



Annual Report

2022

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.

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.

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For the third year in a row, Semester One was disrupted with COVID restrictions, most notably, parents / carers having limited access to classrooms and restrictions on gatherings such as assemblies. However, as always, we looked for the opportunities to try different ideas and adapt to the conditions of the time.

Not having assemblies on Wednesday mornings in Term 1 provided us the opportunity to implement a whole school approach to the teaching of Emotional Intelligence using Swinburne University's *Aristotle-ei* program. All classes from Year 1 – 6 devoted 50 minutes on Wednesday mornings to work through the program. This approach proved very successful on multiple levels. Our behaviour data indicated a significant reduction in the number minor behaviours. Anecdotally, classes were calm and settled environments, conducive to positive relationships and quality teaching. The overwhelmingly positive response has led to Emotional Intelligence being an essential element of the 'Dalyellup way'.

2022 saw the wider implementation of MiniLit and MacqLit across the school as a Tier 2 Literacy intervention program. Selected teachers and Education Assistants were trained in the program allowing the school to deliver the evidence-based Literacy intervention to selected students. The results have been promising and these programs will see ongoing implementation.

The annual school production, "What's the Crime Mr Wolf" was a highlight of the year. The National Day of Mourning (Queen Elizabeth II) meant we had to reduce the number of performances; however, the show went on, much to the audiences delight and enjoyment. Over 60 Year 5 and 6 students were a part of the production, either as narrators, dancers, actors, musicians, and stage / lighting technicians. The production was outstanding and enjoyed by audiences.

Building on the previous year's NAIDOC activities, all classes embarked on the local nature walk trails and activities designed by Ms Martin (AIEO) to promote understanding and appreciation for the beautiful natural surrounds of Dalyellup. Walking to the designated trails, the students were led through an experience that raised awareness of the beautiful natural surrounds in the suburb.

Parent Information sessions following assemblies were implemented in 2022. Through this initiative, we invited parents / carers / friends to join us in the staffroom for a cuppa following assemblies to hear presentations and discussions on a range of topics. An open Forms survey allowed families to suggest topics they would like to hear about. Topics included Emotional Intelligence, Positive Behaviour Support (at school and in the home), mental Maths and listening to your child read. A highlight of the program was a parent presenting how she had implemented PBS at home. This initiative will continue into 2023 and beyond.

We launched our new website and logo in the first half of the year. The new logo maintained the imagery of the two dolphins representing students and adults and included a wave through 'Dalyellup' to represent the suburb's ocean side locality. The school's appealing colour scheme was also a key feature.

Once the logo was finalised, we began work on the website. Working with a website design consultant the site was modernised in its appearance and functionality.

The school joined the Fathering Project in 2022 and ran a number of after school events. The 'Hotdogs and Handball' and 'Paper Planes and Pizza' events were very well attended by fathers, grandfathers, special friends, and children. The initiative promoted the importance of fathers and

male role models being involved in their children's lives and education. Mr Quarrill has led the way in getting the project off the ground at Dalyellup PS and has more events planned for 2023.

The Business Plan (2022 – 2024) was endorsed and published and articulated our aspirations for the next three years. The leadership team, staff and School Board analysed the range of available data and reviewed our progress. This included student performance data such as NAPLAN, PAT, On-Entry, Words Grammar Fun and BrightPath. We also analysed the pre and post SUEIT-ey results and the Parent Opinion Survey. Key themes from the data analysis are summarised below.

Parent Opinion Survey

Parent Survey – 67 parents responded to the Parent Opinion Survey. The percentage response from each year level across the school was as follows.

K – 21%	PP – 12%	Yr 1 – 19%	Yr 2 – 7%
Yr 3 – 13%	Yr 4 – 13%	Yr 5 – 7%	Yr 6 – 6%

The overall average response based on a scale of five, with five being the highest, was 4.435, with a median of 4.4.

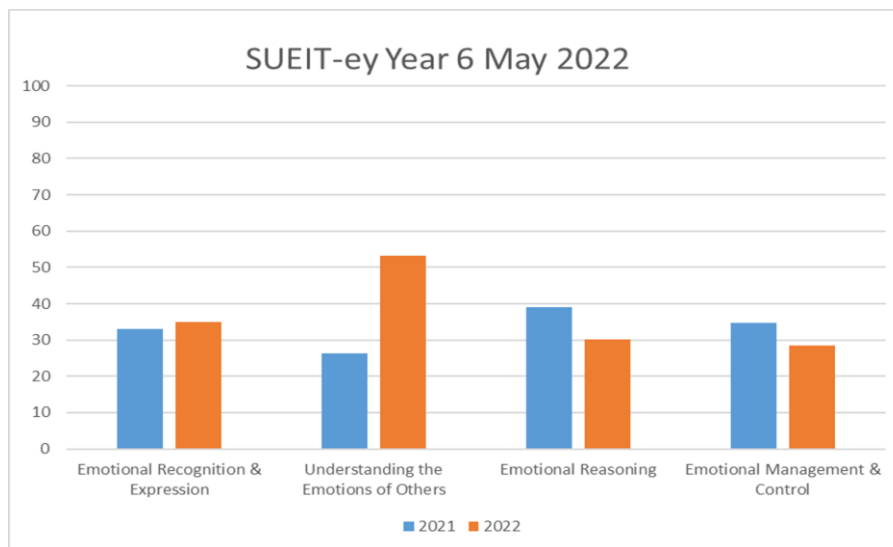
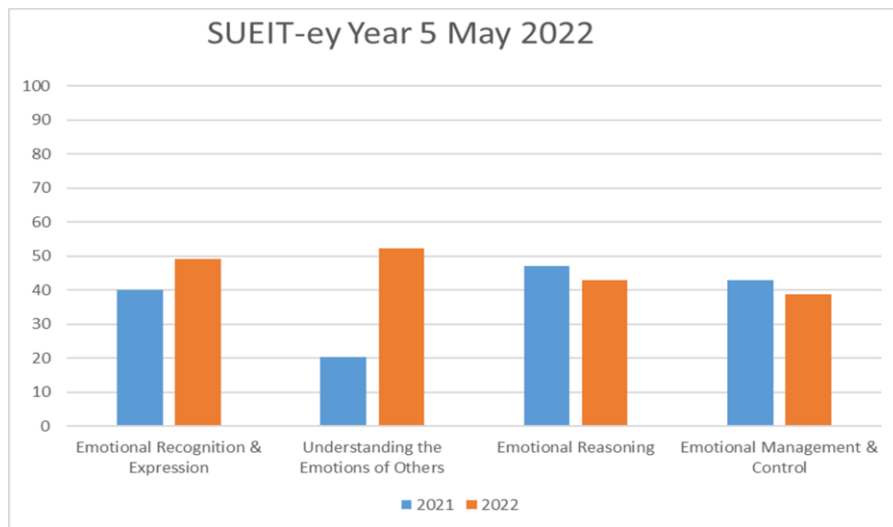
Responses to individual questions were as follows.

- 95% of respondents agreed that teachers at this school expect their child to do their best.
- 96% of respondents agreed teachers at this school provide my child with useful feedback about their schoolwork.
- 93% of respondents agreed teachers at this school treat students fairly.
- 99% of respondents agreed the school is well maintained.
- 93% of respondents agreed their child feels safe at this school.
- 97% of respondents agreed they can talk to my child's teachers about their concerns.
- 89% of respondents agreed student behaviour is well managed at this school.
- 99% of respondents agreed their child likes being at this school.
- 95% of respondents agreed this school looks for ways to improve.
- 88% of respondents agreed this school takes parents' opinions seriously.
- 97% of respondents agreed teachers at this school motivate my child to learn.
- 95% of respondents agreed their child is making good progress at this school.
- 91% of respondents agreed their child's learning needs are being met at this school.
- 74% of respondents agreed this school has a strong relationship with the local community.
- 93% of respondents agreed that the school is well led.
- 94% of respondents agreed they are satisfied with the overall standard of education achieved at this school.
- 92% of respondents agreed they would recommend this school to others
- 100% of respondents agreed that their children's teachers are good teachers.
- 99% of respondents agreed teachers at this school care about my child.

