



Annual Report

2023

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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Dalyellup Primary School

In August 2023 the school received a three-year return on the Independent Public School (IPS) Public School Review (PSR). The report identified many strengths and areas of commendation. To see the comprehensive list of commendations, refer to the full report on the school's website. Some particular areas of note are.

- High levels of parent and community satisfaction with the school.
- Positive and productive relationships with the School Board and P&C.
- Regular and valid feedback is sought and received from parents and staff.
- The learning environment is enhanced by well understood Positive Behaviour Support (PBS) expectations, a whole school emotional intelligence program and effective Student Services Committee.
- Change is affected in a strategic, timely and inclusive manner.
- A clear approach to performance management and development is evident.
- Sound financial management is evident across the school.
- A high priority is placed on teaching quality, professional learning and collaborative practice.
- An assessment schedule informs staff of the type and timing of data collection.

Recommendations included.

- Further professional learning in trauma informed practice.
- Enhance instructional support for staff through the implementation of an agreed observation and feedback system by instructional leaders.
- Continue to monitor the changing demographics, housing developments and enrolment trends that may impact the school.
- Work towards finalising the Dalyellup Instructional Framework.
- Set specific aspirational general and cohort specific targets in future business plans.

The review process was a positive experience for the school, and both affirmed our progress and promoted reflection on school improvement.

The focus for professional learning in Semester 1 was on Cognitive Load (how the brain learns). This challenged staff to delve into concepts such as working and long-term memory, schema and extraneous, germane and intrinsic load. These concepts were viewed as an important foundation to developing the Dalyellup Instructional Framework (The DIF). Whilst continuing to work on Cognitive Load in Semester 2, our professional learning focus included trauma informed practice. Having appointed a behaviour consultant with specialised experience in this area, we capitalised on this, and the consultant delivered a number of sessions throughout the semester.

In response to the Department of Education's *Phonics Initiative Promoting Literacy Development (PLD)* a Literacy Consultant (0.4FTE) was appointed for the year. The Consultant had expertise in PLD and supported early years teachers in the implementation of the program. The teachers focused on the effective delivery of PLD and the program's data tracking system. We experienced good to very good results in students' phonics development and will continue to implement PLD in 2024.

As part of a Collie Preston Network initiative, Preschool Reform Agreement, funds were used to train twelve Education Assistants in MiniLit and MacqLit. This was a wonderful professional learning opportunity for our Allied Professionals and further enhances their effectiveness in delivering these programs to students requiring Tier 2 and 3 support in reading.

The school continues to be involved in a range of interschool events and competitions. These included Vex Robotics, sporting carnivals (swimming, athletics, cross country, winter sports), Young Writers Workshops and the Soapbox Speaking Competition. The Soapbox competition was

particularly successful with Dalyellup PS overall winners and individual students winning each year group category.

We had a very successful NAIDOC Week, themed 'Our Elders'. Despite some weather challenges, all activities went ahead with some modifications. The week was launched by Uncle Greg Little who explained and delivered the *Welcome to Country*. Throughout the week the students did art activities, made damper, tasted kangaroo sausages and the Capel Shire launched their executive shirts that were co-designed by our Aboriginal students.

The annual school production, "Matilda" was a great success, especially as the cast presented the full musical. There were some anxious moments leading up to open night, however, the Year 5 and 6 students rose to the occasion and presented a memorable show that was a highlight of the year.

2023 was a successful year at Dalyellup PS. Using quality data, Department of Education priorities and the broader needs of our students, we have developed a clear direction moving forward. We regularly remind ourselves to implement change and innovation in a suitably paced and strategic manner.

Parent Opinion Survey

Parent Survey – 40 parents responded to the Parent Opinion Survey. The percentage response from each year level across the school was as follow.

K – 0%	PP – 13%	Yr. 1 – 3%	Yr. 2 – 15%	Yr. 3 – 5%
Yr. 4 – 40%	Yr. 5 – 23%	Yr. 6 – 3%		

The overall average response based on a scale of five, with five being the highest, was 4.425, with a median of 4.5.

Responses to individual questions were as follows.

- 97% 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.
- 95% of respondents agreed teachers at this school treat students fairly.
- 100% of respondents agreed the school is well maintained.
- 97% of respondents agreed their child feels safe at this school.
- 93% of respondents agree they can talk to my child's teachers about their concerns.
- 90% of respondents agreed student behaviour is well managed at this school.
- 100% of respondents agreed their child likes being at this school.
- 88% of respondents agreed this looks for ways to improve.
- 83% of respondents agreed this school takes parents' opinions seriously.
- 92% 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.
- 95% of respondents agreed their child's learning needs are being met at this school.
- 86% of respondents agree the school works with them to support their child's learning.
- 76% of respondents agreed this school has a strong relationship with the local community.
- 90% of respondents agree that the school is well led.
- 95% of respondents agreed they are satisfied with the overall standard of education achieved at this school.
- 98% of respondents agreed they would recommend this school to others.
- 97% of respondents agree that their children's teachers are good teachers.
- 100% of respondents agreed teachers at this school care about my child.

The growth in the average for the parent survey has remained strong, up from 3.83 in 2018 to the current levels (2022 – 4.435, 2023 – 4.425). The high levels of parent satisfaction were noted by the Public School Review panel.

Staff Opinion Survey

Thirty-six staff responded to the 2023 Staff Opinion Survey.

The overall average response based on a scale of five, with five being the highest, was 4.22, with a median of 4.2.

Responses to individual questions were as follows.

- 97% of respondents agreed teachers at this school expect students to do their best.
- 86% of respondents agreed teachers at this school provide students with useful feedback about their schoolwork.
- 86% of respondents agreed teachers at this school treat students fairly.
- 100% of respondents agreed the school is well maintained.
- 81% of respondents agreed students feels safe at this school.
- 89% of respondents agree students at this school can talk to teachers about their concerns.
- 84% of respondents agree parents at this school can talk to teacher about their concerns.
- 61% of respondents agreed student behaviour is well managed at this school.
- 94% of respondents agreed students likes being at this school.
- 95% of respondents agreed the school looks for ways to improve.
- 72% of respondents agreed this school takes staff's opinions seriously.
- 89% of respondents agreed teachers at this school motivate students to learn.
- 81% of respondents agreed student learning needs are being met at this school.
- 86% of respondents agree they receive useful feedback about their work at this school.
- 72% of respondents agree staff are well supported at this school.
- 77% of respondents agreed this school has a strong relationship with the local community.
- 83% of respondents agree that the school is well led.
- 78% of respondents agreed they are satisfied with the overall standard of education achieved at this school.
- 83% of respondents agreed they would recommend this school to others.
- 98% of respondents agree that teachers at this school are good teachers.
- 98% of respondents agreed teachers at this school care about their students.

The staff survey results have remained consistently high since 2018 (2018 – 4.32, 2021 – 4.39, 2023 – 4.22). The school is characterised by strong collegiality and support by all staff. Eight staff indicated that they did disagree with the statement, 'Student behaviour is well managed'. The school's Positive Behaviour Support (PBS) is seen as a positive program. Investigating this response rate, it was identified that staff are often unaware of consequences such suspensions. The approach to high level consequences such as this, is handled subtly and in line with the school's PBS approach.

Student Opinion Survey

The 2023 Student Opinion Survey was completed by 91 Year 5 and 6 students.

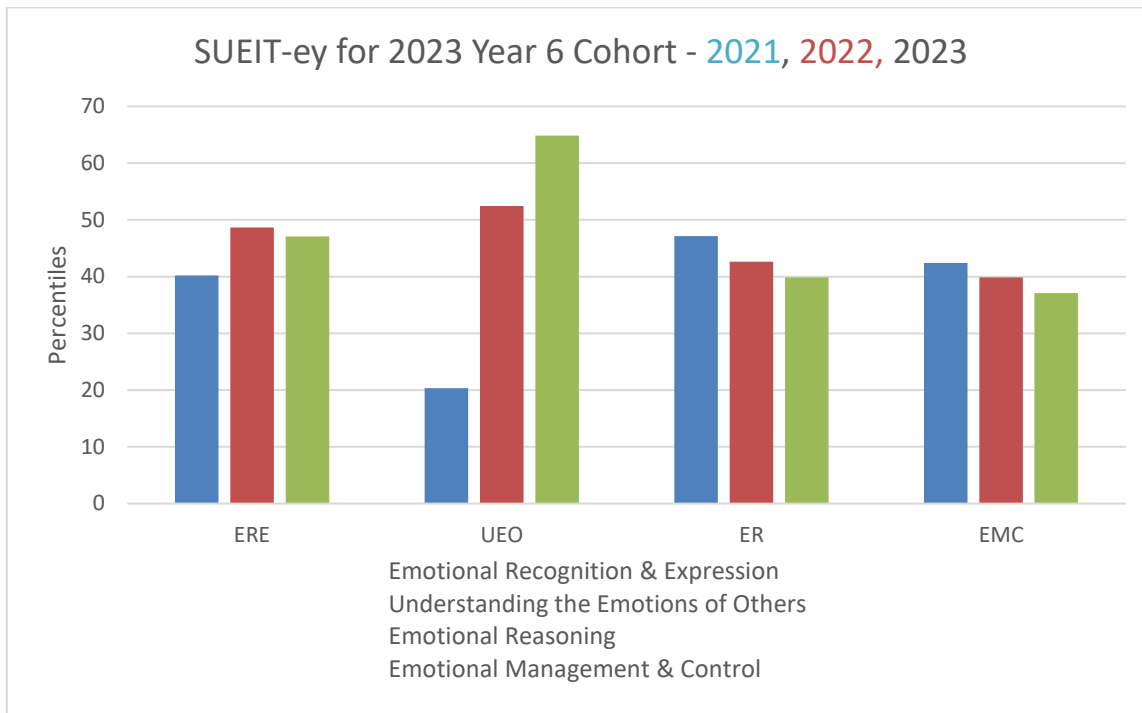
The overall average response based on a scale of five, with five being the highest, was 3.91, with a median of 3.95.

