



# Dwellingup Primary School



## 2023 Annual Report



# Dwellingup Primary School

## ANNUAL REPORT 2023

### 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 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, 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 provides support to students and families and serves as a conduit to support services and agencies. She also provides additional support with school events. Chaplaincy in the school supports 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*. A challenge with this implementation has been staff movement with all three teachers trained leaving at the end of 2022. 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, is analysed, and informs practice. *Elastic*, a data gathering and collation tool, was implemented in term 4 2022. A teacher was allocated a leadership role in the school to administer the program. Data collection was streamlined with a transition to PAT (Progressive Achievement Testing) developed by ACER (Australian Council of Educational Research) across all learning areas.



A body of parents is actively involved with the school through the School Council, P & C and the provision of practical help. There was change in office bearers in 2023. Parents and community representatives are involved in the decision-making processes through the School Council. A change agenda was implemented with the School Council in 2023 that saw a higher level of governance compliance and changes to membership. A School Council Improvement Plan was implemented to facilitate these changes. 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 2023. 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 2023.

I have been privileged to lead this beautiful school in the community of Dwellingup since 2022. It has been a "labour of love" in all respects and I thank one and all for the support that I have received. I commend the principal selection panel for choosing Neil Montgomery as the incoming principal. His dedication, commitment and above all else his kindness are his stand out qualities. Best wishes Neil and to everyone in the Dwellingup school community.

Neil Montgomery

Colleen Sing

Principal 2024

Principal 2023

## 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 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.



## School Council:



It has been a year of significant change for our school community. In 2023 we farewelled our esteemed Principal Ms. Colleen Sing who had dedicated over 20 years to the growth and development of our unique school. Mrs. Nola Kunal also retired and we acknowledge the many years of service and dedication that she has given to Dwellingup Primary School. Late in the year the Board called for additional members to join the Board. Four new parent members, Edith O'Neill, Ryan Myles, Lee Bennett and Lucinda Sellenger were nominated and have now joined the Board. Lucinda resigned prior to the end of the year. A new community member, Mrs. Christina Gray has also accepted a position on the Board. I am grateful to those members of the Board who have continued to serve and grateful for the input from our new members.

Ms. Sing advised of her planned retirement in time for the Education Department to advertise the position before the close of the 2023 school year. As Board Chair I was privileged to join Departmental representatives on an interview panel to select the new Principal. There were a number of applicants for the position and it was a competitive process. Mr. Neil Montgomery was an outstanding applicant and we have been delighted to welcome him as Principal for 2024.

During 2023 the Board worked closely with the Principal, Ms. Sing to utilise the school budget to provide the most effective and efficient staffing and class structure to enable us to offer the highest level of educational experience to our students. The staff and Principal at our school have to be very creative in managing resources because of the low number of students and the subsequent smaller budget.

Dwellingup Primary School's Public-School Review was held in term 3 and the School Council was involved in the process. The School Review process informs school improvement planning and is an opportunity to review procedures and practices to enhance and add value to the experience of the students. Additionally, the Review examines the learning environment, resources and relationships and partnerships. In 2023 our School continued to have meaningful and instructive relationships within the wider community of Dwellingup. The students have had regular visits to our local Art Gallery to meet with artists and view traditional and modern art forms, pottery and ceramics and installations inspired by the jarrah forest that surrounds our town. This is one of the advantages of being part of a small village.

The School Board acknowledges the passion, commitment and time that Ms. Sing gave to the Board and to the school over the years. We look forward to serving under a new Principal and representing parents, community members and staff through the Dwellingup Primary School Board. The Board's commitment is to ensure that students have a supportive and safe environment in which to reach their potential.

Anne Sinclair – Council Chair.

### ACTIONS FOR 2024

- Action Plan to be devised and implemented.
- All members to complete School Council training.

## Semester Enrolments (Census dates) for 2023:

Does not include kindergarten. Figures show Semester 2 enrolment:

Enrolment	2016	2017	2018	2019	2020	2021	2022	2023
Numbers	47	55	54	58	53	51	51	49

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	2016	2017	2018	2019	2020	2021	2022	2023
ICSEA	972	970	970	965	990	998	985	998

Our small student numbers result in significant variance in ICSEA and Transiency. Note the change between 2015 (928) and 2021 (998). Average ICSEA is 1000. There has been a slight upward shift in student distribution from 2022 to 2023.

### Distribution

	School 2022	School 2023	Australia
Top quarter	6%	10%	25%
Middle quarter	12%	15%	25%
Middle quarter	32%	33%	25%
Bottom quarter	50%	43%	25%

## Student Engagement: Attendance

Attendance is above the W.A. public schools average. Due to our low numbers the attendance of one student impacting on our data. The School Psychologist, Chaplain and SSENDBE (Scholl of Special Needs Behaviour and Engagement) have been involved in supporting this family. Attendance has improved overall. It needs to be noted that two families who had students with 'severe' attendance left the school.