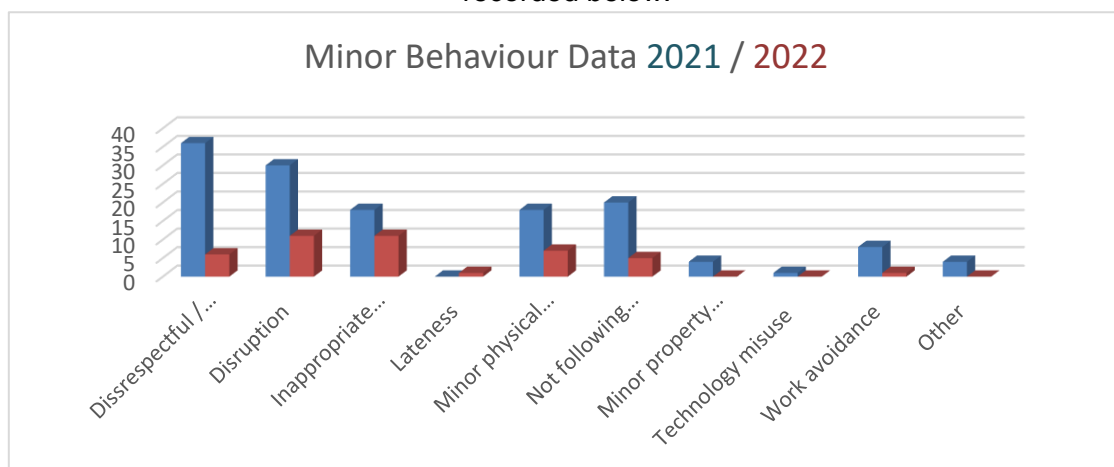
Staff and student opinion surveys were not administered in 2022. These are due to be done in Term 3, 2023.

Positive Behaviour Support (PBS) continues to be the essential ingredient in the school's approach to behaviour management. As stated, this year saw the whole school implementation of the *Aristotle-ey* program. We believe the students' response to this program has been a significant factor in the improved behaviour and tone across the school. Year 4 – 6 students completed the Swinburne University Emotional Intelligence Test – Early Years (SUEIT-ey) in May. At this point, most classes had finished modules on the first two domains, Emotional Recognition and Expression and

Understanding the Emotions of Others. The graph below illustrates the improvement in results in these two domains from 2021 to 2022.



The improvement in student behaviour, is illustrated by the significant reduction in Minor Behaviours recorded below.



Student Performance - 2022 NAPLAN, WGF and PAT Data

The school's Year 3 NAPLAN results show that the school is achieving below 'like' Western Australian public schools in Numeracy, Reading, Spelling and Grammar & Punctuation. Results in Writing are well below 'like' Western Australian public schools.

Year 3 NAPLAN

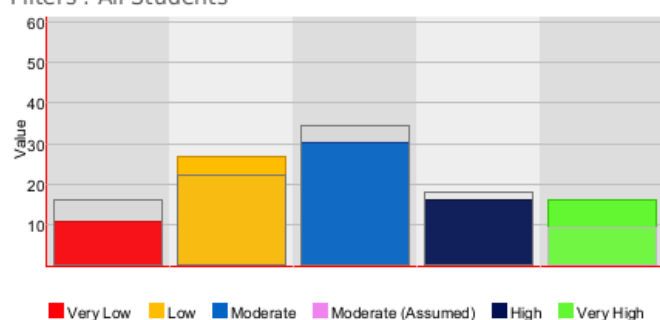
	Numeracy	Reading	Spelling	Writing	Grammar & Punctuation
Dalyellup PS	365	399	362	390	371
Similar WA Public Schools	376	398	386	419	396

Further analysis of the school's data indicated that, despite being below 'like' schools, the cohort has made some good progress from the beginning of Pre-Primary to Year 3. The graphs below use the On-Entry data (assessed when the students were in Pre-Primary, Term 1) and compares this with the NAPLAN data. The 'Like' school average is shown by the grey line in the block and the school's average is shown by the block colour.

Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2022 Reporting Period: 2022 Y03

Numeracy - Progress

Filters : All Students

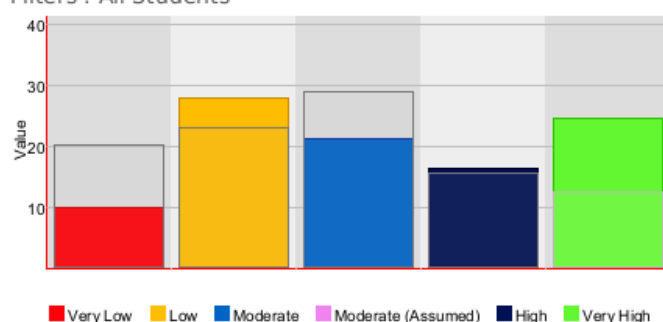


The above graph shows that 16.1% of students have made 'Very High' progress in Numeracy as compared with 9.1% in 'Like' schools. The school has 10.7% making 'Very Low' progress compared to 16.2% in like schools.

Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2022 Reporting Period: 2022 Y03

Reading - Progress






Filters : All Students



The above graph shows 24.6% of students making 'Very Good' progress in Reading, compared with 12.4% in 'Like' schools. The school has 9.8% making 'Very Low' progress in Reading, compared to 20.1% in 'Like' Schools.

When looking at the school's Australian Early Development Census (AEDC) assessed in 2021 (snapshot below), it became further evident that the data shows that our students are entering school (Kindy and Pre-Primary) with significantly less competencies than previous years. This data supports anecdotal evidence from the school's early years teachers about the competency levels they are observing in the students starting their schooling journey.

Table 2 - AEDC domain results over time for your school.

		2009		2012		2015		2018		2021		Critical difference	
		n	%	n	%	n	%	n	%	n	%	2009 vs 2021	2018 vs 2021
	Physical health and wellbeing	On track	-	-	-	45	78.9	42	71.2	28	48.3	-	Decrease
		At risk	-	-	-	6	10.5	9	15.3	13	22.4	-	No change
		Vulnerable	-	-	-	6	10.5	8	13.6	17	29.3	-	Increase
	Social Competence	On track	-	-	-	37	64.9	50	84.7	38	65.5	-	Decrease
		At risk	-	-	-	6	10.5	6	10.2	7	12.1	-	No change
		Vulnerable	-	-	-	14	24.6	3	5.1	13	22.4	-	Increase
	Emotional maturity	On track	-	-	-	41	71.9	36	61.0	28	48.3	-	Decrease
		At risk	-	-	-	7	12.3	18	30.5	15	25.9	-	No change
		Vulnerable	-	-	-	9	15.8	5	8.5	15	25.9	-	Increase
	Language and cognitive skills (school-based)	On track	-	-	-	41	71.9	39	66.1	44	75.9	-	Increase
		At risk	-	-	-	14	24.6	15	25.4	9	15.5	-	Decrease
		Vulnerable	-	-	-	2	3.5	5	8.5	5	8.6	-	No change
	Communication skills and general knowledge	On track	-	-	-	44	77.2	54	91.5	27	46.6	-	Decrease
		At risk	-	-	-	10	17.5	4	6.8	21	36.2	-	Increase
		Vulnerable	-	-	-	3	5.3	1	1.7	10	17.2	-	Increase

❗ Critical difference has been colour coded: green text represents a positive change, red text represents a negative change. At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.