Responses to individual questions were as follows.

- 94% of respondents agreed their teachers expect them to do their best.
- 75% of respondents agreed their teachers provide them with useful feedback.
- 57% of respondents agreed teachers at the school treat students fairly.
- 75% of respondents agreed this school is well maintained.
- 70% of respondents agreed they feel safe at this school.
- 64% of respondents agreed they can talk to their teachers about their concerns.
- 48% of respondents agreed student behaviour is well managed at this school.
- 67% of respondents agreed they like being at this school.
- 78% of respondents agreed this school looks for ways to improve.
- 54% of respondents agreed this school takes students opinions seriously.
- 79% of respondents agreed their teachers motivate them to learn.
- 81% of respondents agreed the school gives them opportunities to do interesting things.
- 75% of respondents agreed the teachers are good teachers.
- 84% of respondents agreed teachers care about them.

Overall, student comments were very positive. A number of specialist classes were highlighted as highly engaging. Students did comment on inappropriate language used by a small number of students and their preference for an overnight camp.

Positive Behaviour Support (PBS) continues to be the essential ingredient to the school's approach to behaviour management. The *Aristotle-ei* program (Emotional Intelligence) whole school implementation continues to be successful with student results in the domain of 'Understanding the emotions of others' showing significant growth. The Swinburne University Emotional Intelligence Test – Early Years (SUEIT-ey) was administered to Year 4 – 6 students in June. 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 results in the four domains from 2021 to 2023.



Student Performance - 2023 NAPLAN, WGF and PAT Data

The school's Year 3 NAPLAN results show that the school is achieving at or close to 'Like' schools across Australia in Numeracy, Reading, Spelling and, Grammar & Punctuation. Of these, it was pleasing to see Reading and Spelling slightly above 'Like Schools'. Results in Writing were below 'Like' schools nationally.

Year 3 NAPLAN

	Dalyellup PS	Like Schools	National Average
Numeracy	374	374	406
Reading	365	361	404
Writing	367	383	417
Spelling	373	371	404
Grammar	354	367	409

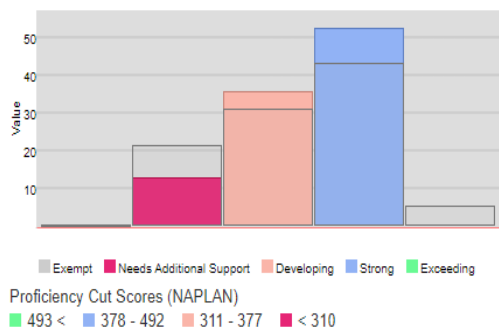
Progress graphs are available on the Student Achievement Information System (SAIS) and are available for Numeracy and Writing. When reading the graphs, the grey line is indicates 'Like Schools' for Western Australian Public Schools.

Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2023

Reporting Period: 2023 Y03

Numeracy - Proficiency

Filters : All Students

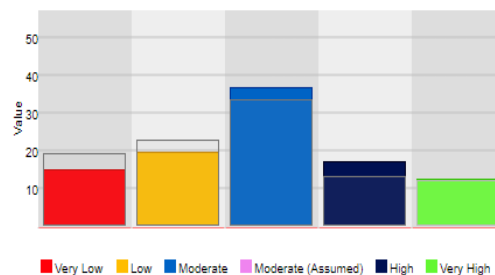


Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2023

Reporting Period: 2023 Y03

Numeracy - Progress

Filters : All Students



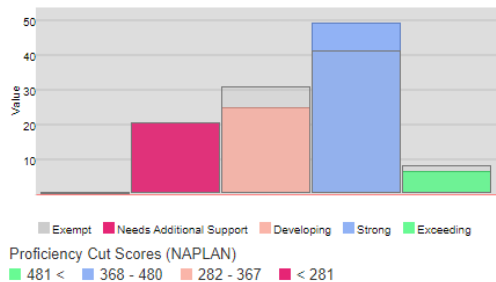
The Numeracy progress graph indicates that the cohort has made good progress from Pre-Primary (On-Entry testing). 87.5% of Year 3 students placed in Developing and Strong, compared to 78.6% in similar schools. No Year 3 students at Dalzellup placed in Exceeding. 29.3% of Year 3 students have made High to Very High progress, compared to Like Schools 25%.

Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2023

Reporting Period: 2023 Y03

Reading - Proficiency

Filters : All Students

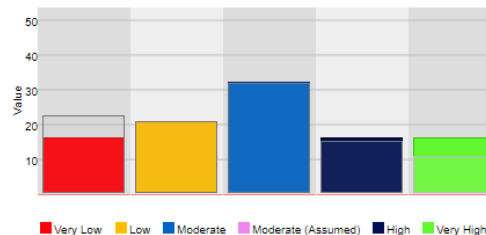


Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2023

Reporting Period: 2023 Y03

Reading - Progress

Filters : All Students



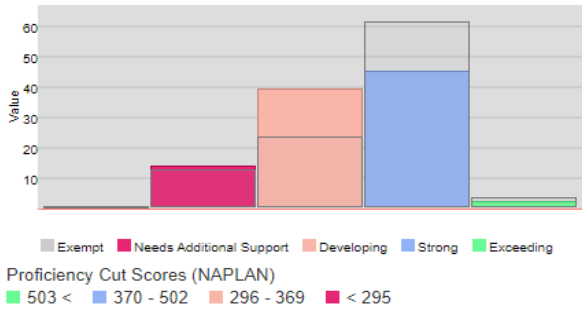
The Reading progress graph indicates that the cohort has made good progress from Pre-Primary (On-Entry testing). 79.5% of Year 3 students placed in Developing and Strong, compared to 79.5% in similar schools. 31.8% of students made High to Very High progress in Reading, compared to 25.7% in similar schools.

Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2023

Reporting Period: 2023 Y03

Writing - Proficiency

Filters : All Students








84.32% of Year 3 students placed in Developing and Strong, compared to 87.6% in similar schools. Writing progress graphs were not included in the Student Achievement Information System.

Overall, it has been pleasing to see some improvement in results. In 2023, the school was in the early phases of implementing the *Promoting Literacy Development (PLD)* program and employed a Literacy Consultant with special skills in this program. The DoE's *Phonics Initiative* provided further guidance and direction in the school's phonics program implementation. This initiative aligns with the school's Business Plan (2022 – 24) aspirations to have a consistent approach to the teaching of Reading, based on the *Big Five (Vocabulary, Phonemic Awareness, Phonics, Fluency and Comprehension)*. PLD implementation will continue to be a focus in 2024.

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. The AEDC will be administered in May 2024, providing more current data for the 2024 school report.

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.

Communicating and accessing families at the Pre-Kindy stage will be an ongoing priority. 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

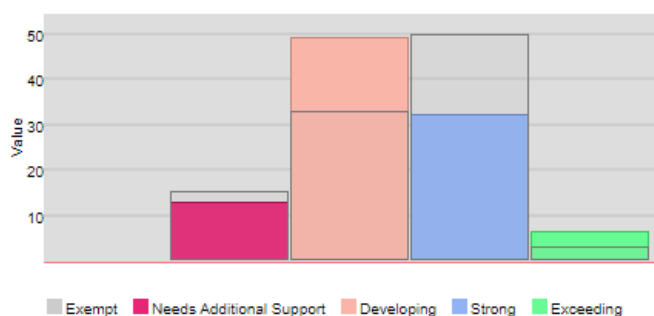
	Dalyellup PS	Like Schools	National Average
Numeracy	449.5	455	488
Reading	458	461	496
Writing	436	448	483
Spelling	467	465	490
Grammar	455	462	496

Cohort: Year 5 DALYELLUP PRIMARY SCHOOL Y05 2023

Reporting Period: 2023 Y05

Numeracy - Proficiency

Filters : All Students



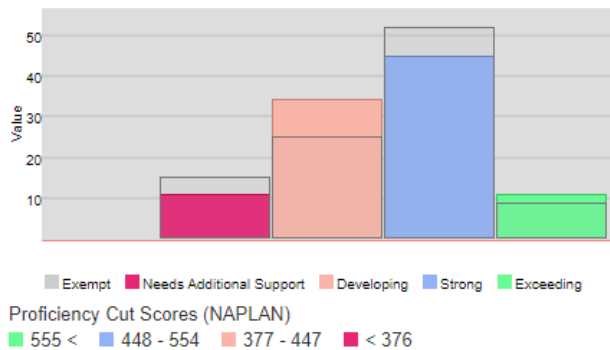
Proficiency Cut Scores (NAPLAN)
 577 < 451 - 576 386 - 450 < 385

Cohort: Year 5 DALYELLUP PRIMARY SCHOOL Y05 2023

Reporting Period: 2023 Y05

Reading - Proficiency

Filters : All Students



Progress data for the 2023 Year 5 cohort was not available. The 2023 Year 5 cohort is performing at or close to 'Like Schools' nationally in all areas except Writing, which is below 'Like Schools'. Further analysis of the data has shown that differentiation, especially for high ability students, continues to be a focus area for improvement. Whilst good progress is being made by the majority of the cohort, higher ability students are not making the expected gains.