	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%	null%	null%	null%	82.5%	86.4%	86.6%
2023	86.4%	89.5%	90.3%	null%	null%	null%	86.4%	89.4%	90.3%

## **Attendance Overall Primary**

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2020</b>	51.0%	27.5%	9.8%	11.8%
<b>2021</b>	47.2%	28.3%	17.0%	7.5%
<b>2022</b>	26.7%	37.8%	22.2%	13.3%
<b>2023</b>	61.0%	25.0%	10.0%	4.0%
<b>Like Schools 2023</b>	58%	28.2%	10.8%	3.0%
<b>WA Public Schools</b>	51.0%	32.0%	13.0%	5.0%

### **ACTIONS FOR 2024**

- 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.
- Publicise and reward students who attend regularly at the end of each term in the newsletter.
- Families, despite the interventions mentioned above continue to take family holidays during the term.

## **Transience:**

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Percentage	28.8%	48.1%	14.5%	21.4%	15.5%	23.8%	35.2%	36.4%	22.7%
Student movement	8	10	4	7	6	8	9	9	8

### **ACTIONS FOR 2024**

- Continue to promote the school by placing 'good news' articles in newsletter and local paper to ensure parents continue to enrol their children Dwellingup Primary School.
- Continue "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'.)

## **Staff Profile:**

Dwellingup Primary School has a total teaching staff of 4, including the principal. In 2023, Indonesian was taught in the school via The School of Isolated and Distance Education.



## **Staff Numbers**

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	4	3.0	0
Total Teaching Staff	4	3.0	0
<b>School Support Staff</b>			
Clerical / Administrative	1	1.0	0
Gardening / Maintenance	1	0.7	0
Other Allied Professionals	5	2.8	0
Total School Support Staff	7	4.5	0
<b>Total</b>	<b>12</b>	<b>8.5</b>	<b>0</b>

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

There is a full-time Manager Corporate Services (MCS) and three part-time Education Assistants. A Library Officer, Gardener and Cleaner complete our small but dedicated staff. There was a change with the MCS in term 4. A teacher resigned in week 8 of term 4. The principal and the Early Childhood teacher, retired at the end of the year.

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.

We are looking forward to a more settled year in 2023 with the MCS continuing and staffing completed for the commencement of the 2024 school year. Declining student numbers continue to impact on staffing allocations. A reduction in staffing resulted in school restructuring for 2024 (K/PP teacher reduced to 0.6 from 1.0).

## **Staff Professional Learning**

Staff took part in various professional learning opportunities in 2023 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. Again, we were presented with the challenge of staff changes. All three staff who commenced the program left. The teacher who commenced in late term 2 visited Rostrata Primary school as an introduction to “Shaping Minds”.



**Mr Dean Carter** visited **Rostrata Primary School** to see the “Shaping Minds” High Impact Teaching Strategies being modelled. He has also engaged in professional learning. This is a coaching model where a coach visits our school to give support and feedback. **Stephanie Fisher** attended a combined “Shaping Minds” presentation at the Optus Stadium at the beginning of the year and joined Waroona teachers in “Shaping Minds” P.L. with **Dean Carter**.

#### ACTIONS FOR 2024

- Newly appointed teacher and Education Assistants to attend “Shaping Minds” professional learning in 2023.
- All staff to complete Aboriginal Cultural Awareness P.L.
- All staff to complete mandated online professional learning.



## Monitoring Student Performance

Throughout the year student and school performance has been monitored through a variety of standardised tests and techniques. On-Entry Testing (PP, year 1 and year 2), Multi and Minilit data, Di Rigg screening, South Australian Spelling, PAT (Progressive Achievement Testing) maths, Lexile Reading scores (extended to year 3 students) testing continued. KAT – (Kindergarten Assessment Tool) was used where there were perceived developmental delays. PM Benchmarks (Reading), Easymark (Grammar and Punctuation) were replaced by PAT Grammar and Punctuation, PAT Reading and PAT Science was added to the testing schedule. *Elastik*, (Assessment data analysis for targeted teaching in English, Maths and Science) was implemented. Lead teacher (Data Informed Practice) was assigned to roll out Best Performance throughout the school and to facilitate disciplined dialogue of school data with staff. *Elastik* provides teachers with ongoing professional development and mentoring from specialised consultants. Intelligent use of assessment data is used and ‘face time’ maximised for teachers. The teacher who was assigned to this role out left mid term 4 2023. Semester Reports and teachers’ professional judgements and observation were used. Due to the fact that we have small cohorts, we monitor individual student progress to much larger extent than year group improvements. 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 and data has indicated that this approach has been very effective, especially in the junior years.

Students are tracked and interventions occur where necessary.

## ACTIONS FOR 2024

- Continue to implement Elastik to monitor performance.