As a result of the data analysis the school has identified a need to improve communication and access to families with pre-school aged children. The school will continue to communicate and market offerings such as the *Play Café*, Kindy orientation program, regular parent information sessions and School Nurse (Hudson Road Clinic) support.

Year 5 NAPLAN

	Numeracy	Reading	Spelling	Writing	Grammar & Punctuation
Dalyellup PS	462	483	487	457	487
Similar WA Public Schools	466	483	483	480	475

The Year 5 NAPLAN data indicates that our students are performing similar to 'Like' schools. Further analysis of the data has shown that differentiation, especially for high ability students, needs to be a

focus area. Whilst good progress is being made by the majority of the cohort, higher ability students are not making the expected gains.

In Numeracy, it was clear that multi-level worded problems continue to be an area of need. In other words, problems whereby there were wordy questions that required a good level of comprehension to extract important information. This correlated with results in Reading where comprehension was an area identified as a need for development.

ACER's Performance Assessment Test (PAT) Data

In 2022, the school trialled the PAT's adaptive testing system. The results from the PAT testing were used to measure Effect Size. The Effect Size listed in the table below has been calculated using the Cohen's D for T Test, Effect Size formula. For the purpose of analysis, 0.4 is typical growth that would be expected in one year of the teaching and learning program.

	Reading	Spelling	Maths
Yr 2 Effect Size	0.9	NA	0.6
Range	0.77 – 1.08	NA	0.51 – 0.7
Yr 3 Effect Size	0.68	0.5	0.66
Range	0.39 – 0.45	0.4 – 1.2	0.5 – 1.04
Yr 4 Effect Size	0.46	0.3	0.6
Range	0.28 – 0.65	0.15 – 0.55	0.6 – 0.67
Yr 5 Effect Size	0.47	0.58	0.48
Range	0.37 – 0.52	0.29 – 0.89	0.36 – 0.89
Yr 6 Effect Size	0.4	0.3	0.4
Range	0.31 – 0.58	0.2 – 0.36	0.01 – 0.69

This is now the second year we have used the Effect Size measure. However, in 2021 the standard PAT assessments were used, whereas in 2022 the adaptive tests were trialled. As there are multiple classes per year level, the range has been included.

Analysing the results, it was clear that there continues to be inconsistencies in the delivery of the curriculum within one year level and across the school. Some classes experienced very good growth, while other classes experienced limited growth in some areas.

Words, Grammar, Fun

Dalyellup PS's On Entry data continues to indicate that we have a disproportionately high number of students 'at risk' when entering full time school. The Peel Language Development Centre has supported the school in tackling this challenge, in particular through the continued implementation of *Words, Grammar, Fun*.

To determine the Effect Size, Cohen's D T Test was calculated (see table below). As with the 2021 results, the 2022 results have been outstanding showing significant growth in student progress. With 0.4 being a typical year of growth, the results in Kindy and Pre-Primary range from 1.5 to 3.1.

		WGF Semantics -	WGF Grammar -
Kindy 1	2022	2	1.7
Kindy 2	2022	2.04	1.2
PP 1	2022	2	1.5
PP 2	2022	2.98	3.1

Words, Grammar, Fun continues to make an impact in the early years at Dalyellup PS.

Summarising the available data key initiatives for 2023 include:

Prepare - Prepare the learning environment and psychologically and physiologically prepare the students for learning.

- Student Services Committee continue to meet regularly with the aim of no child 'going under the radar'.
- Marketing & promotion of onsite programs, particularly pre-Kindy families (Play Café, Kindy Orientation, Parent information sessions).
- Continue to deliver the emotional intelligence program, Aristotle-ei, and measure Year 4 – 6 emotional intelligence using the SUEIT-ey.
- Continue to promote the Positive Behaviour Support framework across the school as the 'Dalyellup way'
- Promote school attendance
- Promote healthy food choices

Teach - High quality teaching strategies that are data informed and evidence based.

- Implementation of PLD phonics program in PP – Year 2.
- PLD implementation coordinator and support allocated 0.2FTE release to work with teachers.
- Continued implementation of Words, Grammar, Fun.
- Guided Reading systematically and explicitly delivered across Years 3 – 6.
- Increase the rigor and consistency of the delivery of Spelling (Years 3 – 6).
- Numeracy – Number Talk, focus on place value, mathematical vocabulary, multi-step problem solving.
- Trial Bond Blocks as a Tier 2 Maths intervention program.
- Further implementation Tier Two intervention Literacy programs MiniLit and MacqLit.
- Develop a bank of screeners and alternative programs to support Tier 3 Literacy students.
- Differentiated teaching in all classes.
- Teach and develop critical and creative thinking skills as described in the SCSA curriculum.
- Teach goal setting strategies.
- Continue to implement and embed Instructional Strategies.
- Using the DoE's Teaching for Impact framework, develop a clear understanding of what quality instruction in the teaching of Reading looks like at Dalyellup PS (the 'Dalyellup way').

Connect - Learning experiences that are authentic, deep and connect with the real world.

- Establish and maintain a proactive and positive presence on social media.
- Maintain a modern and up to date website that is promoted in the wider community.
- Continue to implement a parent information and education program (e.g., how the brain learns, emotional intelligence, school preparation, tips for parents at home, Kindy orientation).
- Parent / carer events with the children, onsite, during the school day (i.e., open lunches, Fathering Project).
- Be attentive and accountable in accordance with the DoE's Aboriginal Cultural Standards Framework.
- Use the Smart Goal strategy as a form of performance management.

Staff Movement

Mrs Gillian Bowles (Year 2 Teacher) announced her retirement in 2022. Mrs Bowles is a highly professional and dedicated teacher who demonstrated strong collegiality and desire to deliver an outstanding education for the students. The school wishes her the very best for her retirement.

Alex Cameron
Principal

School Board

The Dalyellup Primary School Board was established in 2013. The Board prides itself on their ability to bring together the broad range of experiences that makes the board to work collaboratively with the school and the community. Meeting once a term the board help support and provide strategic guidance to help facilitate the school deliver the best education possible to all the students.

The school has undergone a major logo revision under the astute guidance of the Principal Alex Cameron and his team to bring forward for the board to endorse a number of carefully considered designs. As well as this the Board has addressed the various ways in which the school communicate, and the newly designed newsletter can be used to showcase the major step forward. Under the guidance of the Principal and his team there has been a new web page endorsed and this is showing all the strengths of the school in a contemporary manner which has been well received.

Education of the students is first and foremost in the school's philosophy with the school basing its teachings in evidenced based programs to assist children to reach their potential. The Board has reviewed the NAPLAN results and supports the changes the school would like to make in improving the way the children are prepared and able to face the challenge.

Emotional intelligence and building the children's resilience is important and the school, with the Board's support, are incorporating emotional intelligence into the children's everyday school life. The new BMX track that the school has constructed is testament to this with the students empathetically sharing equipment or having to wait a turn. There has been a positive change in the student's behaviours over the past 12 months with many parents, teachers and community members commenting on the well behaved and positive nature of the Dalyellup Primary school students.

The experience that the board brings from business, community involvement and professionals, complements the school's leadership team and have enjoyed working with the school towards meeting their vision outlined in the school's Business Plan 2022 – 2024.

Having been given the opportunity to sit on the Board and also as the Board Chair has provided an insight into the way in which the school works within the Dalyellup and broader community. The manner in which the school is undertaking evidenced based teaching is exciting for the parents to see that the manner in which education has progressed in recent years.

