



# Dwellingup Primary School



## 2020 Annual Report



# ***Dwellingup Primary School***

## **ANNUAL REPORT 2020**

### ***From the Principal:***

It is with great pride and pleasure that I present the Dwellingup Primary School Annual Report for 2020. 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 2020. The Dwellingup community believes that 'it takes an entire village to raise a child' and support us wherever possible. The COVID pandemic presented a range of challenges throughout the year. These challenges included school closure, a different model of education delivery, the suspension of off-site activities, cancellation of NAPLAN, cancellation of programmes such as 'Crunch and Sip' and whole school breakfasts, altered and more intensive cleaning routines as well as general uncertainty in the local and wider community. We felt well supported by the Department of Education throughout. We had staff changes in two of the three classes.

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 extensive community involvement. This involvement enhances all aspects of our school. Our annual Giant Pumpkin Competition and Mothers' Day Morning Tea, run by our P&C and participation in the ANZAC commemoration did not occur due to COVID. We were able to participate in the Seniors' Christmas Lunch and ran the town Remembrance Commemorations after restrictions were eased. The Dwellingup Community Christmas Tree is held at our school. Once again a school team participated in the 14 km event in the "Dwellingup 100" international bike event. In 2020 the P & C organised the stalls for the Hotham Valley Steam Train Festival and a group of singers charmed the crowd by singing "Moringtown Ride" on the platform as the train steamed out of the station.



2020 saw the completion of a NRM (Natural Resource Management) project which developed the community bushland at the rear of the school. We continued our "Dirt Matters" program which saw students engaged in further gardening and artistic projects around the school. We commenced the "Containers for Change" scheme which involved collection points around town.

The Playgroup based at the school is under the umbrella of the DOE's "Transition to School" program. The Playgroup ran two days per week after being suspended earlier in the year due to COVID.

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 and Fremantle for their camp.

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 (but less challenging) year in 2021.

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 109 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, frog pond, 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. They 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.





## School Council:



In 2020 the School Council consisted of two parent representatives ~ Shani Holster, John McCooke, three community representatives Warren Haugh, Anne Sinclair, Pam Laird and two staff representatives ~ Dawn Bosanac and the principal, Colleen Sing. The School Council is a pro-active, supportive and effective group and achieved the following outcomes in 2020:

- Reviewed budget spending and allocations.
- Reviewed data (no NAPLAN data).
- Decided upon and endorsed school charges and contributions for 2020.
- Endorsed the 2019 - 2021 School Plan.
- Agreed to changes to Interschool sports arrangements

## Semester Enrolments (Census dates) for 2020:

Does not include kindergarten. Figures show Semester 2 enrolment:

Enrolment	2013	2014	2015	2016	2017	2018	2019	2020
Numbers	82	62	56	47	55	54	58	53

Numbers have declined since year 7s commenced attending secondary school in 2015. 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. 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	2013	2014	2015	2016	2017	2018	2019	2020
ICSEA	964	953	928	972	970	970	965	990

Our small student numbers result in significant variance in ICSEA and Transiency (see below). Note change between 2015 (928) and 2018 (970). Average ICSEA is 1000.

## Transience:

	2013	2014	2015	2016	2017	2018	2019	2020
Percentage	34.5%	47.3%	28.8%	48.1%	14.5%	21.4%	15.5%	23.8%
Student movement	8	9	8	10	4	7	6	8

### ACTIONS FOR 2021

- 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.
- Continue to develop the school grounds and programs within the school which increase its distinctiveness such as "Dirt Matters" in order to attract new enrolments.
- 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.
- Commence before and after care at the school to support working families.



## Staff Profile:

Dwellingup Primary School has a total teaching staff of 4, including the principal. There is a specialist teacher who teaches Indonesian.

STAFF 2020		
Position	Numbers	F.T.E.
<b>Administration Staff</b>		
Principal	1	1.00
Manager Corporate Services	1	1.00
<b>Teaching Staff</b>		
Teachers – classroom	4	3.00
<b>School Support Staff</b>		
Education Assistants	3	2.82
Library Officer	1	0.20
Cleaning	2	0.76
Gardening	1	0.70

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 won the Support Person of the Year in the 2007 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 2020 to support the school and Department's priorities.

2019 saw the commencement of our planning cycle (2019 – 2021). A principal advisor from Statewide Services commenced working with staff in Term 4 2018 to develop the School Plan for 2019 – 2021.

Professional learning to support the School Business Plan was restricted due to COVID. DSF 'Talk for Writing' was completed by an Education Assistant who has implemented the program throughout the school. 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 and intervention strategies. The year 4/5/6 teacher is completing Graduate Modules.

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. Student progression data is evidence of the success of these programs.

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 below the W.A. public schools average. We aim to improve attendance further. We are located 40 minutes from our nearest large town and as there is no Day-Care in town parents often take their children out of school if there are appointments that don't coincide with school times.

### Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2018</b>	91.3%	92.7%	93.7%	88.5%	82.7%	80.8%	91.1%	91.8%	92.6%
<b>2019</b>	88%	91.8%	92.7%	74.2%	82.1%	79.5%%	87.7%	90.9%	91.6%
<b>2020</b>									

No data supplied for 2020 due to COVID. Care must be exercised when interpreting the data as it refers to small student numbers and therefore the attendance rates may be volatile

#### **ACTIONS FOR 2021**

- Continue to promote parental awareness of the importance of regular attendance through newsletter articles.
- Provide support via the Chaplain and School Psychologist for 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.
- Establish Before and After School Care at the school in 2021.