## 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.

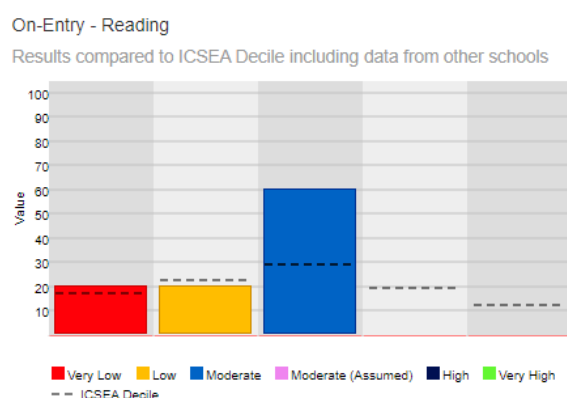
**Pre-Primary** students were tested at the end of the year. Results were as follows:

	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.

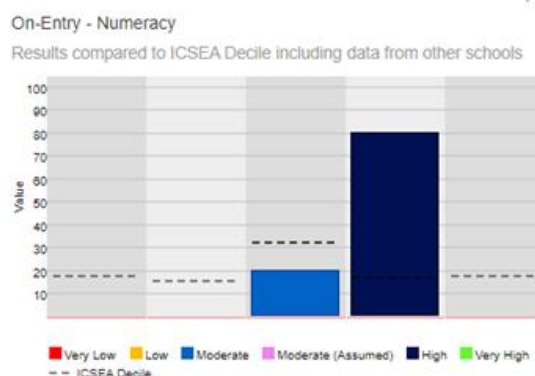
\* ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. **ICSEA** stands for the Index of Community Socio-Educational Advantage.

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



## Reading

## Numeracy



## Writing

### ACTIONS FOR 2024

- 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.
- Utilise KAT (Kindergarten Assessment Tool) to provide early intervention for students entering school.



## NAPLAN

There were 9 students in the year 3 co-hort so valid comparisons can be made with Like Schools. Dwellingup P.S. performed significantly better than Like Schools in the bottom 20% tested. We believe quality teaching strategies combined with a thorough and individualised intervention program has resulted in this pleasing outcome. In Spelling and Writing, there were more students in the top 20%. Our Phonics program and "Talk for Writing" account for this. There were 6 students tested in year 5 which impacts on validity of comparisons with 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		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	0%	0%	0%	13%	13%	10%
<b>Middle 60%</b>	75%	100%	89%	63%	63%	63%
<b>Bottom 20%</b>	25%	0%	11%	23%	24%	27%

**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		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	0%	0%	0%	15%	13%	10%
<b>Middle 60%</b>	44%	100%	100%	64%	64%	64%
<b>Bottom 20%</b>	56%	0%	0%	21%	23%	26%

**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		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	13%	0%	22%	17%	16%	14%
<b>Middle 60%</b>	63%	100%	67%	64%	65%	61%
<b>Bottom 20%</b>	25%	0%	11%	19%	20%	25%



**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		
	2021	2022	2023	2021	2022	2023
Top 20%	11%	0%	22%	19%	17%	13%
Middle 60%	44%	33%	67%	61%	60%	60%
Bottom 20%	44%	67%	11%	20%	23%	27%

**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		
	2021	2022	2023	2021	2022	2023
Top 20%	11%	0%	11%	16%	15%	11%
Middle 60%	44%	100%	78%	63%	60%	64%
Bottom 20%	44%	0%	11%	21%	25%	26%

## Year 5

**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		
	2021	2022	2023	2021	2022	2023
Top 20%	0%	17%	0%	14%	12%	10%
Middle 60%	100%	67%	67%	65%	61%	62%
Bottom 20%	0%	17%	33%	21%	26%	28%

**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		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	20%	33%	17%	14%	14%	10%
<b>Middle 60%</b>	80%	50%	50%	64%	59%	64%
<b>Bottom 20%</b>	0%	17%	33%	21%	27%	26%

**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		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	20%	17%	17%	19%	17%	14%
<b>Middle 60%</b>	60%	50%	67%	56%	63%	62%
<b>Bottom 20%</b>	20%	33%	17%	25%	20%	24%

**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		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	0%	0%	33%	16%	14%	10%
<b>Middle 60%</b>	80%	50%	33%	64%	61%	63%
<b>Bottom 20%</b>	20%	50%	33%	20%	24%	27%

**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		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	0%	0%	0%	14%	14%	11%
<b>Middle 60%</b>	80%	75%	83%	67%	60%	60%
<b>Bottom 20%</b>	20%	25%	17%	19%	26%	28%

## School Business Plan - School Priorities

A Business Plan was prepared for 2022 – 2023 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. Staff resignation , retirement has impacted on take up.
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.		Attendance has improved from 82.5% to 86.4%. (89.4% Like Schools).
Implement whole school Instructional Teaching and Learning Framework.		Teachers involved in P.L. "Shaping Minds" coaching model. Impacted by staff departures.
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 21<sup>st</sup> century skills for students including critical thinking, problem solving, communication and collaboration.**

