



Dwellingup Primary School



2021 Annual Report



Dwellingup Primary School

ANNUAL REPORT 2021

From the Principal:

It is with great pride and pleasure that I present the Dwellingup Primary School Annual Report for 2021. I would like to acknowledge and thank the school staff, School Council, P&C, parents, community members and volunteers for their contributions to so many areas around the school in 2021. Part of our school ethos is that 'it takes an entire village to raise a child' and the community support us in a variety of ways. The COVID pandemic continued to present us with a range of challenges throughout the year including modification of the P & C's major fund-raising event The Giant Pumpkin Festival. We are prepared for continued challenges due to COVID in 2022. Staff changes in two of the three classes presented challenges. Small student numbers impact on class structure.

Dwellingup is a busy school, clear evidence of which is provided in the number of quality programs available to students and the high level of development of civic responsibility through community involvement. Involvement is at a reduced involvement due to COVID. Once again a school team participated in the 14 km event in the "Dwellingup 100" international bike event.



their camp.

The P & C organised a "Antiques and Collectors" Fair at the Hotham Valley Steam Train Festival, year 6 students utilised the opportunity to raise funds for their camp and once again a group of singers charmed the crowd by singing "Morningtoun Ride" on the platform as the train steamed out of the station. The Dwellingup Community Christmas Tree and annual Bluelight event are held at our school.

We continued our "Dirt Matters" program which saw students engaged in further gardening and artistic projects around the school. We continue to be the collection point for the "Containers for Change" scheme which involved collection points around town.

The Playgroup based at the school accessed DOE's "Transition to School" program. The Playgroup ran two days per week.

A Chaplain is employed three days per fortnight and runs a variety of individualised programs to support students and families. This year 6 students travelled to Rottnest Island for

I would like to acknowledge the dedication, enthusiasm and commitment of all staff. Their ability to support each other and to work as a team is a strength of the school. We are looking forward to another very productive year in 2022.

Colleen Sing

Principal

School Ethos:

Our school motto, which underpins all that we do, is **“Standing Tall and Proud”**. This motto defines our culture of high expectations of student achievement, excellence in teaching, a safe and caring learning environment, community partnerships and environmental awareness.

P – Possibilities

R - Respect

O – Opportunities

U – Unique

D – Determination



We aim to ensure that Dwellingup Primary School is an integral part of the community, providing a focus for sustainability and developing attitudes and skills for the future.

School Vision:

Our Dwellingup School Community provides opportunities for each child to be a lifelong learner. Skills, knowledge and values attained enable achievement in a rapidly changing world within an atmosphere of care, respect and self-worth.

Our School and Community:

Dwellingup Primary School is located in the town of Dwellingup on the outskirts of the forests of the outer metro region of Perth. The school is 110 years old and has a tradition of high community involvement and support. The generations of families who have gone before this generation of students, are strong stakeholders in the activities of the school.

The school provides a comprehensive education for children from Kindergarten to Year 6 in a highly supportive, family focused environment in which every child counts and where every parent's voice can be heard.



Our school prides itself in being friendly and establishing meaningful relationships with the school and wider community. We aim to develop the whole child. A feature of our school is its outstanding grounds created by our W.A. Education Award winning gardener. The grounds incorporate beautiful gardens, a mini-golf course, vegetable garden and chook shed, undercover area, Nature-Based playground and bike track. Our school is part of the Murray Waroona Schools Network. Primary schools in the Network feed into Pinjarra SHS who offer a strong Transition program and commenced an Aspirant program involving our year 6 students this year. This network effectively ensures that schools in the area access relevant Professional Development and that other initiatives are implemented and supported where appropriate. "Growth Mindset" is to be further rolled out across the schools in 2022. Our school lies within Designated Bushfire Zone so activities are planned to raise awareness of Bushfire. This occurs with the support of the local Volunteer Bushfire Brigade. A Dwellingup Primary School tradition is the annual last minute "Hose down". Fifteen minutes before the final siren at the end



of the year members of the Volunteer Bushfire Brigade arrive with a firetruck. All students receive a thorough "hose down" to end their school year.



School Council:

In 2021 the School Council consisted of two parent representatives ~ Shani Holster, Christine Reid, three community representatives John McCooke, Anne Sinclair, Pam Laird and two staff representatives ~ Dawn Bosanac and the principal, Colleen Sing. The School Council is a proactive, supportive and effective group and achieved the following outcomes in 2021:

- Reviewed budget spending and allocations.
- Reviewed data.
- Decided upon and endorsed school charges and contributions for 2022.
- Agreed to changes to Interschool sports arrangements
- Three members completed DOE Training School Council governance training

ACTIONS FOR 2022

- Create a Connect Community for School Council members.
- Members to complete School Council Self-Assessment Survey and devise an Improvement Plan in Term 2 2022.

Semester Enrolments (Census dates) for 2020:

Does not include kindergarten. Figures show Semester 2 enrolment:

Enrolment	2014	2015	2016	2017	2018	2019	2020	2021
Numbers	62	56	47	55	54	58	53	51

Dwellingup has been identified as a "Trails Hub". This initiative has attracted a significant number of tourists to the town. At present there are over 53 Air B&Bs and because Dwellingup is a charming town near Perth, an increasing number of 'weekenders' and retirees are choosing to live here. The town is surrounded by state forest so there is at present no land availability. Housing is extremely scarce which impacts on school numbers. At present we have families who travel from other towns or live in the caravan park.

ICSEA: (Index of Community Socio-Educational Advantage)

Year	2014	2015	2016	2017	2018	2019	2020	2021
ICSEA	953	928	972	970	970	965	990	998

Our small student numbers result in significant variance in ICSEA and Transiency. Note the change between 2015 (928) and 2021 (998). Average ICSEA is 1000.

Transience:

	2014	2015	2016	2017	2018	2019	2020	2021
Percentage	47.3%	28.8%	48.1%	14.5%	21.4%	15.5%	23.8%	35.2%
Student movement	9	8	10	4	7	6	8	9

ACTIONS FOR 2022

- Continue to promote the school by placing 'good news' articles in newsletter and local paper to ensure parents continue to enrol their children Dwellingup Primary School. At present all potential new enrolments are attending Dwellingup Primary School as a school of choice and 5 students travel from out of town.
- Principal joined Murray Shire's "Dwellingup Futures" group to highlight the issue of limited housing (52 air B&Bs) and no available land (surrounded by state forest).
- Continue "Transition to School" program that supports students enrolling here instead of choosing alternative schools. Buses travel 'down the hill' to four potential alternative schools that parents have chosen in the past.



Staff Profile:

Dwellingup Primary School has a total teaching staff of 4, including the principal. In 2021, Indonesian was taught in the school via The School of Isolated and Distance Education. .

STAFF 2021		
Position	Numbers	F.T.E.
Administration Staff		
Principal	1	1.0
Manager Corporate Services	1	1.0
Teaching Staff		
Teachers – classroom	4	3.4
School Support Staff		
Education Assistants	3	2.42
Library Officer	1	0.2
Cleaning	2	0.76
Gardening	1	0.7

There is a full-time Manager Corporate Services and three part-time Education Assistants. A Library Officer, Gardener and Cleaner complete our small but dedicated staff.

The staff are dedicated, committed and highly proficient. The gardener has a recipient of the Support Person of the Year in the WA Education Awards; the K/PP teacher has Senior Teacher status and the principal has a Master of Education degree.

Staff Professional Learning

Staff took part in various professional learning opportunities in 2021 to support the school and Department's priorities.

Professional learning to support the School Business Plan was restricted due to COVID. DSF 'Talk for Writing' was completed by an Education Assistant who is now delivering the program throughout the school. NAPLAN data indicates that this program has been highly successful. The Early Childhood teacher and an Education Assistant completed the "KAT – Kindergarten Assessment Tool" professional learning. This supports our Early Intervention philosophy. All kindergarten students have been assessed using this tool. This program directly links to our other screening tools. The year 4/5/6 teacher is completing Graduate Modules. At the end of 2020 staff were involved with working with a teacher from Dalwallinu DHS, a TDS to implement a Maths Scope and Sequence document to facilitate explicit multiyear level teaching of maths,. Data indicated that this was necessary. Maths text books had been implemented two years previously after the retirement of a teacher who had Getting It Right Numeracy training without success.