## Monitoring Performance

Throughout the year student and school performance has been monitored through a variety of standardised tests and techniques. Due to COVID, this did not include NAPLAN for 2020. 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, 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

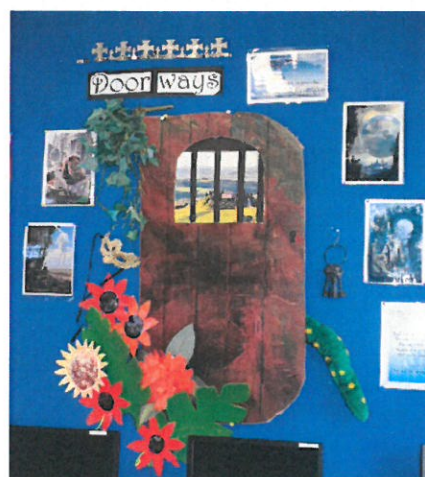
The priorities for 2020 were:

- 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 2021

- 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
Targeting Maths	Parent purchase	PP - 6
On Entry Testing	DOE	PP -2
KAT Kindergarten assessment Tool		
Dalwallinu DHS Lead School		
PAT Maths Assessment	Volunteer	1 - 6

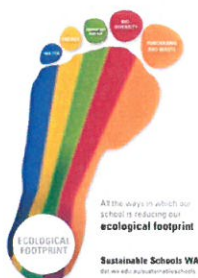


### ACTIONS FOR 2021

- Discontinue "Targeting Maths" books. PAT maths and other data indicates that a new approach is needed. (Books were introduced after GIR Numeracy teacher retired).
- 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.
- 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

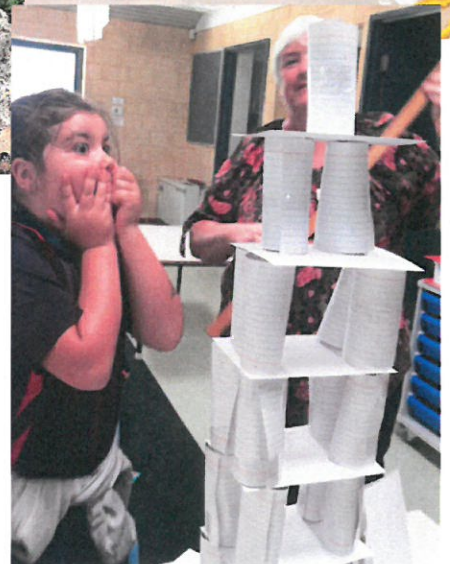






## STEAM

Initiative	Funding	Year Levels
STEAM	One Line Budget	K- 6
Primary Connections Inquiry Based program	One Line Budget	K- 6
"Creative Eden" Gallery Visits		







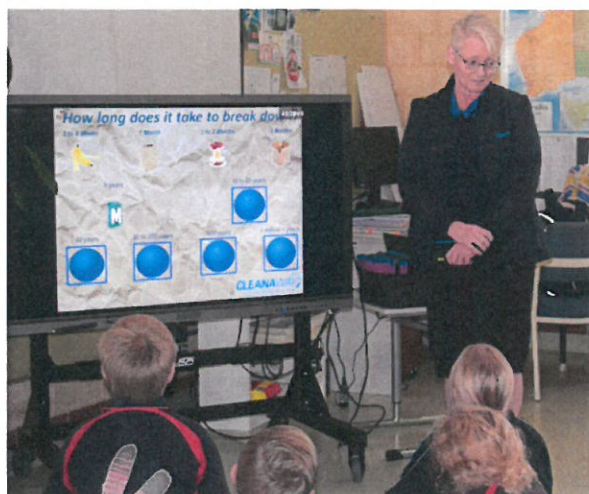
## School Planning

2019 saw the commencement of the 2019 – 2021 planning cycle.

Professional learning to support the School Business Plan was restricted due to COVID. DSF 'Talk for Writing' was completed by an Education Assistant who has implemented the program throughout the school. 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. 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.

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.
- Effective communication systems within the school and the wider community.
- Embedding of environmentally sustainable practices in the learning programme.





## 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.

### ACTIONS FOR 2021

- Attend On-Entry professional learning session in semester 1.
- Continue to Re-test pre-primary students at the end of the year and to test year 1 students at the end of the year.
- 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.

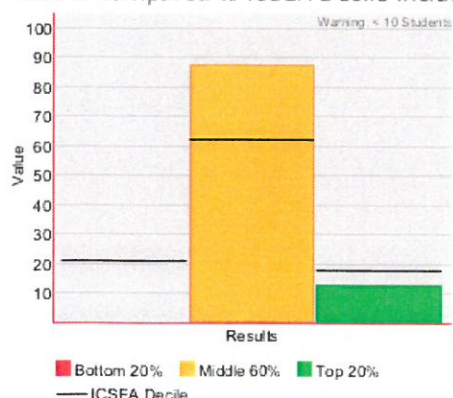
**Pre-Primary** students were tested at the end of the year. Progression is summarised below. Results were as follows:

	Reading		Writing		Numeracy	
	School	State	School	State	School	State
Pre-primary	442	435	242	210	442	435

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 Reading

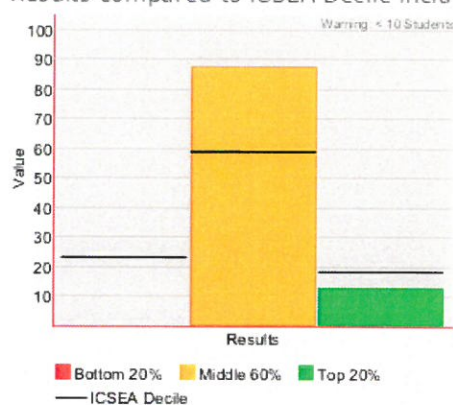
Results compared to ICSEA Decile including data from other schools





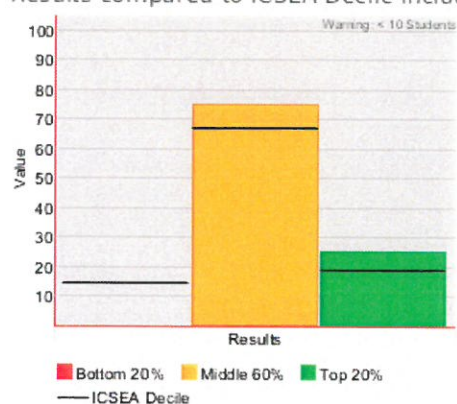
## On-Entry Numeracy

Results compared to ICSEA Decile including data from other schools



## On-Entry Writing

Results compared to ICSEA Decile including data from other schools



All students

### ACTIONS FOR 2021

- 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.

