



Dwellingup Primary School



2019 Annual Report



Dwellingup Primary School

ANNUAL REPORT 2019

From the Principal:

It is with great pride and pleasure that I present the Dwellingup Primary School Annual Report for 2019. 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 2019. The Dwellingup community believes that 'it takes an entire village to raise a child' and support us wherever possible.

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. In 2019 students in years 3 and 5 sat NAPLAN online for the first time.

A highlight of our school is the strong community links that enhance all aspects of our school. The annual Giant Pumpkin Competition, run by our P&C, is a major event for the town. We are proud that this is Dwellingup's major event. Our school also participates in the Seniors' Christmas Lunch, runs the town ANZAC and Remembrance Commemorations and organises a town Mothers' Day Morning Tea. The Dwellingup Community Christmas Tree is held at our school. Local orchardists donate fruit to our "Crunch & Sip" programme. 2019 saw the school further continuing its partnership with the Forest Discovery Centre. Once again a school team participated in the 14 km event in the "Dwellingup 100" international bike event. Our school also hosted events for the town's inaugural bike month held in September.



A \$5000 grant was successfully applied for from NRM (Natural Resource Management). This funding supported a whole school STEAM enquiry based program developed in conjunction with a Teacher Development School. This project developed bushland at the back of the school. We continued our "Dirt Matters" program which saw students engaged in further gardening and artistic projects around the school.

The Playgroup based at the school accessed DOE's "Transition to School" program. The Playgroup now runs two days per week. We achieved National Quality Standard Verification in all assessed areas in 2017 and continued to support other schools in the Network to receive their verification.

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 their camp. A school website was developed and is up and running.



The highlight of the year was receiving "Effective" in the Public School Review that was held in Term 4. Our school review submission was used as an "example of exemplary practise" for other schools. 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. It is common to see teachers here of a weekend and after school. We are looking forward to another very productive year in 2020.

Colleen Sing

Principal

School Ethos:

2019 saw the commencement of our planning cycle (2019 – 2021).

Professional learning to support the School Business Plan completed by the principal included Brightpath Assessment and School Evaluation, Data Analysis session, Unpacking Digital Technologies, PLD Screening Tools, DSF 'Talk for Writing'. 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. 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

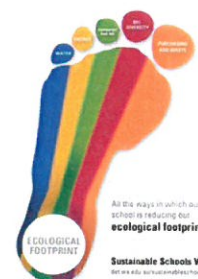
D – Determination



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.

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.



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.

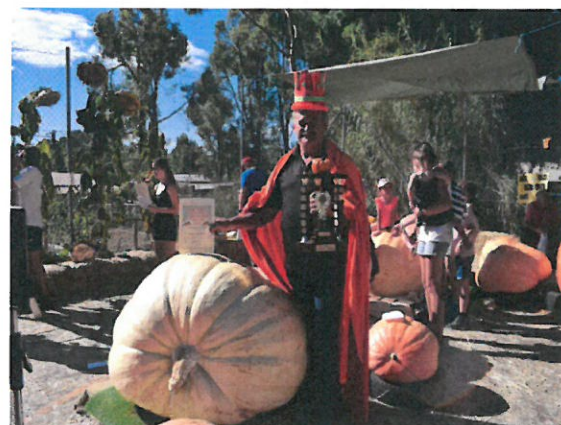
Our School and Community:

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 108 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. 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 2019 the School Council consisted of three parent representatives ~ Warren Haugh, Shani Holster, John McCooke, Anne Sinclair (community representative) and two staff representatives ~ Dawn Bosanac and Pam Laird and the principal, Colleen Sing. The School Council is a pro-active, supportive and effective group and achieved the following outcomes in 2018:

- Reviewed budget spending and allocations.
- Reviewed NAPLAN and other data.
- Decided upon and endorsed school charges and contributions for 2019.
- Endorsed the 2019 - 2021 School Plan.



Semester Enrolments (Census dates) for 2019:

Does not include kindergarten. Figures show Semester 2 enrolment:

Enrolment	2012	2013	2014	2015	2016	2017	2018	2019
Numbers	69	82	62	56	47	55	54	58

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 40 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.

ICSEA: (Index of Community Socio-Educational Advantage)

Year	2012	2013	2014	2015	2016	2017	2018	2019
ICSEA	963	964	953	928	972	970	970	965

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:

	2012	2013	2014	2015	2016	2017	2018	2019
Percentage	36.5%	34.5%	47.3%	28.8%	48.1%	14.5%	21.4%	15.5%
Student movement		8	9	8	10	4		

ACTIONS FOR 2020

- Continue to promote the school by placing 'good news' articles in newsletter and local paper.
- 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.
- The Pumpkin Festival attracts an enormous crowd and our school is promoted on national ("Sunrise"), state and local television and radio and social media.

Staff Profile:

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

STAFF 2019		
Position	Numbers	F.T.E.
Administration Staff		
Principal	1	1.0
Registrar	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 year 4/5/6 teacher is a National Excellence in Teaching recipient; the gardener won the Support Person of the Year in the 2007 WA Education Awards; the K/PP teacher has Senior Teacher status; the year 1/2/3 teacher is Getting It Right Numeracy trained and a Senior Teacher and the principal has a Master of Education degree.



Staff Professional Learning

Staff took part in various professional learning opportunities in 2019 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 included data analysis training, Brightpath Assessment and School Evaluation, Data Analysis session, Unpacking Digital Technologies, PLD Screening Tools and DSF 'Talk for Writing'.

We continued the Individual Student Tracking to ensure that interventions are targeted to a greater extent. Interventions included Minilit and Multilit, PLD (Preventing Literacy Difficulties) Screening and increased use of On Entry data. All of these strategies have proved to be very effective.

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. Absences are explained and as our numbers are small, two students who have severe attendance rates impact on our overall rate. SEND and the School Psychologist have been involved in the formulation of Individual attendance plans for these students. A student with 49% attendance has left the school.

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
2016	89.4%	92.3%	93.7%	88.5%	85.8%	80.7%	89.4%	91.4%	92.6%
2017	93.1%	92.9%	93.8%	87.2%	81.9%	81.2%	92.6%	91.9%	92.7%
2018	91.3%	92.7%	93.7%	88.5%	82.7%	80.8%	91.1%	91.8%	92.6%
2019	88%	91.8%	92.7%	74.2%	82.1%	79.5%	87.7%	90.9%	91.6%

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 2020

- 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.
- We have several targeted students whose attendance is below 50%. These students are on negotiated attendance plans under the direction of the School Psychologist.

School Priorities

Throughout the year student and school performance has been monitored through a variety of standardised tests and techniques. These include NAPLAN, On-Entry Testing (PP), Multi and Minilit data, Semester Reports and teachers' professional judgements and observations. Due to the fact that we have small co-horts, we monitor individual student progress to a larger degree than year group improvements.

Progress in the priority areas was pleasing. Our Reading and Mathematics results were similar to or above like schools. Our Writing results were above like schools.

The priorities for 2019 were:

- **English**
- **Mathematics**
- **HASS**
- **Science**

These priorities were supported as follows:

English

Initiative	Funding	Year Levels
Minilit, Multilit	Schools One line budget	K-6
Brightpath Writing	Schools One line budget	K-6
Di Rigg Dictation	Schools One line budget	1-3
Di Rigg Language Screen	Schools One line budget	1-6

Mathematics

Initiative	Funding	Year Levels
Targeting Maths	Parent purchase	PP - 6
Use of Getting It Right Numeracy Teacher		K-6



HASS

Initiative	Funding	Year Levels
PALS Funding	\$1000 (grant) {PALS	K - 6
"Karrak" Community Bushland Project	\$5000 (grant) NRM	K-6
"Inquisitive" Enquiry based HASS program	One Line Budget	PP - 6



Science

Initiative	Funding	Year Levels
STEAM	One Line Budget	K- 6
Primary Connections Inquiry Based program	One Line Budget	K- 6



The Arts

Initiative	Funding	Year Levels
STEAM	One Line Budget	K- 6
Recorder program	Teacher time volunteer	3-6
Singing / choir	Parent volunteer	1-6
"Creative Eden" gallery visits	Provided free by local gallery owner	K - 6



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.

Given that we have small co-horts, to preserve student privacy, a comparison to state median achievement only can be given.

In **pre-primary**, 100% of students achieved above the state median in Speaking and Listening, Reading and Numeracy. Students all achieved below the state median in Writing.

In **year 2**,

In 2019 students were tested at the end of year 1. Despite changes being made to the scoring methodology in Reading, Writing and Speaking and Listening, Due to the changes to the Numeracy assessments, performances prior to 2019 are reported in developmental points and progressions over time cannot be reported.