In Numeracy, 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. For this reason, Reading continues to be a focus area. With improved comprehension skills, the students will be better positioned to successfully extract key information from worded mathematical problems.

ACER's Performance Assessment Test (PAT) Data

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	0.6	NA	0.5
Range	0.4 – 0.95	NA	0.19 – 1.07
Yr. 3 Effect Size	0.12	0.32	0.65
Range	0.08 – 0.15	0.17 – 0.44	0.41 – 0.9
Yr. 4 Effect Size	0.33	0.31	0.64
Range	0.25 – 0.37	0.16 – 0.41	0.34 – 1.1
Yr. 5 Effect Size	0.46	0.76	0.7
Range	0.31 – 0.55	0.22 – 1.3	0.31 – 1.3
Yr. 6 Effect Size	0.47	0.46	0.76
Range	0.4 – 0.57	0.34 – 0.62	0.65 – 0.84

This is the third 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 and used again in 2023. 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 some year levels across the school. Some classes experienced very good growth, while other classes experienced limited growth in some areas. This data has been part of the rationale to develop a *Dalyellup Instructional Framework (DIF)* that clearly articulates the instructional rhythm and routine, particularly in the delivery of explicit instruction that aligns with Cognitive Load theory.

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 *Words, Grammar, Fun* has been implemented in the Kindy and Pre-Primary since 2020 to improve oral language and vocabulary in this age group.

To determine the Effect Size, Cohen's D T Test was calculated (see table below). As with the 2021 and 2022 results, the 2023 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 1.19 to 2.52.

		WGF - Semantics	WGF - Grammar
Kindy 1	2023	1.62	1.19
Kindy 2	2023	1.48	1.26
PP 1	2023	1.88	2.52
PP 2	2023	1.53	1.97

Attendance

The school continues to focus on improving school attendance.

	Sem 1	Sem 2
2023	89.7%	88.2%
2022	84.3%	88.5%
2021	90.2%	89.4%
2020	79.4%	90.6%
2019	90.3%	88.7%
2018	91.8%	91.2%

There was significant improvement in the Semester 1 2023 attendance, when compared with 2022. The attendance rates have returned to similar levels to pre-pandemic levels. Students at risk are closely monitored and, phone calls and DoE correspondence templates are used to communicate concerns. The school promotes regular attendance via newsletters, information sessions, individual correspondence and through other mediums.

Summarising the available data key initiatives for 2024 include.

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

- Temporary appointment of a Behaviour Consultant to deliver professional learning, model, coach and support staff in enhancing skills and strategies in managing challenging behaviour and complex cases.
- All teachers and Allied Professionals undertake professional learning in trauma informed practice.
- 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.
- Promote school attendance.

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

- Continued focus on developing staff understanding of Cognitive Load.
- Continued implementation of PLD phonics program in PP – Yr 2.
- Learning Support Coordinators to support K – 2 teachers and Allied Professionals in implementing an explicit synthetic phonics program (PLD).
- Continued implementation of Words, Grammar, Fun.
- Trial an explicit, evidenced based Spelling program (SpellEx) in Year 3 with the intention of expanding this year by year beyond 2024.
- Tier Two intervention literacy programs MiniLit and MacLit, delivered in addition to classroom literacy programs.
- Using the DoE's Impact for Teaching 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.
- Parent / carer events with the children, onsite, during the school day (ie 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 in line with the DoE's.

Staff Movement

Ms Chris Cattan (Middle / Upper Primary Teacher) announced her retirement in 2023. Ms Cattan is a highly professional and dedicated teacher who demonstrated strong collegiality, energy and a desire to deliver an outstanding education for all students. The school wishes her the very best for her retirement.

Alex Cameron

Principal

School Board

The Dalyellup Primary School Board had strong start to the 2024 which was following on from the positive finish to the 2023 school year. The Dalyellup School Board continues to pride themselves on utilising every board member's experiences to work cohesively and collaboratively with the school and the community. Dalyellup Primary School, led by Alex Cameron, and the Board meet regularly to help the school improve and deliver constructive and positive education to all the students.

The school is updating a number of facilities around the school grounds, and this is overseen by the school Principal Alex Cameron and his team. The designs and the concept were endorsed by the board and we look forward to seeing the school progress and grow with the suburb in the coming years. The Board is aware of the many difficulties that are facing the community in which it is situated from the cost of living right through to the growing number of students that are expected with the new developments which are either under construction or before council currently.

Quality education of all their students and upskilling and teaching based in science is foremost in the schools' teaching principles. This has created success across the school from kindergarten through to Year 6 students. The Board reviews the NAPLAN results each year and endorses and encourages the school to make the changes necessary to improve and at the very least maintain the schools NAPLAN results. NAPLAN is a stressful time for the students and the school is working through the teachers to prepare their classes and support them when facing these challenges.

Since 2020/21 Dalyellup Primary School has been developing their student's emotional intelligence and building the children's resilience. Emotional Intelligence is recognised by the school and the school board as critical to students' development in their formative years and the boards supports incorporating emotional intelligence into everyday school life. The positive change in the students' behaviours noticed over the 2022/23 year has continued to improve and the school and community continue to work well, and the school is well represented by its students outside of school hours, with the students taking their positive attitude and good behaviour beyond the Dalyellup Primary school grounds.

The School Board continues to complement the school's leadership team and we all continue to work well together towards common goals that benefit all the students. The Board have and continue to enjoy working with the school towards meeting their vision outlined in the schools current Business Plan.

The manner in which the school is progressing and planning for the future of its students, teacher, infrastructure and community is exciting and it is privilege to be given the chance to make positive changes to the school and the community in which we are all members.

The next year will see many of the projects come to fruition and on behalf of all the Board members we are all looking forward to shaping the future of our school.

Tony Raudino, Board Chair, Dalyellup Primary School.

Student Numbers

Dalyellup Primary School commenced the 2023 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	24	22	46
Year 1	26	20	46
Year 2	34	39	73
Year 3	37	20	57
Year 4	36	31	67
Year 5	26	28	54
Year 6	27	34	61
Total	231	211	442

There was a total of 60 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

	School	WA Public Schools
2021	90.2%	91.0%
2022	84.3%	86.6%
2023	89.7%	88.9%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	89%	89%	92%	92%	90%	91%	89%
2022	82%	86%	85%	84%	87%	84%	83%
2023	89%	88%	91%	89%	91%	90%	88%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Demographics

As a local intake school, Dalyellup Primary School guarantees enrolment for any child residing within the catchment area. Significant interest is received annually from children residing outside of our area, however the student numbers and the requirement to guarantee a place for everyone who lives within the catchment area means that these applications are rarely approved. The student demographic for 2023 was as follows:

Dalyellup	352	79.6%
Gelorup	35	8%
Bunbury, South Bunbury, Carey Park, East Bunbury and Withers	32	7%
Usher	8	1.8%
Capel / Stratham	7	1.5%
Boyanup / North Boyanup	4	>1%
Other	3	>1%
College Grove	1	>1%

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

Staffing

The 2023 school year commenced with the following staff employed at Dalyellup Primary School.

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Level 3 Teachers	1	1.0	0
Other Teaching Staff	34	24.3	1
Total Teaching Staff	35	25.3	1
Clerical / Administrative	3	2.9	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.6	1
Other Allied Professionals	18	13.7	0
Total Allied Professionals	23	18.2	1
Total	62	46.6	2

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 2023, staff participated in the following professional learning.

- Cognitive Load
- Science of Reading
- Teaching of Phonics – Promoting Literacy Development
- Trauma informed practice
- MiniLit and MacqLit
- SpellEx
- Lesson design – Dalyellup Instructional Framework

Teaching and Learning

English

Reading:

Dalyellup Primary School is working towards developing a whole school approach to the teaching of reading skills.

Kindergarten – Year 2 focus on ‘Learning To Read’ using the PLD program and using decodable readers to support the phonics program.

Year 3 – Year 6 focus on ‘Reading To Learn’

Investigations have begun into introducing the recommendations from research in ‘The Science of Reading’.