## 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	<b>Educational Programs and Practice:</b> Ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.		✓
2	<b>Children's Health and Safety:</b> focuses on safeguarding and promoting children's health and safety.		✓
3	<b>Physical Environment:</b> 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	<b>Staffing Arrangements:</b> 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	<b>Relationships with Children:</b> 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	<b>Collaborative partnerships with families and communities:</b> fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.		✓
7	<b>Leadership and Service Management:</b> positive organisational culture and building of professional learning community.		✓

### ACTIONS FOR 2021

- Continue to meet the requirements of the Quality Areas listed above.
- Continue the 'Early Transition to Schooling' program.
- Implement a Nature Based Before and After School Care program.



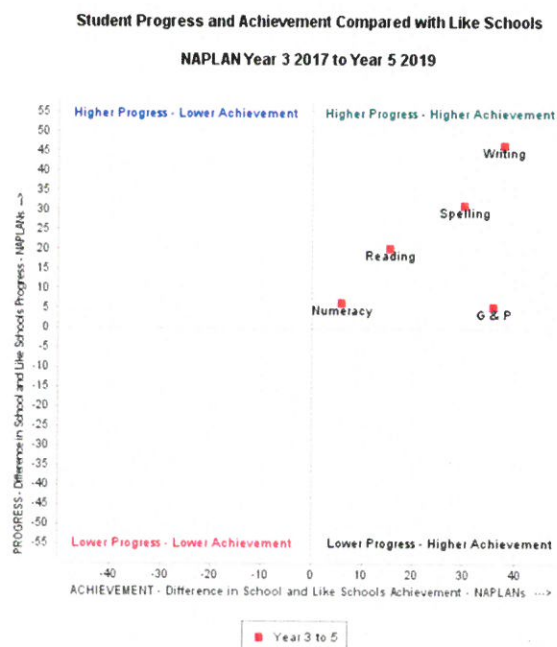


## Student Academic Achievement

As already stated, there was no NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) testing in 2020 due to COVID.

Results of standardised tests are not included as they are year level based and data sets are too small so there is a risk of individual students being identified.

All students have Individual Progress Profiles. Most students are making pleasing progress across the learning areas. Exceptions are those students who have attendance issues. The School Psychologist / Chaplain is working with these families.



This graph is the last NAPLAN data available showing student progression from year 3 to year 5. Spelling, Reading and Grammar and Punctuation programs have not changed. We have implemented “Talk for Writing” so we anticipate further progress in that learning area. “Targeting Maths” has not been effective. PAT maths testing supports that progress in Numeracy is lower. We have adjusted our Numeracy program by engaging with a lead school.

## 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.



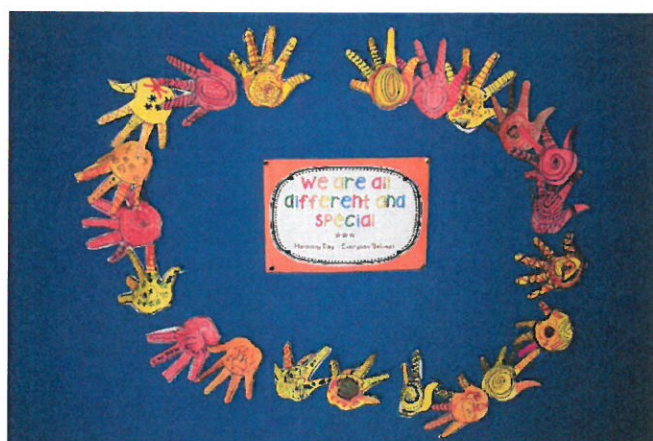
### ACTIONS FOR 2021

- Teachers receive PL in Kids Against Violence program.
- Implement “Kids Against Violence” program for all students in term 1 2021.
- Continue to fund Chaplaincy.

## 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.
- 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



### ACTIONS FOR 2021

- Continue high level of involvement in the community (events listed above to continue).
- Continue programs listed above.



