 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 eight 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 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**.

By the end of 2020:

- 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 **50%** 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**.
- 80 new iPads were purchased and placed in the year 1 – 3 classes in sets of 10. The sets from these classes were reassigned to students in years 4 – 6 who don't have access to a BYOD. Teacher iPads were also replaced with a newer model from the reallocated sets.
- We are now not in a position to allocate a device to all year 4 – 6 students without a BYOD. Class sets will be arranged for these classes in the future.

STUDENT SERVICES

Dalyellup Primary School is committed to providing quality educational programs that caters 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 Enrichment program for our creative thinking 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.

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.

Our school psychologist; is at the school one and a half days a week. We will refer students to her when we feel her 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, Deputy Principal, 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 2020 Science was in maintenance mode. Staff have embraced the Primary Connections Science program. The full implementation of the program was not achieved during 2020 due to the interruption caused by the COVID-19 pandemic.

Science Week was implemented, culminating in a whole school celebration of science learning at a special assembly showcasing the work 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 2021.

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 end of Term 3, four Year 5 students competed in the VEX Robotics competition at Dardanup. This competition required teams to plan, design and create a robot prior to the day, that would be able to complete a range of tasks and challenges. During the day they could modify and adjust their robots so as to improve performance. This was the first time these students were involved in the competition therefore there was much to learn. Now having a year's experience and with a Technology Specialist Teacher being appointed for 2021, the team is very excited to be involved once again.

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 2020 many resources were purchased to assist teachers with the implementation of the History Curriculum. Each year resources are being added to support the teaching and learning of History for all year levels. This included:

Teaching blocks 1, 2, 3 & 4

Sets of (6) Noongar Symbols & Language posters that depict the correct artwork that is reflected in the local artwork to this area.

Noongar Six Seasons posters were purchased and stored within the block as an educational resource that compares the South West seasons to the European seasons.

The Reading Resource Room: Small sets of HASS Scholastic resources - Aboriginal fiction and non-fiction books have also been added and stored in this cupboard in Block 1.

These resources were added to the resources teachers and can be used in the class for guided reading, allowing cross-curricular planning.

Performing Arts

In 2020, the Performing Arts programme operated from Year 1 to 6, led by Mr. Robinson with assistance from Mr. Snelling (circus), Mrs. Mayberry, Ms. Anderson, Miss. Zealand, Miss Rowbotham (production). The class lesson aspect of the programme is primarily delivered in a music context with the integration of Dance and Drama at every opportunity.

In Performing Arts/Music lessons, students explore rhyme, vocal sounds, song, body percussion, movement and a range of instruments to create musical performances, individually, in small groups and often in whole class ensembles. Through this, students develop an understanding of the foundations of music and performance, allowing them to engage in imitation and creative expression to meet their own needs. Each year, 17 Year 4 students are selected to participate in the WA Education Department Instrumental Music School Services (IMSS) programme in Year 5 and 6. At DPS we are offered five Clarinet, five Flute, five Brass and two Percussion places.

Each Friday afternoon we arranged half hour time slots allocated to Y6 Band (Marimbas, ukulele, guitars, drums and woodwind and brass concert instruments), Y5&6 Singing (Choir and production) and Y5&6 Circus (Unicycles, juggling, stilts, Air-track acrobatics). During the end of Term 2 and Term 3, the whole afternoon morphed into production rehearsals for "Whitney and Britney, Chicken Divas". This was an original musical adaption of Lucinda Gifford's book. The production ran for four shows and was a huge success. The school employed the services of Jarred Ross to film the shows and Lucinda Gifford the author was very impressed with the show having been able to view the video. The cast numbered just over 60 students showcasing their skills in acting, dancing, singing, playing in the band, circus and acrobatics.