I look forward to working with the board and the school in continuing to deliver positive outcomes for the 2023 year and beyond.

Tony Raudino

Board Chair, Dalyellup Primary School.

Student Numbers

Dalyellup Primary School commenced the 2022 school year with children from Kindergarten to Year 6. The breakdown of years at school and gender is included in the table below

	Male	Female	Total
Kindergarten	21	17	38
Pre-Primary	21	23	44
Year 1	28	33	61
Year 2	31	23	54
Year 3	33	34	67
Year 4	18	27	45
Year 5	26	36	62
Year 6	37	25	62
Total	215	218	433

There was a total of 53 Aboriginal and Torres Strait Islander students enrolled.

Attendance

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.

The school is working to improve attendance to above pre-pandemic levels and has an Attendance Policy in place. Students at risk are closely monitored and DoE correspondence templates are used to communicate concerns. The school promotes regular attendance via newsletters, information sessions, individual correspondence and through other mediums.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2020	90.8%	91.9%
2021	90.2%	91.0%
2022	84.3%	86.6%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	88%	92%	90%	91%	93%	91%	91%
2021	89%	89%	92%	92%	90%	91%	89%
2022	82%	86%	85%	84%	87%	84%	83%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

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 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 2022 was as follows:

Dalyellup	349	81%
Gelorup	30	7%
Bunbury, South Bunbury, Carey Park, East Bunbury and Withers	17	4%
Stratham	10	2%
Usher	10	2%
Other	7	2%
College Grove	5	1%
Boyanup / North Boyanup	5	1%

Students attending Dalyellup Primary School come from 9 different countries (including Australia).

Staffing

The 2022 school year commenced with the following staff employed at Dalyellup Primary School.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	33	23.9	0
Total Teaching Staff	34	24.9	0
School Support Staff			
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.8	1
Other Non-Teaching Staff	19	13.7	0
Total School Support Staff	24	18.5	1
Total	62	46.4	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: teaching, support staff and administration staff have Working with Children clearances.

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 2022, staff participated in the following professional learning.

- Managing student behaviour – Positive Behaviour Support
- English – Guided Reading
- Mathematics – Number talk
- Data analysis – Analysis of PAT data in Reading, Spelling, Math, Science and AGAT
- Smart target documented plans – SEN planning
- Brightpath – writing evaluation/moderation tool
- Early Childhood – Words, Grammar, Fun (Peel Speech and Language Centre)
- Emotional Intelligence – Swinburne University
- Microsoft TEAMS
- Microsoft OneNote
- Smart Goals

Teaching and Learning

English

Reading:

Dalyellup Primary School utilised a whole school approach to the teaching of reading skills.

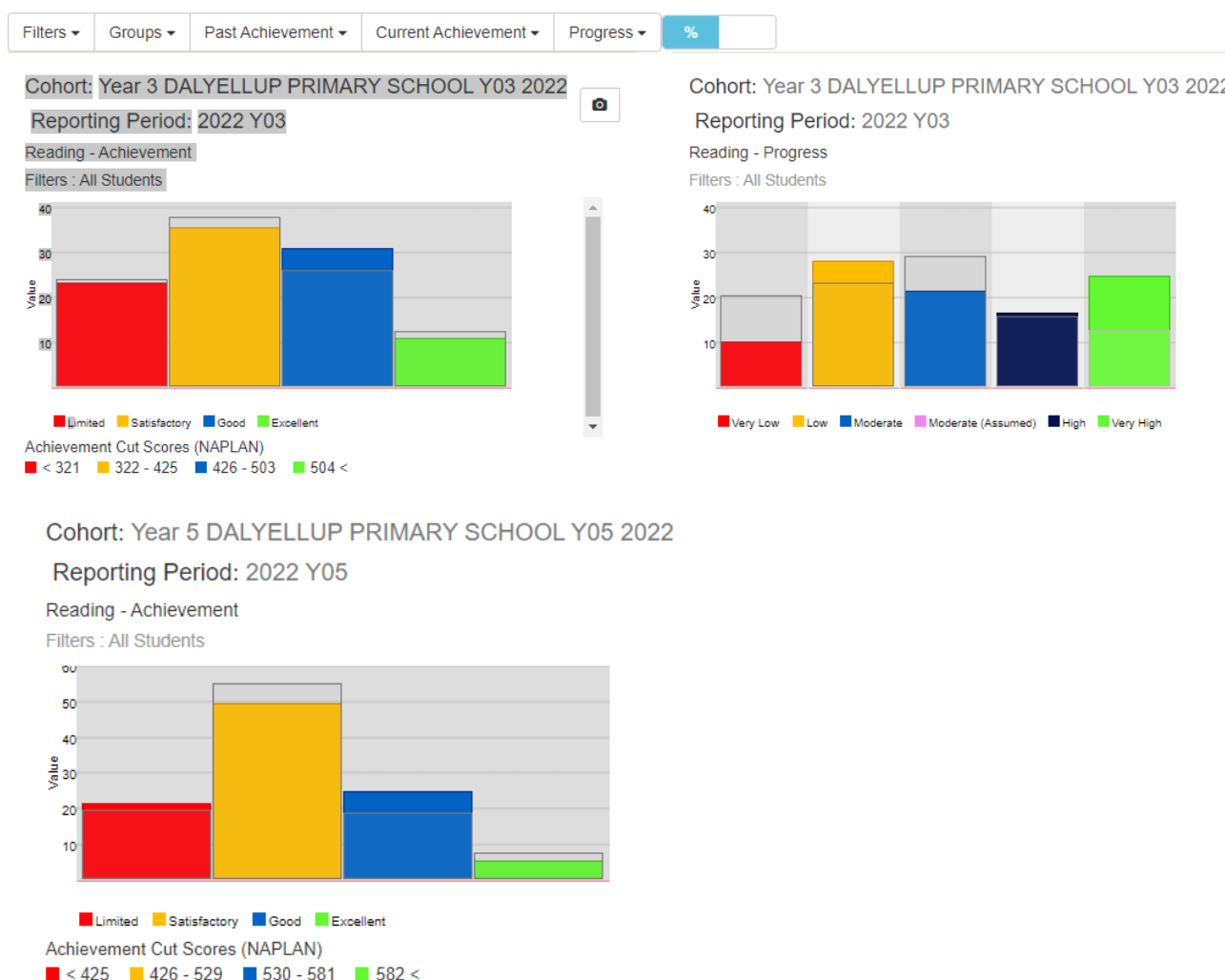
Kindergarten – Year 2 focus on 'Learning To Read'

Year 3 – Year 6 focus on 'Reading To Learn'

Guided Reading is the format we use to teach the skills of reading. This will be delivered differently in Kindergarten than Year 6.

The graphs below are from NAPLAN 2022 Reading achievement and progress.

Due to COVID and the cancellation of NAPLAN 2020 a progress graph for Year 5 is unavailable.



The positive aspect of these graphs is that the progress made demonstrates significant growth.

We are placing a focus in 2023 on Reading as we are concerned with the achievement of our students.

Writing:

This year a major focus was put on writing using the 'Brightpath' assessment tool.

Teachers were required to assess their students on the different genres of writing using a 'Cold Task' at the beginning of a teaching period. Once the data collected was analysed to identify areas of need a teaching plan was implemented to focus on these areas. A 'Hot Task' was then completed and analysed to check for progress.

This was the first year using this process and many hours of Professional Learning was presented to assist the teaching staff.

We will continue with this process in 2023.

Spelling:**Kindergarten – Year 2**

In 2022 we began trialling PLD with the aim of fully implementing the program from K -2 in 2023.