<b>Strategy</b>	<b>Progress</b>	<b>Actions</b>
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. Progress made.
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.**

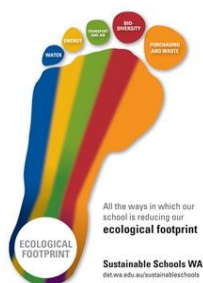
<b>Strategy</b>	<b>Progress</b>	<b>Actions</b>
Early Close staff meetings target opportunities for consultation, collaboration and celebration in student learning programs.		A greater focus on strategic planning needed.
Provide clear links between DOE Focus documents, SCSA documents, the School Business 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 but resigned.
Utilise the expertise of the Manager Corporate Services to support school management.		Substantive MCS to be appointed 2024.

## 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 being implemented.
Student voice and feedback impacts on the school operations.		Further 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 completed 2023. Implementation needed.
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.



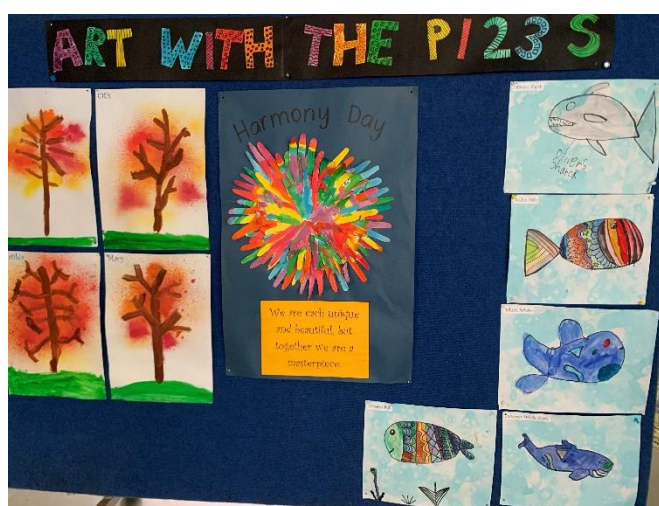
## National Quality Standard

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

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

### ACTIONS FOR 2024

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



## 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.

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.



## Student Well Being

We do this through:

- Our small student numbers facilitate a very individualised approach and there is an emphasis on encouraging all members of the school community to “Choose Respect” with all actions.
- Understanding and respecting the individual differences and needs of children.
- Inclusion of parents and community members in the life and organisation of the school.
- 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.
- Focus on Values / Choose Respect.
- Effective communication systems within the school and wider community.
- Embedding of environmentally sustainable practices in the learning program.
- Encouragement of and modelling of healthy active lifestyles and healthy eating.

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

### ACTIONS FOR 2024

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





## Value Adding

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

### Education

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.  
Use of 'Multilit' and 'Minilit' and 'Prelit' programs for targeted students.  
Transition programs pre Kindy to school; PP to year 1; year 6 to secondary school.

### Community

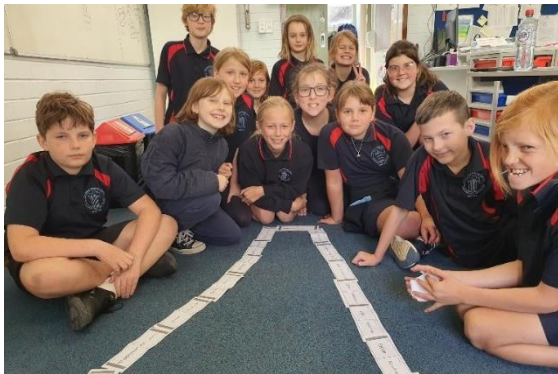
Involvement in community activities to develop citizenship skills, accession of a range of role models and to 'widen horizons'.  
Partnership with local "Lost Eden" art gallery. Talks to students by Artists in Residence.  
"Dirt Matters" program.  
"Containers for Change" program.

### Sporting

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.  
Swimming lessons PP – 6

### Well-Being / Student Leadership

Participation in Harmony Day – multicultural activities.  
Chaplaincy program  
Virtues programme.  
'Choose Respect' programme.  
Year 6 camp







## ACTIONS FOR 2024

- Continue high level of special programs / activities to add value and enrichment for the child's learning experience.