We continued Individual Student Tracking to ensure that interventions are targeted to a greater extent. Interventions included PLD (Preventing Literacy Difficulties) screening and tracking, expanded use of On-Entry data and Minilit and Multilit which have all proved to be very effective, especially in the junior years.

Our school motto, which underpins all that we do, is **"Standing Tall and Proud"**. This motto defines our culture of high expectations of student achievement, excellence in teaching, a safe and caring learning environment, community partnerships and environmental awareness.



Student Engagement: Attendance

Attendance is well below the W.A. public schools average. Due to our low numbers the attendance of one family with three children severely impacted on our data. The older student has had a 53% attendance rate since kindergarten. The School Psychologist, Chaplain and DCPFS have been involved in supporting this family. Two other students were transitioning to school from being home schooled which also impacted negatively on our data.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	88%	91.8%	92.7%	74.2%	82.2%	79.5%	87.7%	90.9%	91.6%
2020	83.7%	92.5%	93.2%	null%	null%	null%	83.7%	91.9%	91.9%
2021	84.6%	92.2%	92.4%	91.7%	82.2%	76.8%	84.8%	91.6%	91%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	51.9%	33.3%	11.1%	3.7%
2020	51.0%	27.5%	9.8%	11.8%
2021	47.2%	28.3%	17.0%	7.5%
Like Schools 2021	71.4%	20.4%	6.3%	2.0%
WA Public Schools	71.0%	19.0%	7.0%	3.0%

ACTIONS FOR 2022

- Continue to promote parental awareness of the importance of regular attendance through newsletter articles.
- Provide support via the Chaplain and School Psychologist for identified students and families who require this.
- Attendance data included in Individual Student Profiles.
- Publicise and reward students who attend regularly at the end of each term in the newsletter.
- Before and After School Care established in 2021. This was established, but despite surveys indicating a demand, the service closed at the end of 2021 due to lack of support. Having this availability did not, as predicted improve attendance rate.
- Several families, despite the interventions mentioned above, continue to take family holidays during the term.

Monitoring Performance

Throughout the year student and school performance has been monitored through a variety of standardised tests and techniques. On-Entry Testing (PP, year 1 and year 2), Multi and Minilit data, PM Benchmarks (Reading), PAT maths, Easymark Grammar and Punctuation, South Australian Spelling, Di Rigg screen, KAT – Kindergarten Assessment Tool, Lexile levels and Semester Reports and teachers' professional judgements and observation were used. A volunteer, a retired teacher, administers and analyses standardised tests which ensures consistency. Due to the fact that we have small co-horts, we monitor individual student progress to much larger extent than year group improvements. Students are tracked and interventions occur where necessary.

School Priorities

The priorities for 2021 were:

- **English**
- **Mathematics**
- **HASS**
- **STEAM (Science, Technology, Engineering, Arts Mathematics)**

These priorities were supported as follows:

English

Initiative	Funding	Year Levels
Minilit, Multilit	Schools One line budget	K-6
"Talk for Writing"	Schools One line budget	K-6
On Entry Testing	DOE	PP - 2
KAT – Kindergarten Assessment Tool	Schools One Line Budget	K
Di Rigg Dictation	Schools One line budget	1-3
Di Rigg Language Screen	Schools One line budget	1-6
PM Benchmarks	Schools One Line Budget	1-6
Lexile (Scholastic)	Schools One Line Budget	3 - 6
Author Visits	Donated / Murray Library	K - 6



ACTIONS FOR 2022

- Professional Learning in use of On-Entry data.
- Use of On-Entry data to provide intervention.
- Continue to track students using Di Rigg language screen which is linked to Di Rigg phonics teaching.
- Professional Learning in "Talk for Writing".
- Collection of data using PM Benchmarks, Lexile rankings to monitor progress.
- Continue to use Minilit / Multilit as intervention strategies.

Mathematics

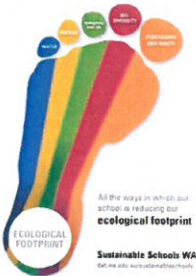
Initiative	Funding	Year Levels
TDS Dalwallinu DHS		PP - 6
On Entry Testing	DOE	PP -2
KAT Kindergarten assessment Tool		
PAT Maths Assessment	Volunteer	1 - 6

ACTIONS FOR 2022

- Mathematics – utilise Teacher Development School (Dalwallinu) and Lead teacher to implement a new whole school maths program.
- Use of retired teacher to screen students at commencement of 2021 to see where strengths / deficits lie and provide intervention accordingly.
- Explicit teaching of tables.

HASS

Initiative	Funding	Year Levels
"Inquisitive" Enquiry based HASS program	One Line Budget	PP - 6
Continue membership of "Sustainable Schools" initiative.	DOE	
Commence "Containers for Change" initiative.		PP - 6



STEAM

Initiative	Funding	Year Levels
STEAM	One Line Budget	K- 6
Primary Connections Inquiry Based program	One Line Budget	K- 6
"Creative Eden" Gallery Visits		
"Sculpture by the Sea" initiative		
Continue student participation in Arts projects to enhance school.		



School Planning

2021 saw the completion of the previous planning cycle.

Targets in the Business Plan were as follows:

TARGET	PROGRESS	ACTIONS
<i>Student progress in On Entry data at the end of year 1 will be equal to that of Like Schools.</i>	Achieved	Continue KAT testing/ PreLit / Di Rigg interventions in Early Childhood.
<i>Maintain National Quality Standard verification in all Quality Areas.</i>	Achieved	Continue existing practices including Early Transition to Schooling program.
<i>Students progress longitudinally by at least two bands.</i>	Partially achieved. On-Entry and year 3-5 progression on track. Concerns in years 1-3 progression as indicated by PAT maths, PM Benchmarks and Di Rigg data.	Instructional Teaching and Learning Framework to be implemented in 2022 to ensure consistency of curriculum delivery in 2022 – 2025 Planning Cycle
<i>Attendance rate to be equal to that of Like Schools.</i>	Not achieved	A Before & After school program was implemented in response to parent request. This was not utilised so could not continue.
<i>Parents demonstrate satisfaction with the school direction through responses in bi-annual community survey.</i>	Achieved	Refer to dot points below.

PRIORITY 1: High quality teaching to facilitate students reaching their potential. This priority was partially achieved. Details are as follows:

Successes in 2018 – 2021 Planning Cycle:

SUCCESSSES	EVIDENCE
Digital Technologies are Integrated Across all Learning Areas	Every student received an i-Pad due to successful grant applications. "Constable Care" incursions and KAV program supported cyber-safety. NAPLAN online successful.
Targeted Support for All Students with data facilitating evidence-based decisions. DSF "Talk for Writing" Implemented K – 6 – consistent approach to Writing across the school. KAT "Kindergarten Assessment Tool" to support early intervention in the Early Years. Mini / Multilit Di Rigg K – PP	NAPLAN results. Positive On_Entry results; especially on-entry to end of PP progress. Progress of individuals identified and their participation in the program. Progression indicated by individual student tracking.
Progression Maths Years 4 – 6	PAT Maths data
Progression Reading Years 4 – 6	PM Benchmarks; Lexile data

PARTIAL SUCCESSES	EVIDENCE
Instructional Intelligences	Primary Connections / SDERA and "Inquisitive Hass" implemented K – 6. All of these whole school programs support metacognition. HITS implementation not complete due to staff changes / COVID.
Whole School STEM implemented very successfully in K-3. Inconsistent implemented in 4-6 due to staff changes, especially in 2021.	K – 3 Portfolios
Teacher Performance and Development	Performance Management aligned to AITSL standards and "HITS" (High Impact Teaching Strategies). Partially successful. HITS only basically implemented due to staff changes / reluctance.
Whole School Approach to Teaching of Literacy and Numeracy. Inconsistent Maths progress indicated that "Targeted Maths" textbooks were not effective. Dalwallinu TDS supported the implementation of a whole school approach to support more effective multiyear level teaching of maths commencing 2021. Inconsistent Reading / Spelling / Grammar & Punctuation progress.	PAT Maths, NAPLAN PM Benchmarks, Di Rigg Phonics data, Easymark Grammar & Punctuation, S.A. Spelling data.