This program begins with 'Phonemic Awareness' and progresses to phonetic knowledge.

This is complemented by the Words, Grammar, Fun program used in the K – PP classes.

We have seen significant progress in our students' acquisition of sound letter relationships and grammar in the early years.

This program will be extended in 2023.

Years 3 – 6

Our Year 3 – 6 students are using the Smartwords spelling program.

Students not achieving benchmarks in spelling are undertaking the Minilit or MacqLit program in small groups.

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 in Mental Calculation Strategies for: Counting Skills, Addition & Subtraction, and Multiplication & Division were completed and delivered to all staff in 2014, refreshed in 2017 and revised in 2020.

The data collection and analysis processes enables 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 (Year 3 & 5)
- ACER Adaptive Maths PAT Test (Year 1-6)
- Peter Westwood One Minute Basic Facts Number Facts Test (Addition and subtraction Year 1-6, Multiplication and Division Year 3-6).

Student concept and skill development continues to be supported by several initiatives.

The school's Mathematics resources have been allocated to each teaching block. They are readily available, without the delay of borrowing through the library system. This way the teachers have all the tools necessary to conduct meaningful mathematical experiences for their students at instant.

Years 1-6 continue using Mathletics to support students in the fluency and understanding of the concepts taught. 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.

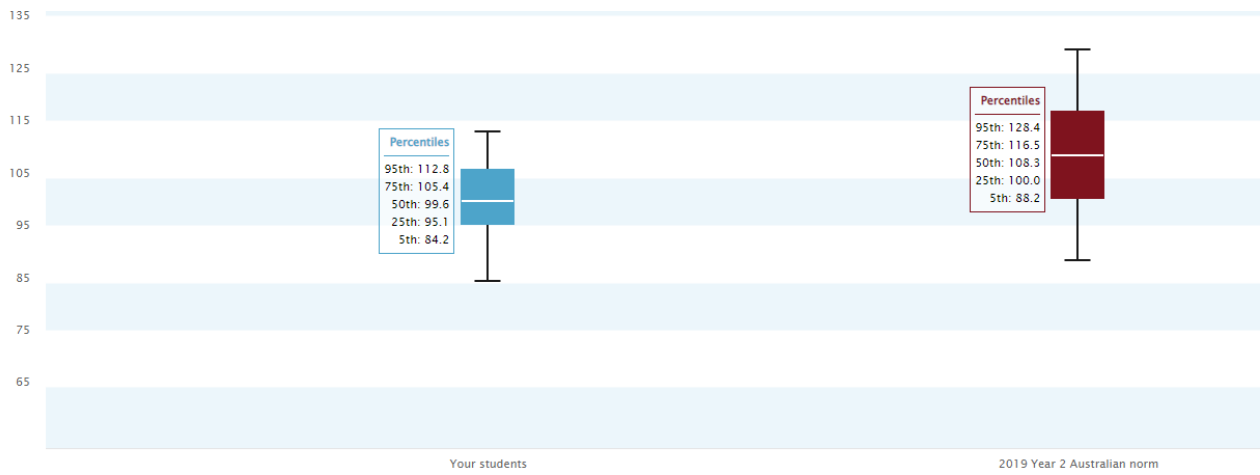
Mathematics language development continues to be one of our prime focuses. We acknowledge the importance of improving our students' ability to comprehend mathematical problems as well as develop the ability to express their understanding and communicate strategies employed to solve them. The Mathematics Vocabulary Scope and Sequence K-6 document was completed and distributed to all staff at the start of 2017, to begin implementation. In 2018 Dr. Paul Swan's and David Dunstan's "My Word Book: Mathematics" book was issued to all staff to support students' Mathematical Literacy.

Over the last few years, the school's Mathematics coordinator has developed and conducted targeted Professional Learning aimed at upskilling of staff in Mathematics. 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 Carol 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 all classes.

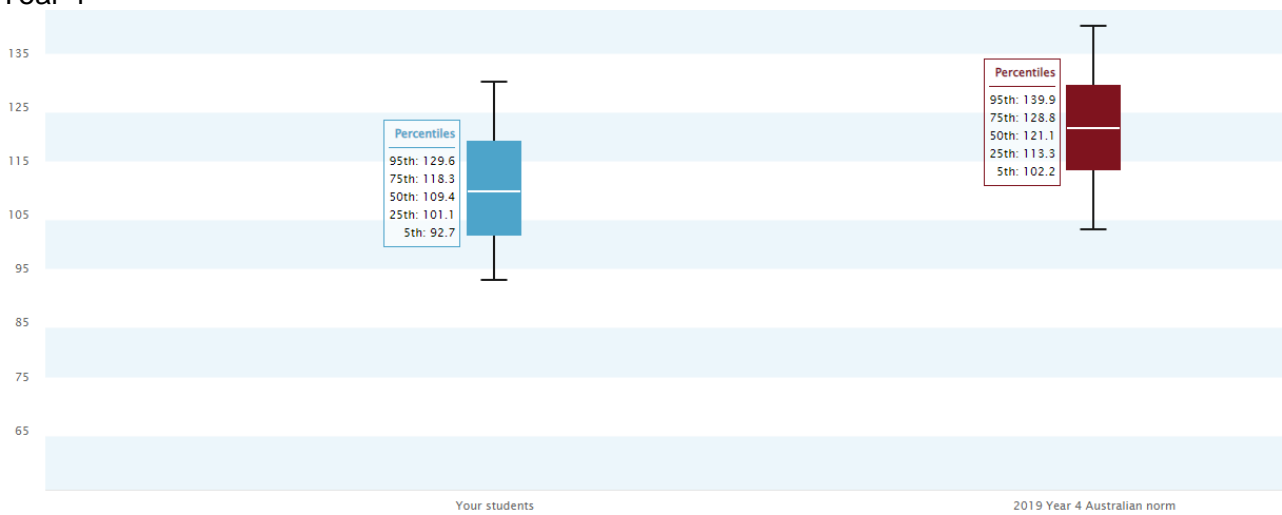
In 2020, five workshops focused on the development of the Number Sense through Number Talk instructional strategy and were delivered to all staff. In 2021 we adopted Number Talk as the whole school strategy and begun its implementation from Year 1 to Year 6, five days a week. Individual mentoring and modelling sessions were offered to all staff. Number Talks continued as the whole school strategy in 2022 and further support to refine the practice was provided to all staff throughout the year. Number Talks were scheduled to be conducted by all teachers in Period 1, after the whole school's spelling program.

Several new initiatives in the development of the school's Mathematics commenced at the end of 2022, including research into the effective strategies in teaching and learning Mathematics, development of the whole school approach to Problem Solving, Basic Facts and Place Value and the pilot run of the "Bond Blocks" early intervention program developed by Narelle Rice.

Year 2



Year 4



Instructional Strategies

In 2017 / 2018 an opportunity to attend 10 days of Instructional Strategies training, led by Dr Barrie Bennett was taken up by Dalyellup Primary. Three staff members attended all of these sessions and have since committed to becoming lead teachers, mentors and coaches, in effective instructional strategies, to the rest of the staff at Dalyellup PS.

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 and 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 along with the additions of Effective Questioning, the use of Bloom's Taxonomy and Higher Order Thinking Strategies are a sustained teaching priority at Dalyellup PS.

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 the 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 2022:

- 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**.
- 35 new iPads were purchased to replace obsolete devices.

- We are not in a position to allocate a device to all Years 4 – 6 students without a BYOD. Class sets will be arranged for these classes in the future.

By the end of 2022:

- We held information sessions for Year 3 parents at different times. This resulted in more parents attending the sessions.
- We purchase a set of VR headsets and in the process of upskilling the staff in their use. These will be a great asset to our teaching and learning programs.
- Shared the new technology with families on Open Night

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 required.