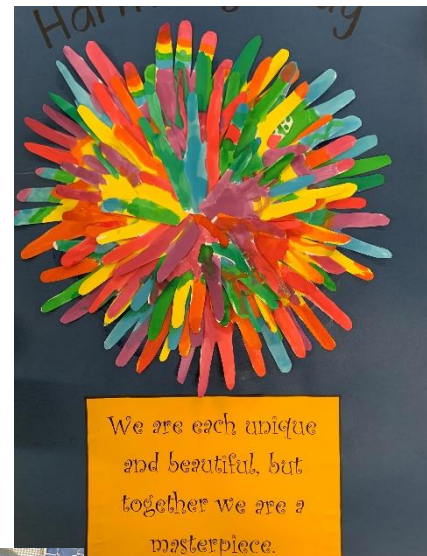
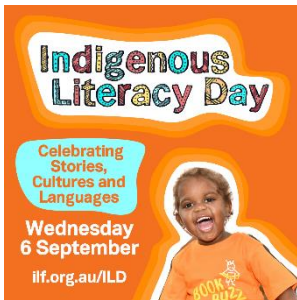


## Aboriginal Cultural Standard

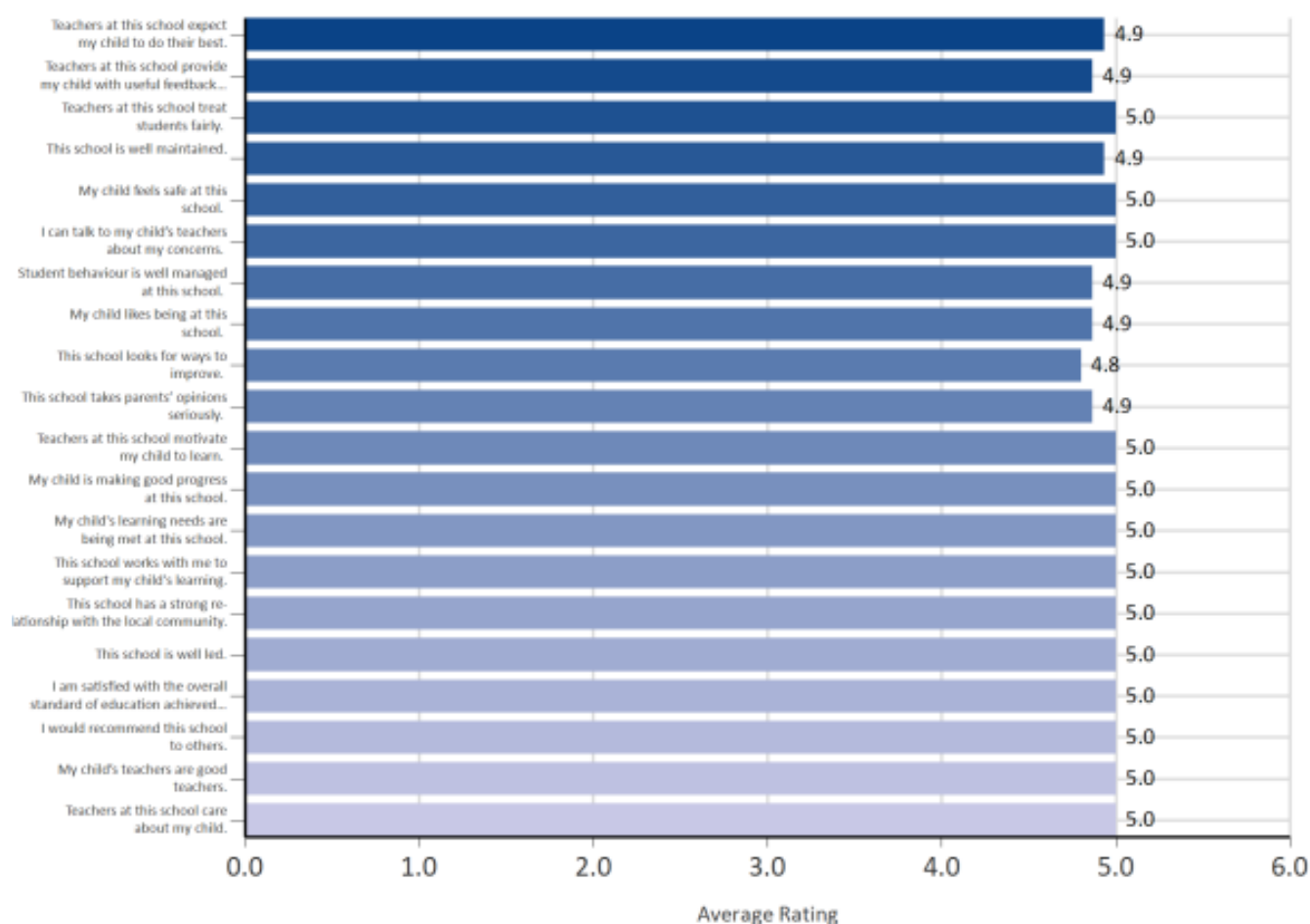
The Aboriginal Cultural Standard sets expected standards for schools when working with Aboriginal students, their families and communities. It also guides us to incorporate culturally responsive attitudes, values and behaviours into our everyday work.

### ACTIONS FOR 2024

- 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.
- Participate in Harmony Day activities.
- Participate in Indigenous Literacy Day.