CHALLENGES	EVIDENCE
Difficulty in maintaining stable classes (classes combined at times for DOTT provision) and increased teaching load for principal to maintain 3 class structure.	Reduced progress in some areas of the school.
Student absences that impacted on progress.	Attendance / NAPLAN data.
COVID	Higher absences that impacted on progress.



PRIORITY 2: Effective Relationships This priority was achieved. Details are as follows:

SUCCESSIONS	EVIDENCE
Safe Orderly and Inclusive Environment	NQS Verification; Positive Parent Opinion Survey results.
Values Foundation	"Choose Respect" and Virtues imbedded throughout the school. Integris – positive behaviour.
Social & Emotional Learning	Chaplaincy funded throughout the school. Positive ABE data. Year 6 students given leadership opportunities.
Student & Staff Health & Well-Being	Absenteeism data ; KAV (Kids Against Violence) program delivered Term 1 2021.
Culture & Care	Aboriginal seasons included in newsletter, "Acknowledgement of Country" included in assemblies, Aboriginal signage around school. "Inquisitive" HASS includes Aboriginal Perspectives.
Well maintained physical environment.	Student artwork included in grounds projects. Art / crafts displayed & published in newsletter.
The Parents & Wider Community are Valued Partners in the Education of the Students.	School Council, P & C involved in WACCSO training to improve governance. Continued involvement in Community Events despite COVID restrictions.
Positive Partnerships	Involvement in Murray Waroona Network; student involvement in Pinjarra SHS Aspirant and Transition programs, Transition to School Program; grants obtained from local organisations to support school programs,
Communication	School webpage, SMS Messaging system, Newsletter including "Community Events" section,

ACTIONS FOR 2022

- Principal attended "Leading School Improvement" P.L. I Term 4 2021 to facilitate effective planning 2022 – 2025 cycle.
- "Instructional Teaching and Learning Framework" to be implemented in 2022 to ensure greater consistency and more effective curriculum delivery in 2022 – 2025 Planning Cycle
- Principal completed "Performance Management P.L. at Institute of Professional Learning in Term 4 2021.
- School Council Training completed in 2021 to ensure improved governance and involvement in the School Planning cycle.
- Staff selection to support an "Instructional Teaching and Learning Framework".

Student Performance: On Entry

The On-entry Assessment Program is mandated for Pre-primary students in public schools in Western Australia. In addition, Modules 2 and 3 (and Literacy Module 4) are used with Years 1 and selected year 2 students.

On-entry is an assessment **for** learning, with the primary purposes being:

- To provide teachers with information about the current skills and understandings of each student in their class
- To inform the planning and delivery of targeted and intentional learning programs, reflective of each child's needs and capabilities
- To identify students who may require early intervention or extension.

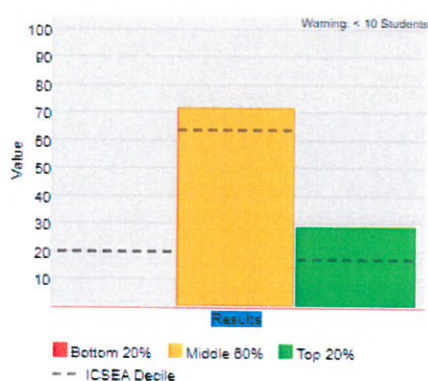
Pre-Primary students were tested at the end of the year. Progression is summarised below. Results were as follows:

	Reading		Writing		Numeracy	
	School	Like Schools	School	Like Schools	School	Like Schools
Pre-primary	490	450	242	210	442	429

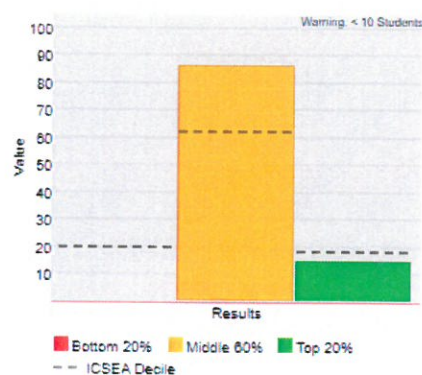
The graphs below show progression from On-Entry (commencement of PP) to the end of the PP year.
 * ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. **ICSEA** stands for the Index of Community Socio-Educational Advantage.

On-Entry (Results compared to ICSEA Decile including data from other schools.)

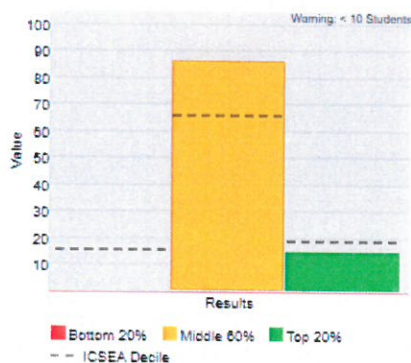
Reading



Numeracy



Writing



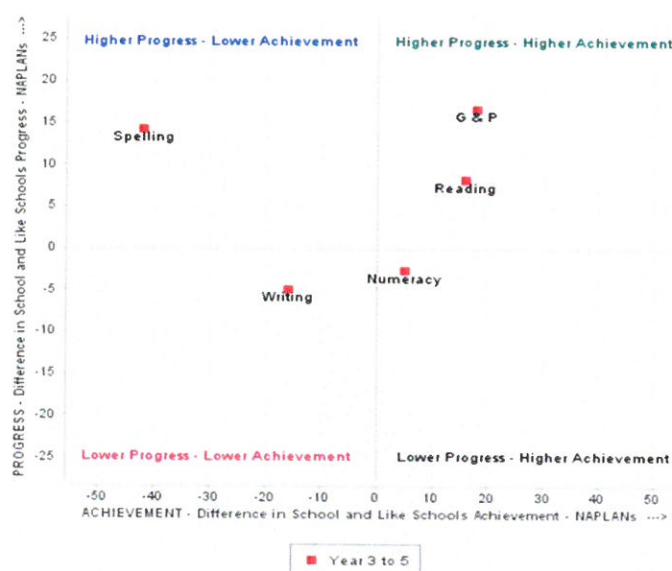
ACTIONS FOR 2022

- Continue to re-test pre-primary students at the end of the year.
- Continue to test students at the end of year 1 and for those "at risk" at the end of year 2.
- Students who have not attained the expected progression will receive intervention via the 'Minilit' (Meeting Initial Needs in Literacy) or Prelit program.
- The Dianna Rigg Literacy Screen will be used in conjunction with the above.
- Principal / ECE teacher to complete On-Entry P.L. to utilise data more effectively when planning.
- Implement KAT (Kindergarten Assessment Tool) to provide early intervention for students entering school.

NAPLAN

Student co-horts below 10 do not allow the school to report growth compared to State or Like School medians as this may identify students. Individual Student Profiles have been created that include the following data sets for each child: On-Entry Data, South Australian Spelling Test, Di Rigg Spelling, PM Benchmarks, Lexile (years 4 – 6), PAT Maths, NAPLAN, Easymark Grammar & Punctuation and Attendance Data. Individual progress is tracked and monitored and interventions including Di Rigg strategies and Mini and Multitilt occur. Identified students work above or below year level. One student participates in the PEAC program and attends a Maths extension program at Curtin University. Progress is tracked in association with attendance. Lack of progress with individual students, without exception, is linked to attendance or issues that have been identified by the School Psychologist.

Student Progress and Achievement Compared with Like Schools
NAPLAN Year 3 2019 to Year 5 2021



Progress and achievement has been included, but once again, small student numbers restrict validity.

PM BENCHMARKS READING

Data from the stable co-hort is as follows. This data relates to students across the whole school.