The graphs below are from NAPLAN 2023 Reading achievement and progress.

NAPLAN assessments have been re-scaled. Results for 2023 will be the commencement of a new data time series.

No NAPLAN to NAPLAN progress or previous proficiency levels will be reported until 2025.

Graphs and tables will include the four proficiency levels (Needs additional support, Developing, Strong, Exceeding)

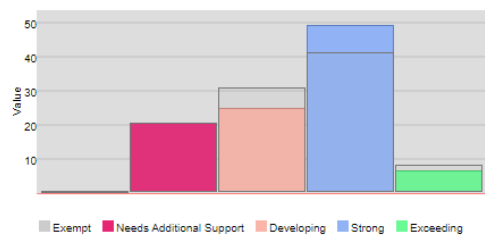
Filters ▾ Groups ▾ Proficiency Levels ▾ Progress ▾ %

Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2023

Reporting Period: 2023 Y03

Reading - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

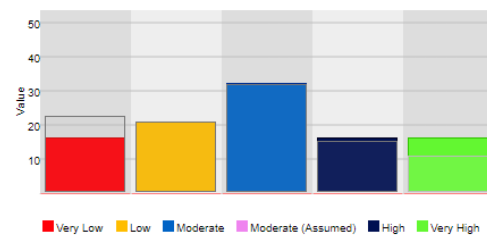
481 < 368 - 480 282 - 367 < 281

Cohort: Year 3 DALYELLUP PRIMARY SCHOOL Y03 2023

Reporting Period: 2023 Y03

Reading - Progress

Filters : All Students

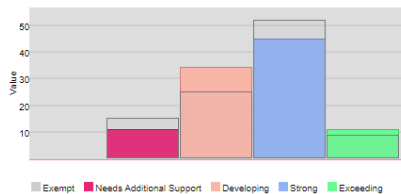


Cohort: Year 5 DALYELLUP PRIMARY SCHOOL Y05 2023

Reporting Period: 2023 Y05

Reading - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

555 < 448 - 554 377 - 447 < 376

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

We are placing a focus in 2024 by beginning to implement the recommendations from the ‘Science of Reading’.

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 each semester. Midway through the specific teaching period the students were assessed again to measure progress.

Once the data collected was analysed to identify areas of need a teaching plan was modified 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 2024.

Spelling:

Kindergarten – Year 2

In 2023 we used PLD to present a consistent, evidence-based program across our early years K-2.

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.

In 2024 our Year 3 cohort will begin using the SpellEx program.

Years 4 – 6

Our Year 4 – 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, comprising teacher representatives from the lower, middle, and upper school, continues to model, monitor, and evaluate the school's Mathematics Plan.

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

- On Entry Assessment (ECE)
- NAPLAN (Year 3 & 5)
- ACER 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 are supported by several initiatives.

The school's Mathematics resources have been allocated to each teaching block, providing teachers with instant access to the necessary tools to conduct meaningful mathematical experiences for their students.

For Years 1-6, Mathletics online program is utilized to support students in fluency and understanding of taught concepts. A diverse range of educational maths games linked to the Scope & Sequence Mental Calculation documents aligned with the School Curriculum Standard Authority (SCSA), are regularly incorporated into all classrooms.

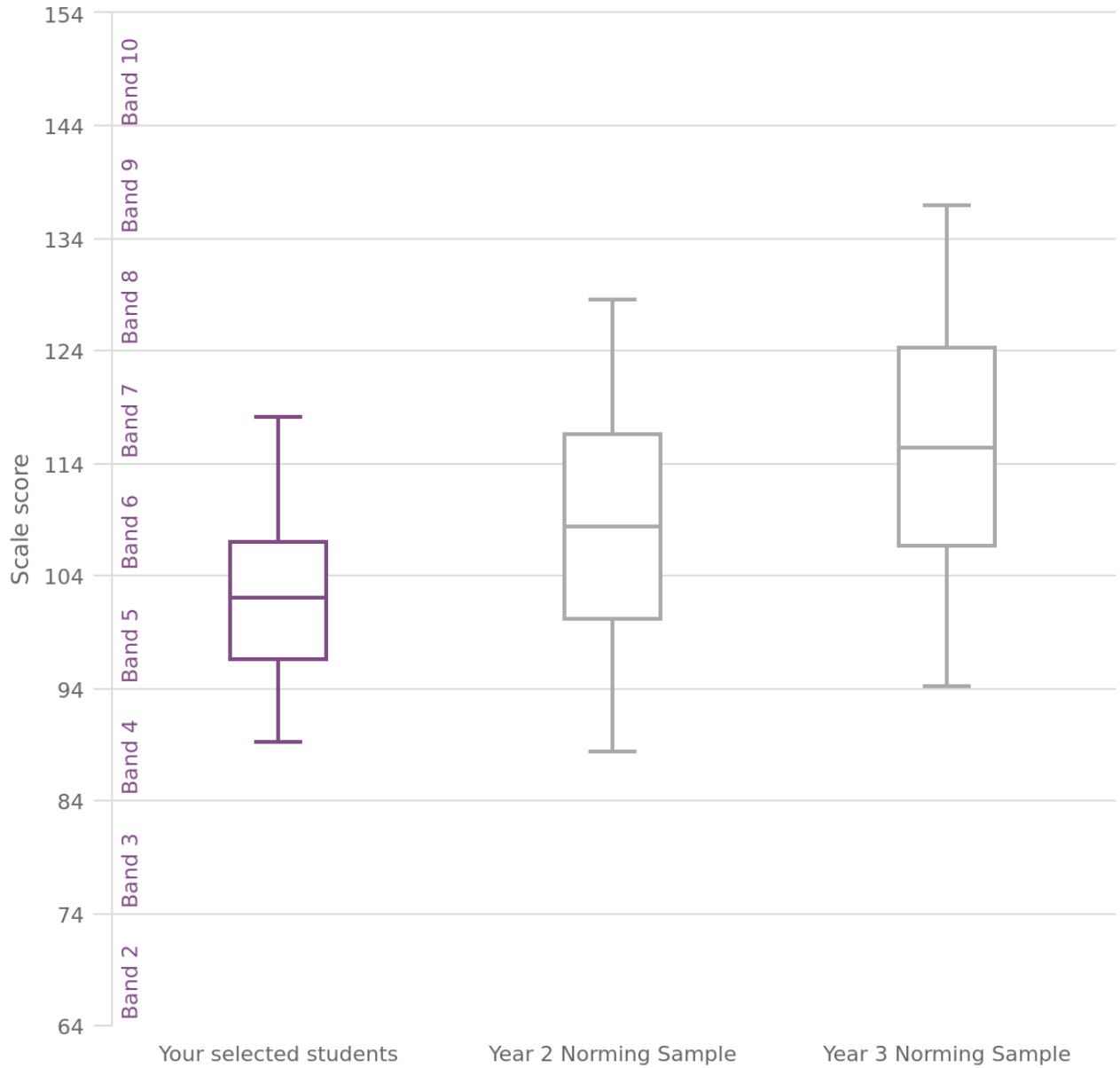
Mathematics language development remains a primary curriculum focus. We recognise the importance of enhancing students' ability to comprehend mathematical problems, express their understanding and communicate strategies used to solve them. The Mathematics Vocabulary Scope and Sequence K-6 document was completed and distributed to all staff in 2017 for implementation. In 2018, Dr. Paul Swan's and David Dunstan's "My Word Book: Mathematics" was provided to all staff. In 2024, the Mathematics Committee plans to research pathways for further development of mathematical literacy across all year levels.

In recent years, targeted Professional Learning sessions aimed at upskilling staff in Mathematics were developed and conducted. Staff have participated in an extensive series of Mathematical Mindset Workshops based on Carol Dweck's and Jo Boaler's Mathematical Mindset research at Stanford University. The focus was on fostering a positive approach to Mathematics among staff, students and the wider community with an emphasis on creating a safe mathematical environment in all classes. In 2020, five workshops focused on developing Number Sense through the Number Talk instructional strategy were delivered to all staff. In 2021, we adopted Number Talk as the whole-school strategy and commenced its implementation from Year 1 to Year 6, five days a week. Additionally, individual mentoring and modelling sessions were offered to all staff. Number Talks remain the whole-school strategy, and ongoing support to refine the practice is provided to all staff throughout the year.

Several new initiatives in the development of the school's Mathematics began in 2023 and are ongoing. These initiatives include research into effective teaching and learning strategies in Mathematics, the development of a whole-school approach to Mathematical Literacy, Problem Solving, Basic Facts, and Place Value. Additionally, the pilot run of the "Bond Blocks" early intervention program, developed by Narelle Rice, commenced in Kindy, Pre-primary, and Year 1.