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

A clear referral process has streamlined the way in which we plan to support students with needs. This process also supports parents/carers in helping their children in a clear and guided team approach.

Ms. Walsh runs her Enrichment program for our creative thinking students. This program challenges our Years 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. Cowie has taken on the role of Learning Support Coordinator. She works with teachers to ensure that differentiation of learning programs is implemented across the school. She has also coordinated the assessment and implementation of the MiniLit and MacqLit programs that cater for students struggling with the acquisition of phonics and spelling skills.

Mrs. Steenkamp is our school chaplain; she is at the school three 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; Laura Evans; at the school two days a week. The school psychologist is part of the Student Services Team.

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.

Technologies

Dalyellup Primary School continues to have a dedicated technology program, which is designed to equip our students with the skills to be creative in our changing world and provide a range of experiences. Evidence of the school's commitment to both Digital and Design and Technology is the inclusion of a specialist teacher in the school's program.

The IT Committee had meetings once a term during the year. Discussions were based around purchasing of equipment for use in the specialist program and for updating equipment, such as iPads that needed replacing and redirecting MacBook's for use in the Technology room.

The Scope and Sequence documents for the Technology learning area have now been completed and are accessible to all staff. As the Australian Curriculum was updated in the second half of this year, when the WA Curriculum is released, they will need to be checked and changed if needed.

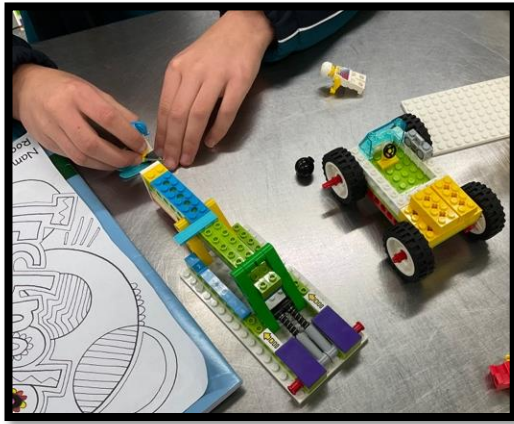
There was additional funding given to this learning area from a government grant for purchasing equipment. Some of the equipment that was bought were Makerspace resources, Lego Spike and Essential and a Makey Makey kit. Additionally, the specialist teacher applied for a grant through the school's partnership with Tronox Incorporated to purchase ten drones, which can be used for remote driving, as well as coding as students become more confident.

All classes, junior and senior, began the year focusing on Cyber Safety. For Digital Technologies, the focus was on collecting and presenting data. We also discussed algorithms as a series of steps and completed sequencing activities. Design and Technology focused on problem solving and presenting a solution digitally using Keynote.

For Science Week 2022, the theme was *Glass: More than meets the eye*. The junior classes used magnifying glasses to investigate and record what they saw outside. The senior classes reflected shapes using Mirrored Magnetic Polydrons, took a photograph and added special effects, then added them to a class book and put on Connect for families to access.

Throughout the year, a robotics program was conducted on Friday afternoons. The students used the Vex IQ kits to build and learn to control robots. A group of 5 students were chosen to represent our school at an Interschool competition in the middle of Term 3, where they earned silver status competing in a range of challenges.

Also in Term 3, the Year 5/6 class attended the Science and Discovery Day at the Leschenault Leisure Centre which was organised and run by the Rotary Club of Bunbury Leschenault. The students were given a range of challenges to participate in throughout the day. The excursion was funded by a grant applied for by the specialist teacher.



Science

In 2022 Science remained in maintenance mode. Staff have embraced the Primary Connections Science program.

Science Week was implemented, culminating in classes doing a discovery walk around other classes and sharing their Science Week discoveries. The Upper Primary classes went to the Pre-Primary and assisted the teachers with science experiments. The week was full of exciting science learning.

The Science committee met regularly to discuss matters relating to promoting the teaching and learning of science.

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, Year 5 students competed in the VEX Robotics competition at Dardanup PS. 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 to improve performance.

Now having a year's experience and with the introduction of a Technology Specialist Teacher being appointed in 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.

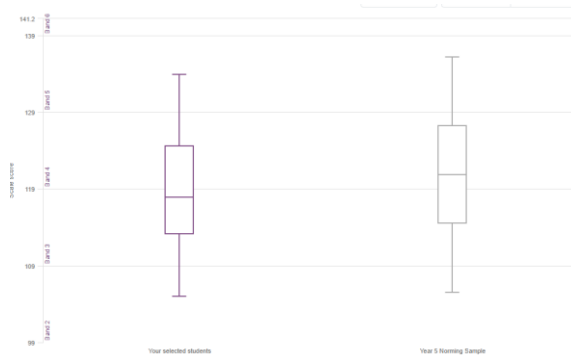
The graphs below demonstrate the achievement of our students in relation to Year 3- 6 students across Australia.



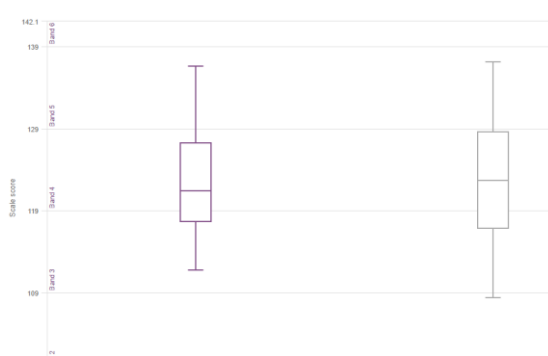
Year 3



Year 4



Year 5



Year 6

HASS

We are continuing to increase our resources to assist teachers to ensure that the programs delivered are relevant and current.

Scholastic teaching resources were purchased in 2022. These reflected the topics of History, Literature, First Nations and Geography, including wildlife.

These resources have been accessioned by our librarian, Ms. Heather Lindsay and are available for staff. The Australian Kits collated from the previous year were also accessible for classes.

Performing Arts

In 2022, the Performing Arts program operated from Years 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 program 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 Department of Education Instrumental Music School Services (IMSS) program in Year 5 and 6. At Dalyellup PS we are offered 2 Guitar, 5 Clarinet, 5 Flute, 5 Brass and 2 Percussion places. Students were selected in Term 4, 2021 and began lessons as Year 5 students in 2022.

Each Friday afternoon we arranged half hour time slots allocated to Year 6 Band (Marimbas, ukulele, guitars, drums and woodwind and brass concert instruments), Year 5 & 6 Singing (Choir and production) and Year 5 & 6 Circus (Unicycles, juggling, stilts, Air-track acrobatics). Term 1 was spent rehearsing for the ANZAC ceremony and developing music and roles for the upcoming production. During Term 2 and Term 3, we started production rehearsals for "What's The Crime Mr. Wolf". The production ran for 4 shows and was again a huge success. The cast numbered just over 60 students showcasing their skills in acting, dancing, singing, and playing in the band.



Visual Arts

The school year of 2022 started with an art emphasis on Emotional Intelligence. After viewing and discussing famous art, regarding what emotions these art works invoked. The students then depicted an emotion of their own. e.g. excited, sad, painful, cheerful, scared.

During Term 2 we studied the Post-Impressionist artist, Henri Rousseau. We investigated his life, ideas and art. Students created jungle scenes with an emphasis on drawing, cutting and tearing paper.

Colour wheel theory is always an important component of each year's art program. This year the senior classes focused on analogous colours. These are groups of three colours next to each other on the colour wheel. Value of colour was investigated through blending and shading to create depth.

