

DRYANDRA PRIMARY SCHOOL

2019 Annual Report



Happy 30th birthday Dryandra Primary School! With that wonderful proclamation, I would like to present our 2019 Annual Report.

We commenced the year with our special 30th Anniversary celebrations with the wider community. We invited former parents, staff and students to take part in the party. Scitech supported the event with a terrific display and was able to showcase the digital technology available. It was especially poignant having former principals and deputies attend. They were able to marvel at the improvements made to the learning environment and reminisce with former colleagues and community members. Thank you to Mr Brian Simpson, Mr Peter Chamberlain and Mr Ralmo Dias for attending.

Our school continues to make steady progress with our NAPLAN scores achieving some impressive results compared to our 'like schools'. We have continued to perform 'above expectation' in Year 5 spelling and punctuation/grammar and in Year 3 writing. We all need to be proud of these results!

A science focussed school.

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Dryandra Primary School's Moral Purpose

As a school community we prepare students to participate in an ever changing society. We celebrate and recognise our cultural diversity while supporting students in a safe and stimulating environment. By working together with families, students are encouraged to be caring, responsible active citizens.

School Values

Caring – We show a genuine interest in the academic, social and emotional wellbeing of others.

Learning – We create the environment, opportunities and experiences that enable all to achieve their best.

Working Together – We cooperate respectfully, share responsibilities and



This year we have trialled the ‘explicit direct instruction’ approach in a few classes. We had a couple of enthusiastic teachers who participated in professional learning over the holidays and then proceeded to experiment with various classes. We were thrilled when Dianella Heights Primary School offered us the expertise of their literacy specialist. This allowed our teachers to gain valuable support and mentoring. We are very appreciative of this support.

Our hard-working student councillors surveyed the middle/senior students and gauged their thoughts on new playground equipment. We then selected some additional pieces for our obstacle course. The councillors also coordinated the ‘Save the Numbats’ campaign which raised over \$700 towards supporting the regeneration program. Given that the numbats live in the Dryandra forest near Narrogin, we couldn’t help but offer our assistance to these cute, little creatures.

We continue to be impressed by the support we receive from the Child and Parent Centre at Westminster. Mrs Julie McKay and Mrs Lou Patchitt for their help and assistance. The Sing and Grow program, Healthy Lunchboxes, Kindergarten orientation meeting and supporting our parent organised ‘Dryandra Discoverers’ playgroup.

Thank you to P&C President Andi Hancock for her determination and tremendous support over the year. The P&C is attempting to create a viable community forum and support the school in our priorities.

I would also like to thank our School Board Chair, Mr David Boothman for continuing to provide the school with his breadth of experience. We would like to warmly welcome Dr Gill Kirk from Edith Cowan University and Mrs Helen Oake from Scitech as community representatives on the new Dryandra Primary School Board.

Finally, I would like to acknowledge the immense efforts of the staff at Dryandra Primary School. They all demonstrate a positive, professional approach and strive to put students at the centre of their thinking and planning. It has been a tremendous year! ‘Preparing our students for tomorrow’ is our vision. With community support, we can continue to create that culture of success.

Thank you

Mr Paul Biemmi

Principal Dec 2019

DRYANDRA PRIMARY SCHOOL

Context and background



Dryandra Primary School was established in 1989 and is one of three primary schools in the suburb of Mirrabooka. The school has an ICSEA of 907 (Average is 1000) and a decile of 9.

In 2016, the school was reclassified from a Level 5 to a Level 4 school due to declining enrolments.

This year is our first year as an 'Independent Public School' and the beginning of the implementation of the 2019-2021 Business Plan.

Dryandra PS has a very diverse and multicultural background. The school has approximately 50% of students from non-English backgrounds and 18% of students from Aboriginal or Torres Strait backgrounds.

Transiency of students (24%) does cause some disruption as there are many rental homes in the area. There are also a number of students enrolling in the kindergarten program and then going elsewhere for pre-primary. This includes some of the other local private schools and the Islamic College.

The school has commenced informing parents that they should not be taking children on extended holidays during school time. This has had an adverse impact on our attendance data. We do not endorse parents withdrawing students for holidays and have highlighted the negative impact this practice is having on student progress and achievement.