## Aboriginal Cultural Standard

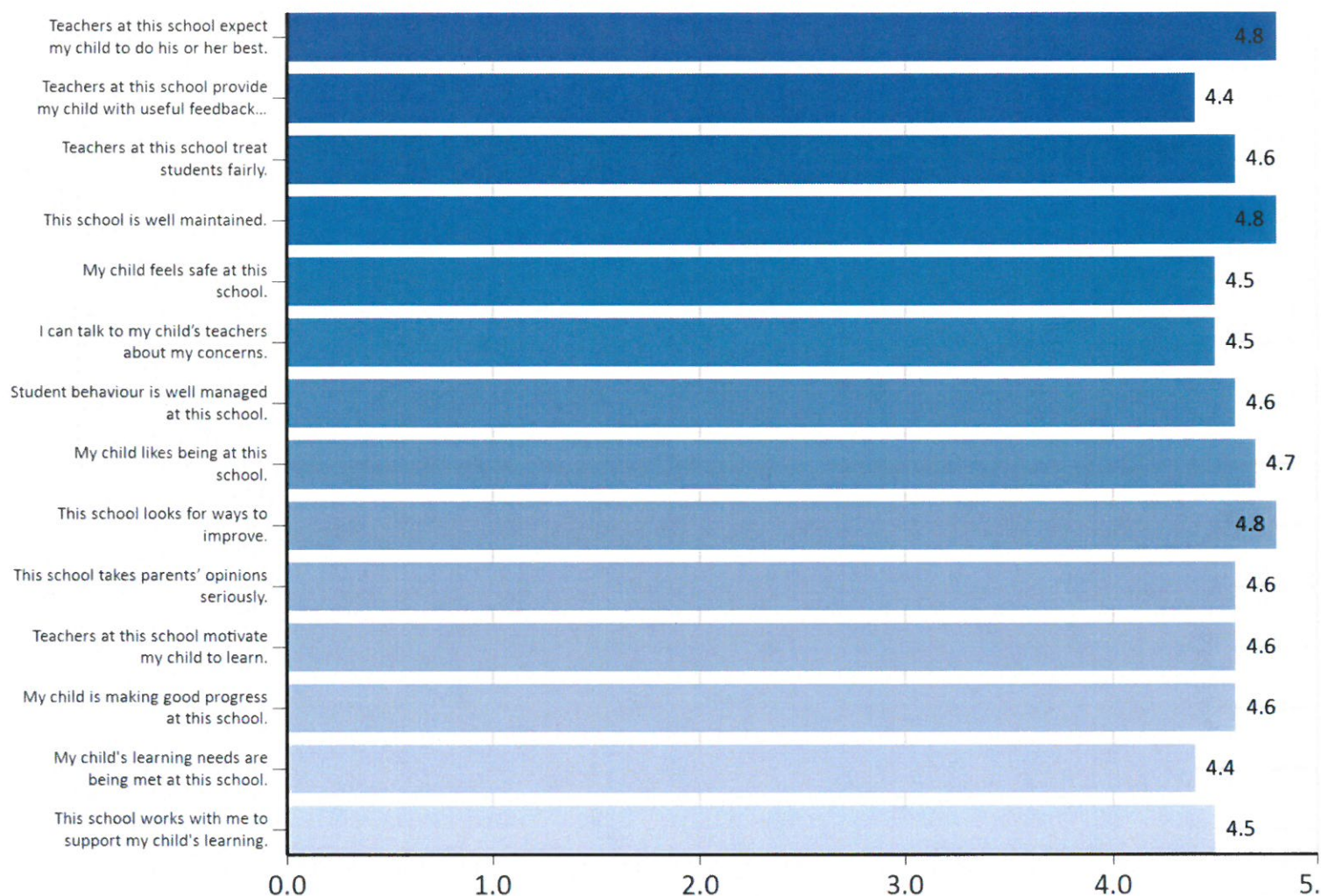
The Aboriginal Cultural Standard sets expected standards for schools when working with Aboriginal students, their families and communities. It also guides us to incorporate culturally responsive attitudes, values and behaviours into our everyday work.