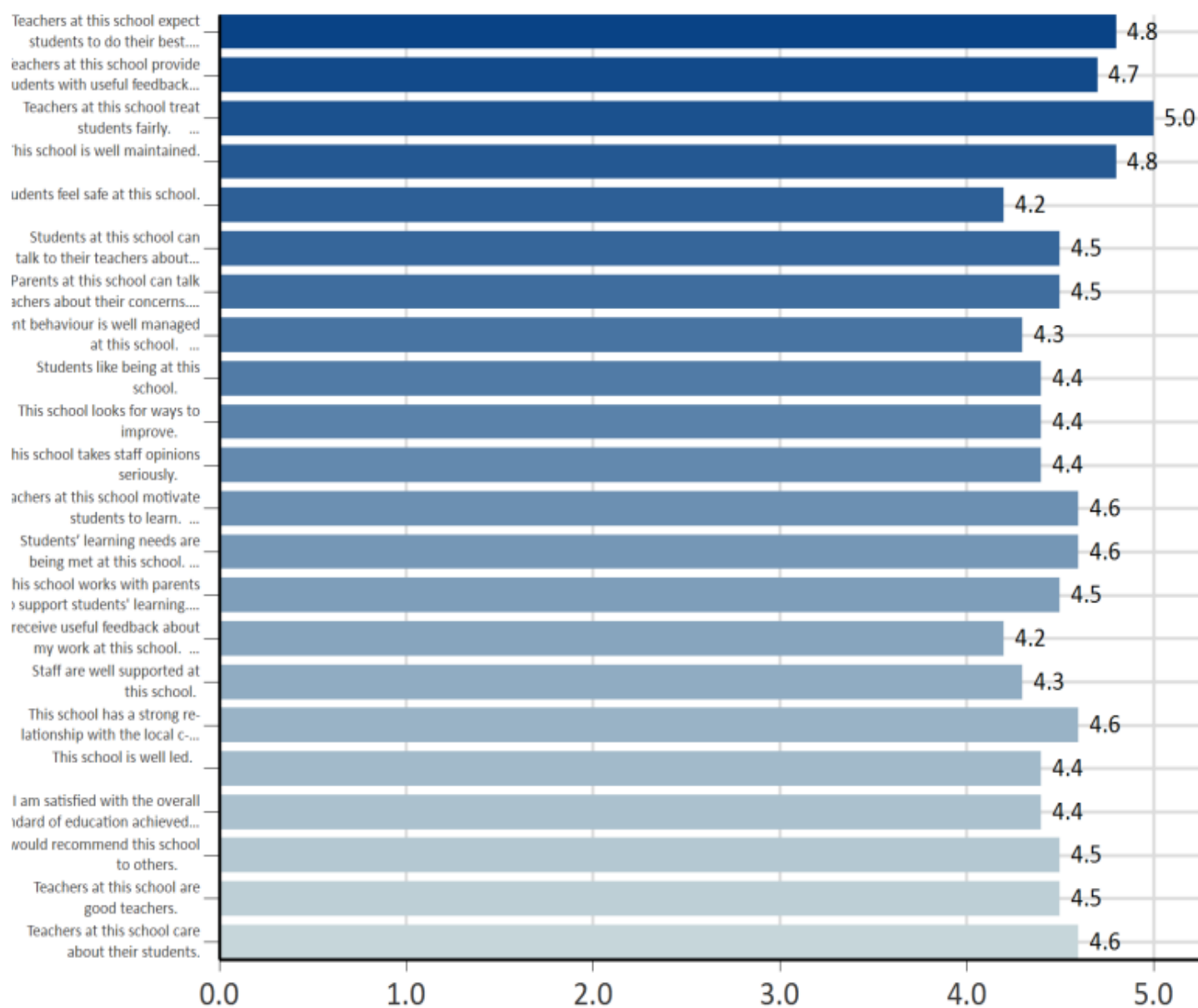
## National School Opinion Survey - Parents