ACTIONS FOR 2020 One of your actions for 2021 is to continue to assess Pre-primary students at the start and end of the year and year 1 students at the end only. I would suggest, assessing all your students at the start of Pre-primary and the start of Year 1 (and not doing any end of year assessments). This way you can determine whether students in your school are making adequate/average progress.

ACTIONS FOR 2020

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.

(The expectation is that pre-primary will be at 1.0 progression point 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. This is a small co-hort with 2 students tested. Underneath individual progress is showed. Results were as follows:

	Reading		Writing		Numeracy	
	School	State	School	State	School	State
Pre-primary	478	450	242	210	442	429

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ACTIONS FOR 2020

- 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.
- Investigate K screening tools.

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. This year our school received our NQS verification in all of the quality area standards. In addition we provided professional learning for other schools in the network.

	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 2020

- 7.1.4 Year 5/6 teacher attained Senior Teacher status.



Student Academic Achievement

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN): All students in years 3 and 5 participated in the *National Assessment Program – Literacy & Numeracy (NAPLAN)* in term 2. This is the first year that students participated in Online testing. These assessments help to identify how students are achieving and enable comparison with students across Australia. As the number of students in each year level at Dwellingup PS is small and varies considerably, analysis of overall results does not always lead to valid judgements.

The NAPLAN results have been analysed from different perspectives to enable some analysis:

1. Comparing progress and achievement to that of like schools in terms of students performing in the top (20%), middle (60%) and bottom (20%).
2. Comparing mean performance of the tested co-hort compared to like schools (ICSEA) and comparing progress of co-hort's progression over time (year 3 to year 5).
3. Comparing mean performance of the tested co-hort compared to like schools (ICSEA) and comparing progress of co-hort's progression over time (year 3 to year 5).

1. COMPARING PROGRESS AND ACHIEVEMENT TO THAT OF LIKE SCHOOLS IN TERMS OF STUDENTS PERFORMING IN THE TOP (20%), MIDDLE (60%) AND BOTTOM (20%).

Figure 1: 2017 – 2019 – YEAR 3 NUMERACY PERFORMANCE COMPARED TO LIKE SCHOOLS

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	0%	13%	13%	13%
Middle 60%	100%	75%	100%	66%	62%	61%
Bottom 20%	0%	25%	0%	21%	24%	26%

In 2019 there were no students in the bottom 20%, 100% in the middle band and none in the top 20%. The 2018 figures indicate 25% in the bottom 20% This variance is co-hort based.

Figure 2: 2017 – 2019 – YEAR 5 NUMERACY PERFORMANCE COMPARED TO LIKE SCHOOLS

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	0%	12%	11%	10%
Middle 60%	33%	71%	89%	63%	61%	65%
Bottom 20%	67%	29%	11%	25%	27%	25%

Figure 2 shows that in 2019 there were 11% students in the bottom compared to 25% in like schools. There were 0% in the top 20% compared to 10% in like schools. Variance is co-hort based as teacher is the same.

Figure 3: 2017 – 2019 YEAR 3 READING PERFORMANCE COMPARED TO LIKE SCHOOLS

Figure 3 shows that in 2019 there were 33% students in the bottom band compared to 25% in like schools. There were less students than like schools in the middle band (50%) and more students than like schools in the top 20%. Variance is co-hort based.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	17%	15%	14%	12%
Middle 60%	75%	75%	50%	62%	61%	62%
Bottom 20%	25%	25%	33%	23%	25%	25%

Figure 4: 2017 - 2019 YEAR 5 READING PERFORMANCE COMPARED TO LIKE SCHOOLS

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	14%	0%	15%	12%	11%
Middle 60%	100%	57%	89%	63%	62%	64%
Bottom 20%	0%	29%	11%	22%	26%	25%

Figure 4 shows that in 2019 there were 11% of students in the bottom 20% compared to 25% of students in Like schools, 89% of students in the middle 60% compared to 64% in Like schools and 0% students in the top 20% compared to 11% in like schools. There are more students in the middle band and less in the bottom band when compared to Like schools..

Figure 5: 2017 – 2019 YEAR 3 WRITING PERFORMANCE COMPARED TO LIKE SCHOOLS

Figure 5 shows that in 2019 there were 17% students in the bottom 20% compared to 23% in like schools; 83% in the middle 60% compared to 69% in like schools and no students in the top 20% compared to 8% of students in like schools. Variance is co-hort based.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	0%	17%	8%	8%
Middle 60%	88%	100%	83%	63%	71%	69%
Bottom 20%	13%	0%	17%	20%	21%	23%

Figure 6: 2017 – 2019 YEAR 5 WRITING PERFORMANCE COMPARED TO LIKE SCHOOLS

Figure 6 shows that in 2019 0% of students were in the bottom 20% compared to 22% in Like schools. There were 67% of students in the Middle 60% compared to 68 % in Like schools and 33% in the top 20% compared to 9% in Like schools.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	33%	14%	8%	9%
Middle 60%	0%	71%	67%	64%	63%	68%
Bottom 20%	100%	29%	0%	22%	29%	22%

Figure 7: 2017 – 2019 YEAR 3 SPELLING PERFORMANCE COMPARED TO LIKE SCHOOLS

Figure 7 shows that in 2019 there were 17% of students in the bottom 20% compared to 26% in like schools; 83% in the middle 60% compared to 66% in like schools and 0% in the top 20% compared to 14% in like schools. Variance is co-hort based. Variance is co-hort based.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	0%	11%	11%	14%
Middle 60%	88%	75%	83%	66%	62%	60%
Bottom 20%	13%	25%	17%	23%	27%	26%

Figure 8: 2017 – 2019 YEAR 5 SPELLING PERFORMANCE COMPARED TO LIKE SCHOOLS

Figure 8 shows that there were 11% in the bottom 20% compared with 23% in like schools; 56% in the middle co-hort compared with 64% in Like schools and 33% in the top 20% compared to 13% in Like schools. (Co-hort based variance).

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	33%	14%	12%	13%
Middle 60%	0%	86%	56%	63%	61%	64%
Bottom 20%	100%	14%	11%	23%	27%	23%

Figure 9: 2017 – 2019 YEAR 3 GRAMMAR & PUNCTUATION PERFORMANCE COMPARED TO LIKE SCHOOLS

Figure 9 shows that there were 33% in the bottom 20% compared to 27% in like schools; 67% in the middle 60% compared to 63% in like schools and 0% in the top 20% compared to 10% in like schools.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	13%	0%	0%	14%	14%	10%
Middle 60%	75%	63%	67%	61%	60%	63%
Bottom 20%	13%	38%	33%	25%	26%	27%

Figure 10: 2017 – 2019 YEAR 5 GRAMMAR & PUNCTUATION PERFORMANCE COMPARED TO LIKE SCHOOL

Figure 10 shows that there were 0% of students in the bottom 20% compared to 25 % in like schools, 78% in the middle 60% compared to 64% in like schools and 22% in the top 14% compared to 11% in like schools

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	14%	22%	13%	10%	11%
Middle 60%	33%	71%	78%	69%	64%	64%
Bottom 20%	67%	14%	0%	18%	25%	25%

2. COMPARING MEAN PERFORMANCE OF TESTED CO-HORT COMPARED TO LIKE SCHOOLS (ICSEA) AND COMPARING PROGRESS OF CO-HORTS PROGRESSION OVER TIME

Figure 1 2015 – 2019 Year 3 NUMERACY

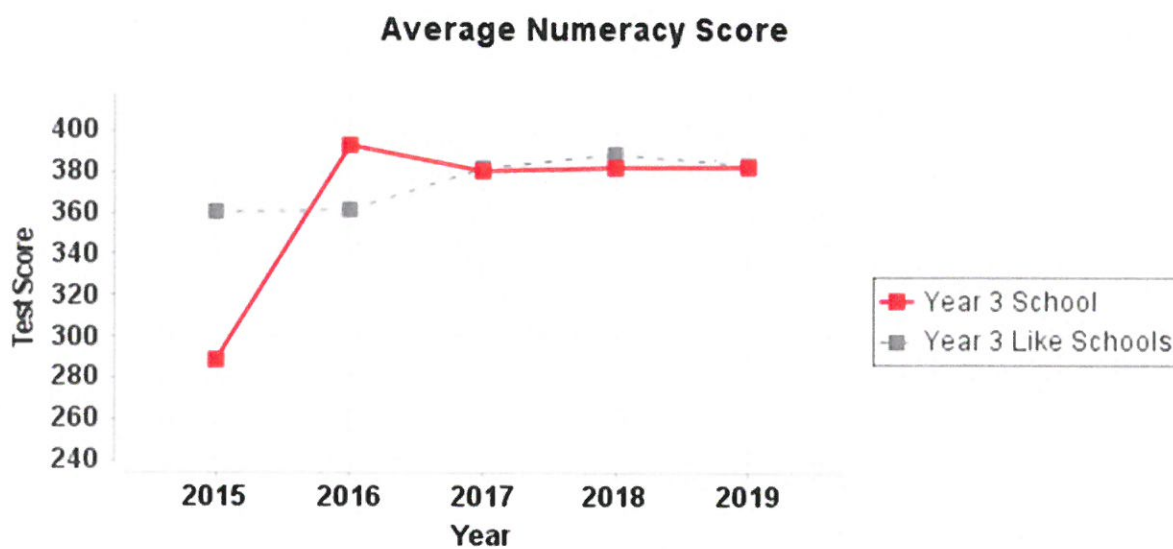


Figure 1 shows that the year 3 students tested in 2019 have progressed 380 **NAPLAN** points which is equal to Like schools.

