



Dwellingup Primary School



2022 Annual Report



Dwellingup Primary School

ANNUAL REPORT 2022

From the Principal:

Dwellingup Primary School is located in the town of Dwellingup amidst the jarrah forest of the outer metro region of Perth. The school was established in 1911 and has a tradition of a high level of community support and involvement. The generations of families who have gone before this generation of students, are strong stakeholders in the activities of the school. The school is pleased to be considered a major part of the town's character and heart. Part of our ethos is that it 'takes a village to raise a child' and this is evident in the high level of community involvement.

The school provides a comprehensive education for children from kindergarten to Year 6 in a highly supportive, friendly, family focused environment, in which every child counts and where every parent's voice can be heard. We offer a very personalised educational program. A range of programs are utilised to ensure all students progress at their level and become confident, independent learners.

Our school prides itself on its high level of sustainability and environmental awareness with our vegetable garden, fruit trees, nature playground and chook run. We have embraced the Department of Education's *Caring for Country Together* sustainability framework to underpin our practice which aims for students to be self-sustaining nurturers of the land. We continued our "Dirt Matters" program which saw students engage



in gardening and artistic projects around the school. We continue to be the collection point for the "Containers for Change" scheme which also involved collection points around town. Funds generated provided projects to further beautify our school grounds. We have a block of bushland, the 'Karrak (red-tailed cockatoo) Community Nature Trail' adjoining our school. The world renowned Bibbulmun Track borders the school and the Munda Bindi bike trail passes through the town. The school has formed a Saturday morning bike club that is open to the whole community and culminates in participation in the Dwellingup '100' bike event.

Our school grounds provide a relaxed and beautiful atmosphere which engenders much talk by visitors. The grounds incorporate a beautiful garden, murals, music and art installations. Our gardener has won several awards including the W.A. Support Person of the Year Award in the W.A. Education Awards.

In addition to our stunning grounds, the school is extremely well resourced. The school has access to grants from nearby mining companies that support resourcing. The Principal and 3 teachers currently share three full-time teaching positions at Dwellingup Primary School, supported by the Manager Corporate Services, Gardener, Library Officer and 3 part time Education Assistants. Indonesian is delivered via the School of Isolated and Distance Education. Three classes have been formed: kindergarten and pre-primary, years 1/2/3 and years 4/5/6. An on-site playgroup supports the education of the younger members of our community.

Our school has a strong ethos of being a warm, caring and friendly school. We employ a Chaplain three days per fortnight. The Chaplain runs programs such as BUZ (Build Up Zone) and 'Choose Respect' in

the school. These programs support positive interactions among students and develop each child's self-worth. The high level of community involvement develops civic pride and responsibility.

Teachers are committed to meeting the needs of individual students and developing positive, mutually respectful partnerships with parents. Students at Educational Risk are effectively targeted and well supported. The school, in conjunction with other schools in the Network, is implementing "Shaping Minds" which is an Instructional Teaching and Learning Framework based on High Impact Teaching Strategies aligned to DOE's *Quality Teaching Strategy*. Phonics is taught in the early years via an evidence based instructional program which includes assessment and targeted intervention. Data is regularly collected across the learning areas Dwellingup Primary School is pleased, is analysed, and informs practice.



A body of parents is actively involved with the school through the School Council, P & C and the provision of practical help. Parents and community representatives are involved in the decision-making processes through the School Council. The 'Dwellingup Crier', the weekly newsletter, informs parents of activities and community events. Regular assemblies, interviews, portfolios and written reports provide parents with feedback about student performance. There is a supportive atmosphere throughout the school and wider community.



The motto 'Standing Tall and Proud' encapsulates our values of growth, the pursuit of excellence and pride. Our school vision is, "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."

It is with great pride and pleasure that I present the Dwellingup Primary School Annual Report for 2022. I would like to acknowledge the dedication, enthusiasm and commitment of our

staff. Their ability to support each other and to work as a team is a strength of the school. Thank you also to the School Council, P&C, parents, community members and volunteers for their contributions to so many areas around the school 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



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:

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. Our school lies within a 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 fire truck. All students receive a thorough "hose down" to end their school year!



School Council:



In 2022 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 pro-active, supportive and effective group and achieved the following outcomes in 2022:

- 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 2023

- Members to complete School Council Self-Assessment Survey Term 4 2022.
- Action Plan to be devised and implemented from self-assessment survey.
- All members to complete School Council training.

Semester Enrolments (Census dates) for 2022:

Does not include kindergarten. Figures show Semester 2 enrolment:

Enrolment	2015	2016	2017	2018	2019	2020	2021	2022
Numbers	56	47	55	54	58	53	51	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 in attempt to secure housing. This impacts on student numbers.

ICSEA: (Index of Community Socio-Educational Advantage)

Year	2015	2016	2017	2018	2019	2020	2021	2022
ICSEA	928	972	970	970	965	990	998	985

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.

Distribution

	School	Australia
Top quarter	6%	25%
Middle quarter	12%	25%
Middle quarter	32%	25%
Bottom quarter	50%	25%

Transience:

	2015	2016	2017	2018	2019	2020	2021	2022
Percentage	28.8%	48.1%	14.5%	21.4%	15.5%	23.8%	35.2%	36.4%
Student movement	8	10	4	7	6	8	9	9

ACTIONS FOR 2023

- 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 as well as 5 students who travel from out of town.
- School promotion installed outside the local shop and articles placed in local newspaper endorse the school.
- Principal joined Murray Shire's "Dwellingup Futures" group to highlight the issue of limited housing (53 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. (No buses travel 'up the hill'.)

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
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%
2022	82.5%	87.0%	88.3%				82.5%	86.4%	86.6%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	51.0%	27.5%	9.8%	11.8%
2021	47.2%	28.3%	17.0%	7.5%
2022	26.7%	37.8%	22.2%	13.3%
Like Schools 2022	45.2%	35.9%	15.0%	3.9%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

ACTIONS FOR 2023

- 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.

Staff Profile:

Dwellingup Primary School has a total teaching staff of 4, including the principal. In 2022, Indonesian was taught in the school via The School of Isolated and Distance Education.

STAFF 2022		
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.

There were several staff changes in 2022 and the principal took two lots of Long Service Leave. We are looking forward to a more settled year in 2023 with the permanent MCS and years 4/5/6 teacher positions being advertised in term 1.

Staff Professional Learning

Staff took part in various professional learning opportunities in 2022 to support the school and Department's priorities.

In 2022, in line with the **School Business Plan 2022 – 2025**, the school implemented “**Shaping Minds**” which is a quality instructional teaching and learning framework that incorporates a range of high impact teaching strategies. **Dwellingup Primary School** is partnered with **Jarrahdale Primary School, North Dandalup Primary School and Carcoola Primary School. Rostrata Primary School** in Perth is a high performing school who provide collegiate mentoring opportunities. This project, which was commenced last year, aims to improve teacher's knowledge and implementation of evidence – based instruction so as to lift student engagement and achievement. We were presented with the challenge of staff changes. All three staff who commenced the program left.

Mr Dean Carter visited **Rostrata Primary School** last year to see the ‘experts’ delivering the program. He has also engaged in professional learning. This is a coaching model where a coach visits our school to give support and feedback.