Visual Arts

The 2020 Visual Arts program started with the students learning about Prehistoric Art and the ordinances of humanity. The children discovered that cave art was the first form of written communication. Cave art was the flat form to move on to traditional and modern Aboriginal Australian art. We looked at Aboriginal art styles and cultures from all around Australia. We also investigated the local Aboriginal culture of the south west.

The end of Term 1 and most of Term 2 was turned on its head when the Covid 19 pandemic took over. Online teaching and social distancing became the new normal. A weekly Art Choice Board of different art activities and experiences was established. The children could access this on the school Connect website. The Art Choice Boards needed to have easily found materials and resources from around the home.

In Term 3 school life began to return back to normal. Science Week became the schools largest focus. In the art room the students concentrated on the Tidal Zone. Particularly rockpool and all the flora and fauna that lived in them. We ended Term 3 with still life drawing and painting. The children really enjoyed Still Life and did outstanding work.

In Term 4 the students did an artist study of Romero Britto. His bright, colourful and vibrant art inspired many children to discuss and research Britto art with their families. Their enthusiasm for the artist was evident in the artwork produced. The last weeks of the year, the children were immersed in holiday culture. They were introduced to the children in the story "The Nutcracker" by Hoffman.

We learnt about the composer Tchaikovsky who wrote the classical music that accompanies the ballet of "The Nutcracker". The children created their own Nutcracker dolls from directed drawing.



Physical Education

As usual, the 2020 sporting year began with the faction swimming trials and the faction swimming carnival, with lots of great swimming and aquatic fun. Norton were the swimming champions for 2020! Our interschool swimming team plans were cancelled just several days before the interschool event due to COVID-19 related restrictions. Well done to everyone that swam for their faction and to the students who made it onto the interschool swimming team.

Our annual Winter Sports Carnival with Adam Road, Bunbury and Tuart Forest Primary Schools was also cancelled in 2020, however late in term 3 our year 6 students made a visit to Tuart Forest Primary School for some friendly soccer, netball and AFL football 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 shifted to cross country running in Term 2 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. It was great to welcome parents back onto the school grounds to witness this event. We had ideal conditions for the runners on the day with cool temperatures and a nice soft grassy course and we saw some brilliant cross country running from nearly everybody on the day. Well done to all! Dampier were the 2020 junior cross country champions and Norton were the senior champions. Dampier were the overall 2020 cross country champions! Congratulations to the students who were selected for our school cross country running team. The 2020 Bunbury District Cross Country Running Championships were also cancelled this year due to COVID-19 restrictions.

Congratulations 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 organising and running this excursion. This year our team also travelled to Capel Primary School for a friendly interschool competition which was a great warm-up for the Perth event for both school's teams. Thanks to Mr Cameron and Mrs Novak for accompanying the team and thank you Capel Primary School for this athletic adventure.

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 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 2020. Congratulations to all students and staff for these outstanding events, and a special thank you and congratulations to Mrs Novak for your organization of the junior carnival. Norton were also the 2020 Faction Athletics Champions.

The final interschool event on our 2020 sporting calendar is the Tuart Division Athletics Carnival. Dalyellup Primary School performed admirably in the jumps, throws and 800 metre events and again on the track and team games day, finally finishing fifth, a little down on our usual overall performance.

Finally, this year I had the good fortune to be assisted by a collective of outstanding faction captains, namely, Mariah and Xavier from Dampier, Esther and Cooper from Hartog, Alyssa and Daemyn from Norton, and Caitlyn and Ella and Quinn from Oxley. The sporting leadership provided by these students was continuously exemplary throughout 2020, 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 people of the school community who supported the P.E. and Sports Programs in 2020. It is greatly appreciated and well noticed.

Chris Nicholson
Physical Education and Sport



LOTE - AUSLAN

The Auslan Language Program is run across years 1-6 at DPS. Students access a range of Auslan learning activities for 50 minutes per week. The students are learning language basics, skills and an awareness of deaf culture.