Figure 2 2015 – 2019 Year 5 NUMERACY

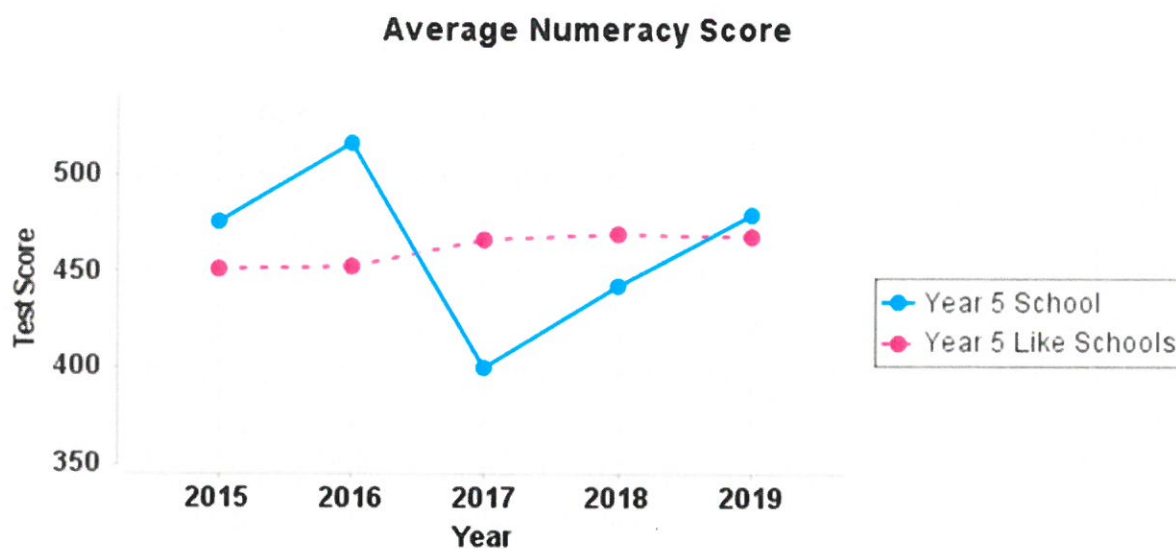


Figure 2 shows that the year 5 students tested in 2019 have progressed 470 NAPLAN points when tested in year 5 compared to 465 in like schools

Figure 3 2015 – 2019 Year 3 READING

NOTE: Care must be taken when interpreting all of our school results because of very low student numbers which means one student's extremely positive or negative result can skew the mean score significantly.

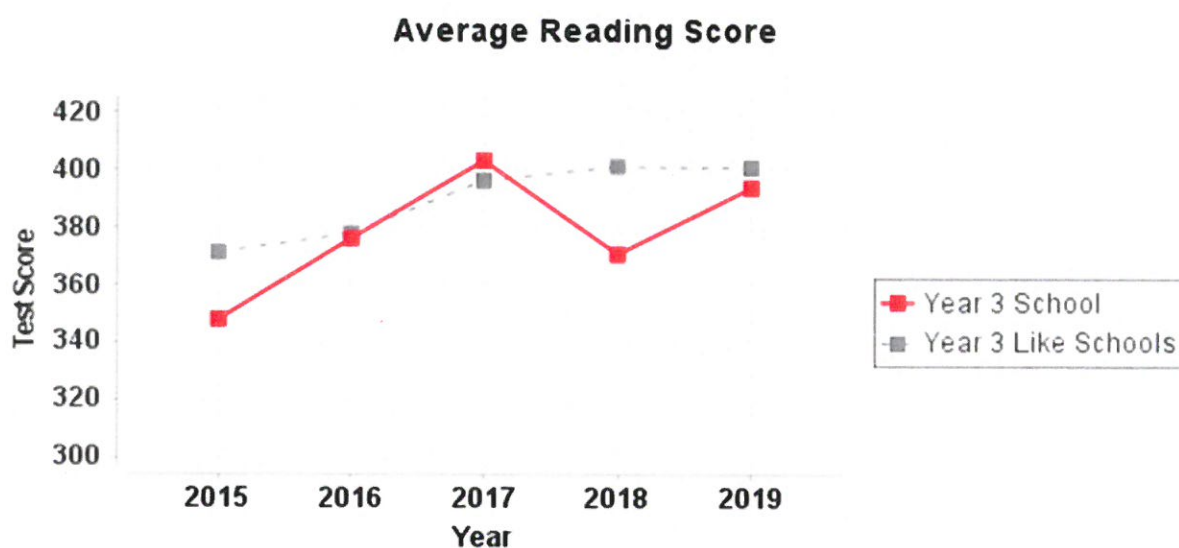


Figure 3 shows that the year 3 students tested in 2019 have scored 388 NAPLAN points when tested compared to 400 in like schools.

Figure 4 2015 – 2019 Year 5 READING

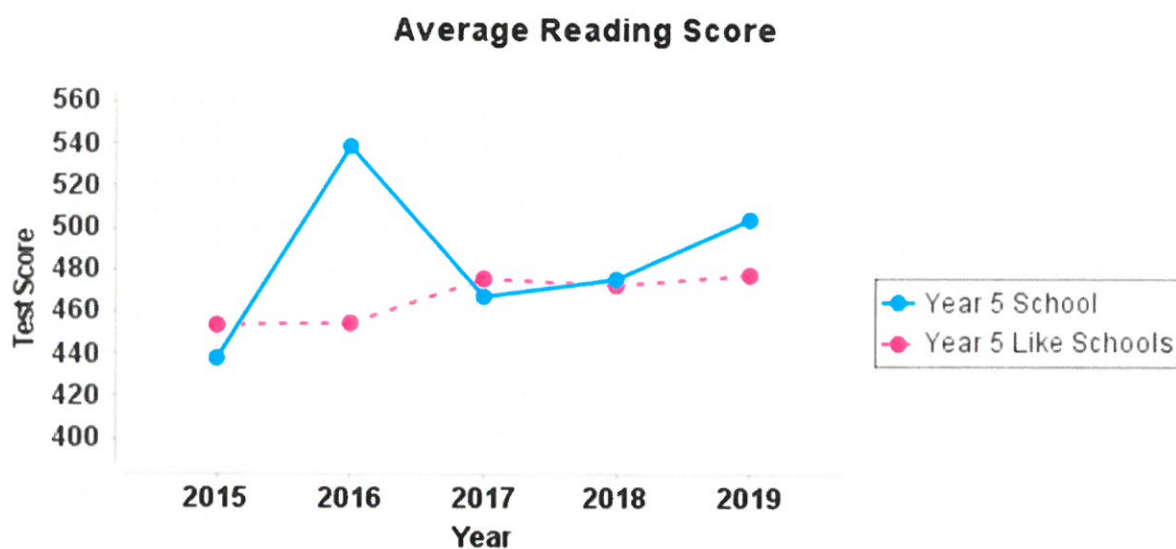


Figure 4 shows that the year 5 students tested in 2019 have scored 510 NAPLAN points when tested compared to 480 in like schools.

Figure 5 Year 3 2015 – 2019 WRITING

NOTE: Care must be taken when interpreting all of our school results because of very low student numbers which means one student's extremely positive or negative result can skew the mean score significantly.