Progress 2020 - 2021	Percentage Stable Co-hort	Comments
No change	7%	Attendance issues
6 months	18%	Attendance, School Psych referred
1 year	14%	
1 year 6 months	21%	
2 years	21%	
3 years	17%	

PAT MATHS

Progress 2020 - 2021	Percentage of Stable Co-hort	Stanine	Comments
Below average	30%	1 - 3	Attendance issues; School Psych referred
Average	35%	4 - 5	
Above average	35%	6 - 8	

National Quality Standard

The National Quality Standard (NQS) is part of the National Quality Framework and sets a national benchmark for quality education that all schools strive to meet from kindergarten to year 2. This is a continuous self-improvement model and involves staff reflecting and making adjustments to their practice.

	Quality Area	Working Towards	Meeting
1	Educational Programs and Practice: Ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.		✓
2	Children's Health and Safety: focuses on safeguarding and promoting children's health and safety.		✓
3	Physical Environment: focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.		✓
4	Staffing Arrangements: provision of qualified and experienced educators and principals who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.		✓
5	Relationships with Children: focuses on relationships with children being responsive and respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.		✓
6	Collaborative partnerships with families and communities: fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.		✓
7	Leadership and Service Management: positive organisational culture and building of professional learning community.		✓

ACTIONS FOR 2022

- Continue to meet the requirements of the Quality Areas listed above.
- Continue the 'Early Transition to Schooling' program.

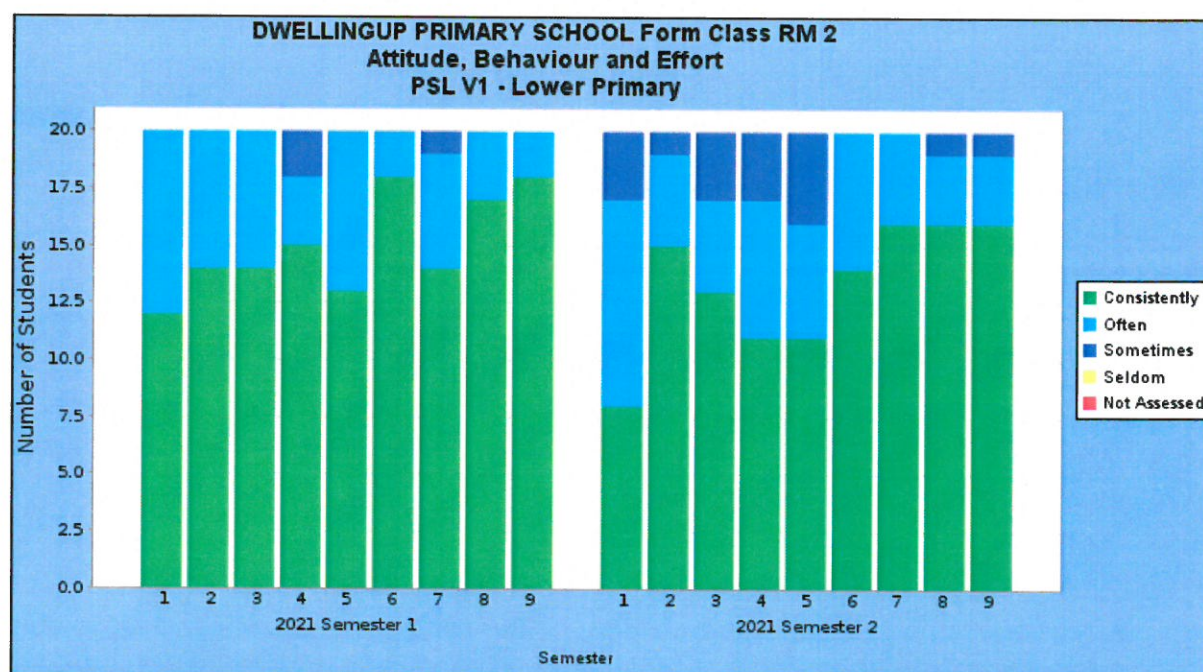


We do this through:

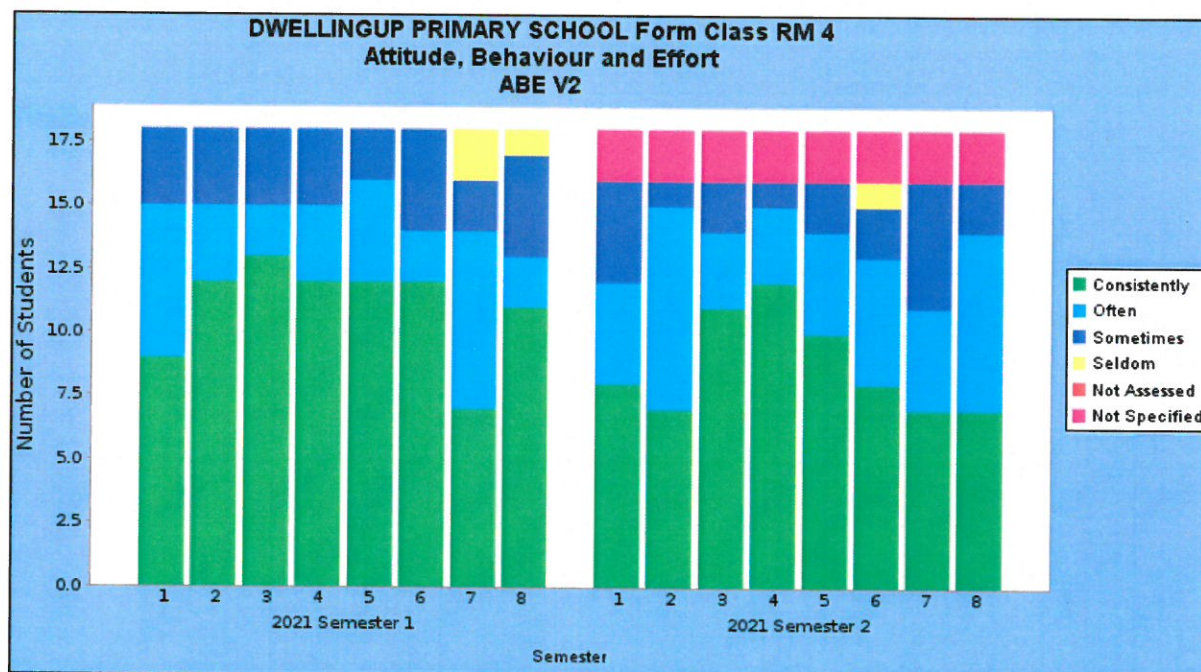
- Working to understand the individual differences and needs of children.
- Inclusion of parents and community members in the life and organisation of the school.
- Continual self-evaluation and monitoring of the educational programmes that we provide.
- Inclusion of students in community events.
 - Provision of Chaplaincy to support student well-being.
 - KAV (Kids Against Violence) program supported Protective Behaviours / student Well-being
- Effective communication systems within the school and the wider community.
- Embedding of environmentally sustainable practices in the learning programme.

Attitude, Behaviour, Effort

1. *Displays independence.*
2. *Makes positive choices with confidence.*
3. *Reflects on and talks about own learning.*
4. *Displays perseverance.*
5. *Expresses emotions appropriately.*
6. *Respects the ideas, feelings and needs of others.*
7. *Resolves conflicts in a positive manner.*
8. *Interacts with peers and adults in acceptable ways.*
9. *Collaborates in group activities.*



1. *Works to the best of his / her ability.*
2. *Shows self-respect and care.*
3. *Shows courtesy and respect for the rights of others.*
4. *Participates responsibly in social and civic activities.*
5. *Cooperates productively and builds positive relationships.*
6. *Is enthusiastic about learning.*
7. *Sets goals and works towards them with perseverance.*
8. *Shows confidence in making positive choices and decisions.*



ACTIONS FOR 2022

- In the lower primary students need to be supported to express emotions appropriately. The behaviour code "Choose Respect" and Virtues program and Chaplain intervention are strategies that will be utilised..
- *Successful goal setting* is an issue with students in the senior years. Strategies implemented as a result of the Instructional Teaching and Learning Framework such as informing students of Success Criteria will support this process.
- In the upper primary, there was deterioration in *setting goals and works toward them with perseverance* between semester 1 and 2. The discrepancy could be due to a change of teacher and enrolment of new students.
- Focussing on creative and critical thinking through enquiry based activities, STEAM and environmental activities will assist with metacognition.
- Targeted students to receive input from the Chaplain. Confidence and self-esteem are issues with some students.
- Whole class strategies to be implemented by Chaplain to support this area.
- Provision of extension activities for talented students and use of interventions such as "Minilit" and "Multilit" will support student engagement.