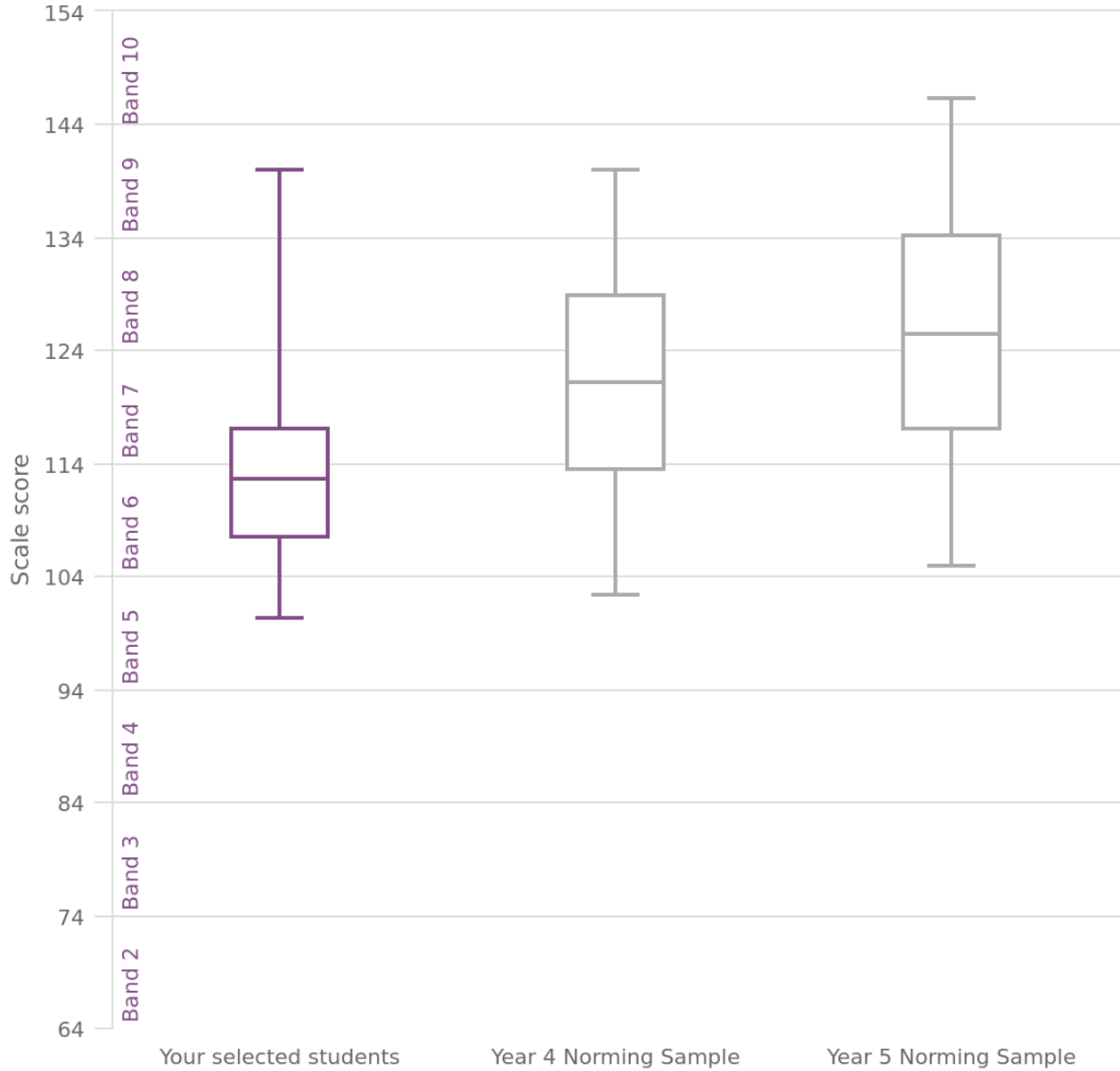
PAT Maths / Norm Reference Report

for students with year level *Year 3* between 18-03-2023 and 18-03-2024



PAT Maths / Norm Reference Report

for students with year level Year 5 between 18-03-2023 and 18-03-2024



Instructional Strategies

For the past seven years, our focus on Instructional Strategies has been a consistent priority, driven by our school leaders and integrated into our curriculum delivery through ongoing Professional Learning sessions.

Through initiatives such as mentoring, peer observation and modelling, we have successfully cultivated a culture where staff are increasingly receptive to these practices, finding them less intrusive or intimidating than initially perceived. The integration of eight key Instructional Concepts, alongside Effective Questioning techniques, the utilisation of Bloom's Taxonomy, and Higher Order Thinking Strategies, has significantly enhanced our instructional practices.

In 2023, we embarked on the development and implementation of a whole school "Lesson Design" approach, informed by evidence-based research and high-impact teaching strategies, all of which emphasise the importance of consistency being the key to improving student learning outcomes. Collaborating with a working party of interested staff, our leadership group drew inspiration from Marianne Hunter's Lesson Design, Rosenshine's Instructional Practices, and the DoE WA's Quality Teaching Strategy. These frameworks were instrumental in the shaping and eventual creation of the Dalyellup Instructional Framework (D.I.F) which is also deeply rooted in Cognitive Load Theory and the Science of Learning.

The D.I.F. serves as a comprehensive guide that aligns with many of our existing priorities, including Cognitive Load Theory, PLD, The Science of Reading, Direct Instruction, Instructional Strategies, and Positive Behaviour Support. Looking ahead to 2024, our goal is to have the D.I.F. professional learning committee ratify the Dalyellup Instructional Framework and present the final endorsed document to our staff. We are also in the process of planning additional Professional Learning opportunities and teacher support to ensure successful implementation of the framework. This will be timetabled into our PL schedule for 2024 /2025, our Performance Management meetings and eventually into an Instructional Coaching model for staff.

Dalyellup Instructional Framework

"Focus on learning, not activities"

Planning focus - "What do I want students to know by the end of this lesson?"

The D.I.F. is a framework that supports staff to:

- Understand that effective planning at a whole school focus is linked to improved student outcomes.
- Consider Cognitive Load Theory in our teaching and learning.
- Invoke engagement, active participation, safety and accountability through a set of agreed 'engagement' norms

Cognitive Load Theory

Cognitive Load Theory is like understanding how much "brain work" you need to do when learning something. It is about figuring out the best way to present information so your brain can learn without feeling overwhelmed.

Intrinsic Cognitive Load: This is the brainpower you use to understand something tricky or complicated.

Extraneous Cognitive Load: The mental effort caused by confusing or distracting things around you that make learning harder.

Germane Cognitive Load: The good mental effort your brain puts in to organise and make sense of information, helping you learn better.

Dalyellup Instructional Framework (D.I.F.)	Considerations	Links to Cognitive Load
Review Revisiting previously learned material to activate prior knowledge and set the stage for the current lesson.	<ul style="list-style-type: none"> - Using a HOOK to switch students onto a unit of learning or lesson. - To activate prior knowledge - To complement curriculum area 	<ul style="list-style-type: none"> - Activates prior knowledge and schema - Reducing intrinsic cognitive load - Making connections with new material. - Reinforces key concepts - Reduces cognitive load by preventing the forgetting of critical information (extrinsic cognitive load) <p>Considerations:</p> <ul style="list-style-type: none"> - When reviewing previous lessons or content, ensure that the cognitive load is managed appropriately. - Avoid overwhelming students with too much information to avoid cognitive overload - Use "Cold-Calling" technique to invoke attention, engagement and accountability of students, whilst questioning, sharing and discussing.
Learning Intention A clear and specific statement of what students are expected to learn and achieve during the lesson.	<p>Some examples</p> <ul style="list-style-type: none"> - Success criteria - Lesson objective and Aim - W.A.L.T - We are learning to... 	<ul style="list-style-type: none"> - Provides clear goals for students - Reduces extraneous cognitive load - Minimises uncertainty. - When students know what they are supposed to learn, they can allocate their cognitive resources more efficiently to the task at hand. - Facilitates germane cognitive load as students can better organise and process new information.

Explicit Teaching	Considerations
Provide direct instruction, breaking down complex concepts into understandable components.	<ul style="list-style-type: none"> - What to do and how to do it? - Set success criteria and learning goals first. - Students explicitly taught everything they need before having to apply it. - Breaking down complex concepts (intrinsic load) into smaller, more manageable, understandable parts. - Reduces the cognitive effort needed for comprehension - Present these concepts step-by-step, to reduce cognitive load. - Minimises extraneous load. - Students can focus on understanding one component at a time, making it easier for them to process the information. <p>Considerations:</p> <ul style="list-style-type: none"> - Break down complex concepts into smaller, manageable chunks. - Use visual aids, diagrams, or multimedia to support explanations. - Avoid overloading students with too much new information at once. - Reduce unnecessary material around our classrooms (e.g. whiteboards, walls, hanging from ceilings, Powerpoint slides and posters). - Maintain "pace" of a lesson keeping students engaged, actively participating and on task. - Use "Cold-Calling" technique