The program is focused on recognising and communicating common topic words and phrases through Australian Sign Language and exploration of a range of sign knowledge. Students attempt basic sign language communication and begin to understand the cultural norms of the deaf community.

2020 saw the inception of Dalyellup Primary School's Auslan program for year 3-6 students and in 2021 the program will cater for year 1-6 classes. A scaffolded approach to maintaining consistency within the program is being implemented. Students in the senior grades decipher and express signed communication from word level through to paragraphing. Students in the junior grades are immersed in a sensorial approach to understanding basic terms, alphabet and number knowledge initially. All students participate in whole school Auslan signing during assemblies in conjunction with our school's music program.

The Auslan program makes connections between language and culture, comparing different ways of communication in familiar contexts across curriculum areas and school priorities. The program also emphasises that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand. It is a priority of the Auslan program to emphasise deaf culture and awareness. Dalyellup Primary School's Auslan program provides opportunities to cover student strengths in other subject areas with a strong cross curriculum approach.

By employing a variety of learning methods through the use of digital technology, visible learning, open-ended tasks and instructional tools, the Auslan program has developed in an innovative way. In addition, the inclusion of web conferencing with ambassadors of Auslan, viewing programs with profoundly deaf people featured and recordings of interpreters on the news has been beneficial to the Auslan program.

The Auslan teacher has participated in "Auslan in the West" professional development, completing Level One, Level Two and Level Three to date. The program has provided opportunities for peer teaching, upskilling staff and initiated ongoing networking with Auslan teachers within the Dalyellup area cluster to develop strong sustainable partnerships.

ECO Centre

The Eco Centre has once again been a popular location for several classes, particularly the lower grades. It has provided a relaxing distraction from the pandemic of 2020. The classes worked throughout the year to continually remove the weeds that invade the crops they planted. Keeping the garden as chemical free as we can allow the children to taste and eat the different crops planted. Most of the usual vegetables were planted with varying success come harvest time. Block One grew the biggest pumpkins ever seen! Watermelon was a popular addition with several tasteful melons being shared amongst students. Sweet potatoes, spinach and herbs were enjoyed by Block Two and 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.

Later in the year, a few of the School Volunteers, Sally Kowal (Cleaner in Charge) and her brother-in-law, built some compost stalls for the school to use. Eric Conway the school gardener, is teaching us how to make a healthy compost to use on our crops.

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

2020 was the eighth 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 is used to identify areas of concern. This data has also been used to directly 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.

2020 saw the development of a Tier 2 committee that is committed to identifying and implementing intervention strategies with students at behavioural risk.



Student Leadership 2020

In 2020, 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. 2020 was a very unusual year with COVID restrictions limiting the efforts of Semester One student leaders. In light of this we decided to keep semester one student leaders as well as selecting six new leaders for Second Semester.

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. 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
- 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.

The 2020 school year threw many challenges our way including school closure, online learning and parents not permitted on the school grounds. As with all other obstacles Dalyellup Primary has faced over the years we thrived and the School Board continued to be supportive and encouraging to the wider school community.

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 2021 voluntary contribution and charges
- The 2021 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

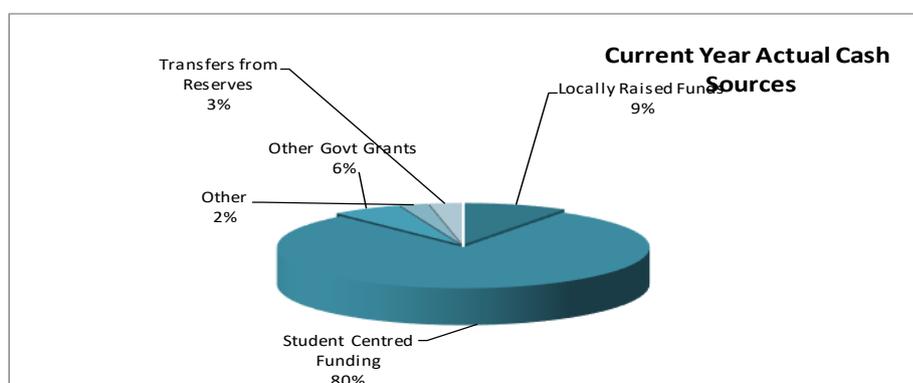
Dalyellup Primary School revenue is derived from a number of sources with the majority received from Government grants. Other minor sources of income are from student voluntary contributions, Dalyellup Primary School P&C Association and donations. The school's budget and planning are managed in accordance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