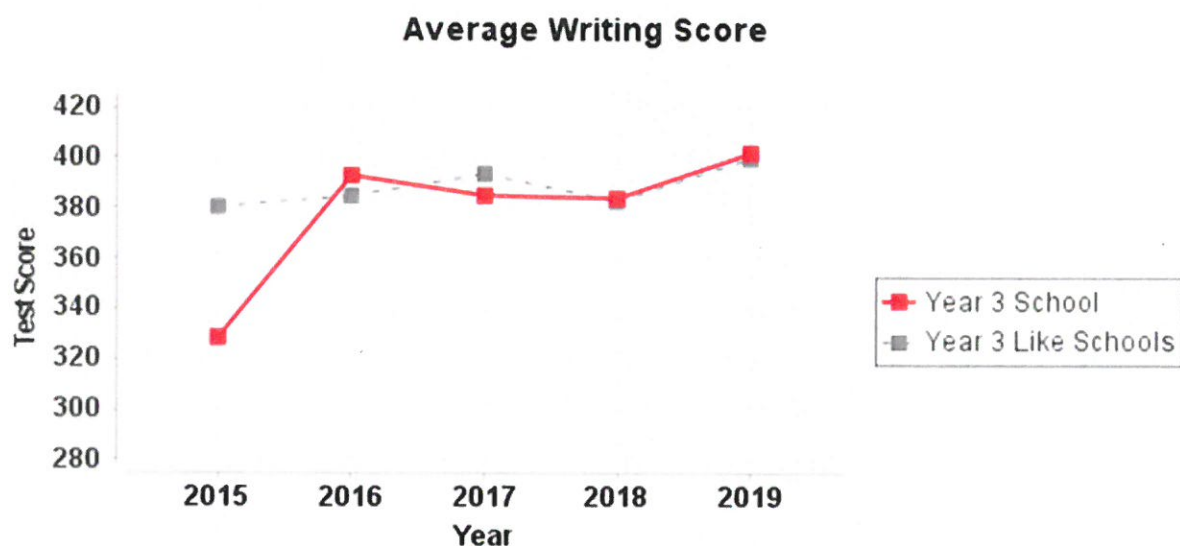


Figure 5 shows that the year 3 students tested in 2019 have scored 405 NAPLAN points when tested compared to 400 in like schools

Figure 6 Year 5 2015 – 2019 WRITING

NOTE: Care must be taken when interpreting all of our school results because of very low student numbers which means one student's extremely positive or negative result can skew the mean score significantly.

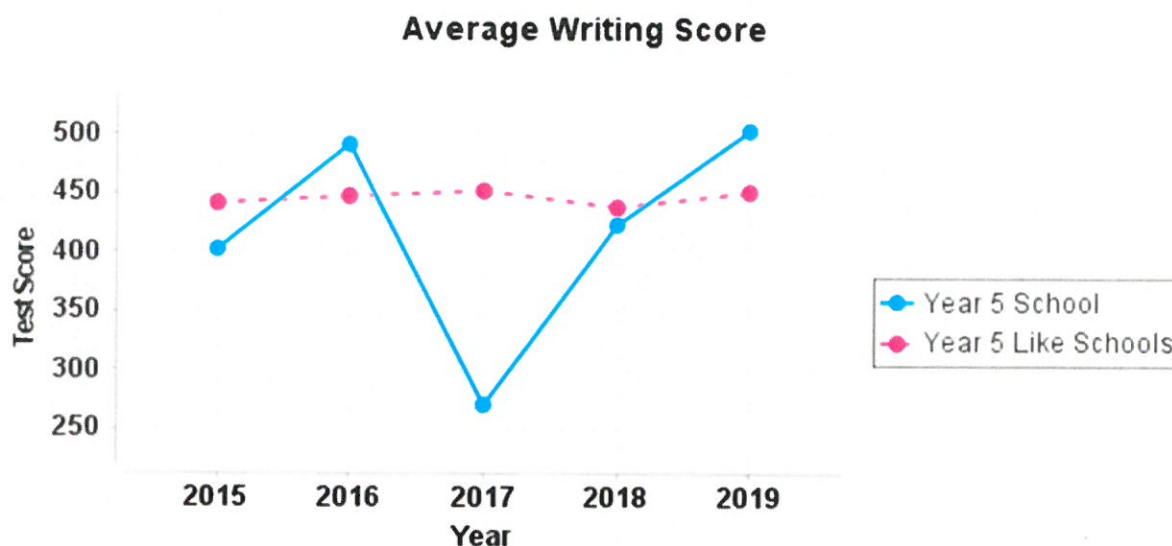


Figure 6 shows that the year 3 students tested in 2019 have progressed 500 NAPLAN points when tested compared to 400 in like schools.

Figure 7 2015 – 2019 Year 3 SPELLING

NOTE: Care must be taken when interpreting all of our school results because of very low student numbers which means one student's extremely positive or negative result can skew the mean score significantly.

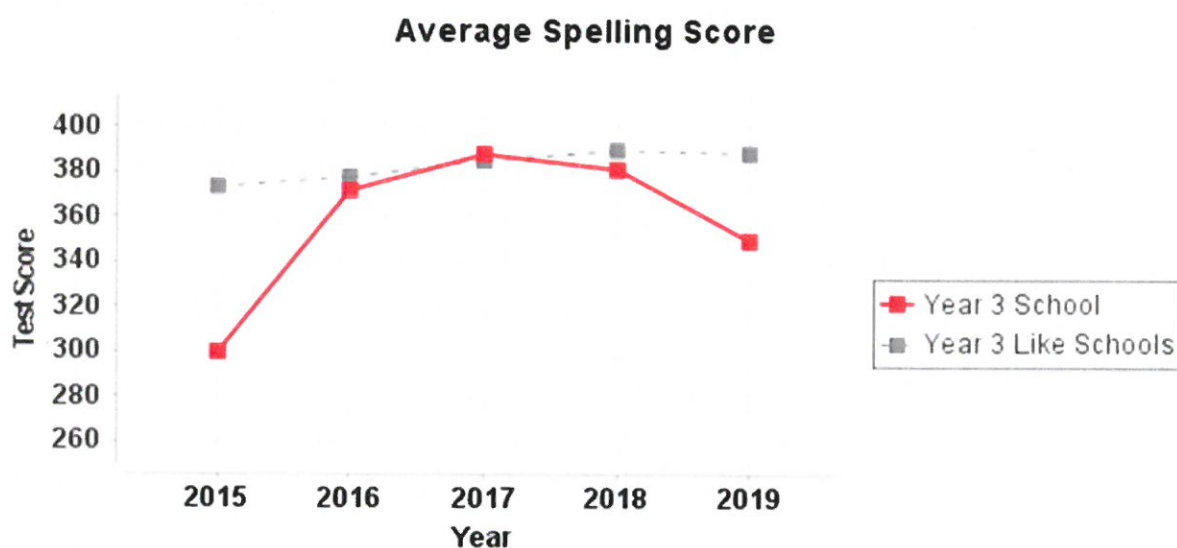


Figure 7 shows that the year 3 students tested in 2019 have progressed 348 NAPLAN points compared to 390 in like schools

Figure 8 2015 – 2019 Year 5 SPELLING

NOTE: Care must be taken when interpreting all of our school results because of very low student numbers which means one student's extremely positive or negative result can skew the mean score significantly.

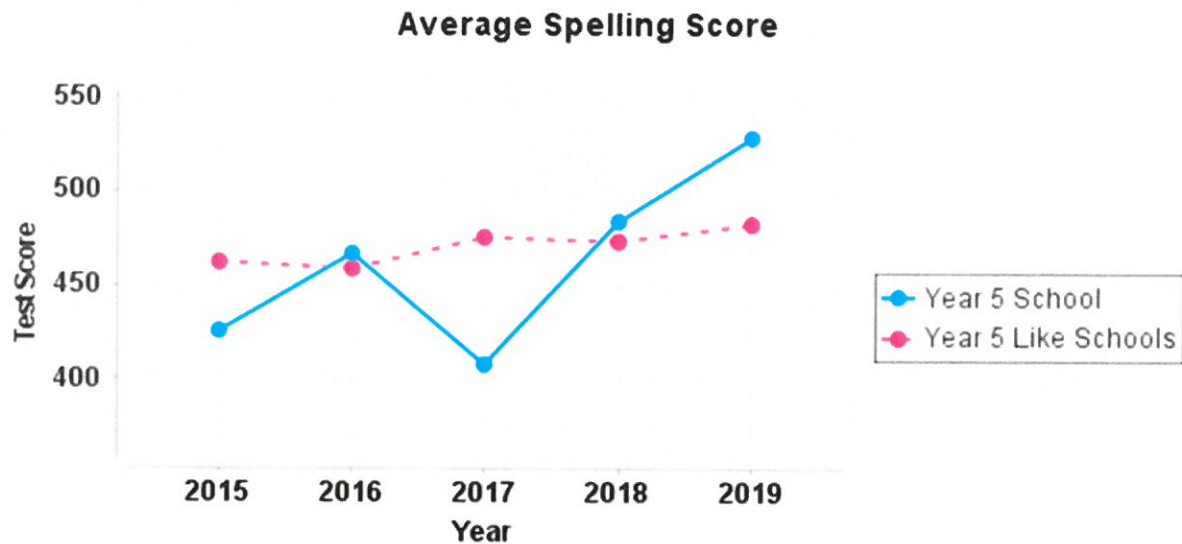


Figure 8 shows that the year 5 students tested in 2019 have progressed 530 NAPLAN points when tested compared to 480 with that of like schools

Figure 9 2015 – 2019 Year 3 GRAMMAR AND PUNCTUATION

NOTE: Care must be taken when interpreting all of our school results because of very low student numbers which means one student's extremely positive or negative result can skew the mean score significantly.