Modelled practice The initial practice phase where the teacher demonstrates tasks or concepts.	<ul style="list-style-type: none"> - The "I do" stage - Teacher lead demonstration of new learning - Often involves worked examples, step-by-step demonstrations with explicit instruction at each stage - Can use visual aids, diagrams, images, posters, etc <p>Considerations:</p> <ul style="list-style-type: none"> - Helps reduce intrinsic load by providing a cognitive scaffold - Provides students with worked examples - Serves as a cognitive scaffold which offers a clear and structured framework. - Students can rely on the teacher's model as a guide, reducing the cognitive load associated with trying or proceeding with the skill, concept or task. - Minimises extraneous load by offering clear examples.
Guided Practice The stage where students actively practice with support and guidance from the teacher.	<ul style="list-style-type: none"> - The "We do" in the Gradual Release Model. - Working on tasks together - Students have a go with scaffolding and assistance. <p>Considerations:</p> <ul style="list-style-type: none"> - When modelling a task or concept, use worked examples to demonstrate problem-solving processes. - Reduces intrinsic cognitive load by providing a clear template for students. - Gradually increase the complexity of examples as students become more proficient. - Use "Cold-Calling" technique

Independent Practice The phase where students apply their learning autonomously.	<ul style="list-style-type: none"> - The "You do" in the Gradual Release Model - Once students are confident: - Continue to have scaffolds available for students to use - Leave a worked example or written instructions on the board for students - Have prompt sheets or checklists for students to use as needed - Walk around, check for understanding, give feedback and help. <p>Considerations:</p> <ul style="list-style-type: none"> - Encourages the transfer of knowledge from working memory to long-term memory. - Reinforces learning by providing opportunities for students to solidify their knowledge. - Encourages greater confidence, gradually reduce support, allowing them to take on more responsibility. - Use "Cold-Calling" technique <p>Considerations:</p> <ul style="list-style-type: none"> - Students apply their knowledge autonomously. - Ensure that tasks are appropriately challenging, matching students' abilities to prevent cognitive overload (extraneous load). - Students independently have a go, when ready. - Students may stay with the teacher if not ready.
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Reflection To consolidate learning, assess comprehension, and promote metacognition among students.	<ul style="list-style-type: none"> - To evaluate learning - Avoid rushing at the end or completely forgetting about it. - Check for understanding and evaluate teaching and learning - Reate back to your learning intention <p>Considerations:</p> <ul style="list-style-type: none"> - Solidify knowledge (schema building) - Moves knowledge into long term memory instead of being held in working memory - Essential for metacognition, which is related to germane cognitive load. - Students will actively process and organise information, contributing to deeper understanding. - Reinforcing what has been learned during the lesson / what has been misunderstood or needs re-teaching <p>Considerations:</p> <ul style="list-style-type: none"> - After the lesson, facilitate reflection and metacognition. - Encourage students to think about what they have learned, why they did what they have done, how they can use it. - Encourage active participation from students as they engage in discussions, ask questions, or share their insights. - Use "Cold-Calling" technique
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iPad Integration Program

Dalyellup PS has continued to use iPad and Mac Books to complement the teaching programs in the school. Our team constantly modifies and seeks current research to ensure the quality of the technology is of the highest standard.

We purchased 80 new iPads to add to the current stock and recycled devices that are beyond upgrading. This ensures we keep pace with the advances in the technology.

By the end of 2023:

- 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 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 2023:

- 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.
- iPad apps were reviewed, and redundant apps were deleted.

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. Eller runs an 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.

School Chaplain, Mrs. Steenkamp 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 twice this year. Discussions were based around purchasing new iPads as some needed updating, an application survey to see which of the apps the teachers were using and iPad maintenance, which needs to be done at the end of each year.

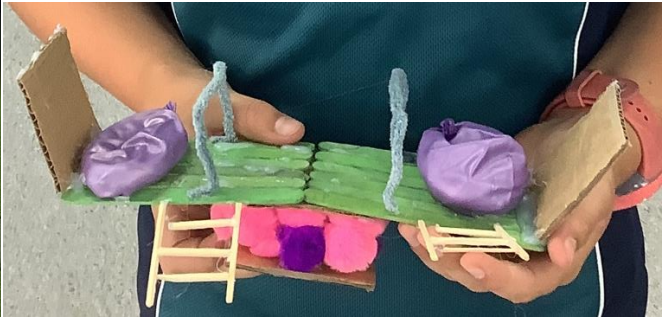
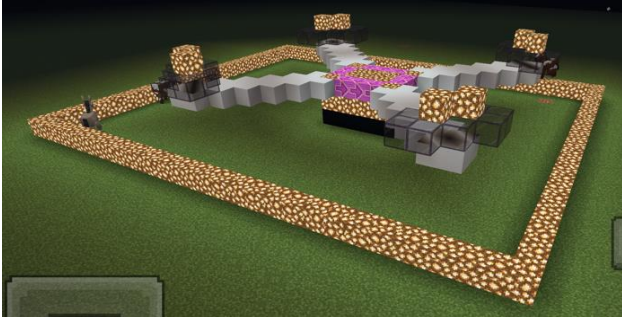
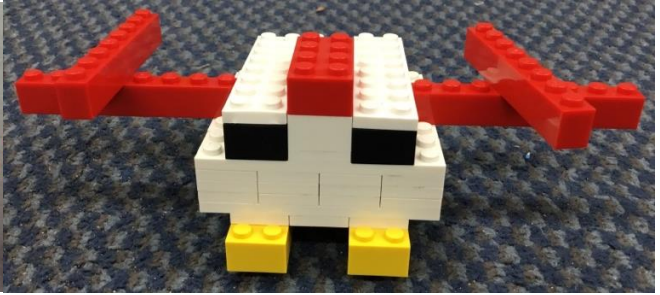
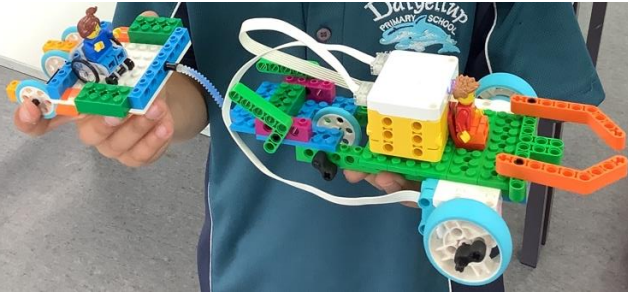
Dalyellup Primary School was chosen to be a pilot school for a Digital Technology program, through the Chamber of Minerals and Energy (CME). It incorporates Grok Learning (an online program) and is based around the mining industry in the Pilbara of WA. A kit of resources, such as Micro:bits, Micro:bit Cars and BeeBots, was sent to us for use with the programme. As there were only 10 Micro:bits and cars in the kit, the school purchased an additional 10 of each to cover more than half of the students in each class. The specialist teacher applied, and was approved for, a grant through the school’s partnership with Tronox Incorporated. This enabled DPS to purchase the additional equipment for the CME program.

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. Additionally, students from Years 3-6 were involved in the CME Resources programme. Design and technology focused on problem solving and presenting a solution by constructing with recycled materials or Lego. The senior classes also learned about safety when using drones and flying them.

For Science Week 2023, the theme was *Innovation: Powering Future Industries*. The junior classes learnt about binary code and creating a binary bracelet. The senior classes worked on a paper plane design, built and tested their models.

In Term 2, 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.

During the year, a robotics program was conducted on Wednesday afternoons. The students used the Vex IQ kits to build and learn to control robots. A group of four students were chosen to represent our school at an Interschool competition in the middle of Term 3, held at Dardanup Primary School, where they earned Silver status competing in a range of challenges.



Science

In 2023 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.

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.

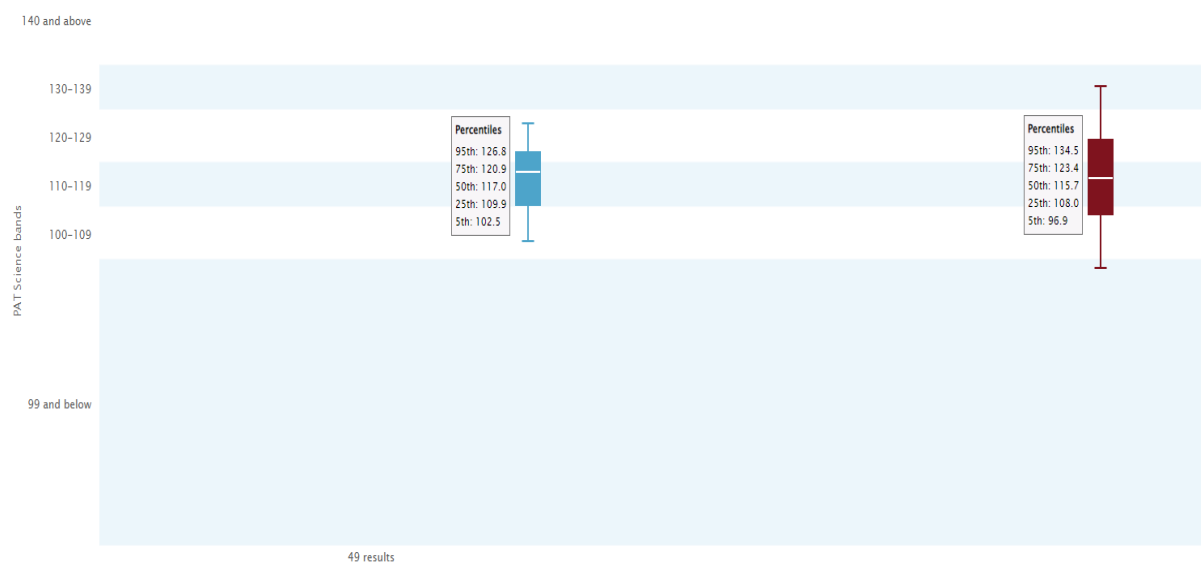
Now having a year's experience and with the introduction of a Technology Specialist Teacher being appointed in 2021, the team is very excited to be involved once again.