### ACTIONS FOR 2021

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



## National School Opinion Survey - Parents



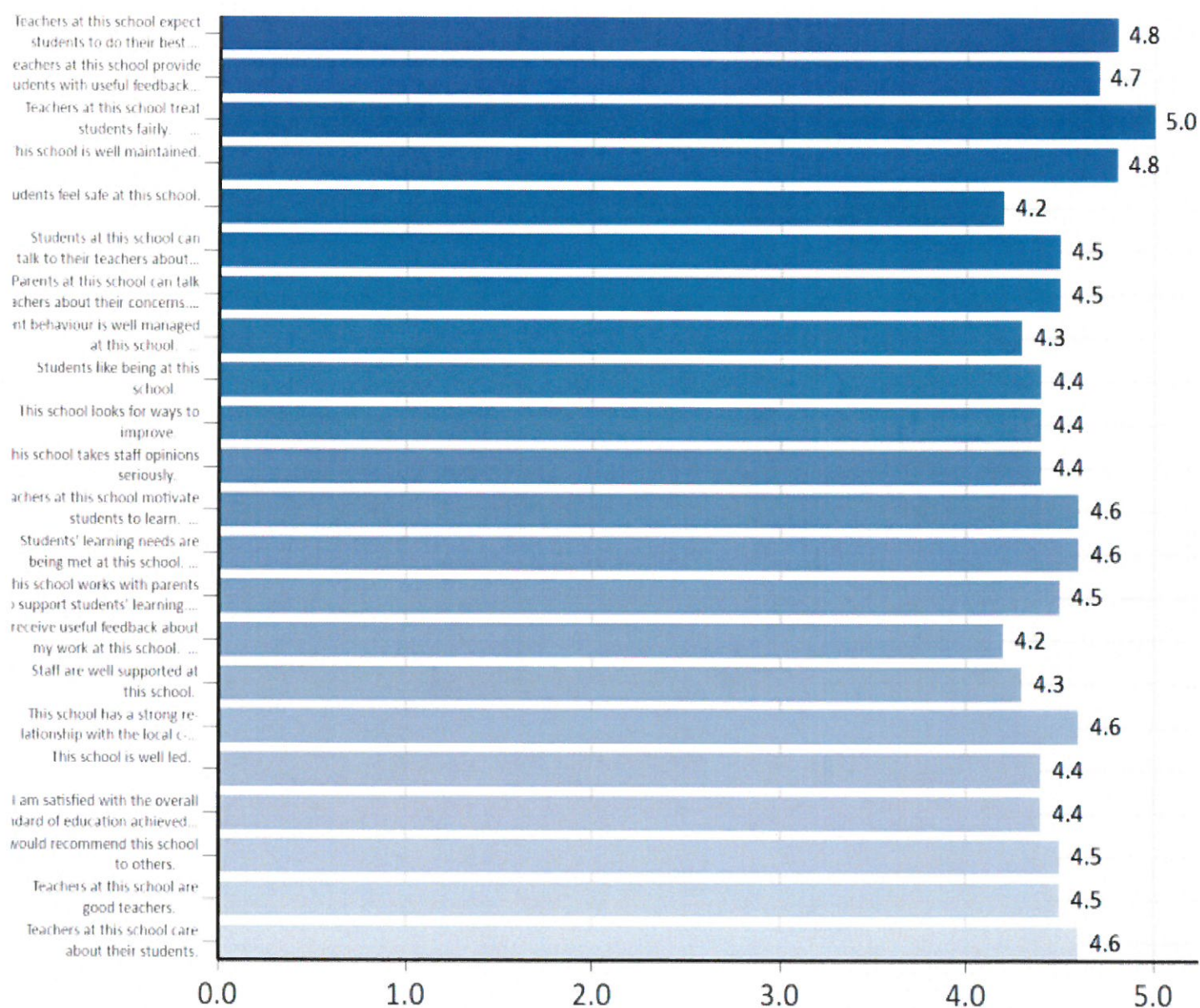
### Rating

### Score

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



## National School Opinion Survey - Staff

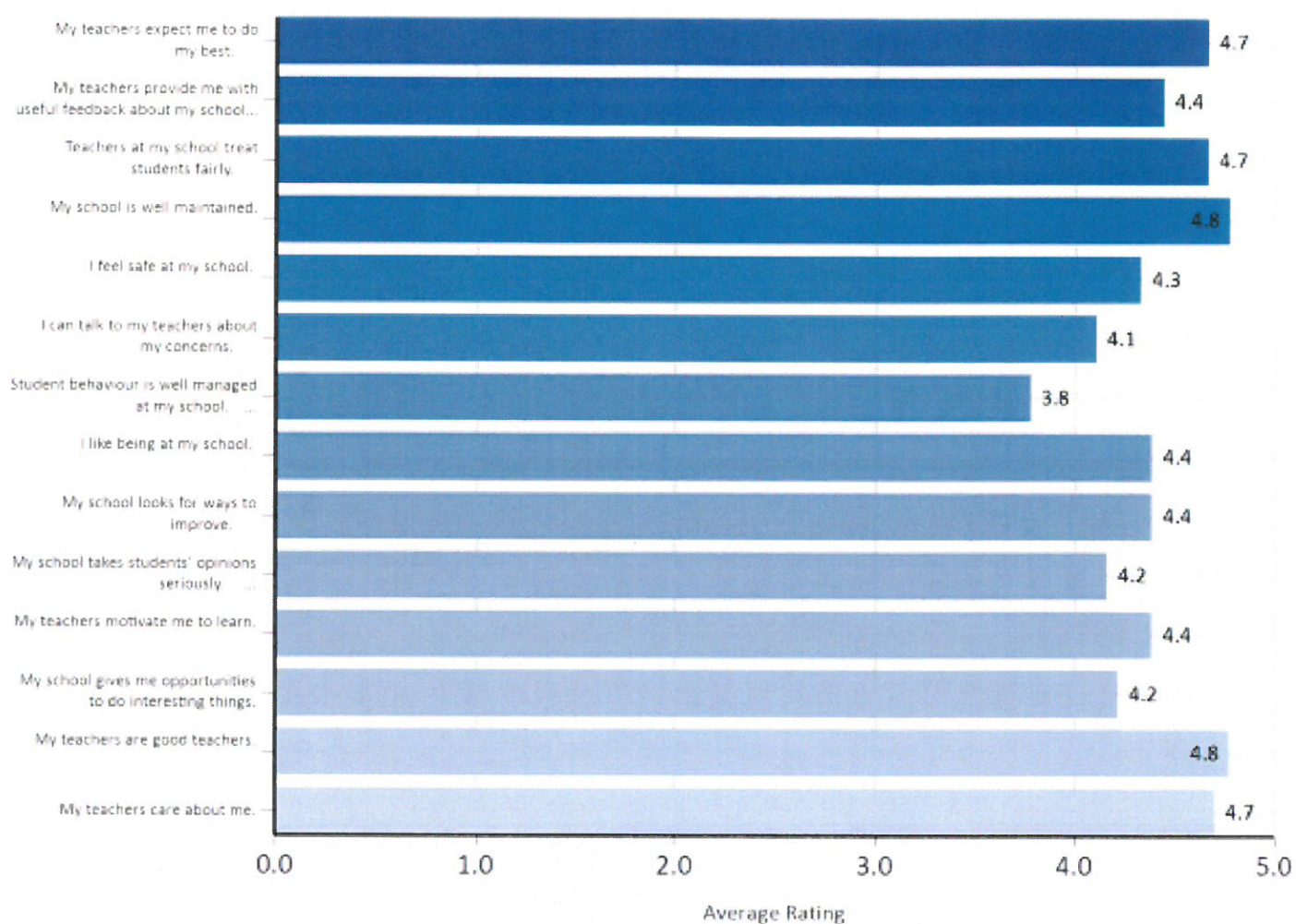


### Rating

### 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 2020:

### February

Wear Red for 'Firies'

### March

Lost Eden Creative Visit

Harmony Day

### June

Detect Schools Survey

### July

Interschool Cross Country

Pinjarra SHS Aspirant Program

Recycling Incursion

### August

"Dwellingup 100" Bike Ride

Book Character Dress Up Day

Science Week

Presentation of Red Tailed Black Cockatoo Mosaic for Foyer

### September

Faction Sports

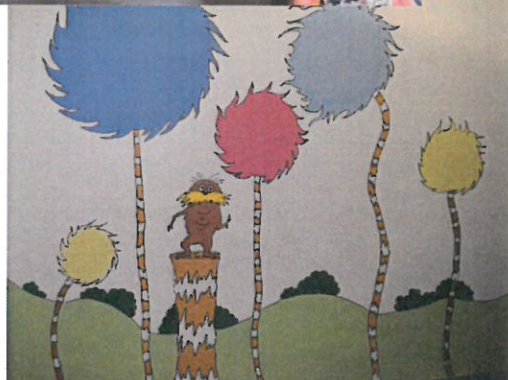
Hotham Valley Open day

Constable Care Incursions

### October

Swimming Lessons PP-6

Pinjarra SHS Year 6 Transition





## November

Year 6 Camp Rottne Island / Fremantle

Growth & Development year 6

Kindy Orientation Day

Trees Adventure Whole School Reward

Swimming Week

Remembrance Day

Author Visit

Lost Eden Gallery Visit

## December

Seniors' Christmas Lunch Students perform in the hall for the senior Dwellingup residents.