Term 3 the students focused on Aboriginal symbol art. We adapted this unique art form to create art to represent each child's life and all aspect of importance to them, their family and community. This topic then became the inspiration for a project with the Shire of Capel in Term 4.

The start of Term 4 the students implemented Term 3 knowledge of colour value, blending, shape and size to create unique dragon eyes.

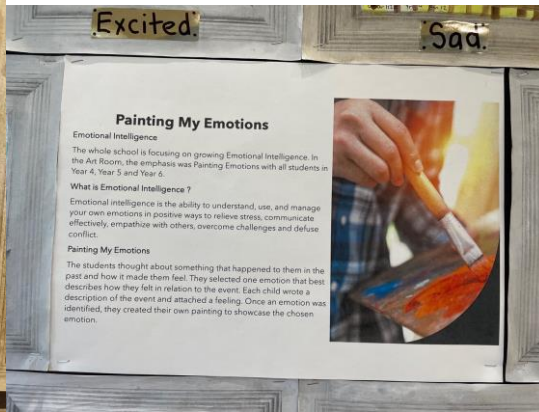
The final focus of the year was on Jim Dine the pop artist and his heart art. This symbolically led to Year 6 students creating an art piece to display on stage at their graduation. The heart was a combination of a checked flag signifying the end of primary school and a rainbow signifying new beginning of high school.

Community and Aboriginal Projects

The Capel Shire approached our school with a project proposal for shire staff shirts representing the indigenous culture of the Capel Shire. The Aboriginal children in Year 4, Year 5 and Year 6 responded by using their prior knowledge on Aboriginal symbols to create beautiful artwork and stories for the Shire.

As a result of the school receiving air purifiers from the Department of Education the school had an abundance of sturdy boxes to upcycle. I converted 6 boxes into 3D painted installations of the aboriginal seasons. The portable boxes are on rotation display in the office and will be used around the school in NADOC week. This is still on going as not all seasons have been completed.

Lastly my art skills were required for the school production in designing stage props and backstage organisation of both the matinee and night performances.



Physical Education

The 2022 Sporting year began with the Year 5 and 6's attending swimming lessons at Koombana Bay during Week 3 and 4. This was followed by swimming trials during Week 6 to select students to attend the interschool swimming carnival.

Dalyellup Primary School organised the Southwest Public Primary Schools Interschool Swimming Carnival, where our top swimmers from Year 4 – 6 competed against 5 other schools. COVID impacted the carnival, however, we managed to place well amongst the other schools.

Faction athletics was scheduled for the end of Term 1, however, had to be postponed to later in the year due to covid.

Term 2 saw the preparation for the annual winter carnival with Adam Road PS, Bunbury PS and Tuart Forest PS. Students chose to participate in either hockey, soccer, AFL or netball. Students from Dalyellup College assisted in umpiring the day. Some students enjoyed the day that much they signed up to their local club to participate in weekend sport. Well done to all involved.

The focus shifted to cross country running in Term 2. We had fantastic conditions for the runners on the day with cool temperatures and we saw some brilliant cross country running from nearly everybody on the day. Well done to all! Congratulations to the students who were selected for our school cross country running team.

The 2022 Bunbury District Cross Country Running Championships were held at Adam Road and the students who represented our school, showed determination and perseverance to complete this gruelling track. Our Year 3 female competitor received a Silver Medal for her outstanding performance. Our school received a special mention for their sportsmanship as we were constantly cheering on fellow competitors during the day.

Runners Club began in Term 3. Each Wednesday morning before school, students were able to improve their fitness by running laps of the oval. Bands were collected for each lap and recorded each week. A special thankyou to all the parents assisting with this new program at school.

The focus of the P.E. and Sports Programs during Term 3 was athletics. The jumping and throwing phases of our school 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 Faction Athletics Carnival early in Term 4.

Jumps and throws for Year 3-6 were held on one day and the Carnival followed in Term 4. This year we trialled running a whole school athletics carnival. The Year 1 and 2's competed in running and team games until recess. We ran over time and had to alter the program, however, this did not affect the quality of the day. Congratulations to the overall winning faction, Norton. Congratulations to all students, parents, and staff for these outstanding events. A special mention to students from SEDA for assisting with the day.

The final interschool event on our 2022 sporting calendar was the Tuart Division Athletics Carnival. Dalyellup Primary School performed admirably in the jumps, throws and 800-meter events and again on the track and team games day. The running and team games were held at the Bunbury Athletics Track.

This year, the Year 3 and 4 students walked to Dalyellup College to participate in an intra school cricket carnival. Teams of 6 played each other with the Dalyellup College students umpiring the day.

Many students surprised themselves with their impressive batting and bowling skills in game situations. Well done to all the Year 3 and 4 students involved.

Drawing to the end of the year, the Year 6's and invited Year 5's, walked to Tuart Forest Primary School to compete in a cricket carnival against Tuart Forest and Adam Road. It was a very hot day but once again the students showed great team spirit and enjoyed the day competing in cricket and the lunch time dance off.

Finally, I would like to thank the outstanding faction captains, Corby and Grace from Dampier, Tia and Ella from Hartog, Cyress and Kayla from Norton, and Demi and Joshua from Oxley. The sporting leadership provided by these students was continuously exemplary throughout 2022, both on the school campus and representing and leading our teams of athletes away from it.

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 2022. It is greatly appreciated and well noticed.



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 catered 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 and Four to date. Auslan at Dalyellup Primary school is now in its fourth year of development. The program has provided opportunities for peer teaching, upskilling staff and initiated networking with deaf people in the community to develop strong sustainable partnerships and further knowledge of deaf culture.



ECO Centre

During 2022 there were a few classes that visited and used the ECO Centre. Eric repaired and replaced the reticulation stands for the garden throughout the beginning of the year.

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 fruits and vegetables. Teachers have been using the ECO Centre as a learning area for subjects like Science. Many parents have commented about the positive experiences their child had from growing things in the ECO Centre.

We purchased and planted some bush tucker plants that are suitable for the students to eat with a focus on indigenous native plants with edible fruits, nuts, seeds and leaves.

Dalyellup PS is lucky enough to have a dedicated school volunteer in Mrs Val Hornsby. She has helped to co-ordinate the planting within the ECO Centre over the past few years. She is very committed to keeping the ECO area thriving.

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.

The money allocated in 2022, was used to purchase seeds, seedlings, soil improver, potting mix, vegetable plants and mulch. Teachers and volunteers are having to contribute quite a bit of their own money to keep the ECO Centre healthy. Some fundraising later in the year did raise \$20.00 that was used for mulch.



Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a philosophy and practise 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.

2022 was the tenth 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 staff.

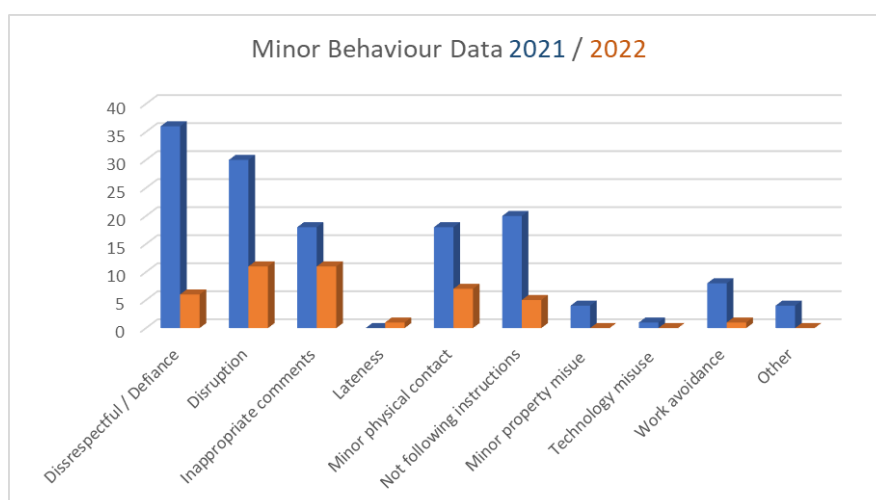
All staff were involved in Professional Learning sessions, planned, prepared and delivered by members of the PBS team and designed to get them to reflect upon existing practice, develop and improve teaching practices and to promote a whole school behaviour focus.