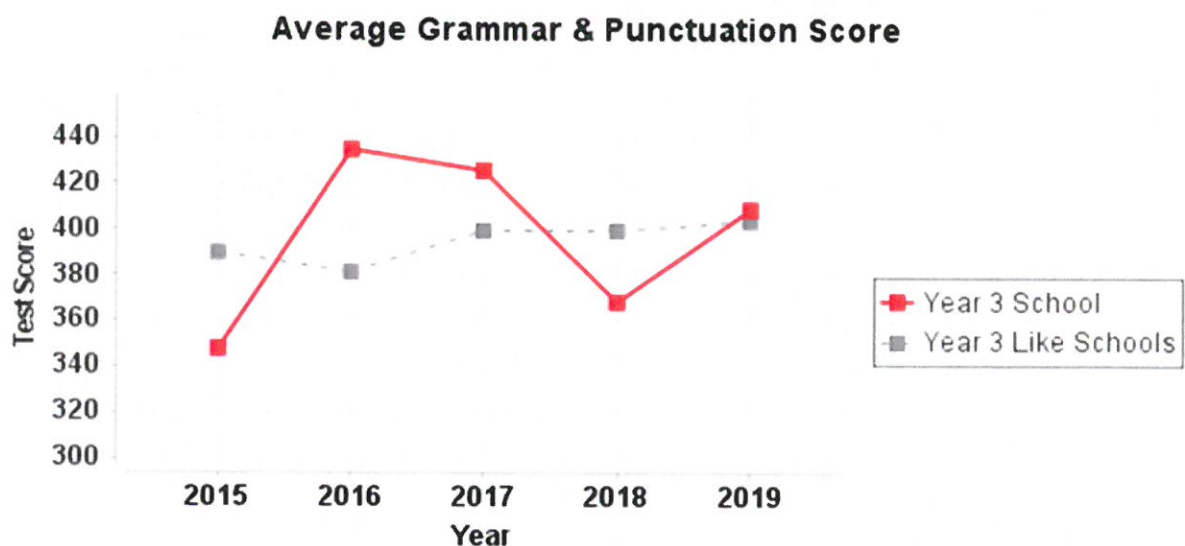


Figure 9 shows that the year 3 students tested in 2019 have progressed 414 NAPLAN points when tested compared to 400 with that of like schools.

Figure 10 2015 – 2019 Year 5 GRAMMAR AND PUNCTUATION

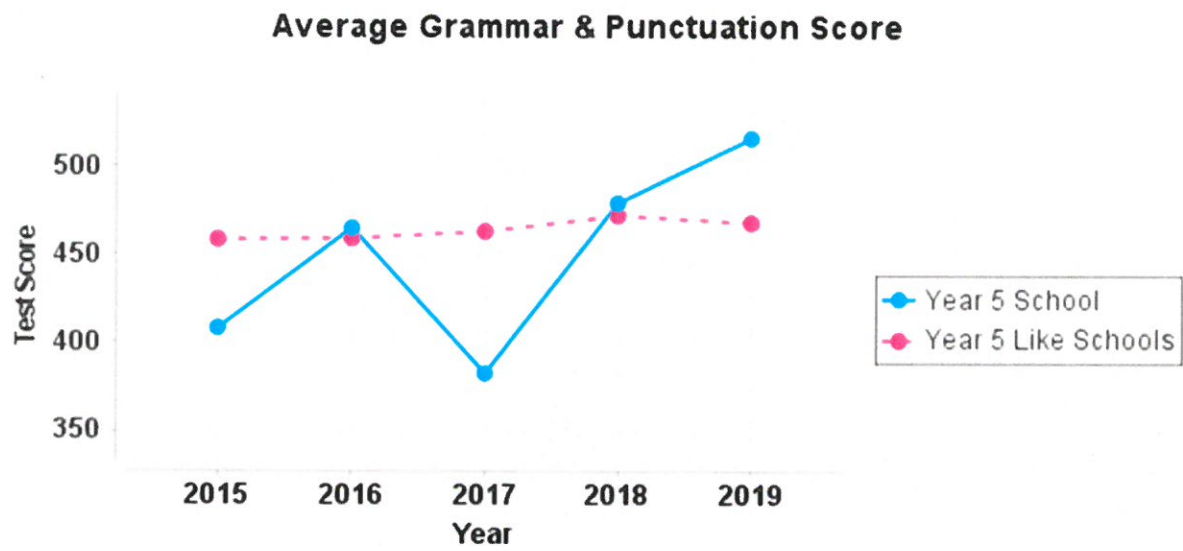


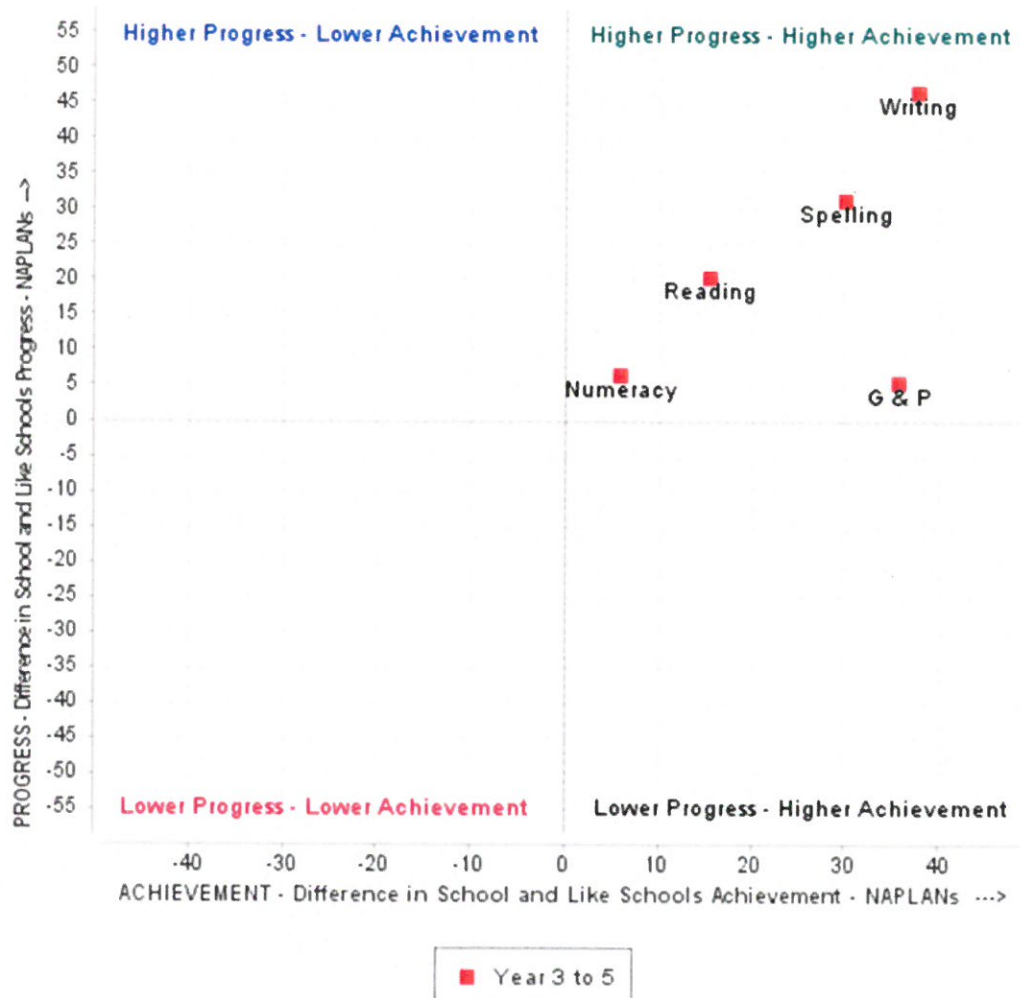
Figure 10 shows that the year 5 students tested in 2019 have progressed 479 NAPLAN points when tested compared to 472 with that of like schools.