Presentation / Graduation Day

Year 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 2021:

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

***The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the well-being and participation of all its citizens.***

The Department of Education's aspiration for every student to:

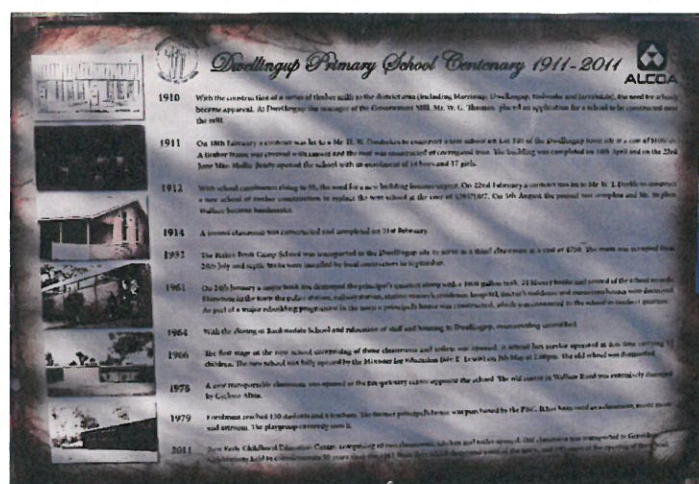
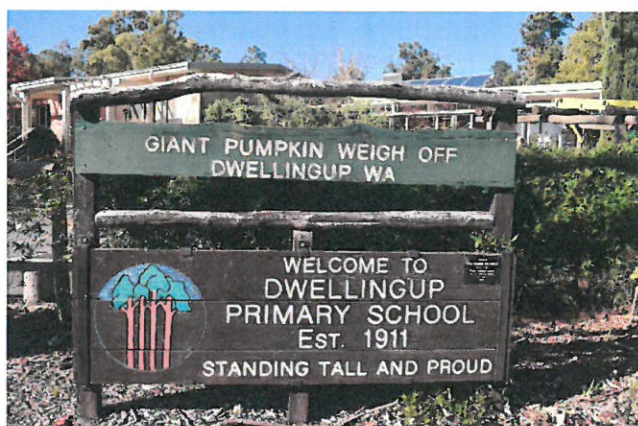
- Unlock and fulfil their learning potential.
- Be equipped with contemporary and emerging work capabilities.
- Develop the personal and social attributes that form the basis for future wellbeing.
- Achieve year on year growth in their learning throughout their schooling.
- Be well prepared to take the step beyond school into further education, training or work.

FOCUS AREA	ACTIONS
<b>PROVIDE EVERY STUDENT WITH A PATHWAY TO THE FUTURE</b>	<ul style="list-style-type: none"> <li>• Continue "Transition to Schooling" program at the school.</li> <li>• Continue to utilise On-Entry Data to inform Early Intervention.</li> <li>• 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.</li> <li>• Continue Individual Student Profiles to track student progress over time.</li> <li>• Regularly monitor student progress and make adjustments and interventions where necessary.</li> <li>• Continue to meet the requirements of the National Quality Standard.</li> <li>• Focus on explicit teaching of grammar and writing across the whole school ('Talk for Writing').</li> <li>• Engagement in Pinjarra SHS Transition and Aspirant programs.</li> <li>• Increase attendance, especially of students identified as being "at risk".</li> <li>• Continue STEM engagement throughout the school.</li> </ul>
<b>STRENGTHEN SUPPORT FOR TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM</b>	<ul style="list-style-type: none"> <li>• "Choose Respect" underpins everyone's actions.</li> <li>• Provide increased student leadership opportunities by continuing the "Sustainable Schools" group.</li> <li>• Continue to promote a positive school culture through engagement with the community.</li> <li>• Hold realistic yet high expectations for students.</li> <li>• Use of the Virtues and 'Choose Respect' programme throughout the school.</li> <li>• Deliver "Kids Against Violence" Program Term 1</li> <li>• Continue to reward positive behaviour and work ethic by "Marble in Jar" meetings and whole school rewards.</li> <li>• Continue Chaplaincy to support students, staff and families.</li> <li>• Embed Aboriginal perspectives across the curriculum.</li> <li>• Commence the teaching of Indonesian via SIDE</li> </ul>