ACTIONS FOR 2023

- New teacher to attend “Shaping Minds” professional learning at the commencement of 2023.
- Years 1/2/3 teacher and years 4/5/6 teacher to join with Waroona D.H.S. to complete professional learning (one P.L. and one coaching session each term.)
- Juliet Lamb to complete “Talk for Writing” professional learning.
- Selected staff to complete First Aid training.
- All staff to complete Aboriginal Cultural Awareness P.L.
- Principal to continue engagement with Mentor principal.
- Dean Carter to complete Aspirant principal modules.
- All staff to complete mandated online professional learning.

Monitoring Performance

Throughout 2022 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.

"Best Performance" (Elastik) was introduced by Mr Carter who is an aspirant leader in term 4. "Best Performance" provides assessment analytics and data literacy. Best practice strategies in the analysis of performance data are utilised. "Best Performance" provides teachers with ongoing professional development and mentoring from specialised consultants. Intelligent use of assessment data is used and 'face time' maximised for teachers. 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.

ACTIONS FOR 2023

- Identification of a teacher as a "Data Informed Practice Leader" to roll out Best Performance (Elastik) throughout the school.
- Lead teacher to facilitate disciplined dialogue of school data with staff.
- Lead teacher to align data with School Business and Operational Plans, Annual Report requirements, School Review process in collaboration with principal.
- Di Rigg screening and intervention to occur termly across the school (in 2022 limited to K-3).
- Transition to PAT testing in Reading, Science & Grammar & Punctuation to streamline data collection / analysis.
-



School Business Plan - School Priorities

A Business Plan was prepared for 2022 – 2025 and has been endorsed by the School Council. Priorities are:

- **Quality Teaching**
- **Learning Environment**
- **Resources**
- **Leadership**
- **Relationships and Partnerships**

These priorities were supported as follows:

Quality Teaching:

Target 1: NAPLAN data in year 3 improved to at or above like schools.

Target 2: Individual student data in years 2 and 4 to demonstrate progress and to indicate expected literacy and numeracy levels.

Strategy	Progress	Actions
Implementation of Instructional Teaching and Learning Framework		Teachers involved in P.L. "Shaping Minds" coaching model.
Implementation of "Growth Mindset"		Staff changes & implementation of "Shaping Minds" resulted in this not being implemented.
Di Rigg Screening, Evaluation and Intervention each term.		Implemented.
Multi / Minilit / Prelit utilised as intervention tool in association with Di Rigg.		Implemented.
"Inquisitive" Science and HASS combined with Scope and Sequence documents used to facilitate year level delivery of content in a multi year level school.		Implemented.
Staff are employed judiciously to ensure that SCSA requirements for each year level are met.		SCSA documents used in curriculum delivery.



Learning Environment:

Target 3: Improve attendance from 83.7% to 92% (Like schools) overall; increase regular attendance from 51% to 73% (Like schools).

Target 4: Teachers effectively implement Instructional Teaching and Learning Framework model supported by coaches.

Target 5: Implement Growth Mindset in the school.

Strategy	Progress	Actions
Case Management of targeted families' attendance including support from School Psychologist and Chaplain.		Strategy is in place however attendance is still a concern. (82.5%) with some families
Implement whole school Instructional Teaching and Learning Framework.		Teachers involved in P.L. "Shaping Minds" coaching model.
Implement Growth Mindset.		Staff changes & implementation of "Shaping Minds" resulted in this not being implemented.
Combined with whole school pastoral care processes, including Chaplaincy (three days per fortnight) School Psychology Service and interventions such as Mini and Multilit, effective 'wrap around' support is provided for students at risk to strengthen, energise and motivate them to improve.		In place.
Utilise the Caring for Country Together Sustainability Framework document to support the town recycling program run by the school.		Operational Plan has been developed. Implementation needed.
Provide 'rich' learning activities that utilise our school bushland and inclusion in the wider community.		Students in years 1/2/3 will have greater participation in 2023.
Continue to support Students at Educational Risk by intervention with the School Psychologist, Chaplaincy, IEPs and intervention including Mini / Multilit. Early Intervention is a priority.		In place.
Continue the Transition to Schooling program to support 0 – 3 children in the community.		In place.
Continue robust Transition and Aspirant programs with Pinjarra S.H.S.		In place.
Promote confidence in and choice of public schooling by demonstrating best practise.		100% of local K students enrolled in DPS.
Continue to meet 100% of National Quality Standards in the early years.		In place.



Resources

Target 6: Programs and resources enhance 21st century skills for students including critical thinking, problem solving, communication and collaboration.

Strategy	Progress	Actions
Ensure that the budget supports targets set out in Business Plan.		In place.
Continue to access grants from businesses to ensure every student has access to an i-Pad to support multiyear level instruction and ICT proficiency.		All students have access to an i-Pad. Alcoa grant accessed.
Enquiry based learning is facilitated by use of "Inquisitive" program in HASS, Science and Technology.		In place.
Ensure Student and School Characteristics and Targeted Initiatives are used to support the learning needs of identified students.		In place.
Processes and procedures detailed in School Council training in 2021 to be implemented.		Training, Improvement Plan completed. Implementation needed.
Aboriginal Cultural Standards Framework and Caring for Country Together documents used to support positive outcomes for sustainability and Aboriginal Cultural instruction.		Operational Plan completed. Implementation required.

Leadership

Target 7: Deliver an Instructional Teaching and Learning Framework in collaboration with Like schools partnered with and supported by a high performing metropolitan school and coaches.

Target 8: Fine tune principal improvement plan to include role of mentor principal and attendance at Leadership Centre's Leading School Improvement.

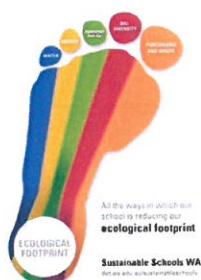
Strategy	Progress	Actions
Early Close staff meetings target opportunities for consultation, collaboration and celebration in student learning programs.		A greater focus on strategic planning needed.
Provide clear links between DOE Focus documents, SCSA documents, the School Business Plan, Operational Plans and classroom planning.		Greater alignment needed.
Classroom observations with coaches linked to the Instructional Teaching and Learning Framework.		Alignment between "Shaping Minds" coaching model and Performance management needed.
Maintain high expectations of the students, staff and school community through the "Choose Respect" program.		In place.
Performance Management is linked to AITSL standards and are aligned to school priorities and student needs.		In place.
Continue to disperse leadership utilising strengths of staff to enhance learning programs.		Curriculum Team leader role assigned ~ implementation required.
Utilise the expertise of the Manager Corporate Services to support school management.		Substantive MCS to be appointed term 1 2023.

Relationships and Partnerships

Target 9: School Council members to implement DOE recommendations to support governance.

Target 10: Create an Operational Plan based on Caring for Country Together document.

Strategy	Progress	Actions
All members of the school community model and celebrate Dwellingup Primary School's "Choose Respect" and "Virtues" code of behaviour which is non-negotiable. Genuine relationships are built on trust on mutual respect.		In place.
Local decision making and governance is evident through School Council and P&C meetings.		Training completed, Improvement Plan to be completed Term 1 2023.
Student voice and feedback impacts on the school operations.		Limited, Improvement needed.
Network with Murray Cluster schools to develop alignment of strategies and sharing of resources.		In place.
Celebrate and promote Dwellingup Primary School events and academic / non-academic success.		In place.
Involve local Aboriginal in the implementation of Caring for Country Together document.		Operational {Plan to be completed term 1 2023.
Recognise and promote inclusive partnerships with parents.		In place.
Parents, families and the wider community are seen as genuine partners and endorse what the school provides.		In place.
Continue to include reporting of community events in school newsletter.		In place.
Continue partnerships with Alcoa, Forest Discovery Centre, Lost Eden Creative, DPAW, Newmont and other organisations.		In place.