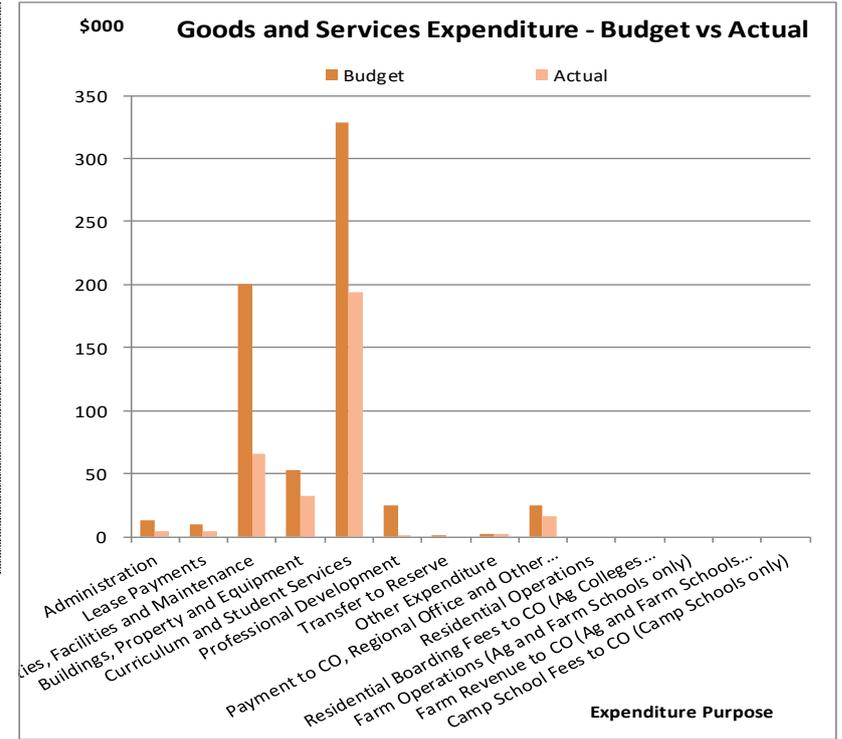
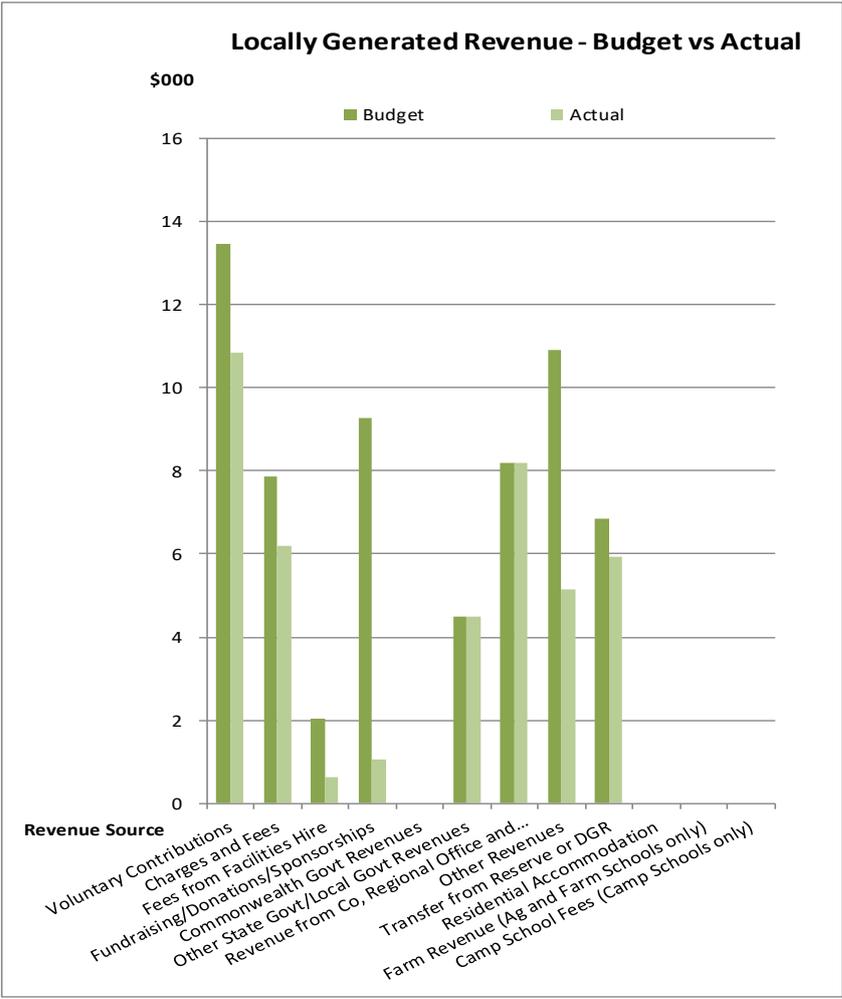
The Annual Budget is the major tool used to develop and implement a financial plan to maximise the application of resources to meet the school's educational priorities and Department of Education Focus. As an Independent Public School this included the One Line Staffing Budget that was managed through 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 31st December 2020