Value Adding

Special programmes are in place to meet the needs of individual and targeted groups of students.

- Students at Educational Risk are delivered intervention programs by way of Individual Education Plans which provide tailored additional support / extension for identified students. They may also include plans for behavioural or social issues.
- Use of KAT (Kindergarten Assessment Tool) to provide early intervention.
- Use of 'Multilit' and 'Minilit' and 'Prelit' programs for targeted students.
- Participation in swimming lessons, sporting clinics, cross-country running and an after school-bike club which culminated in a group participating in a 14km race at the "Dwellingup 100" event.
- Transition programs pre Kindy to school; PP to year 1; year 6 to secondary school.
- Involvement in community activities to develop citizenship skills, accession of a range of role models and to 'widen horizons'.
- Partnership with local "Lost Eden" art gallery. Talks to students by Artists in Residence.
- Chaplaincy program
- Virtues programme.
- 'Choose Respect' programme.
- Whole School Reward Day to Trees Adventure
- "Dirt Matters" program.
- "Containers for Change" program.
- Year 6 camp
- Swimming lessons PP – 6



Programs have been restricted due to COVID.

ACTIONS FOR 2022

- Continue high level of special programs / activities (subject to COVID restrictions.).

Student Well Being

The Chaplain provides support to the school three days per fortnight. She sees most students on a rotational basis. No specific program is run as the needs of the students vary considerably. Well Being is explicitly taught through the SDERA Health program.

ACTIONS FOR 2022

- Continue to fund Chaplaincy.
- Use of SDERA materials in the delivery of Health.

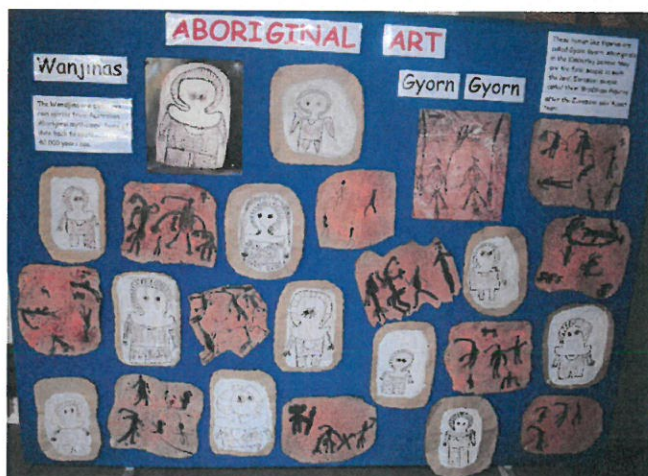


Aboriginal Cultural Standard

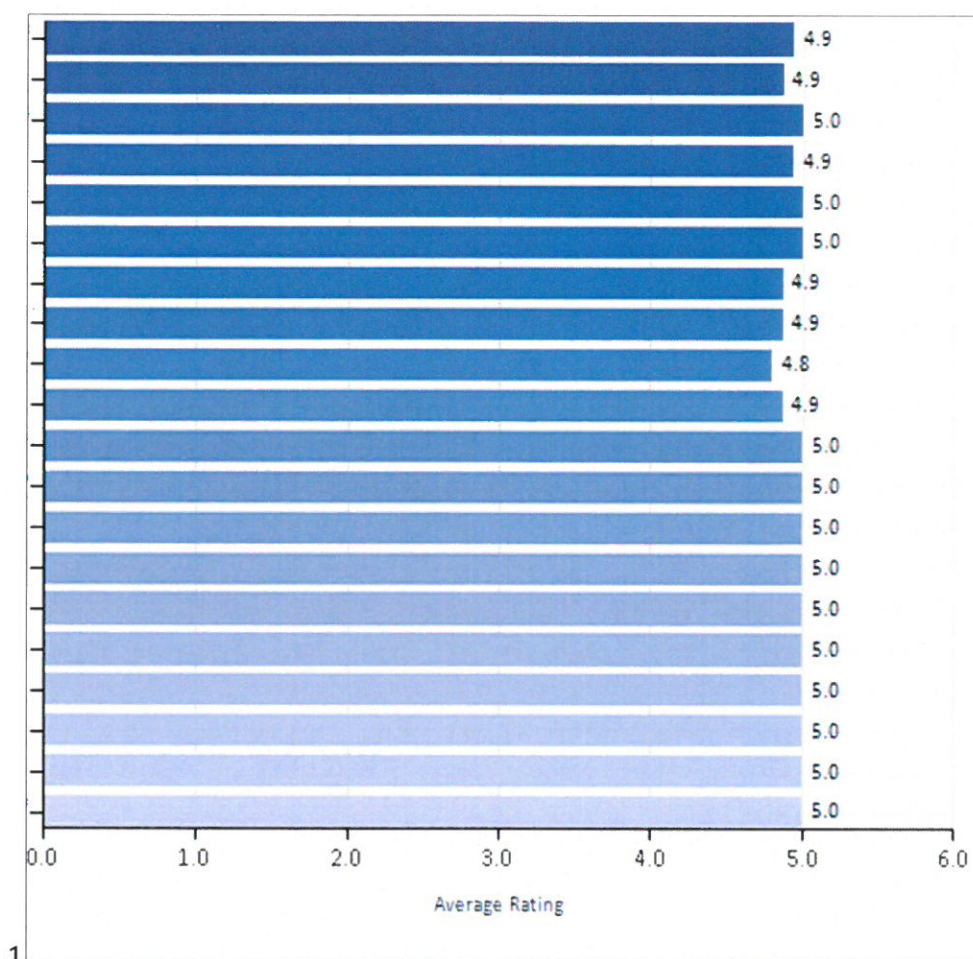
The Aboriginal Cultural Standard sets expected standards for schools when working with Aboriginal students, their families and communities. It also guides us to incorporate culturally responsive attitudes, values and behaviours into our everyday work.

ACTIONS FOR 2022

- Continue to incorporate Aboriginal culture, perspectives and history across curriculum areas.
- Continue to Include Six Aboriginal Seasons in newsletter.
- Continue "Acknowledgement of Country" at assemblies.
- Visit Aboriginal art exhibition at local gallery.



National School Opinion Survey - Parents



1

Teachers at this school expect my child to do their best.
 Teachers at this school provide my child with useful feedback.
 Teachers at this school treat students fairly.
 This school is well maintained.
 My child feels safe at this school.
 Students at this school can talk to their teachers about
 I can talk to my child's teachers about my concerns
 Student behaviour is well managed.at this school.
 My child likes being at this school.
 This school looks for ways to improve.
 This school takes parents' opinions seriously.
 Teachers at this school motivate my child to learn.
 My child is making good progress at this school.
 My child's learning needs are being met at this school.
 This school works with me to support my child's learning.
 This school has a strong relationship with the local community.
 This school is well led.
 I am satisfied with the overall standard of education achieved
 I would recommend this school to others.
 My child's teachers are good teachers.
 Teachers at this school care about my child.