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. Results were as follows:

	Reading		Writing		Numeracy	
	School	Like Schools	School	Like Schools	School	Like Schools
Pre-primary	490	450	242	210	503	508

The graphs below show progression from On-Entry (commencement of PP) to the beginning of year 1.

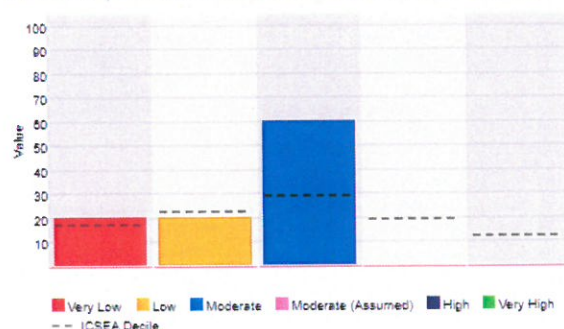
* ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. **ICSEA** stands for the Index of Community Socio-Educational Advantage.

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

Reading

On-Entry - Reading

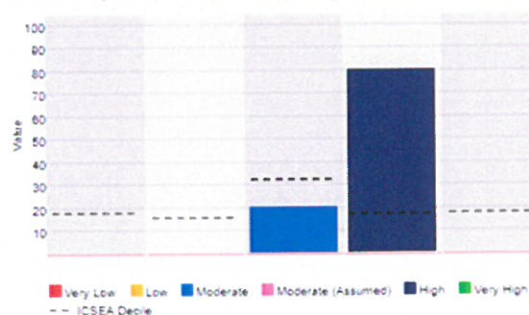
Results compared to ICSEA Decile including data from other schools



Numeracy

On-Entry - Numeracy

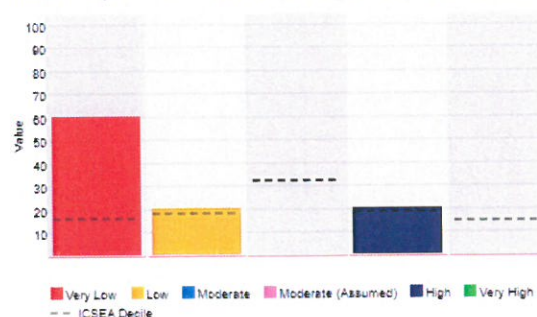
Results compared to ICSEA Decile including data from other schools



Writing

On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



ACTIONS FOR 2023

- Test year 1 students at commencement of year to track progress from On-Entry.
- 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.
- Utilise KAT (Kindergarten Assessment Tool) to provide early intervention for students entering school where necessary.



Student Performance NAPLAN

NAPLAN - Individual Test Performance

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

Year 3 Numeracy

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	0%	0%	13%	13%	13%
Middle 60%	100%	75%	100%	61%	63%	63%
Bottom 20%	0%	25%	0%	26%	23%	24%

Targeted intervention has resulted in fewer students in the bottom 20% compared with Like Schools. As there are only 3 students in this co-hort care must be taken when interpreting these results.

Year 3 Spelling

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	11%	0%	14%	19%	17%
Middle 60%	83%	44%	33%	60%	61%	60%
Bottom 20%	17%	44%	67%	26%	20%	23%

Intervention has been provided to two students who perform below required level but these students are making progress. Please note: There are 3 students in this co-hort.

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

Year 3 Grammar & Punctuation

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	11%	0%	10%	16%	15%
Middle 60%	67%	44%	100%	63%	63%	60%
Bottom 20%	33%	44%	0%	27%	21%	25%

Targeted intervention has resulted in fewer students in the bottom 20% compared with Like Schools. Please note: There are 3 students in this co-hort.

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

Year 5 Numeracy

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	0%	17%	10%	14%	12%
Middle 60%	89%	100%	67%	65%	65%	61%
Bottom 20%	11%	0%	17%	25%	21%	26%

Implementation of a different maths program has resulted in fewer students in the bottom 20% compared with Like Schools.

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

Year 5 Reading

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	20%	33%	11%	14%	14%
Middle 60%	89%	80%	50%	64%	64%	59%
Bottom 20%	11%	0%	17%	25%	21%	27%

Targeted intervention in the early years with P.L.D. synthetic phonics has resulted in fewer students in the bottom 20% compared with Like Schools.

Year 5 Writing

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	33%	20%	17%	9%	19%	17%
Middle 60%	67%	60%	50%	68%	56%	63%
Bottom 20%	0%	20%	33%	22%	25%	20%

Out of 6 students tested four students completed the assessment .

Year 5 Spelling

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	33%	0%	0%	13%	16%	14%
Middle 60%	56%	80%	50%	64%	64%	61%
Bottom 20%	11%	20%	50%	23%	20%	24%

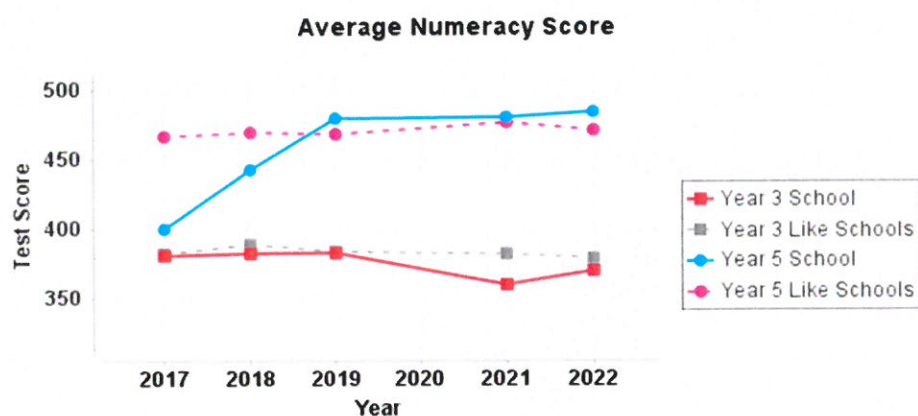
Intervention has been provided to two students who perform below required level but school based testing indicates that these students are making progress.

Year 5 Grammar & Punctuation

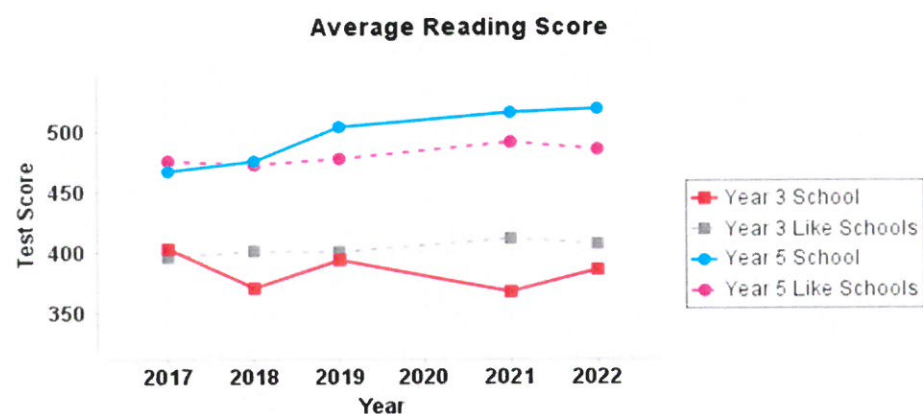
WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	22%	0%	0%	11%	14%	14%
Middle 60%	78%	80%	75%	64%	67%	60%
Bottom 20%	0%	20%	25%	25%	19%	26%

Performance is comparable to Like Schools.