<b>BUILD THE CAPACITY OF OUR PRINCIPALS, OUR TEACHERS AND ALLIED PROFESSIONALS</b>	<ul style="list-style-type: none"> <li>• Staff to engage in “Kids Against Violence” P.L.</li> <li>• Staff to receive Professional Learning in “Growth Mindset” and implement strategies in their classrooms.</li> <li>• Principal to complete On-Entry P.L. to utilise data effectively.</li> <li>• Principal to complete P.L. “Leading School Improvement”</li> <li>• Principal to engage in Mentor Principal program.</li> <li>• 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.</li> <li>• Encourage work experience opportunities for secondary students pursuing education as a career.</li> <li>• Graduate teachers to complete modules and receive support.</li> </ul>
<b>SUPPORT INCREASED AUTONOMY WITHIN A UNIFIED PUBLIC SCHOOL SYSTEM</b>	<ul style="list-style-type: none"> <li>• Continuation with Murray Schools network to ensure consistency.</li> <li>• Promote public education at every opportunity.</li> </ul>
<b>PARTNER WITH FAMILIES, COMMUNITIES AND AGENCIES TO SUPPORT THE ENGAGEMENT OF EVERY STUDENT</b>	<ul style="list-style-type: none"> <li>• Continue to encourage parent participation in the school.</li> <li>• Continued involvement in community events.</li> <li>• Continue partnerships with Alcoa, Forest Discovery Centre, Lost Eden Creative Gallery, DPAW, Newmont and other organisations who support us.</li> <li>• Giant Pumpkin Festival organised by the P &amp; C continues as the major town event..</li> <li>• Maintain positive relationships with parents, staff, students and the community.</li> <li>• P &amp; C to engage in WACSSO training.</li> <li>• Continuation of the “Dirt Matters” program with all students.</li> <li>• Engage school and community in “Cash for Cans” program</li> <li>• Continued involvement in the Chaplaincy programme.</li> <li>• Utilise the School Psychologist to support student learning.</li> <li>• Continue to publish the weekly “Dwellingup Crier” which promotes the school and contains a “Community News” section which advertises and celebrates wider community events.</li> </ul>
<b>USE EVIDENCE TO DRIVE DECISION MAKING AT ALL LEVELS OF THE SYSTEM</b>	<ul style="list-style-type: none"> <li>• Complete National School Opinion Surveys in Term 4 – Parents, Staff and Students.</li> <li>• Continue to collect data across the Learning areas to monitor progress and inform interventions.</li> </ul>



A connection to community history ... Dwellingup Primary School opened as a tent school in 1911. Geoff Warren, our gardener, attended the school and his family can trace their roots in Dwellingup back to . The town was established to service the timber industry. Geoff is pictured with a log on a 'whim shoe'. A whim was an implemented drawn by taems of bullocks or horses that hauled logs out of the bush. The "shoe" (pictured) prevented the log from digging into the ground. This exhibit is in front of the 'sleeper cutters' hut', constructed by Geoff which is in our school grounds.



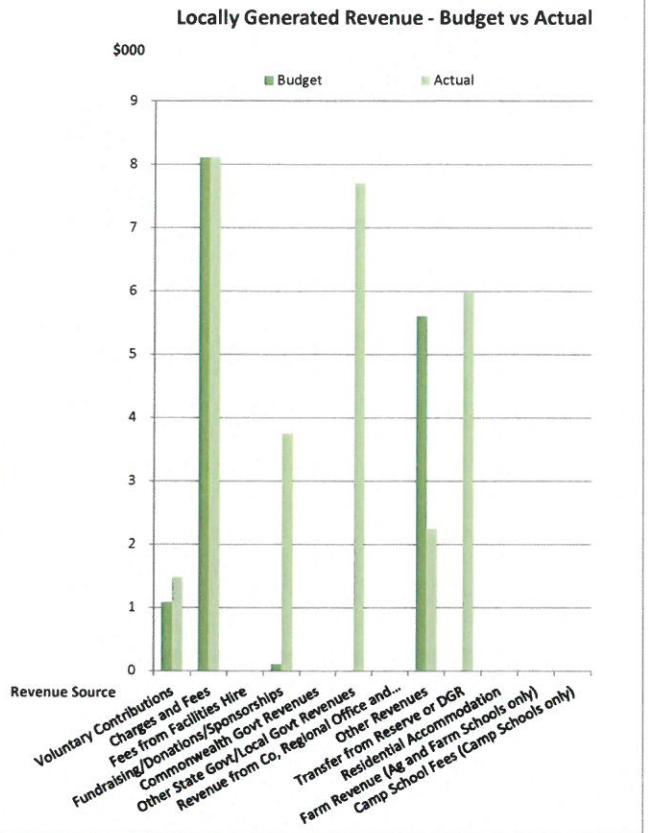
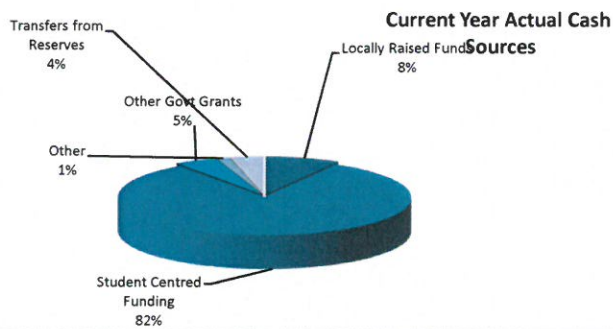