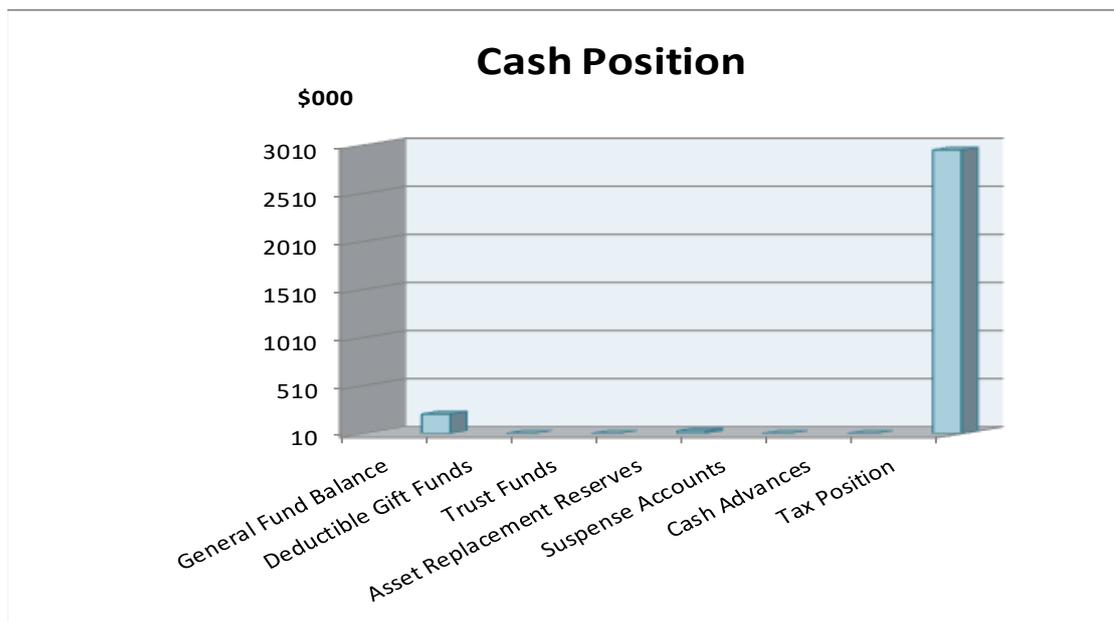
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,465.00	\$ 10,840.00
2	Charges and Fees	\$ 7,872.00	\$ 6,199.63
3	Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4	Fundraising/Donations/Sponsorships	\$ 9,270.00	\$ 1,051.21
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,193.00	\$ 8,193.29
8	Other Revenues	\$ 10,904.00	\$ 5,137.62
9	Transfer from Reserve or DGR	\$ 6,850.00	\$ 5,946.18
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 63,094.00	\$ 42,487.93
	Opening Balance	\$ 323,988.30	\$ 323,988.30
	Student Centred Funding	\$ 281,668.57	\$ 165,693.47
	Total Cash Funds Available	\$ 668,750.87	\$ 532,169.70
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 668,750.87	\$ 532,169.70