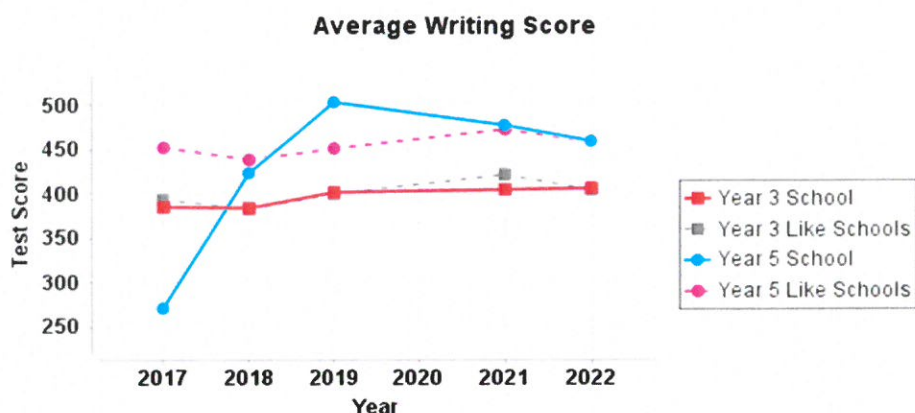
NAPLAN - Longitudinal Summary



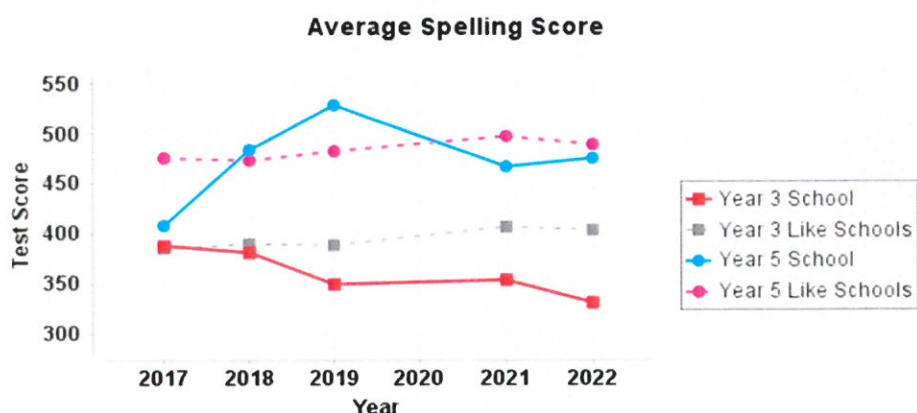
Progressed has been maintained since replacing maths textbooks in 2020 with whole school scope and sequence document.



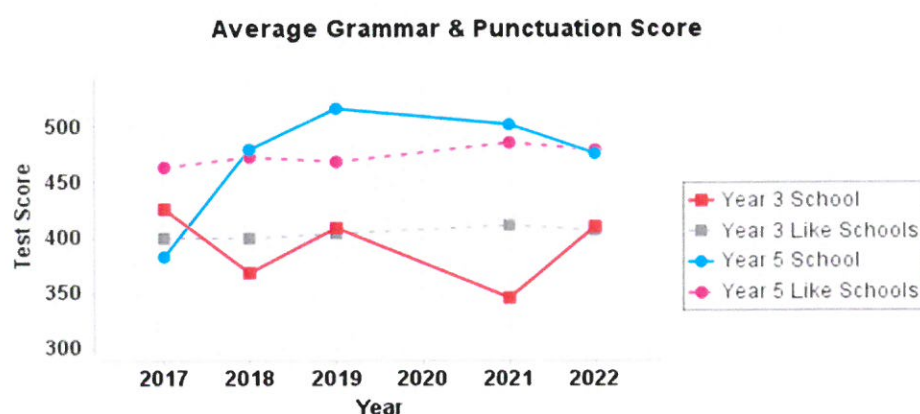
The introduction of Lexile reading has motivated students to practice reading at home. The program will be implemented with year 3 students in 2023.



The implementation of “Talk for Writing” in years 4/5/6 2018 has supported an improvement in performance. In term 1 2023, teachers will complete P.L. in “Talk for Writing”.



In 2023, P.L.D. (Preventing Literacy Difficulties) will be extended to years 4/5/6 which includes data analyses and intervention.



Grammar and Punctuation results have fluctuated but are comparable to Like Schools.

ACTIONS FOR 2023

- “Elastik” data collection / intervention has been implemented term 4 2022 with data being available from semester 1 2023.
- There has been a transition from a range of data collection tools eg PM Benchmarks (Reading), “Easymark” Grammar & Punctuation to PAT across all learning areas. PAT (Progressive Achievement Tests – ACER) are now used.
- Lexile Assessments will be extended to year 3 in 2023.
- “Talk for Writing” will be extended to the Early Years (K/PP).
- P.L.D. (Preventing Literacy Difficulties) termly assessment, diagnostic, interventions was extended to years 4/5/6 in term 4 2022.

National Quality Standard

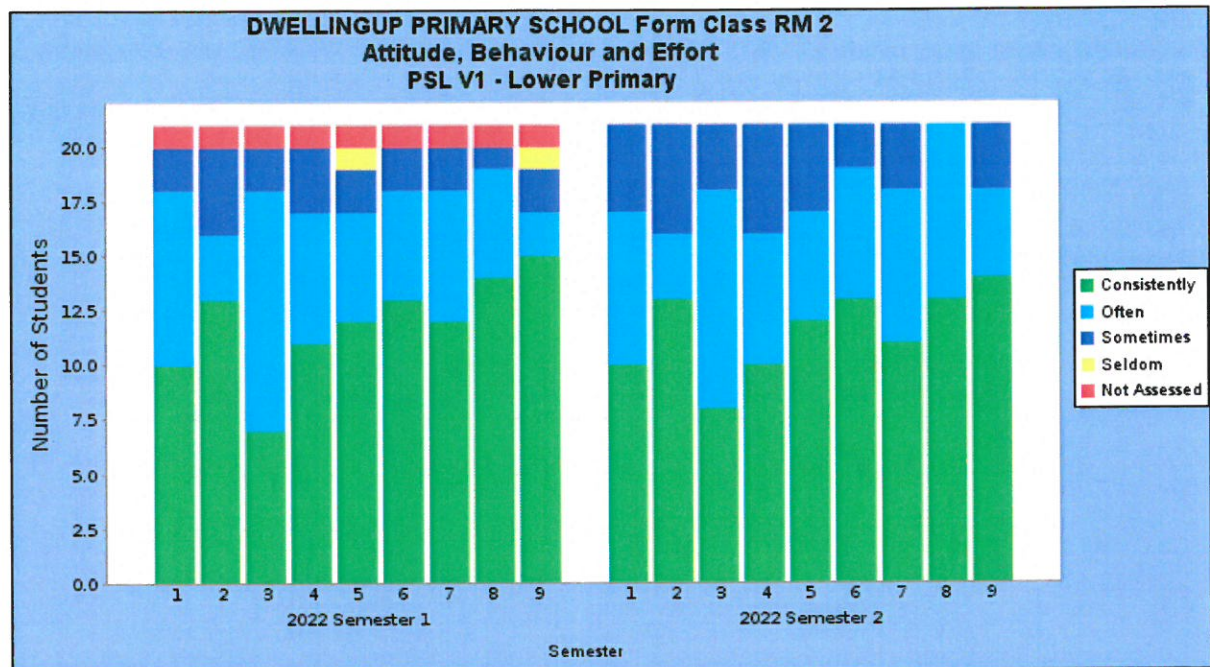
The National Quality Standard (NQS) is part of the National Quality Framework and sets a national benchmark for quality education that all schools strive to meet from kindergarten to year 2. This is a continuous self-improvement model and involves staff reflecting and making adjustments to their practice.