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



## National School Opinion Survey - Staff

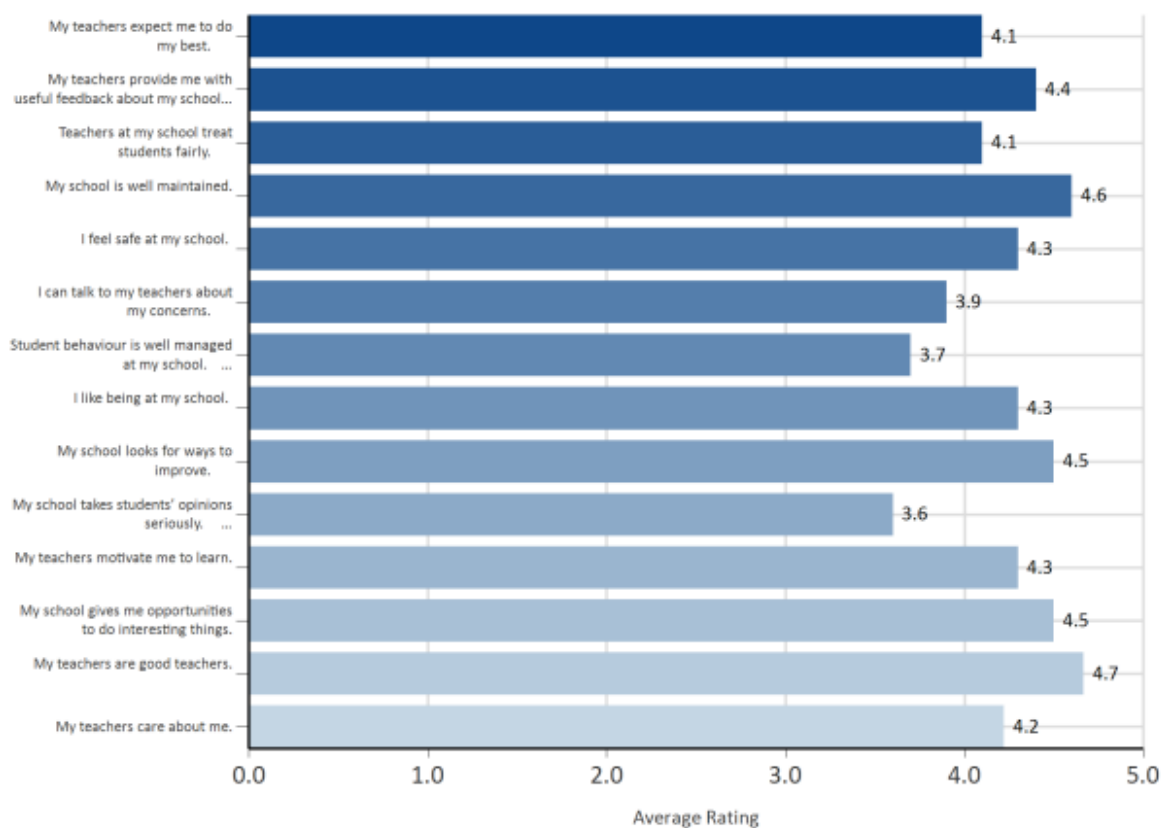


### Rating

### 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 2023:

### February

School Open Day

Wear Red for Furies

### March

Black Dog Ride P & C

Harmony Day

Sculpture By The Sea

Hockey Clinic

Fremantle Symphony Orchestra

Workshop

### April

Swimming Lessons

ANZAC Commemoration

PSHS Aspirant Program

Basketball Clinic

Peter and the Wolf Ballet Excursion

### May

Earth Science Incursion

Indonesian Incursion

Road Safety Incursion

History Excursion – Pinjarra

National Simultaneous Storytime Excursion

Olden Day Dress Up

### June

Parliament House Visit Year 6

### July

Interschool Cross Country

“Million Paws” RSPCA Walk

Excursion – “Binjarep” – Pinjarra





Lost Eden Gallery Visit

Bibbulmun Track 25<sup>th</sup> Anniversary Incursion

## August

NAIDOC Week

Book Week Dress Up

Year 6 Future Careers / Tech Conference

## September

Author Visit

School Review

Year 6 Sydney – Canberra Camp

Indigenous Literacy Day

Lost Eden Gallery Visit

## October

Faction Sports

PSHS Transition Visit

UCI “Parade of Nations”

Craft Group Excursion

Significant Elders Lunch

Dwellingup “100” Ride & P&C BBQ fundraiser

“Shaping Minds” coaching

## November

School Council Workshop

Remembrance Day

Year 6 Parliament House Visit

WA Ballet “Nutcracker” Excursion

Year 6 “Youth for Youth Forum

“Junkadelic”

## December

PSHS and Kindy Transition Visits

Presentation / Graduation / Graduation Dinner / Hose Down!