Cash Position as at:		
	Bank Balance	\$ 3,205,094.66
	Made up of:	\$ -
1	General Fund Balance	\$ 211,993.01
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 35,793.77
5	Suspense Accounts	\$ (1,086.74)
6	Cash Advances	\$ (300.00)
7	Tax Position	\$ 2,958,694.62
Total Bank Balance		\$ 3,205,094.66

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 12,910.00	\$ 3,970.37
2	Lease Payments	\$ 10,096.00	\$ 4,661.40
3	Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4	Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5	Curriculum and Student Services	\$ 327,969.28	\$ 194,045.26
6	Professional Development	\$ 25,000.00	\$ 675.00
7	Transfer to Reserve	\$ 1,000.00	\$ -
8	Other Expenditure	\$ 1,832.00	\$ 1,979.09
9	Payment to CO, Regional Office and Other Schools	\$ 24,800.00	\$ 16,485.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 656,839.28	\$ 320,176.69
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 656,839.28	\$ 320,176.69
Cash Budget Variance		\$ 11,911.59	



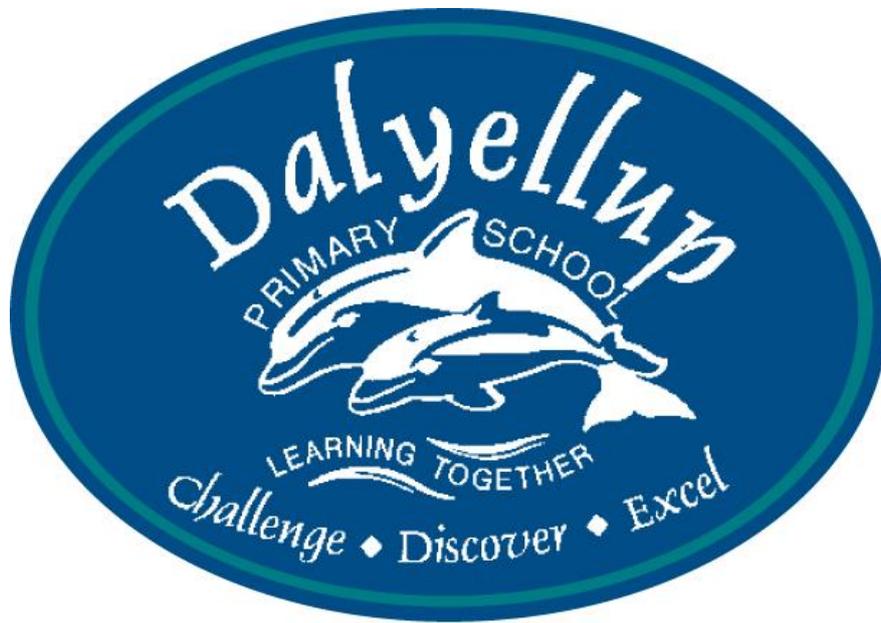
Mission Statement

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.