	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.		✓

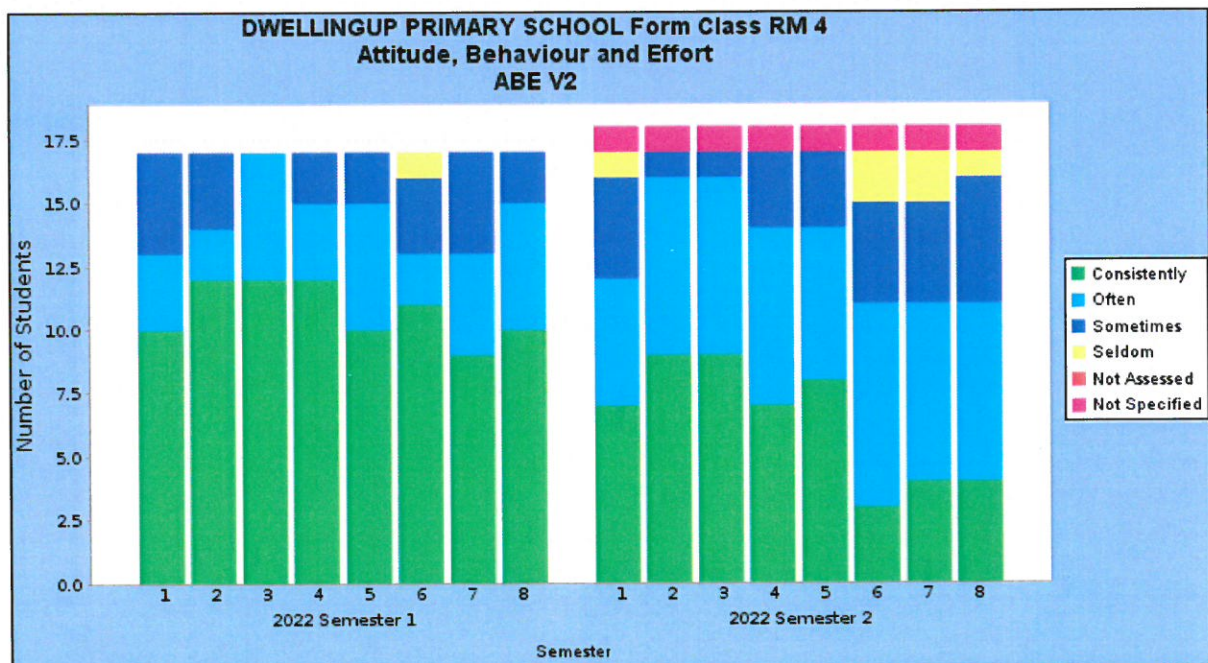
ACTIONS FOR 2023

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

Attitude, Behaviour & Effort



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.*



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.*

Student Academic Achievement

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.

We are transitioning from Individual Progress Profiles to the implementation of the 'Elastik' program. This will result in a more efficient and time effective process. 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 students.

Value Adding

Special programmes / initiatives 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 where necessary.
- Participation in Harmony Day – multicultural activities.
- 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.4/5/6
- "Containers for Change" program.
- Year 6 camp
- Swimming lessons PP – 6

ACTIONS FOR 2023

- Continue high level of special programs / activities.
- Roll out "Dirt Matters" for students in years 1/2/3.

Student Well Being

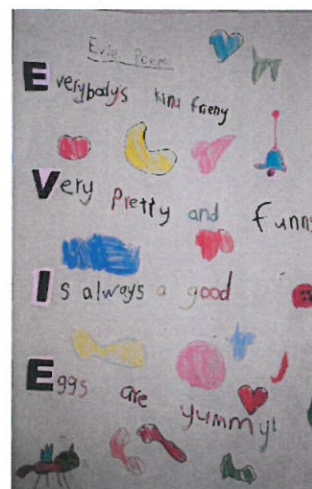
The Chaplain provides support to the school three days per fortnight. She sees most students on a rotational basis. No specific program is run as the needs of the students vary considerably. Well Being is explicitly taught through the SDERA Health program.

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.

ACTIONS FOR 2023

- Continue to fund Chaplaincy.
- Use of SDERA materials in the delivery of Health.
- Teach KAV (Kids Against Violence) OVIS Protective Behaviours across whole school.

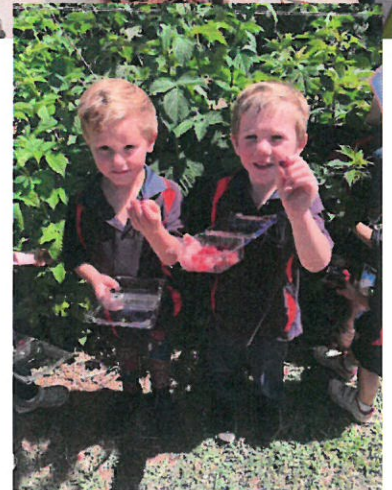
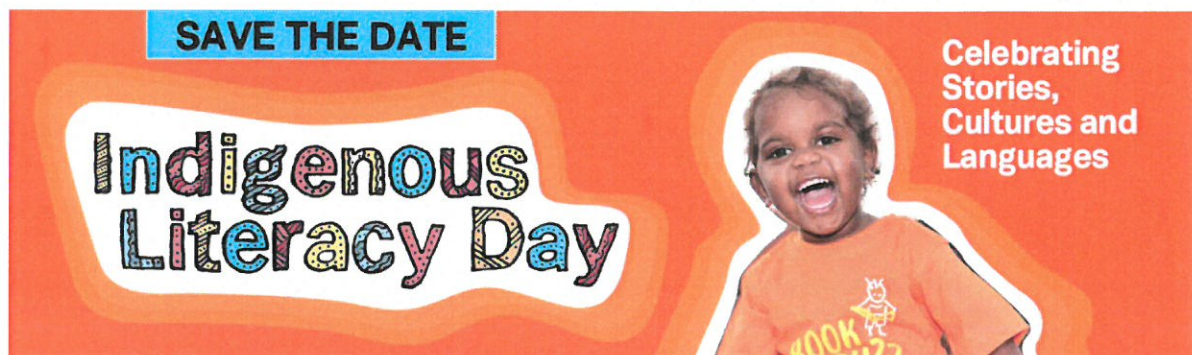