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 teach 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.

In 2022, a Tier 2 committee continued a commitment to identifying and implementing intervention strategies with students at behavioural risk.

The graph below illustrates the significant reduction of minor behaviour incidents in 2022 (in orange). We believe this is a result of the strong PBS focus and whole school approach to the teaching of Emotional Intelligence.



There were no suspensions issued in 2022.

Student Leadership

In 2022, approximately 30 students from Year 6 presented speeches to the Dalyellup Primary School community. Subsequently, 8 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 6 new students were voted for and selected using a similar process. As COVID had impacted the roles and responsibilities of the Semester One leaders, it was decided that they would continue on and support the new leaders in Term 3.

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.



NAIDOC WEEK

In 2022 we invited families to a morning tea and join in our NAIDOC committee.

AIEO Ms. Sandra Martin planned a number of nature walks around and close to the Dalyellup Primary School. She incorporated a flora and fauna that is around this area, e.g. Kookaburra (kaa kaa). Our aim was to raise awareness of our beautiful natural surrounds in Dalyellup. Sandra also spent many hours exploring and mapping the parklands that are walking distance from the school.

With the theme of *Get Up, Stand Up and Show Up*, together with Mrs. Fran Turner we organised an Opening Ceremony in Week 2 in Term 3. Jonathon G (Dalyellup College student and Dalyellup PS sibling) did the Acknowledgement of Country. Noongar students at DPS were invited to sit on the stage and some of them spoke about what NAIDOC theme meant to them personally.

Ms. Martin and Mrs. Turner took a group of students to view Noongar Country 2022 at the Bunbury Art Gallery, Pioneer Park, Wardandi Park and onto see some of the Noongar Street Art (of Troy Bennell). Mrs Jillian Gauder, together with her class, presented a story of a past Aboriginal who impacted in our history.

After the Opening Ceremony, families and some students were invited back for morning tea where we sampled some Bush Tucker infused goodies. Val Ugle was very inspired and pledged to be involved in NAIDOC Week 2023.

An initiative that is ongoing is naming the teaching blocks after the six Noongar seasons and seeking artwork for this. The signage in the undercover area for 'Wandjoo' is soon to be erected and is sung at assemblies and other special events.



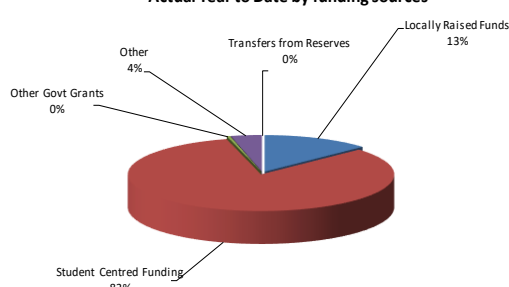
Financial Statement

Dalyellup Primary School

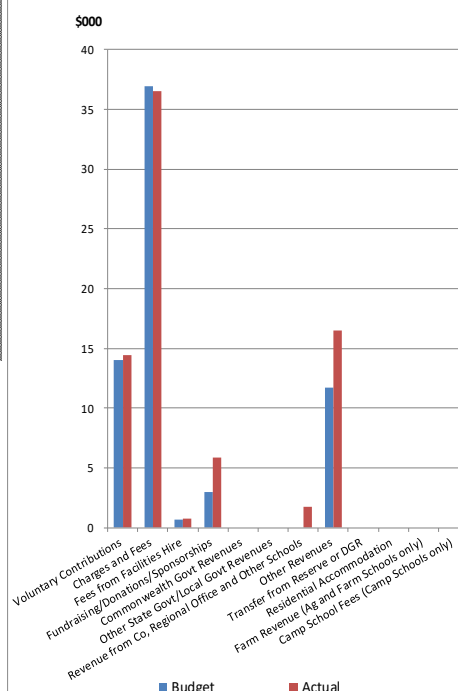
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 14,023.60	\$ 14,444.10
2	Charges and Fees	\$ 36,948.00	\$ 36,557.73
3	Fees from Facilities Hire	\$ 720.00	\$ 772.72
4	Fundraising/Donations/Sponsorships	\$ 3,000.00	\$ 5,902.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 1,765.89
8	Other Revenues	\$ 11,723.00	\$ 16,506.97
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 66,414.60	\$ 75,949.91
	Opening Balance	\$ 291,118.00	\$ 291,117.86
	Student Centred Funding	\$ 362,566.10	\$ 362,566.10
	Total Cash Funds Available	\$ 720,098.70	\$ 729,633.87
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 720,098.70	\$ 729,633.87

Actual Year to Date by funding sources

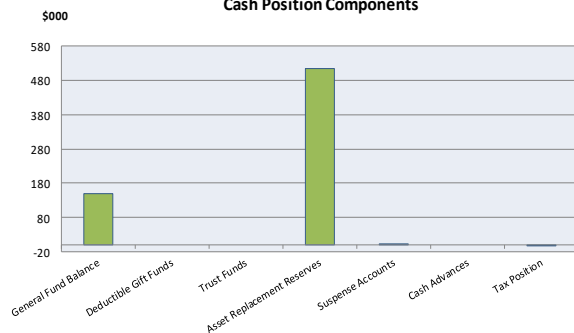


Locally Raised Revenue - Budget vs Actual

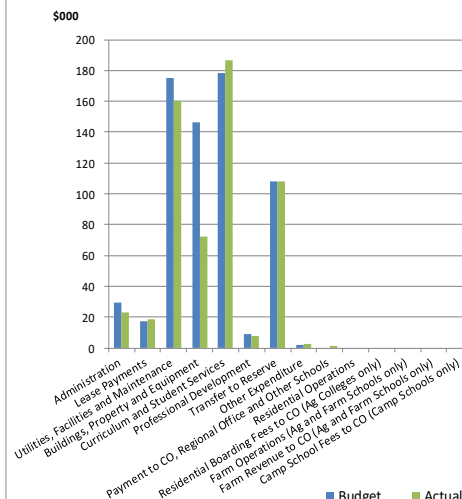


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 29,750.73	\$ 23,388.46
2	Lease Payments	\$ 17,200.00	\$ 18,606.84
3	Utilities, Facilities and Maintenance	\$ 174,925.00	\$ 160,761.79
4	Buildings, Property and Equipment	\$ 146,667.12	\$ 72,163.83
5	Curriculum and Student Services	\$ 178,206.57	\$ 186,377.67
6	Professional Development	\$ 9,119.27	\$ 7,768.77
7	Transfer to Reserve	\$ 107,973.39	\$ 107,973.39
8	Other Expenditure	\$ 2,105.00	\$ 2,513.30
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 1,195.35
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	\$ 665,947.08	\$ 580,749.40
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 665,947.08	\$ 580,749.40
	Cash Budget Variance	\$ 54,151.62	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 660,096.36
Made up of:	
1 General Fund Balance	\$ 148,884.47
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 512,933.39
5 Suspense Accounts	\$ 1,287.50
6 Cash Advances	\$ -
7 Tax Position	\$ (3,009.00)
Total Bank Balance	\$ 660,096.36



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