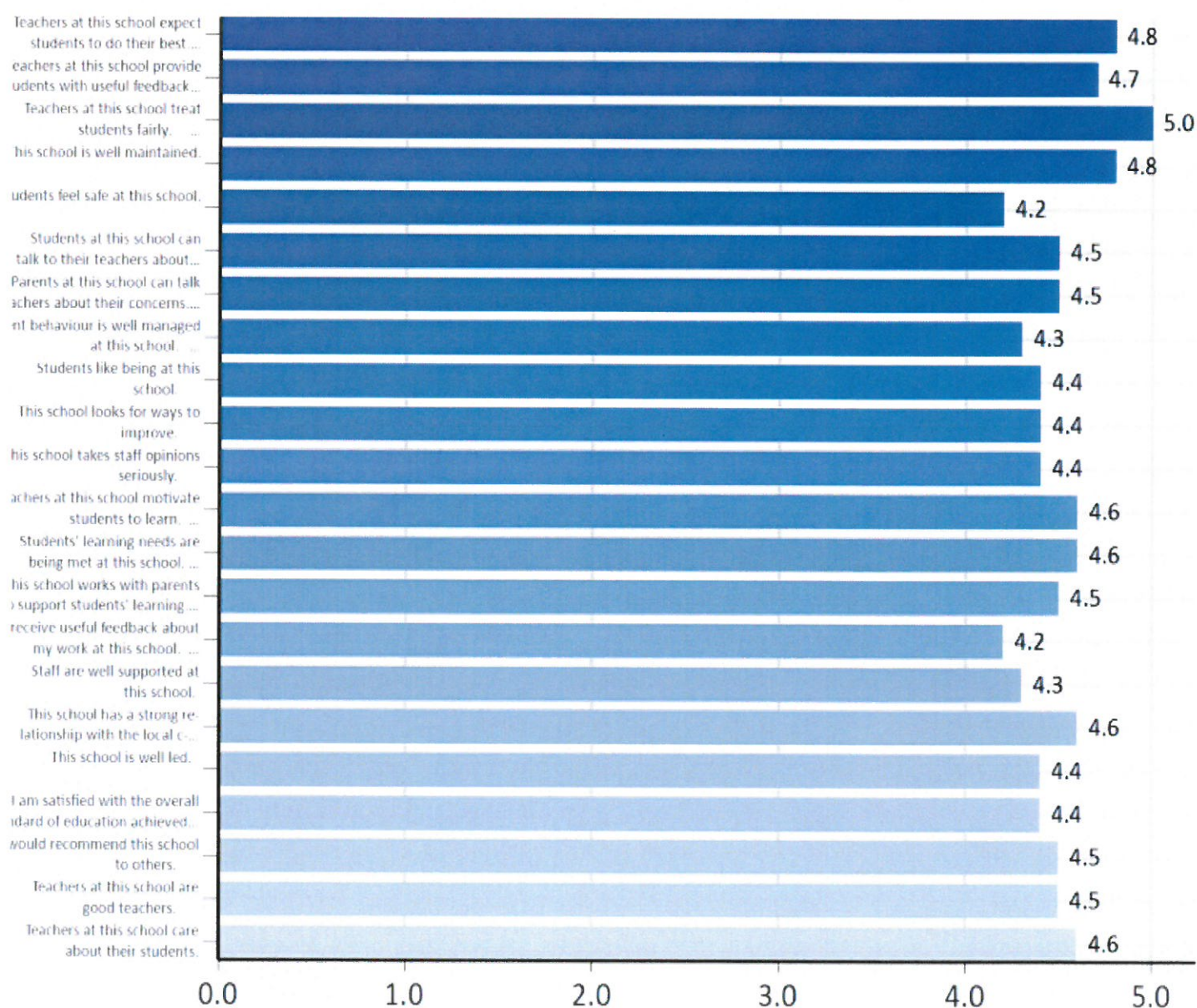
Rating
Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do their best.	-	-	-	-	-	-	1	7%	14	93%
Teachers at this school provide my child with useful feedback about their school work.	-	-	-	-	-	-	2	13%	13	87%
Teachers at this school treat students fairly.	-	-	-	-	-	-	-	-	15	100%
This school is well maintained.	-	-	-	-	-	-	1	7%	14	93%
My child feels safe at this school.	-	-	-	-	-	-	-	-	15	100%
I can talk to my child's teachers about my concerns.	-	-	-	-	-	-	-	-	15	100%
Student behaviour is well managed at this school.	-	-	-	-	-	-	2	13%	13	87%
My child likes being at this school.	-	-	-	-	1	7%	-	-	14	93%
This school looks for ways to improve.	-	-	-	-	-	-	3	20%	12	80%
This school takes parents' opinions seriously.	-	-	-	-	-	-	2	13%	13	87%
Teachers at this school motivate my child to learn.	-	-	-	-	-	-	-	-	15	100%

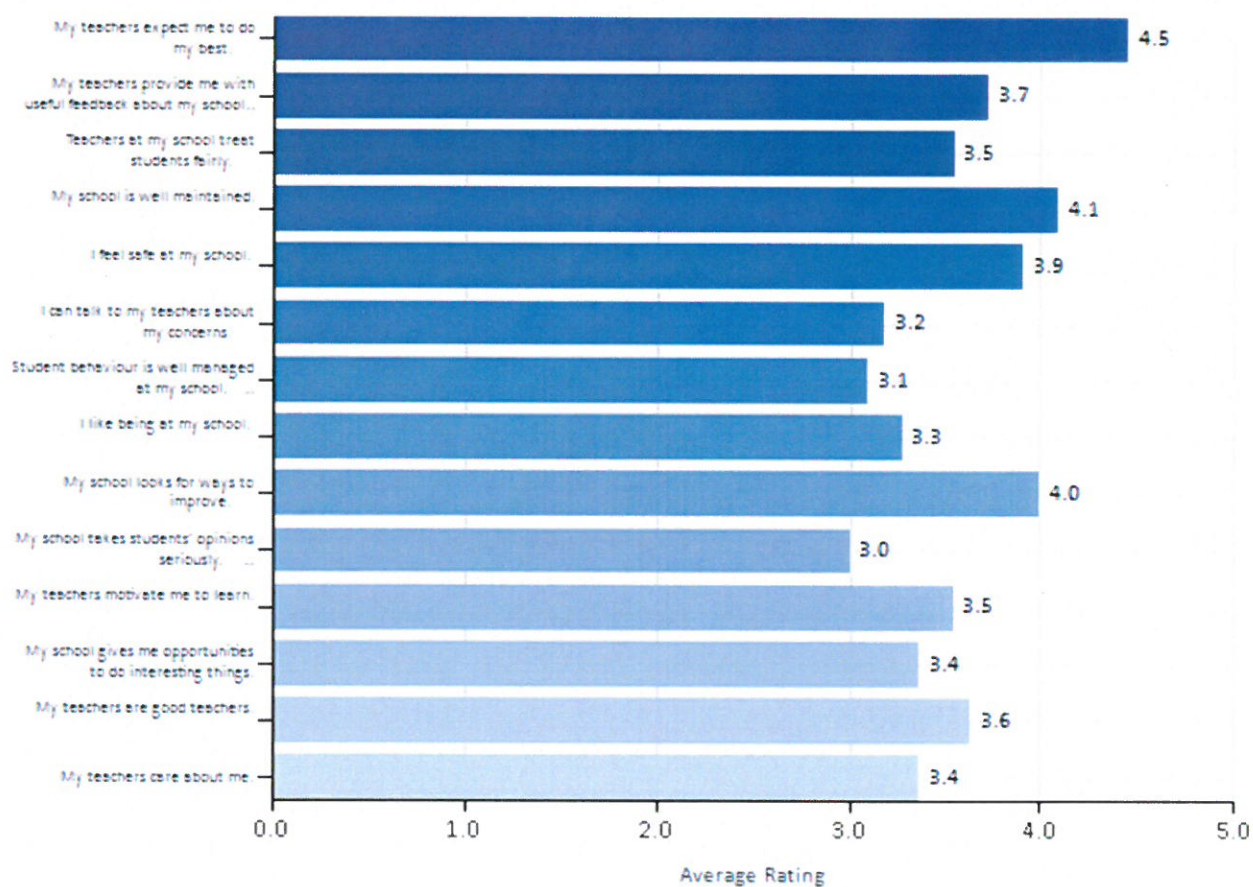
My child is making good progress at this school.	-	-	-	-	-	-	-	-	15	100%
My child's learning needs are being met at this school.	-	-	-	-	-	-	-	-	15	100%
This school works with me to support my child's learning.	-	-	-	-	-	-	-	-	15	100%

National School Opinion Survey - Staff



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

National School Opinion Survey - Students



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Highlights of 2021:

February

Wear Red for Furies

March

Harmony Day

Hockey Clinic

Black Dog Ride P & C

Sculpture By The Sea

April

Lost Eden Gallery Visit

Giant Pumpkin Weigh Off P & C

Constable Care

White Elephant Sale K/PP

June

Parliament House Visit Year 6

Community Tree P

July

Interschool Cross Country

Pinjarra SHS Aspirant Program

August

"Dwellingup 100" Bike Ride

Author Visit

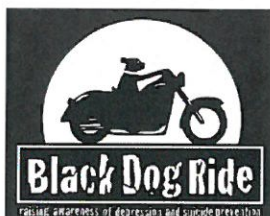
Book Character Dress Up Day
Science Week

Olympian Visit

Indonesian Day of Culture

Marrinup Excursion

Pinjarra SHS Aspirant Program



September

Faction Sports

Hotham Valley Open day

Constable Care Incursions

October

Swimming Lessons PP-6

Pinjarra SHS Year 6 Transition

P & C Fathers' day Barbecue

Lost Eden Gallery Visit

November

Year 6 Camp Rottnest Island

Pinjarra SHS TransitionGrowth & Development year 6

Kindy Orientation Day

Museum Whole School Reward

Remembrance Day Commemoration

December

.Kindergarten Transition

Swimming Week

Presentation / Graduation Day

Yr 6 Graduation Dinner

Fire Brigade "Hose Down" on
Last Day.



We continued our community involvement literally to the very last minute of school. Getting a good drenching by our local Volunteer Fire Brigade on the last fifteen minutes before the holidays has become a Dwellingup Primary School tradition. Thank you for all of the good work that our volunteer 'furies' do in our community.

Actions 2022:

The Department of Education's Strategic Directions for WA Public Schools 2020 - 2024 is titled "Every student, every classroom, every day."

FOCUS AREA	ACTIONS
PROVIDE EVERY STUDENT WITH A PATHWAY TO THE FUTURE	- Continue "Transition to Schooling" program at the school. - Continue to utilise On-Entry Data to inform Early Intervention. - Intervene early with students at educational risk by utilising Pre-Lit, Minilit and Multilit as well as other direct instruction tools such as Di Rigg (PLD) screening. - Continue Individual Student Profiles to track student progress over time. - Regularly monitor student progress and make adjustments and interventions where necessary. - Continue to meet the requirements of the National Quality Standard. - Focus on explicit teaching of grammar and writing across the whole school. - Engagement in Pinjarra SHS Transition and Aspirant programs. - Increase attendance, especially of students identified as being "at risk". - Continue STEM engagement throughout the school.
STRENGTHEN SUPPORT FOR TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM	- Provide increased student leadership opportunities with year 6 students. - Continue to promote a positive school culture through engagement with the community. - Continue to hold realistic yet high expectations for students. - Use of the Virtues and 'Choose Respect' programme throughout the school. - Continue to reward positive behaviour and work ethic by "Marble in Jar" meetings and whole school rewards. - Continue Chaplaincy to support students, staff and families. - Embed Aboriginal perspectives across the curriculum.
BUILD THE CAPACITY OF OUR PRINCIPALS, OUR TEACHERS AND ALLIED PROFESSIONALS	- Staff to receive Professional Learning in "Growth Mindset" and implement Instructional Teaching and Learning Framework. - Principal to complete On-Entry P.L. to utilise data effectively. - Principal to complete Leading School Improvement P.L. - The performance management process is linked to the AITSL (Australian Institute for Teaching and School Leadership) standards and is aligned to school priorities and student needs. Principal to complete P.L. in this area. - Graduate teachers to complete modules and receive support.
SUPPORT INCREASED AUTONOMY WITHIN A	Continuation with Murray Schools network to ensure consistency.

UNIFIED PUBLIC SCHOOL SYSTEM	
PARTNER WITH FAMILIES, COMMUNITIES AND AGENCIES TO SUPPORT THE ENGAGEMENT OF EVERY STUDENT	• Continue to encourage parent participation in the school. • Continued involvement in community events. • Continue partnerships with Alcoa, Forest Discovery Centre, Lost Eden Creative Gallery, DPAW, Newmont and other organisations who support us. • Giant Pumpkin Festival organised by the P & C continues as the major town event.. • Maintain positive relationships with parents, staff, students and the community. • P & C & School Council to engage in WACSSO training. • Continuation of the "Dirt Matters" program with all students. • Engage school and community in "Containers for Change" program • Continued involvement in the Chaplaincy programme. • Utilise the School Psychologist to support student learning.
USE EVIDENCE TO DRIVE DECISION MAKING AT ALL LEVELS OF THE SYSTEM	• Complete National School Opinion Surveys in Term 4 – Parents, Staff and Students. • In addition to systemic data (NAPLAN, On-Entry) continue to collect data across the Learning areas to monitor progress and inform interventions.

A connection to community history ... Dwellingup Primary School opened as a tent school in 2011. The town was established to service the timber industry. Geoff Warren, our gardener, attended the school and his family can trace their roots in Dwellingup back to early in the 20th Century. Our school grounds are magnificent and Geoff's creativity, passion and work ethic are an inspiration to all!



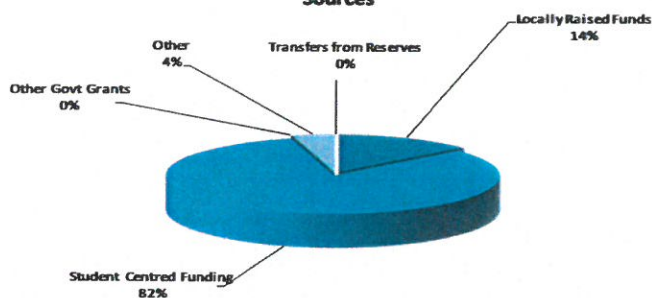
Above: Daisy the cow in her garden ~ flowers are made from recycled hub caps and old pieces of garden hose.



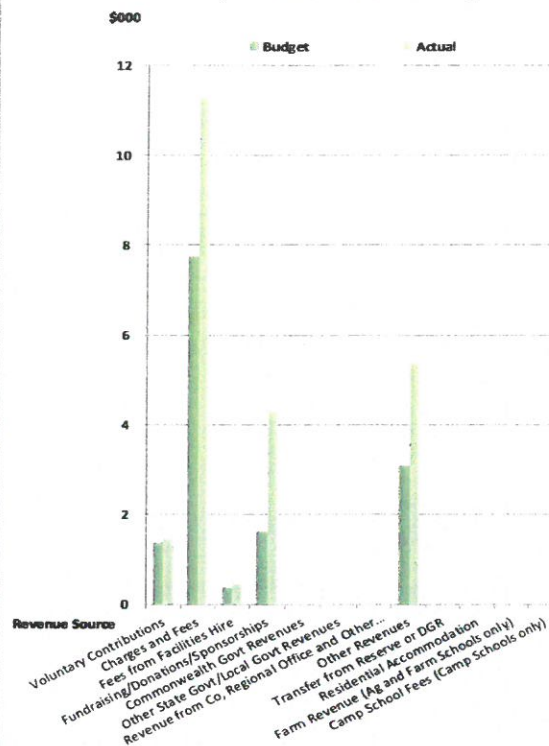
Dwellingup Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 1,362.00	\$ 1,461.15
2	Charges and Fees	\$ 7,746.00	\$ 11,284.47
3	Fees from Facilities Hire	\$ 364.00	\$ 454.55
4	Fundraising/Donations/Sponsorships	\$ 1,636.00	\$ 4,306.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,095.00	\$ 5,387.08
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		\$ 14,203.00	\$ 22,893.25
Opening Balance		\$ 105,750.47	\$ 105,750.47
Student Centred Funding		\$ 105,600.08	\$ 105,600.08
Total Cash Funds Available		\$ 225,553.55	\$ 234,243.80
Total Salary Allocation		\$ 971,284.00	\$ 971,284.00
Total Funds Available		\$ 1,196,837.55	\$ 1,205,527.80