Aboriginal Cultural Standard

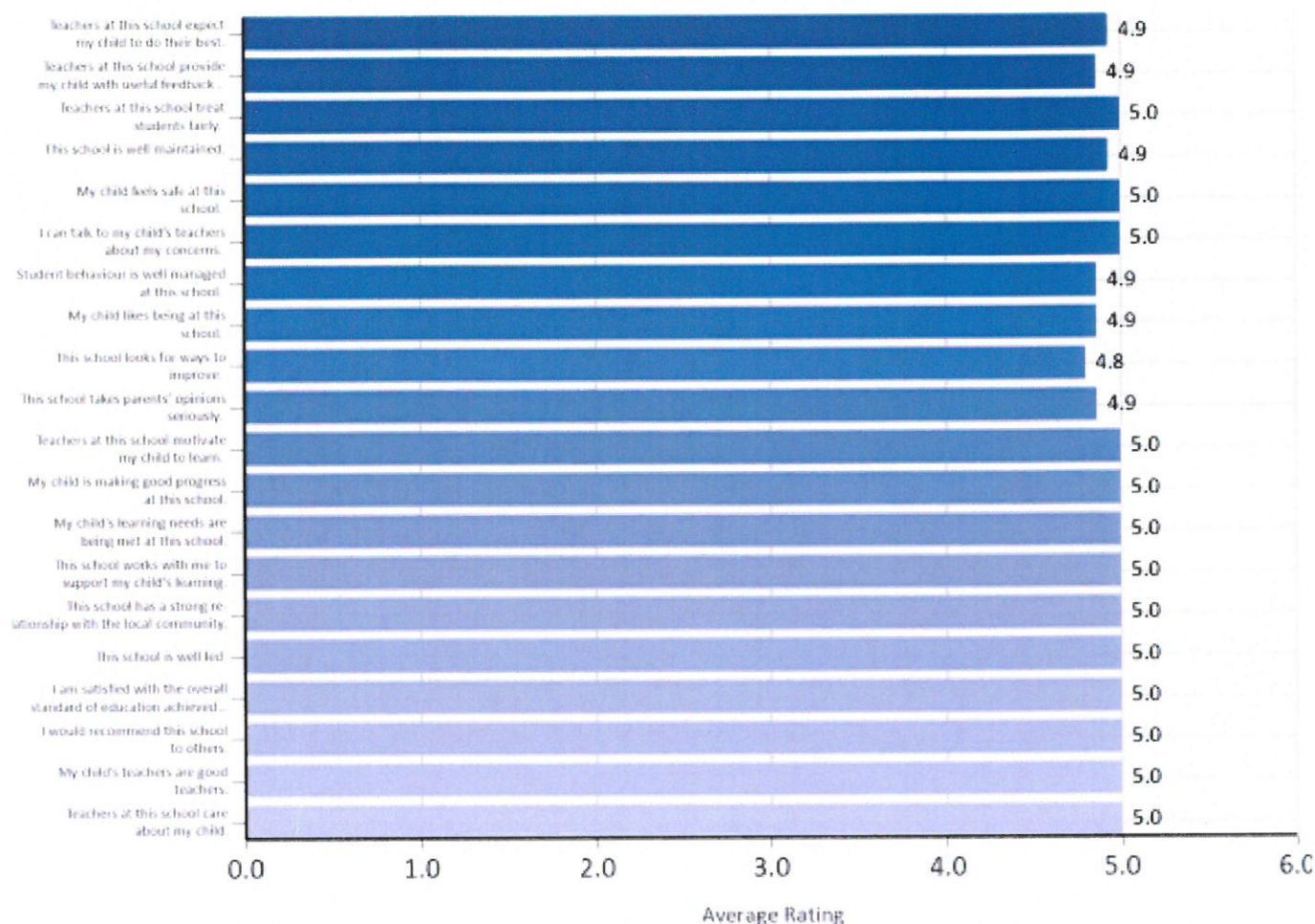
The Aboriginal Cultural Standard sets expected standards for schools when working with Aboriginal students, their families and communities. It also guides us to incorporate culturally responsive attitudes, values and behaviours into our everyday work.

ACTIONS FOR 2023

- 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



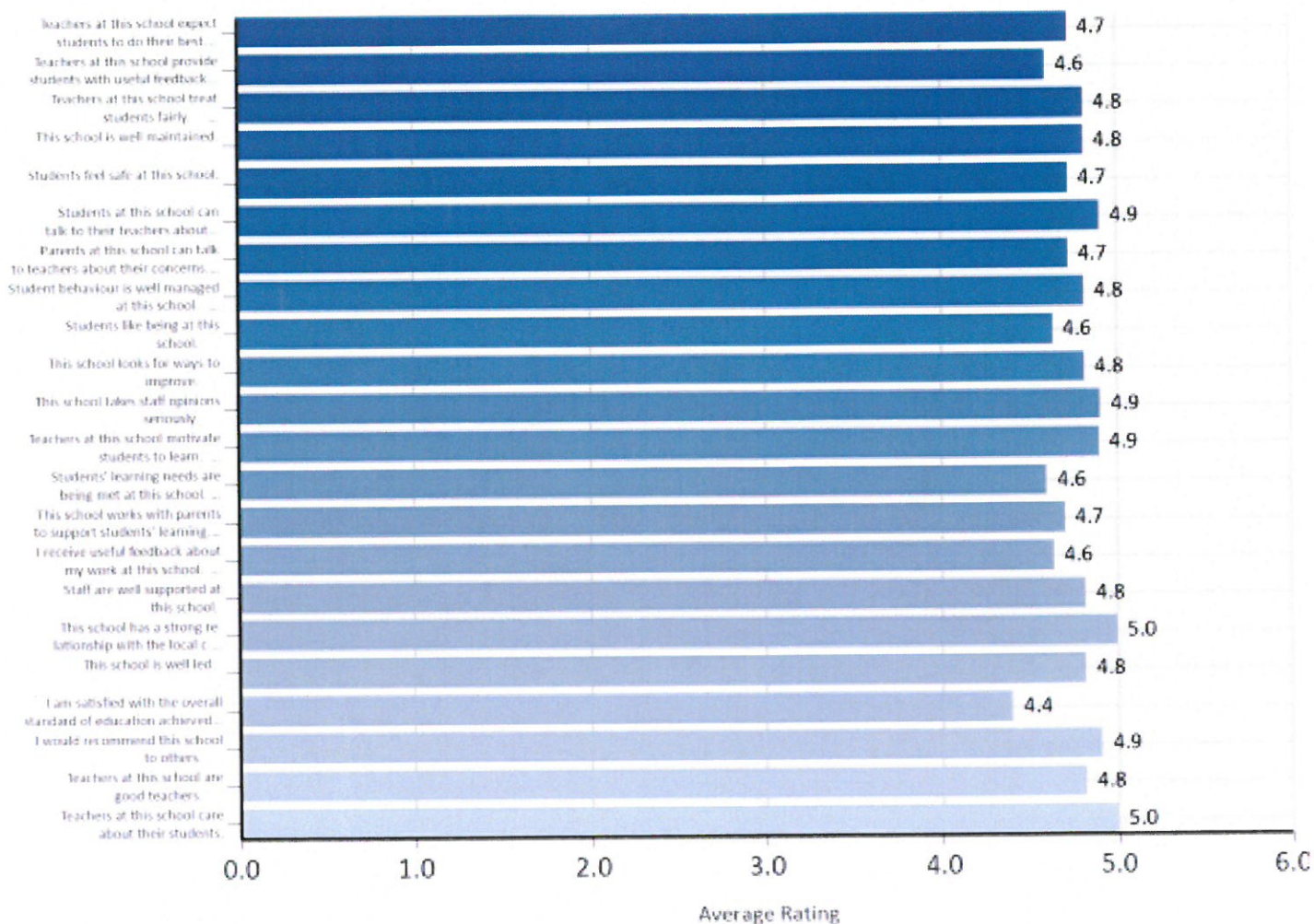
Rating

Score

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

Pleasing rate of parent satisfaction indicated. I believe this reflects the thinking of the entire school community that our common goal is that we want this school to be the best that it can be and that we are doing our very best to deliver a quality education to all students.