3. COMPARING MEAN PERFORMANCE OF THE TESTED CO-HORT COMPARED TO LIKE SCHOOLS (ICSEA) AND COMPARING PROGRESS OF CO-HORT'S PROGRESSION OVER TIME (YEAR 3 TO YEAR 5)

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2017 to Year 5 2019



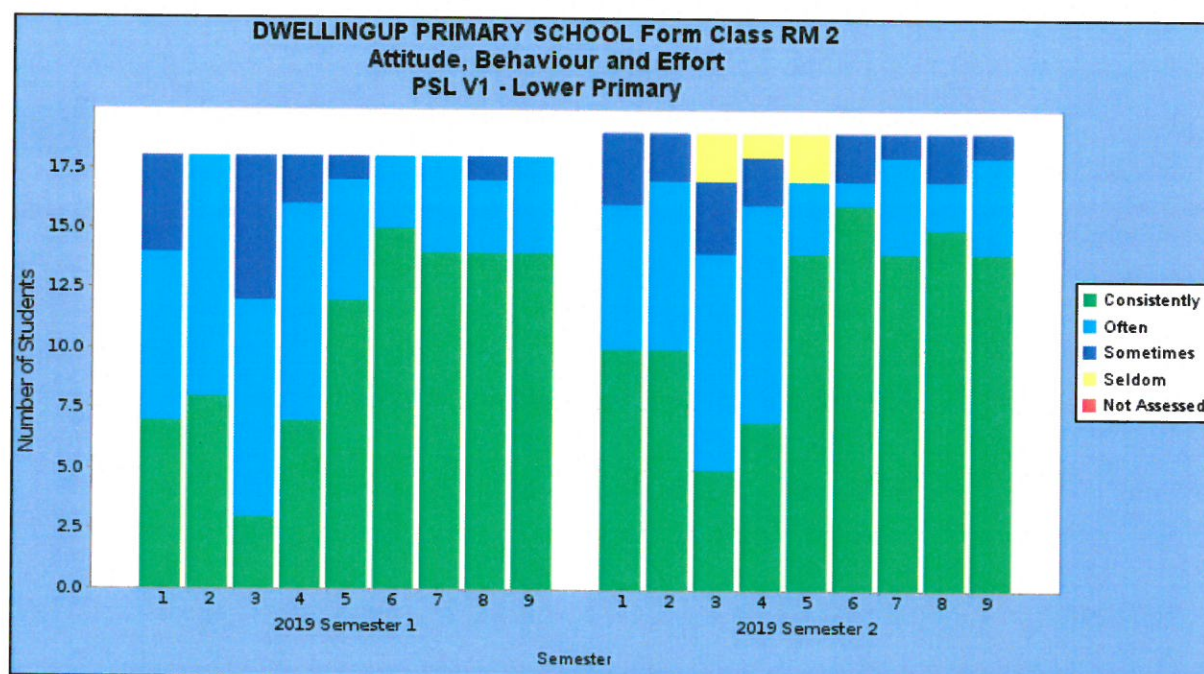
Students made pleasing progress and achievement in reading over time. Achievement was pleasing in writing, spelling and numeracy and progress average to just below average. With Grammar & Punctuation, students achieved highly but progress from year 3 was of concern.

ACTIONS FOR 2020

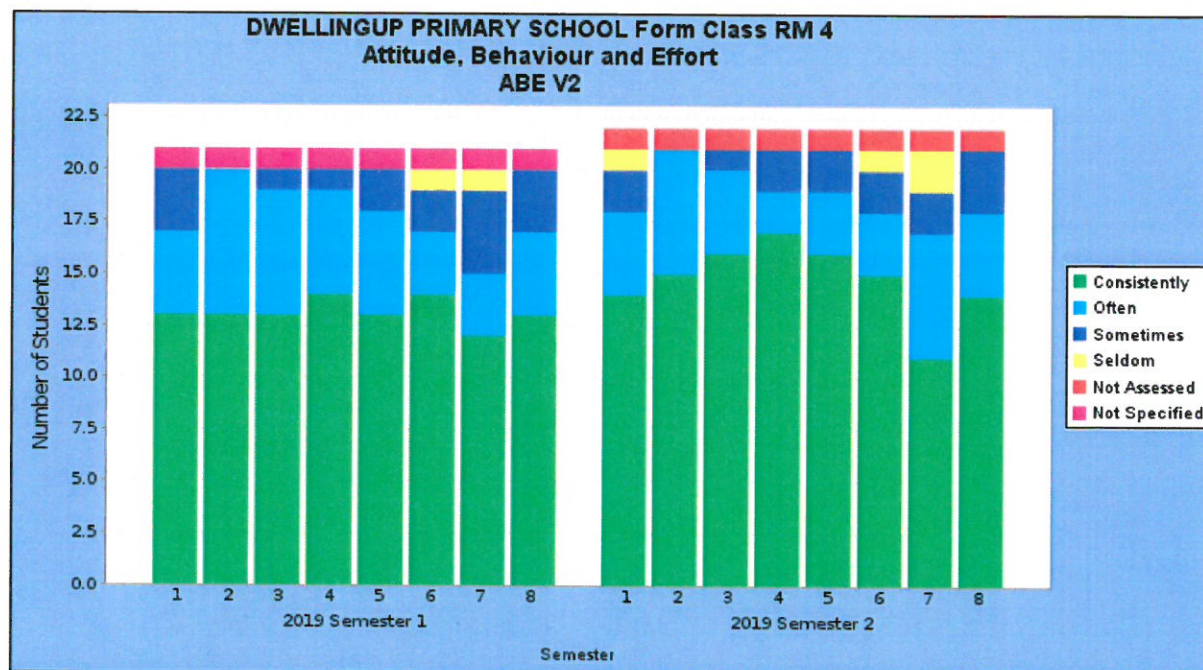
- Continue explicit teaching of Grammar and Punctuation in years 1-6 through use of .
- Use of "Multilit" programme to target students who are not progressing as expected in Spelling and Reading.
- Continuation of individual profiles for each student to ensure more accurate tracking and targeted intervention.
- Include Dictation when testing spelling.
- Continue "Brightpath" Writing assessment.

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 2020

- In the lower primary students need to *reflect on and talk about their learning* to a greater extent. Identifying areas of weakness and setting goals to be introduced.
- *Successful goal setting* is an issue with students in the senior years.
- 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 'Multilit' and 'Minilit' and 'Prelit' programs for targeted students.
- Participation in swimming lessons, interschool athletics carnivals, 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.
- A partnership with the Forest Heritage Centre ~ Arts and Environmental activities.
- Involvement in community activities to develop citizenship skills, accession of a range of role models and to 'widen horizons'.
- Partnership with local art gallery. Talks to students by Artists in Residence.
- Chaplaincy programme ~ BUZ (Build Up Zone) bully proofing programme.
- Virtues programme.
- 'Choose Respect' programme.
- Whole School Reward Day

ACTIONS FOR 2020

- Completion of regeneration of Community Nature Trail.
- Continue high level of involvement in the community (events listed above to continue).



Aboriginal Cultural Standard

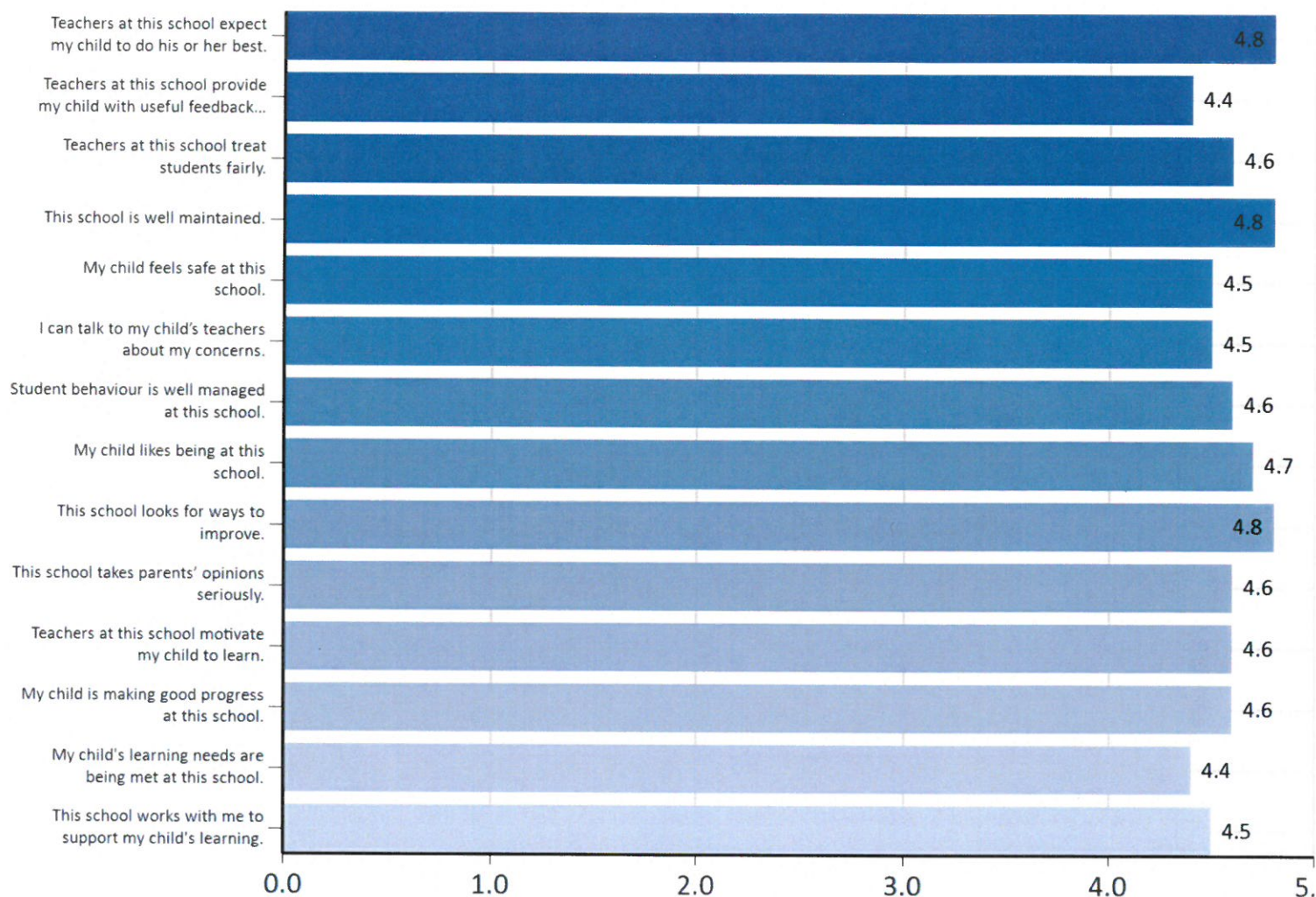
The Aboriginal Cultural Standard, released this year, sets expected standards for schools when working with Aboriginal students, their families and communities. It also guides us to incorporate culturally responsive attitudes, values and behaviours into our everyday work. The principal has received professional learning in all aspects of the Framework and its implementation. This year the whole school travelled to King's Park to participate in Aboriginal Cultural activities. This was funded through a PALS grant.