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



## Actions 2024:

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

FOCUS AREA	ACTIONS
<b>PROVIDE EVERY STUDENT WITH A PATHWAY TO THE FUTURE</b>	<ul style="list-style-type: none"> <li>Continue "Transition to Schooling" program at the school.</li> <li>Continue to utilise On-Entry Data to inform Early Intervention.</li> <li>Intervene early with students at educational risk by utilising Pre-Lit, Minilit and Multilit as well as other direct instruction tools such as Di Rigg (PLD) screening.</li> <li>Replace Individual Student Profiles to track student progress over time with <i>Eastik</i>, Di Rigg tracking &amp; Lexile.</li> <li>Regularly monitor student progress and make adjustments and interventions where necessary.</li> <li>Continue to meet the requirements of the National Quality Standard.</li> <li>Utilise High Impact Teaching Strategies (HITS) via "Shaping Minds".</li> <li>Engagement in Pinjarra SHS Transition and Aspirant programs.</li> <li>Increase attendance, especially of students identified as being "at risk".</li> <li>Continue STEM engagement throughout the school.</li> </ul>
<b>STRENGTHEN SUPPORT FOR TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM</b>	<ul style="list-style-type: none"> <li>Provide increased student leadership opportunities for year 6 students.</li> <li>Continue to promote a positive school culture through engagement with the community.</li> <li>Continue to hold realistic yet high expectations for students.</li> <li>Use of the Virtues and 'Choose Respect' programme throughout the school.</li> <li>Continue to reward positive behaviour and work ethic by "Marble in Jar" meetings and whole school rewards.</li> <li>Continue Chaplaincy to support students, staff and families.</li> <li>Embed Aboriginal Perspectives Across the Curriculum.</li> </ul>
<b>BUILD THE CAPACITY OF OUR PRINCIPALS, OUR TEACHERS AND ALLIED PROFESSIONALS</b>	<ul style="list-style-type: none"> <li><b>Implement Instructional Teaching and Learning Framework. "Shaping Minds"</b></li> <li>Complete On-Entry P.L. to utilise data effectively..</li> <li>The performance management process is linked to the AITSL (Australian Institute for Teaching and School Leadership) standards and is aligned to school priorities and student needs.</li> </ul>
<b>SUPPORT INCREASED AUTONOMY WITHIN A UNIFIED PUBLIC SCHOOL SYSTEM</b>	<ul style="list-style-type: none"> <li>Continuation with Murray Schools network.</li> </ul>

<b>PARTNER WITH FAMILIES, COMMUNITIES AND AGENCIES TO SUPPORT THE ENGAGEMENT OF EVERY STUDENT</b>	<ul style="list-style-type: none"> <li>• Continue to encourage parent participation in the school.</li> <li>• Continued involvement in community events.</li> <li>• Continue partnerships with Alcoa, Forest Discovery Centre, Lost Eden Creative Gallery, DPAW, Newmont and other organisations who support us.</li> <li>• Maintain positive relationships with parents, staff, students and the community.</li> <li>• P &amp; C &amp; School Council to engage in WACSSO &amp; DOE training to ensure sound governance.</li> <li>• Continuation of the “Dirt Matters” program with all students.</li> <li>• Engage school and community in “Containers for Change” program</li> <li>• Continued involvement in the Chaplaincy programme.</li> <li>• Utilise the school psychologist to support student learning.</li> </ul>
<b>USE EVIDENCE TO DRIVE DECISION MAKING AT ALL LEVELS OF THE SYSTEM</b>	<ul style="list-style-type: none"> <li>• Complete National School Opinion Surveys - Parents.</li> <li>• In addition to systemic data (NAPLAN, On-Entry) continue to collect data across the Learning areas to monitor progress and inform interventions.</li> </ul>

# 2023 FINANCIAL SUMMARY

INCOME - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	111,360	111,360
Carry Forward (Salary)	134,151	134,151
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	400,820	400,820
School and Student Characteristics	440,985	440,985
Disability Adjustments	4,010	4,010
Targeted Initiatives	52,498	52,498
Operational Response Allocation	154	154
<b>Total Funds:</b>	<b>898,467</b>	<b>898,467</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(30,000)	(30,000)
School Transfers - Cash	30,000	30,000
Department Adjustments	0	0
<b>Total Funds:</b>	<b>0</b>	<b>0</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	1,731	1,781
Charges and Fees	4,384	4,678
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	12,451	12,782
Commonwealth Govt Revenues	4,590	4,590
Other State Govt/Local Govt Revenues	1,600	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	7,730	8,580
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>32,486</b>	<b>32,411</b>
<b>TOTAL</b>	<b>1,176,464</b>	<b>1,176,389</b>

Dec 2023 ( Verified Dec Cash)		EXPENDITURE	
		Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>			
Appointed Staff		828,813	828,813
New Appointments		0	0
Casual Payments		105,271	105,271
Other Salary Expenditure		0	0
<b>Total Funds:</b>		<b>934,084</b>	<b>934,084</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>			
Administration		5,740	4,876
Lease Payments		0	0
Utilities, Facilities and Maintenance		41,103	35,841
Buildings, Property and Equipment		18,448	18,318
Curriculum and Student Services		57,856	52,116
Professional Development		5,000	2,003
Transfer to Reserve		3,000	0
Other Expenditure		5,110	3,234
Payment to CO, Regional Office and Other schools		290	290
Residential Operations		0	0
Residential Boarding Fees to CO (Ag Colleges only)		0	0
Farm Operations (Ag and Farm Schools only)		0	0
Farm Revenue to CO (Ag and Farm Schools only)		0	0
Camp School Fees to CO (Camp Schools only)		0	0
<b>Total Funds:</b>		<b>136,547</b>	<b>116,678</b>
<b>TOTAL</b>		<b>1,070,631</b>	<b>1,050,762</b>