National School Opinion Survey - Staff



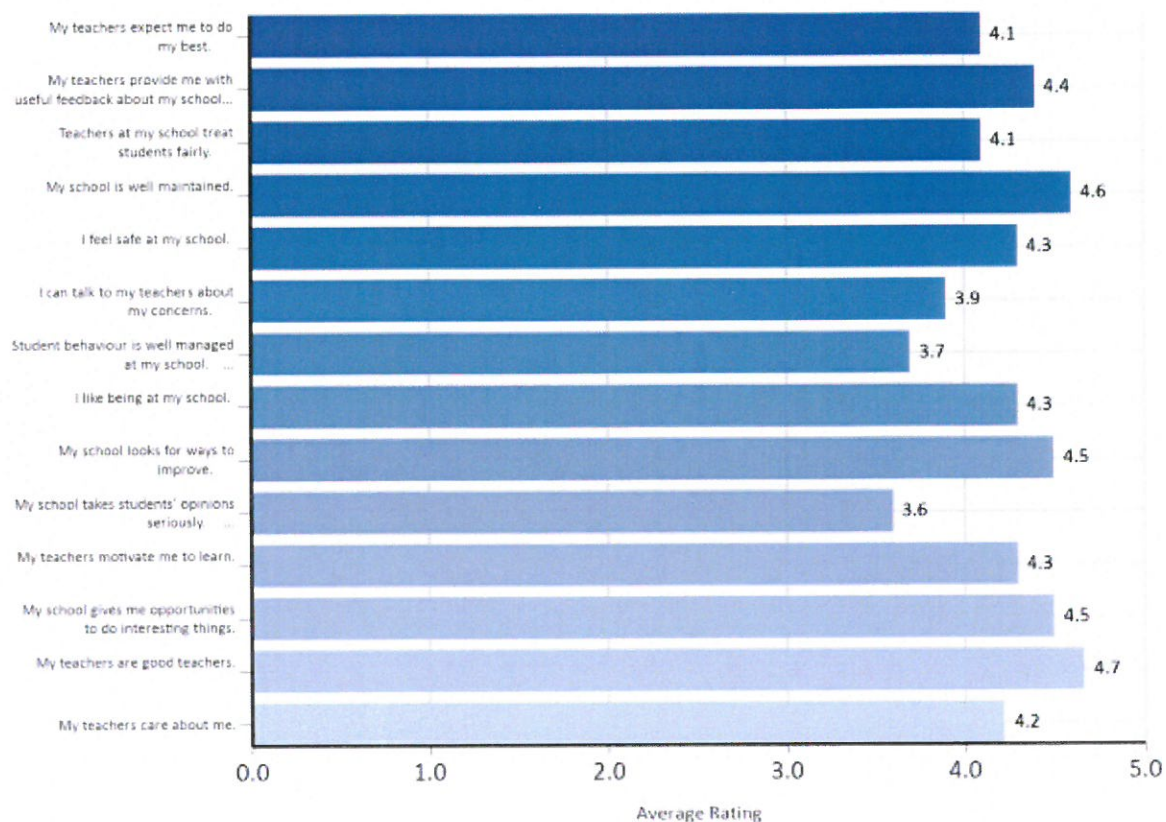
Rating

Score

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

I am satisfied with the overall standard of education achieved achieved the lowest rating. "Shaping Minds" and implementation of Elastik should see a higher response elicited.

National School Opinion Survey - Students



Rating

Score

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



National School Opinion Survey – Students “2 Stars and a Wish”

Students in years 4/5/6 were asked to write down two stars and a wish about their school. Results were positive.

<p>* I like my special tree that's in the recess area where I sit with my best friend.</p> <p>* I like Mrs Ferraro because she's very kind.</p> <p>I wish that the playground where we play sand monster was more sturdy because it's a bit wobbly.</p>
<p>* I like this school because everyone is kind and the wildlife is good to have around.</p> <p>* I also like that the school ground is very big with so many trees and we have nice teachers.</p> <p>I think the school should have a place at lunch where you can make whatever you like.</p>
<p>* I like the teachers, they are nice.</p> <p>* I like the school playground.</p> <p>I wish that we could use all of the equipment in the sports shed.</p>
<p>* The staff in the school are so kind and they are always happy to help us.</p> <p>* The equipment and playground are amazing.</p> <p>We need nature classes.</p>
<p>* I like how we are always working hard and having fun.</p> <p>* I like how the school is in nature.</p> <p>There is nothing about the school that could improve.</p>
<p>* I like the teachers and subjects.</p> <p>* I also like the lunch and play areas of the school.</p> <p>I think we need more fitness time and less time on some other subjects. We need more art time.</p>
<p>* I like Mrs Ferraro.</p> <p>* I like lunch time.</p> <p>We should do more sport.</p>
<p>* I like gardening.</p> <p>* I like Science.</p> <p>I can't think of anything about the school that I don't like.</p>
<p>* I like how big the school grounds are.</p> <p>* I love how much sport equipment we have.</p> <p>I wish that we had more students.</p>
<p>* I like everything.</p> <p>Sometimes people swear.</p>
<p>* I like the playground.</p> <p>* I like the bush.</p> <p>I wish people would stop leaving their rubbish lying around.</p>
<p>* I like how there are two play areas.</p> <p>* I like how learning is balanced and fun.</p> <p>I can't think of anything bad, and the teachers are all so nice.</p>
<p>* I love how nice and caring the teachers are.</p> <p>* I love how the teachers want us to try our best but don't push us past our limits.</p> <p>I don't wish to change anything.</p>
<p>* I like the basic life things like cooking and art.</p> <p>* I like the recess area ~ the trees, plants, golf-course, playground, seating and great space for a small school like ours where we can run around.</p> <p>I do think the school could improve the prickly problem in the grass. Yes, it is simple stuff but my grass at home is soft, green and has no prickles.</p>
<p>* I like the recess area.</p> <p>* I like the golf course.</p> <p>We should have more sports equipment.</p>

ACTIONS FOR 2023

- A “Student Voice” Action Plan to be devised for 2023 based on ‘wishes’ listed above. .

Highlights of 2022:

February

Wear Red for Furies

"Cow" installation

March

Black Dog Ride P & C

Harmony Day

Sculpture By The Sea

Swimming Lessons

T.V. Movie Character Dress Up

White Elephant Stall

April

ANZAC Commemoration

Constable care Incursion

Bunnings Incursion

Passage Mural completed

'Bush Riders' Saturday bike ride commenced.

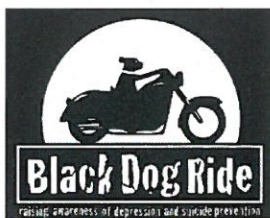
June

Scitech Incursion

World Tree Planting Day

Constable Care

White Elephant Sale K/PP



June

Interschool Cross Country

Parliament House Visit Year 6

July

Interschool Cross Country

Pinjarra SHS Aspirant Program

August

Town History Walk PP-3

Author Visit

Book Character Dress Up Day

Pinjarra SHS Aspirant Program

Holyoake Excursion years 4/5/6

Bee Incursion years 1/2/3

Olden Day Incursion Year PP-3



September

Faction Sports

"Dwellingup 100" Bike Ride

'Mighty Jarrah Trail Run

Transition Pinjarra S.H.S.