# Dwellingup Primary School

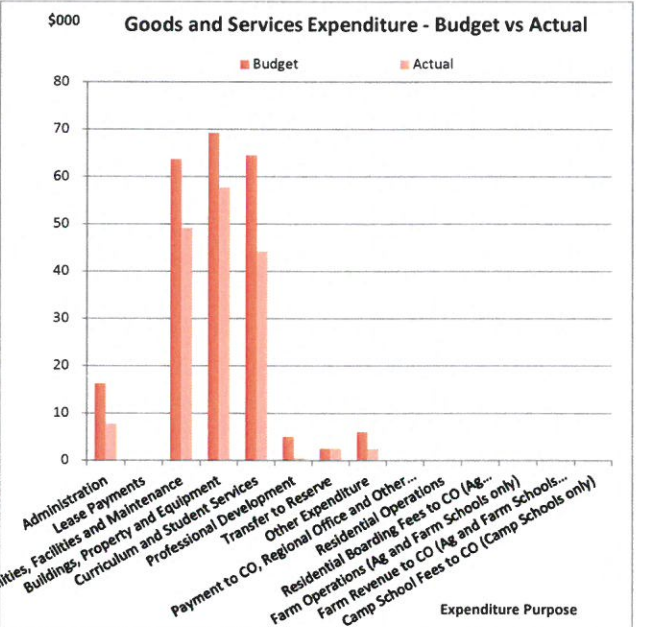
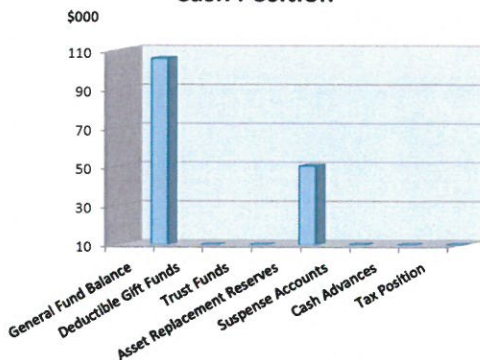
## Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,080.00	\$ 1,480.00
2	Charges and Fees	\$ 8,100.00	\$ 8,108.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 100.00	\$ 3,746.82
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 7,700.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,602.00	\$ 2,249.08
9	Transfer from Reserve or DGR	\$ -	\$ 6,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 14,882.00</b>	<b>\$ 29,283.90</b>
	<b>Opening Balance</b>	<b>\$ 107,090.00</b>	<b>\$ 107,090.00</b>
	<b>Student Centred Funding</b>	<b>\$ 133,124.13</b>	<b>\$ 133,124.13</b>
	<b>Total Cash Funds Available</b>	<b>\$ 255,096.13</b>	<b>\$ 269,498.03</b>
	<b>Total Salary Allocation</b>	<b>\$ 972,869.00</b>	<b>\$ 972,869.00</b>
	<b>Total Funds Available</b>	<b>\$ 1,227,965.13</b>	<b>\$ 1,242,367.03</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 16,250.00	\$ 7,691.85
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 63,650.00	\$ 49,105.42
4	Buildings, Property and Equipment	\$ 69,200.00	\$ 57,591.97
5	Curriculum and Student Services	\$ 64,500.00	\$ 44,089.76
6	Professional Development	\$ 5,000.00	\$ 450.00
7	Transfer to Reserve	\$ 2,500.00	\$ 2,500.00
8	Other Expenditure	\$ 6,005.00	\$ 2,318.56
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 227,105.00</b>	<b>\$ 163,747.56</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ 806,636.00</b>
	<b>Total Expenditure</b>	<b>\$ 227,105.00</b>	<b>\$ 970,383.56</b>
	<b>Cash Budget Variance</b>	<b>\$ 27,991.13</b>	

### Cash Position



<b>Cash Position as at:</b>	
Bank Balance	\$ 156,038.17
Made up of:	\$ -
1 General Fund Balance	\$ 105,750.47
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 50,490.45
5 Suspense Accounts	\$ 450.25
6 Cash Advances	\$ -
7 Tax Position	\$ (653.00)
<b>Total Bank Balance</b>	<b>\$ 156,038.17</b>





# Dwellingup Primary School

Financial Summary  
31 December 2020

## Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 107,090.00
Current Year Budgeted Revenue	\$ 148,006.13
Actual Revenue Received	\$ 162,408.03
Revenue Shortfall/Surplus	\$ (14,401.90)
Revenue Collected as a % of Current Budget	109.7%
Total Funds Available	\$ 269,498.03

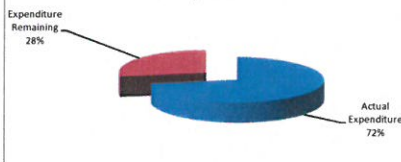
## Revenue



## Cash Expenditure:

Current Year Budgeted Expenditure	\$ 227,105.00
Actual Expenditure	\$ 163,747.56
Expenditure Remaining	\$ 63,357.44
Cash Budget Variance	\$ 27,991.13
Variance as a % of Total Funds Available	10.4%
Actual Expenditure as a % of Budgeted Expenditure	72.1%

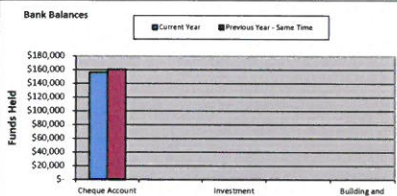
## Expenditure



## Reconciled Bank Balances:

	Current Year as at: REF1	Previous Year - Same Time
Cheque Account	\$ 156,038.17	\$ 160,194.15
Investment Account(s)	\$ -	\$ -
Building and Other Fund(s)	\$ -	\$ -
Total	\$ 156,038.17	\$ 160,194.15

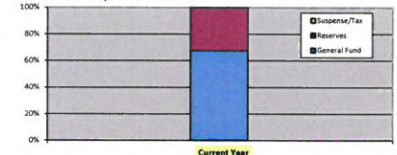
## Bank Balances



## Bank Account Composition

General Fund	68%
Reserves	32%
Suspense/Tax	0%

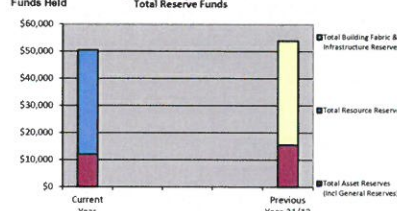
## Bank Account Composition



## Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (incl General Reserves)	\$ 11,974.11	\$ 15,474.11
Total Resource Reserves	\$ 38,516.34	\$ 38,516.34
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total All Reserves	\$ 50,490.45	\$ 53,990.45
Current Year Reserve Transfer Funds Included above	\$ 2,500.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A

## Yearly Comparison Total Reserve Funds



## School Salary Allocation (SCFM)

School Salary Allocation (SSA)								
As at 31/12/2020								
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 121,300.00	\$ 851,569.00		\$ 972,869.00	\$ 806,636.00	\$ 166,233.00			\$ 972,869.00

## Total Charged Salary Expenditure and Balance



## Total Forecast Salary Expenditure with Variance