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.

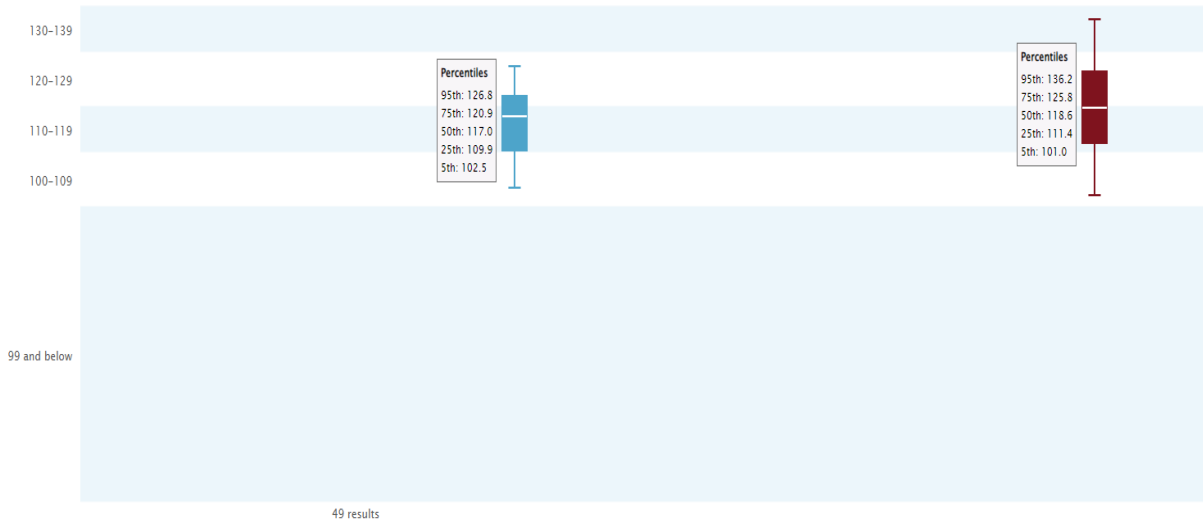
The graphs below demonstrate the achievement of our students in relation to Year 3- 6 students across Australia.

The Blue is our school, and the red is a comparison with the rest of Australia.

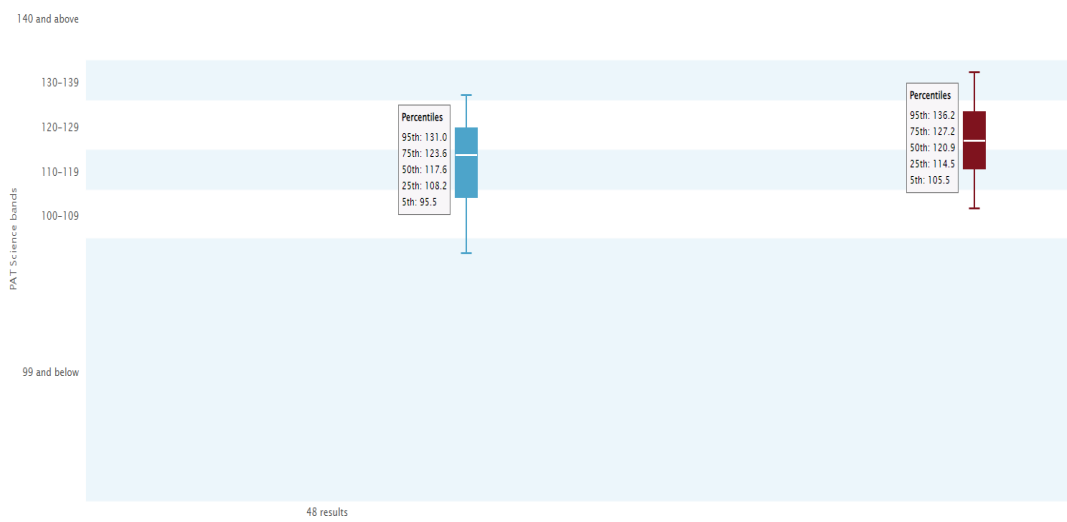
Year 3



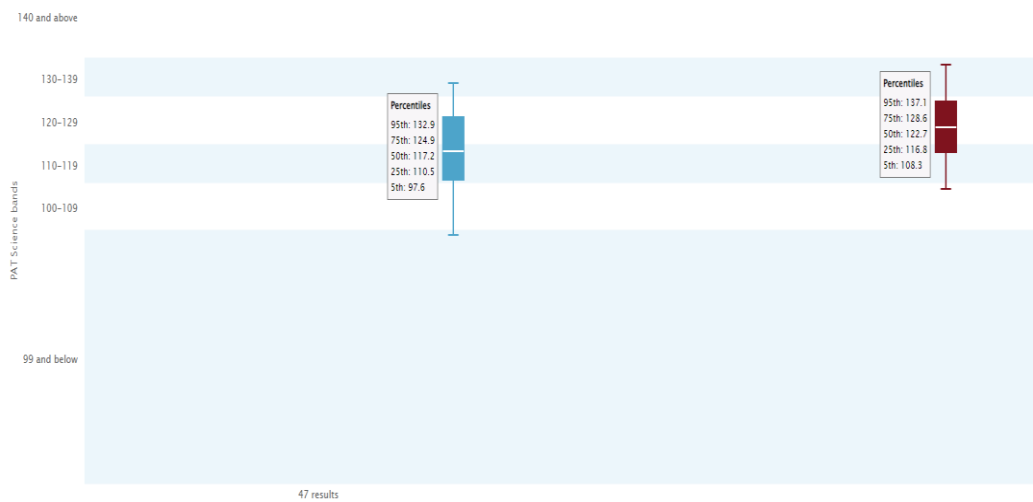
Year 4



Year 5



Year 6



Performing Arts

In 2023, the Performing Arts program operated from Years 1 to 6, led by Mrs. Priest 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.

On Wednesday afternoons choir and production, as well as circus were held. Term 1 was spent rehearsing for the ANZAC ceremony and developing music and roles for the upcoming production. During 2023 community dances were incorporated into music lessons. These dances were part of our assemblies as we danced together as a whole school. We also made a special Harmony Day dance to which we invited parents to join. During Term 2 and Term 3, we started production rehearsals for "Matilda, the musical". The production ran for four shows at the start of Term 4 and was again a huge success. The residents from Bethany aged care facility were invited to watch the show and they thoroughly enjoyed themselves. The cast numbered just over 50 students showcasing their skills in acting, dancing and singing. In Term 4 the Year 6 students practised for their graduation and we created a small band of students to play the graduation song.

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 two Guitar, five Clarinet, five Flute, five Brass and two Percussion places. Students were selected in Term 4, 2023 and began lessons as Year 5 students in 2024.



Visual Arts

The school year of 2023 started with an emphasis on Emotional Intelligence. This included viewing and discussing famous art and the emotions these art works evoked. The students then depicting an emotion of their own. Artistic creative thinking was a focus this year with children being introduced to Mr Squiggle to stimulate create use of line. The 30-circle challenge also inspired children to determine what a circle could become.

The art elements of line and colour were central to Term 2 art projects. The term began with an in-depth artist study into Kandinsky and he's ability to see colour through music. The element of colour was reinforced within the junior school as they studied the colour wheel and the senior students strengthened their understanding of colour by creating Venetian vases, that magically seem to create secondary colours when the primary colours overlapped.

In Term 3 the focus was on a Western Australian contemporary artist Wendy Binks. We found inspiration from the illustrations in her children's books. The students produced their own depiction of the character stripes. Wendy Binks stories heavily incorporated camouflage as part of the storyline. The junior school created camouflaged animals and, in the process, were introduced to the element, value. The senior primary looked at the grayscale of colour value while drawing a still life.

The students created 2D/3D relief sculpture and experienced print making with tin and foam in Term 4. The year ended with observing cultures and traditions from other countries, focusing on Scandinavia. Many other projects happen throughout the year that incorporated different mediums, textures, skills and elements. For example, paper weaving, paper twirled animal sculptures, aluminium foil Christmas bobbles, Zen-tangles hands and aboriginal art for NAIDOC Week.

Community and Aboriginal Projects

The Shire of Capel approached the school last year to help them develop a new a work shirt with an Aboriginal influence. This year the shirts were produced. The Shire came to the school during NAIDOC Week and presented a shirt to each child that helped with the design. In 2024 the staff at Dalyellup PS will also have their staff shirts in the same design.