Alcoa Excursion year 4/5/6

Indigenous Literacy Day

Constable Care Incursions

October

Science Incursion

Parliament House Visit Year 6

Albany Camp year 6

Pinjarra SHS Year 6 Transition



November

School Council Training

Small Schools Activity Day year 6

Orientation Day Pinjarra SHS year 6

K/PP Farm Visit

Remembrance Day Commemoration

December

.Kindergarten Transition

Trees Adventure Whole School reward

Volunteer Morning Tea

Raspberry Picking P & C

Community Christmas Tree

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 'firies' do in our community.



DOE Strategic Direction: Actions 2023

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	<ul style="list-style-type: none"> 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. Replace Individual Student Profiles to track student progress over time with 'Elastik' data program. 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Implement Instructional Teaching and Learning Framework. 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.
SUPPORT INCREASED AUTONOMY WITHIN A UNIFIED PUBLIC SCHOOL SYSTEM	<ul style="list-style-type: none"> Continuation with Murray Schools network to ensure consistency.
PARTNER WITH FAMILIES, COMMUNITIES	<ul style="list-style-type: none"> Continue to encourage parent participation in the school.

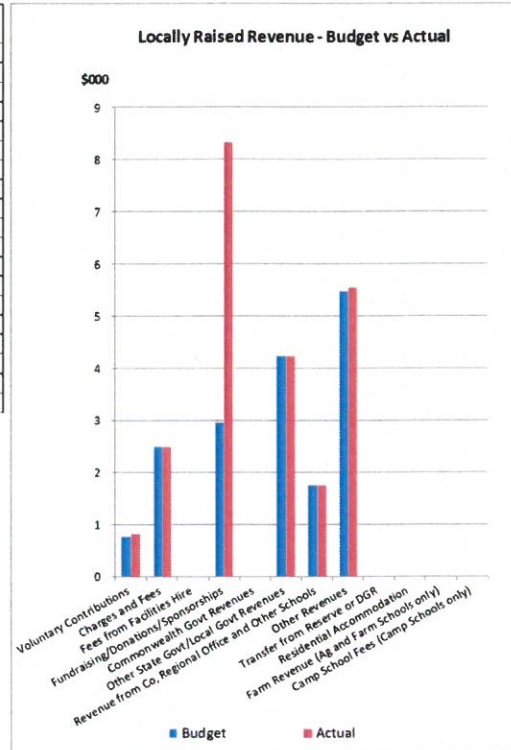
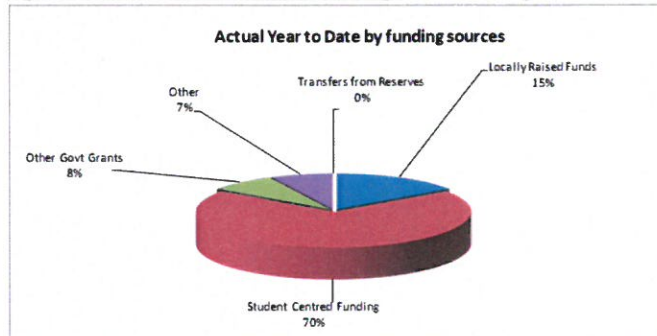
AND AGENCIES TO SUPPORT THE ENGAGEMENT OF EVERY STUDENT	<ul style="list-style-type: none"> • Continued involvement in community events. • Continue partnerships with Alcoa, Forest Discovery Centre, Lost Eden Creative Gallery, DPAW, Newmont and other organisations who support us. • Giant Pumpkin Festival 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 governance training. • School Council to devise Improvement program after 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	<ul style="list-style-type: none"> • Complete National School Opinion Surveys in Term 1 – Staff and Students.and term 4 Parents. • In addition to systemic data (NAPLAN, On-Entry) continue to collect data across the Learning areas to monitor progress and inform interventions. • Implement 'Elastik' across the school to track students / provide intervention. • Use PLD tracking K-6 to track spelling / provide intervention.

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!

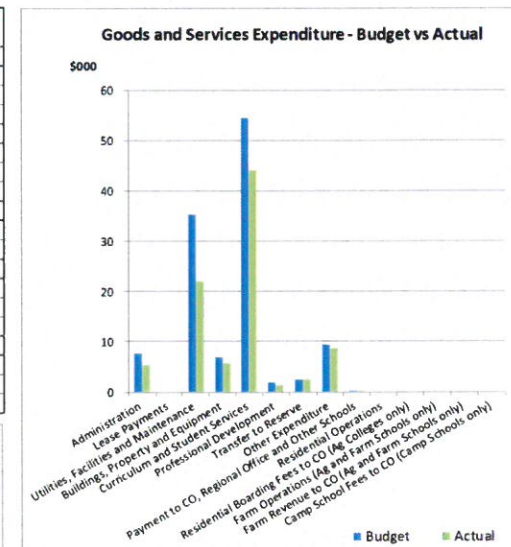
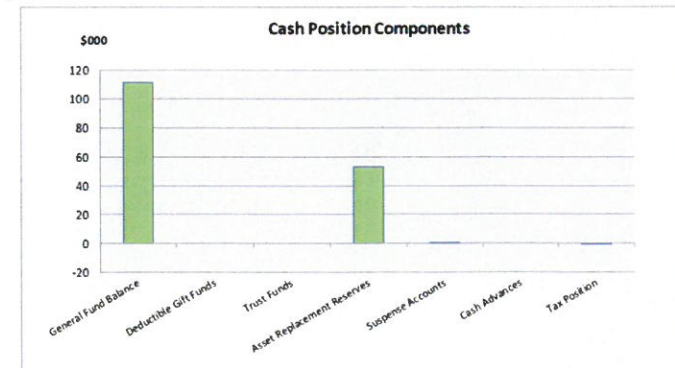


Dwellingup Primary School
Financial Summary as at
31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 770.00	\$ 820.00
2 Charges and Fees	\$ 2,484.00	\$ 2,484.62
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 2,949.00	\$ 8,332.84
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 4,233.00	\$ 4,232.82
7 Revenue from Co, Regional Office and Other Schools	\$ 1,739.00	\$ 1,738.65
8 Other Revenues	\$ 5,470.00	\$ 5,541.84
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	\$ 17,645.00	\$ 23,150.77
Opening Balance	\$ 125,675.22	\$ 125,675.22
Student Centred Funding	\$ 52,489.00	\$ 52,488.79
Total Cash Funds Available	\$ 195,809.22	\$ 201,314.78
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 195,809.22	\$ 201,314.78



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 7,643.00	\$ 5,462.98
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 35,199.00	\$ 22,056.25
4 Buildings, Property and Equipment	\$ 6,913.00	\$ 5,806.30
5 Curriculum and Student Services	\$ 54,419.00	\$ 44,061.26
6 Professional Development	\$ 1,868.00	\$ 1,321.10
7 Transfer to Reserve	\$ 2,500.00	\$ 2,500.00
8 Other Expenditure	\$ 9,424.00	\$ 8,686.97
9 Payment to CO, Regional Office and Other Schools	\$ 60.00	\$ 60.00
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	\$ 118,026.00	\$ 89,954.86
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 118,026.00	\$ 89,954.86
Cash Budget Variance	\$ 77,783.22	\$ 77,783.22



Cash Position Components	
Bank Balance	\$ 164,239.57
Made up of:	
1 General Fund Balance	\$ 111,359.92
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 52,990.45
5 Suspense Accounts	\$ 346.20
6 Cash Advances	\$ -
7 Tax Position	\$ (457.00)
Total Bank Balance	\$ 164,239.57