ACTIONS FOR 2020

- Continue to incorporate Aboriginal culture, perspectives and history across curriculum areas.
- Continue to involve local Aboriginal people in student learning.
- Continue to Include Six Aboriginal Seasons in newsletter.
- Continue "Welcome to Country" at assemblies.
- PALS grant.



National School Opinion Survey - Parents

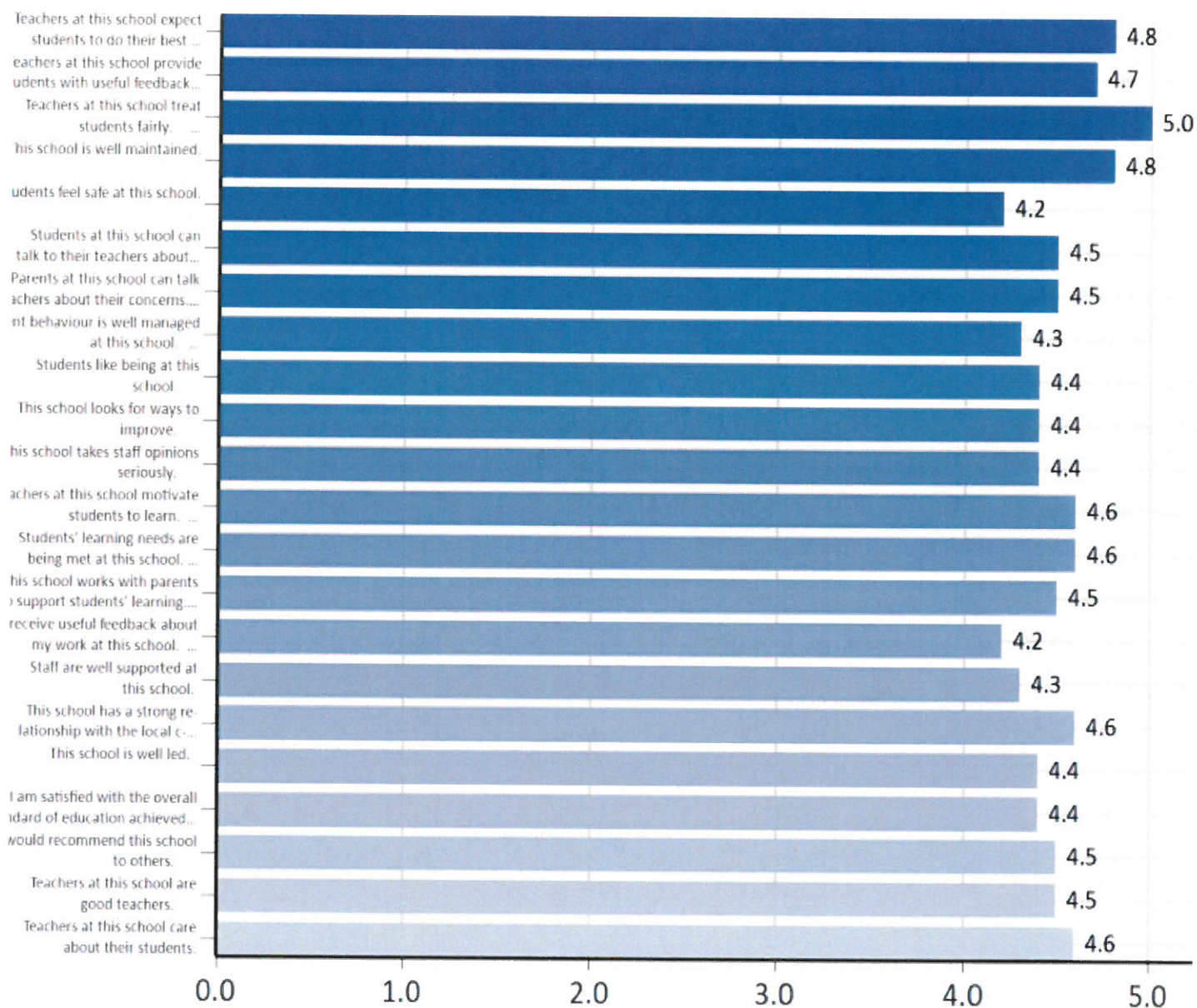


Rating

Score

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

National School Opinion Survey - Staff

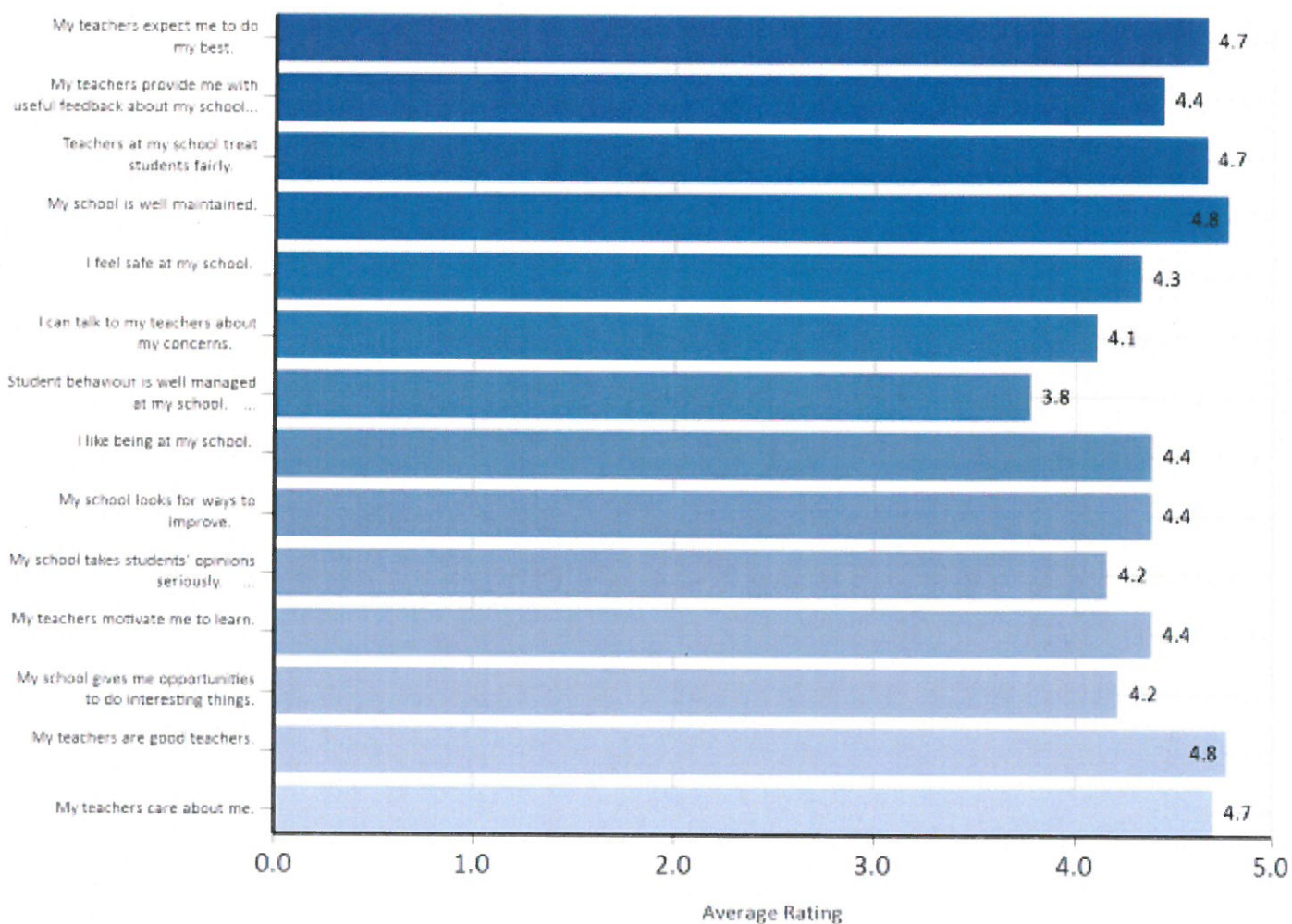


Rating

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 2019:

February

Welcome Morning Tea ~ we welcomed new parents to the school and Playgroup with a morning tea.

March

On –Entry Assessment Program Information is collected on every pre-primary child to ensure that teaching is informed and intentional and relative interventions can be put in place if needed.

Year 4/5/6 “Sculpture by the Sea” Excursion

P & C “Black Dog Motorcycle Ride” Fund raiser

April

ANZAC Commemoration R S L Hall

Giant Pumpkin Festival ~ Our P&C organises this major event in our town. \$25 000 was raised for our school and over 15 000 people attended.

May

Mothers’ Day Morning Tea Organised by the school for all mothers in the community. Students attend the hall to entertain.

Bookweek Book Character Dress Up

June

Interschool Cross Country

Wear Red for ‘Furies’

July

“100 days at School” maths event

August

Faction Sports

“Dwellingup 100” Bike Ride

Book Character Dress Up Day



Faction Sports

September

Bike Month

Interschool Sports

October

Swimming Lessons PP-6

Pinjarra SHS Year 6 Transition

November

Growth & Development year 6

Kindy Orientation Day

Remembrance Day

December

Year 6 Camp Rottnest Island

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

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.



Summary 2019:

The Department of Education's Strategic Plan for WA Public Schools 2016 – 2019 is titled "High Performance – High Care". This plan prioritises DOE's work during this time span. These have been Dwellingup Primary School's priorities for 2016 – 2019.

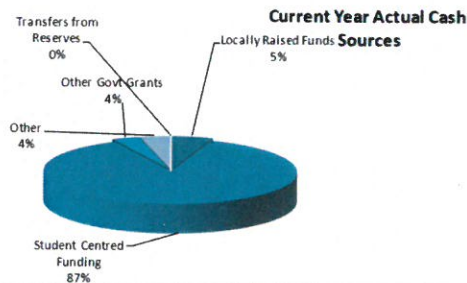
FOCUS AREA	PRIORITIES FOR 2016 - 2019
HIGH PERFORMANCE	<ul style="list-style-type: none"> • Intervene early with students at educational risk by utilising Pre-Lit, Minilit and Multilit as well as other direct instruction tools such as Di Rigg (PLD) screening. • Continue Individual Student Profiles to 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. • 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. • Implement additional whole school approaches to the teaching of literacy and numeracy. • Focus on explicit teaching of grammar and writing across the whole school (Brightpath & Talk for Writing).