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



Physical Education

The swimming carnival began the 2023 sporting year. Forty three students from Year 4 to 6 participated in the swimming carnival. New events were added this year which included sidestroke, survival backstroke and the addition of 'duck relay' in the novelty events. The eagerness of all the students shone through as they all wanted to compete in many additional races. Well done to the winning faction, Oxley! Students represented our school at the Southwest Public Schools Interschool Swimming. Once again, Dalyellup organised the carnival and the day ran smoothly.

Term 2 saw the preparation for the annual winter carnival with Adam Road, Bunbury and Tuart Forest. Students chose to participate in either hockey, soccer, AFL or netball. SEDA was involved in assisting preparing the students with their chosen sport.

We had perfect conditions for the runners on cross country day. The preparation during morning fitness, sport and Runners Club, allowed the students overall fitness to increase. The distances increase this year also with Year 1 and 2 running 800m, Year 3 and 4 running 1400m and Year 5 and 6 running 1800m. The Pre-Primary also ran a lap of the oval. It was wonderful to see the number of families attending this event. Well done to the winning faction, Oxley! Congratulations to the students who were selected for our school cross country running team.

After the cross-county event, selected Year 6 girls attended an inaugural AFL Girls football competition. The girls enjoyed themselves and won every game. Thank you to Dion Bates for assisting in coaching for the day.

The 2023 Bunbury District Cross Country Running Championships were held at Hay Park. Our Year 6 female competitor received a Bronze Medal for her outstanding performance. Our school achieved overall 3rd ranking Year 4 girls. Nominated students then went on the Perth to compete in the State Cross Country event.

Jumps and throws for Year 3-6 were held on one day and the carnival followed in Term 4. The Year 1 and 2's competed in running and team games until recess. Congratulations to the overall winning faction, Oxley. Congratulations to all students, parents and staff for these outstanding events. A special mention to the SEDA students for assisting with the jumps day.

The final interschool event on our 2023 sporting calendar was 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. The running and team games were held at Bunbury Athletics Track.

Finally, I would like to thank the outstanding Faction Captains, Alex and Amelia from Dampier, Sophie and Ella from Hartog, Spencer and Poppy from Norton, and Zane and Layla from Oxley. The sporting leadership provided by these students was continuously exemplary throughout 2023, both on the school campus and representing and leading our teams of athletes away from it.



LOTE – AUSLAN

The Auslan Language Program is run across Years 1-6 at Dalyellup Primary School. Students access a range of Auslan learning activities for 50 minutes per week. The students are learning language basics, signing 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 Years 3-6 students and in 2021 the program catered for Years 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, as well as making links with local cultural perspectives. 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 fifth 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

The Dalyellup Eco Garden continued to grow and expand in a variety of ways. Some classes visit and work in the garden on a weekly basis, whilst small groups and individuals visit the Centre to see what's currently growing, or to use as a space to calm or stimulate the mind.

The Eco Garden continues to provide learning opportunities for students and to promote the joys of gardening and growing our own produce. The students have great success in growing and harvesting under the direction of our dedicated volunteer coordinator, Mrs Val Hornsby.

During 2023 students grew a variety of crops and experienced the pleasure of eating the produce we grew. For many students it is often a first taste of heirloom beetroot, indigenous native fruit or pomelo fruit. Students grew and wore rosemary sprigs to our ANZAC ceremony, admired the crop of poppies, enjoyed a variety of roast vegetables, made lavender bags, bean bags with harvested bean seeds, baked kale chips and many other meaningful experiences.

The success of our garden and the learning opportunities is due to the dedication and organisation of Val Hornsby. Val has extended the garden opportunity to a small group of garden guru students who help on a weekly basis. The garden is open to students at lunchtime on a weekly basis for interested students and volunteers from the parent community often help with specific gardening tasks when needed.

The budget was used to purchase seedlings, seeds, fertiliser, potting mix, gardening tools and mulch. We are incredibly lucky that our volunteers and staff often supplement the budget with generous purchases to improve our Eco Garden.



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.

2023 was the eleventh 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.



Student Leadership

In 2023, approximately 30 students from Year 6 presented speeches to the Dalyellup Primary School community. Subsequently, eight students were voted in by their peers and chosen to represent our school as their Student Leaders. A Head Boy and Head Girl were selected from these students. In Second Semester, the Head Boy and Head Girl remained on the committee and six new students were voted for and selected using a similar process.

Faction Captains were elected using a similar process to formalise and raise the profile of their leadership role.

As leaders they had a range of responsibilities that included:

- Displaying a high standard of behaviour in class, the school grounds and in the community.
- Wearing the school uniform with pride.
- Promoting our Positive Behaviour Support program by managing the faction tokens.
- Striving to be a good leader and role model for all students in academic, sporting and social events.
- Acting as an ambassador for our school.
- Assisting with and delivering reports to assemblies.
- Managing the running of special assemblies (e.g., 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

We had a very successful NAIDOC Week. Despite some weather challenges, all activities went ahead with some modifications. The theme 'Our Elders' was the focus for the opening ceremony. Uncle Greg Little spoke to us about the meaning of the *Welcome to Country*, followed by delivering the welcome. Speaking during the ceremony, Mr Cameron (Principal) said the school community is trying to listen and understand, and the Elders are essential in helping us to learn about country and culture. Mr Cameron went on further to acknowledge the Aboriginal people's patience and persistence, and challenged all of us to listen, learn and act. Our Aboriginal students spoke, via video recording, of an Elder who is important to them. It was wonderful to see photos of the Elder and hear these students speak with pride about why they admire these people. Following the ceremony, Mrs Turner and Ms Martin (AIEO) prepared a lovely bush tucker inspired morning tea for guests.

Tuesday's plans had to be changed due to rain, then adapted again as we had a short break in the weather before the rain returned. However, all students enjoyed a sausage sizzle and we had a good number of parents / carers come in to join their children for lunch and a play outside.

Wednesday's assembly was led by Room 17 (Year 5/6). In class, Ms Martin and her daughter, Jamiee-Lee Spring, cooked damper. Each class enjoyed this treat!

On Thursday Ms Martin and Mrs Turner coordinated art and craft activities with the classes. This activity was very well received. Items such as wrist bands, tapping sticks and paintings were created during the class visits.

We had 10 representatives from the Shire of Capel attend Friday's closing ceremony and heard from Shire President, Mr Doug Kitchen who talked about the partnership project to design the Shire's corporate shirts. The shirt's design was inspired by stories and art from our Aboriginal students. Mr Kitchen unveiled the new design, which looked fantastic!

Ms Martin and Mrs Turner have spent many months preparing the week. Ms Martin was on her feet all week, adapting to the changing weather and volunteer numbers. A very big thank you to Mrs Martin and Mrs Turner for their work in making NAIDOC Week special at Dalyellup. A big thank you to parents Jamiee-Lee Spring and, Sarah and Jarrid Anderson who volunteered a lot of their time and skills throughout the week. We couldn't have done it without you! Thank you, also, to the Dalyellup staff who adapted and stepped into help wherever possible.



Financial Statement



Department of Education

Operational-Dec 2023

School Financial Summary

Issued on 14 February 2024

School:	Dalyellup Primary School	School Year:	Dec 2023 (Verified Dec Cash)
Region:	Southwest Region	Aria:	0,22
		Distance to Perth (km):	162.02

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 148,884	148,884	0
Carry Forward (Salary):	\$ 287,792	287,792	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 5,035,524	5,035,524	-0
Locally Raised Funds:	\$ 106,864	99,493	7,371
Total Funds:	\$ 5,579,064	5,571,693	7,371
EXPENDITURE			
Salaries:	\$ 4,769,420	4,769,420	0
Goods and Services (Cash):	\$ 573,985	559,443	14,542
Total Expenditure:	\$ 5,343,405	5,328,863	14,542
Variance:	\$ 235,659	242,830	-7,171

Student-Centred Funding	
Per Student	\$ 3,457,378.00
School and Student Characteristics	\$ 1,202,273.28
Disability Adjustments	\$ 114,866.27
Targeted Initiatives	\$ 230,427.92
Operational Response Allocation	\$ 12,453.92
Regional Allocation	\$ 0.00
Total	\$ 5,017,399.39
Transition Adjustment	\$ 0.00
Total After Transition Adjustment	\$ 5,017,399.39

Minimum Expenditure Requirement Summary	
Current Budget - SCFM and Locally Raised Funds	\$ 5,135,017
Minimum Expenditure Requirement	
96% of current budget	\$ 4,929,616
10% of carry forward	\$ 94,961
Total Minimum Expenditure	\$ 5,024,577
Current Forecast Expenditure	
Salaries	\$ 4,769,420
Goods and Services (Cash Expenditure)	\$ 559,443
Total Forecast Expenditure (cash and salaries)	\$ 5,328,863

Bank Account Balances (Cash)	
Bank Account	\$ 594,193.88
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 594,193.88

Reserve Account Balances	
IPS General Reserve	\$ 512,933.39
Total for all Reserve Accounts	\$ 512,933.39

*Reserve balances are included in the total



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