Current Year Actual Cash Sources

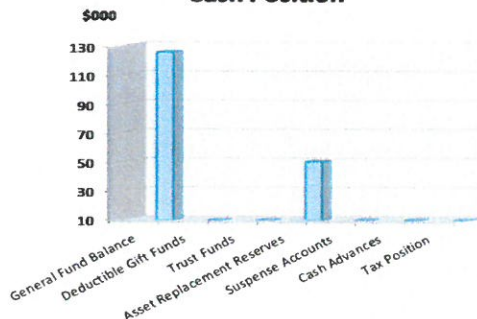


Locally Generated Revenue - Budget vs Actual

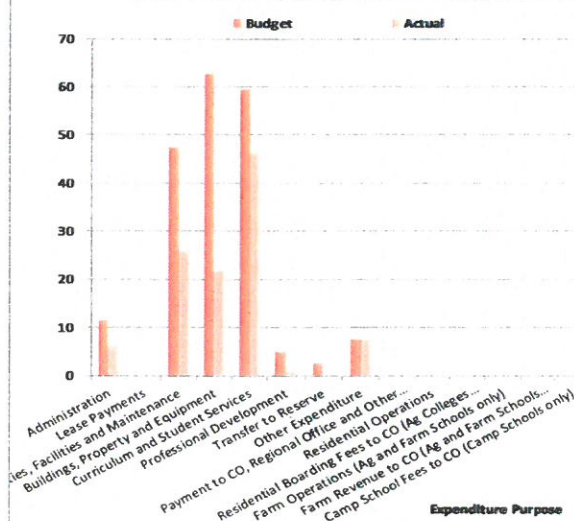


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 11,375.00	\$ 6,227.93
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 47,430.00	\$ 25,900.78
4	Buildings, Property and Equipment	\$ 62,644.00	\$ 21,759.20
5	Curriculum and Student Services	\$ 59,395.00	\$ 46,211.81
6	Professional Development	\$ 5,000.00	\$ 863.64
7	Transfer to Reserve	\$ 2,500.00	\$ -
8	Other Expenditure	\$ 7,584.00	\$ 7,605.22
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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		\$ 195,928.00	\$ 108,568.58
Total Forecast Salary Expenditure		\$ 823,211.00	\$ 823,211.00
Total Expenditure		\$ 1,019,139.00	\$ 931,779.58
Cash Budget Variance		\$ 29,625.55	

Cash Position

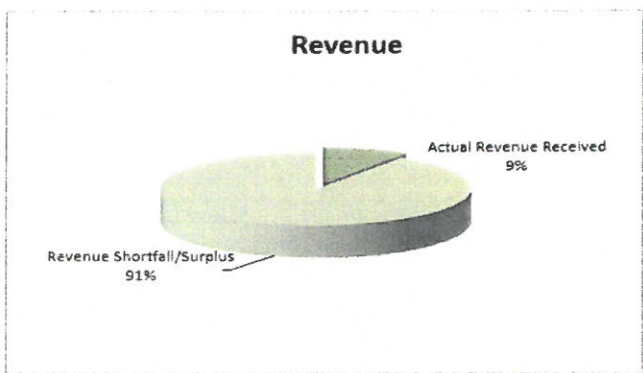


Goods and Services Expenditure - Budget vs Actual

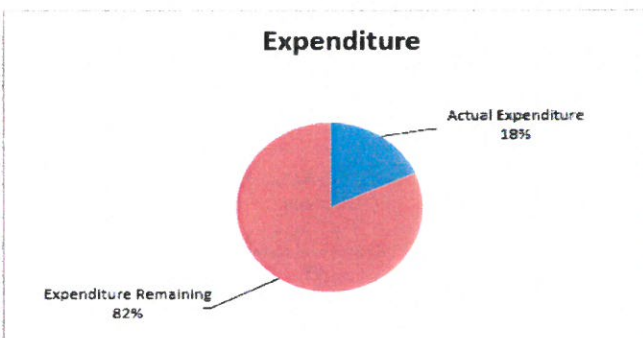


Cash Position as at:	
Bank Balance	\$ 175,359.52
Made up of:	
1 General Fund Balance	\$ 125,675.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 50,490.45
5 Suspense Accounts	\$ 287.85
6 Cash Advances	\$ -
7 Tax Position	\$ (1,094.00)
Total Bank Balance	\$ 175,359.52

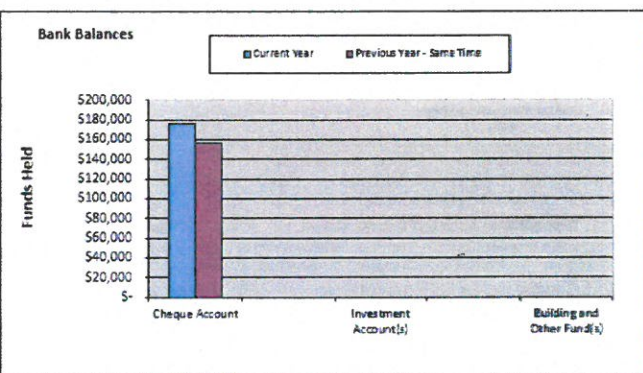
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 125,675.22
Current Year Budgeted Revenue	\$ 56,487.00
Actual Revenue Received	\$ 5,176.55
Revenue Shortfall/Surplus	\$ 51,910.45
Revenue Collected as a % of Current Budget	9.2%
Total Funds Available	\$ 180,851.77



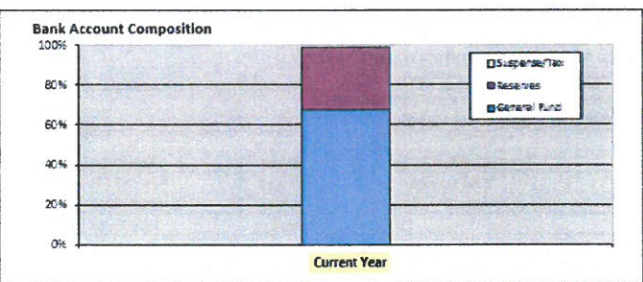
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 126,790.00
Actual Expenditure	\$ 28,885.78
Expenditure Remaining	\$ 108,454.22
Cash Budget Variance	\$ 55,972.22
Variance as a % of Total Funds Available	42.5%
Actual Expenditure as a % of Budgeted Expenditure	18.4%



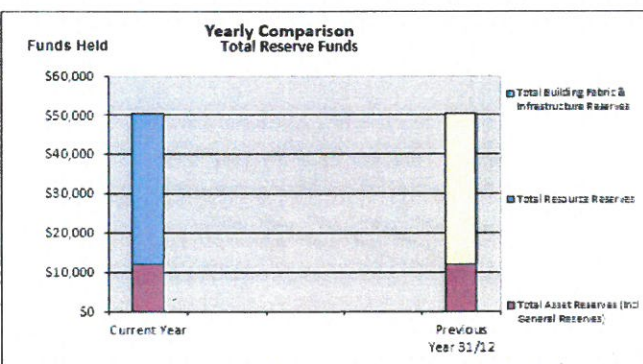
Reconciled Bank Balances:		
	Current Year as at: 31/12/2021	Previous Year - Same Time: 31/12/2020
Cheque Account	\$ 175,359.52	\$ 156,098.17
Investment Account(s)	\$ -	
Building and Other Fund(s)	\$ -	
Total	\$ 175,359.52	\$ 156,098.17



Bank Account Composition	
General Fund	69%
Reserves	32%
Suspense/Tax	-1%



Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (incl General Reserves)	\$ 11,974.11	\$ 11,974.11
Total Resource Reserves	\$ 58,516.94	\$ 58,516.94
Total Building Fabric & Infrastructure Reserves	\$ -	
Total All Reserves	\$ 50,490.45	\$ 50,490.45
Current Year Reserve Transfer Funds Included above	\$ 2,500.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ 2,500.00	N/A



School Salary Allocation (SCFM)								
As at 31/12/2021								
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 186,233.00	\$ 879,490.00	\$ (74,429.00)	\$ 971,284.00	\$ 823,211.00	\$ 148,073.00	85%	\$ 823,211.00	\$ 148,073.00