HIGH CARE	<ul style="list-style-type: none"> • The "Choose Respect" focus underpins everyone's actions. • Provide increased student leadership opportunities by continuing the "Sustainable Schools" group. • Continue to reward positive behaviour and work ethic by "Marble in Jar" meetings and whole school rewards. • Continue to promote a positive school culture through engagement with the community. • Continue to hold high expectations for students and positive relationships with parents, staff, students and the community. • Continued involvement in the Chaplaincy programme. • Use of the Virtues and 'Choose Respect' programme throughout the school.
SUSTAINABLE SCHOOLS PROGRAM	<ul style="list-style-type: none"> • Continuation of the "Dirt Matters" program with all students. • Increase the amount of recycling in the school. • \$5000 Natural Resource management grant – bushland regeneration. • Continue Science Primary Connections program. • Scitech visit.
COMMUNITY AND CIVICS	<ul style="list-style-type: none"> • Continued involvement in community events. • Continue partnerships with Alcoa, Forest Discovery Centre, Lost Eden Gallery, Newmont and other organisations who support us. • Giant Pumpkin Festival.



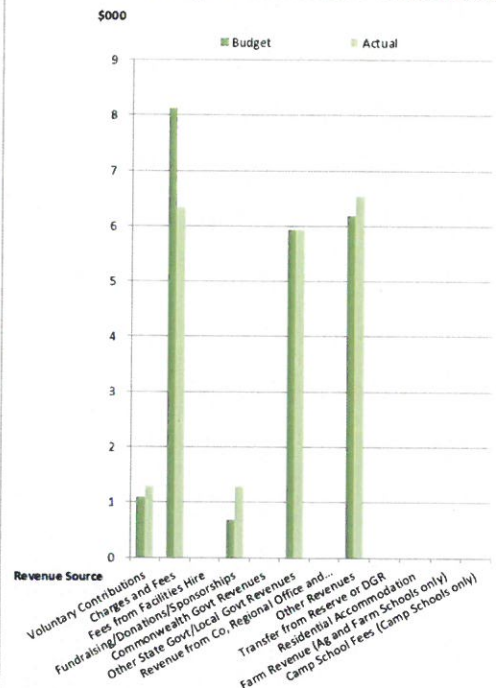
Dwellingup Primary School

Financial Summary as at
31st December 2019

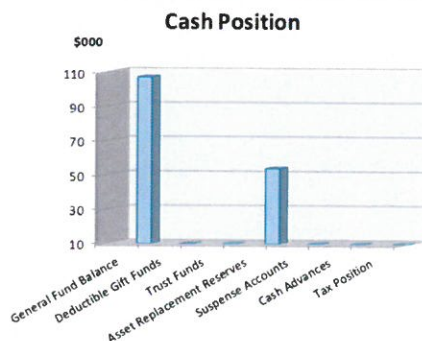
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,084.00	\$ 1,299.30
2 Charges and Fees	\$ 8,130.00	\$ 6,337.88
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 691.00	\$ 1,288.41
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 5,932.00	\$ 5,932.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 6,192.00	\$ 6,549.40
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	\$ 22,029.00	\$ 21,406.99
Opening Balance	\$ 71,535.75	\$ 71,535.75
Student Centred Funding	\$ 147,537.76	\$ 147,537.76
Total Cash Funds Available	\$ 241,102.51	\$ 240,480.50
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 241,102.51	\$ 240,480.50



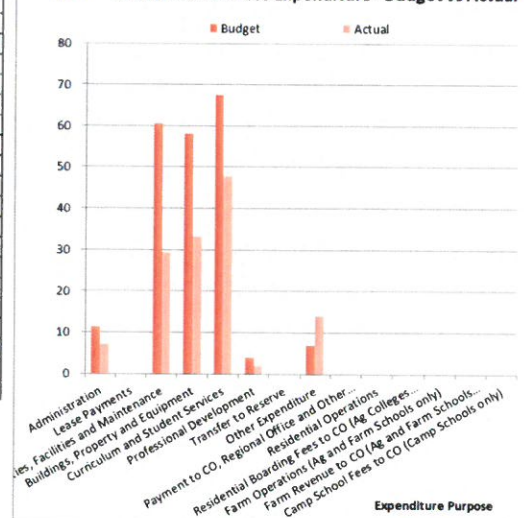
Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 11,307.00	\$ 7,178.95
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 60,650.00	\$ 29,392.14
4 Buildings, Property and Equipment	\$ 58,014.00	\$ 33,210.51
5 Curriculum and Student Services	\$ 67,341.00	\$ 47,813.75
6 Professional Development	\$ 4,000.00	\$ 1,879.10
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 6,979.00	\$ 13,916.05
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	\$ 208,291.00	\$ 133,390.50
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 208,291.00	\$ 133,390.50
Cash Budget Variance	\$ 32,811.51	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 160,194.15
Made up of:	
1 General Fund Balance	\$ 107,090.00
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 53,990.45
5 Suspense Accounts	\$ 251.70
6 Cash Advances	\$ -
7 Tax Position	\$ (1,138.00)
Total Bank Balance	\$ 160,194.15