BELIEFS ABOUT TEACHING AND LEARNING

Purposeful Teaching - We acknowledge that students learn best in a rich and engaging environment where staff provide a variety of purposeful learning experiences.

Whole School Approach - We believe in a consistent, whole school approach by using an explicit teaching framework to scaffold and differentiate learning to build student understanding and skills

Meaningful Assessment – We use a range of ongoing assessment tools to collate and analyse data that provides feedback on student learning and informs teaching.

Collaborative Approaches – We value opportunities to work collaboratively with our colleagues to share and review our practices and to strive for continual improvement as professionals.

School Community – We recognise the importance of involving the whole school community in the teaching and learning process of all students.

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School Code of Conduct

Dryandra Primary School's Code of Conduct aims to ensure that the 'Rights and Responsibilities of all School Community Members' are met.

CARE, RESPECT AND COOPERATE WITH OTHERS

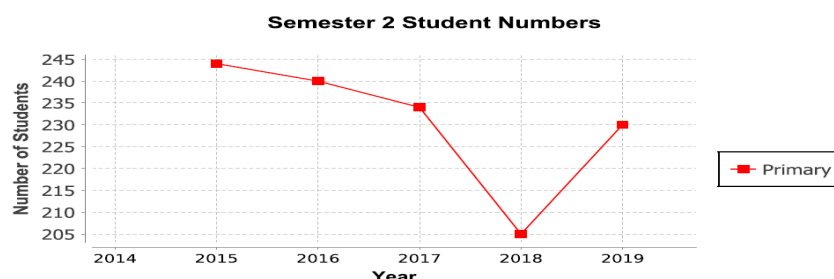
RESPECT THE PROPERTY OF OTHERS

PLAY SAFELY AND SENSIBLY AT ALL TIMES AND IN THE CORRECT AREAS

2019 SEMESTER 2 STUDENT NUMBERS

Semester 2

	2015	2016	2017	2018	2019
Primary (Excluding Kin)	244	240	234	205	230
Total	244	240	234	205	230



This graph illustrates the declining trajectory of student enrolments despite a sharp increase between 2018 and 2019.

2019 STUDENT SECONDARY DESTINATIONS OF THE 2018 COHORT

Destination Schools	Male	Female	Total
Dianella Secondary College	6	5	11
Mercy College	5	2	7
Girrawheen Senior High School	1	1	2
Morley Senior High School	1	2	3
Balcatta Senior High School	1		2
Wesley College	1		1
Ballajura Community College	1	1	2
Mount Lawley Senior High School	1		1

Dianella SC continues to be the school of choice for our students. Students leaving the Mirrabooka area tend to enrol in the local area high school. Very few students are attending the local private schools.

Successful Students



A CULTURE THAT PROMOTES LEARNING.

1. The school has clear strategies to promote appropriate behaviour – including agreed responses and consequences for inappropriate student behaviour – and the school provides sufficient support for teachers to implement these policies.
2. The school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs.

DIFFERENTIATED TEACHING AND LEARNING

- 1 Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support.
- 2 Teachers encourage and assist students to monitor their own learning and to set goals for future learning.

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Dryandra Primary School has a belief that every child can be a successful student. With high expectations, a sense of belonging and a caring staff who care about each child's individual progress and well-being, a culture of success can be established.

A Culture that Promotes Learning

Highlights 2019



HIGHLIGHTS



ANNUAL REPORT 2019- HIGHLIGHTS

Literature Centre Visit- Term 2 and 4.

Room 16 Art Competition—
Janine Freeman.

Massed Choir Festival

Fire Safety and Firefighter –
Years 2 and 3

Community Walk— ECE/ Yrs
1/2—Met Imam Mirrabooka
Mosque.

Loose Parts training

STEM Waddington Excursion

Dianella SC Art and Sports Day

WACA cricket visit

Brainiacs—Maths Room 18

Cooking—Room 3

Australian National Maths Trust
Competition.

CONNECT links with Room 16
and 18

SCITECH Excursion Yrs 2 and 3

Fremantle Dockers Gala Day

Digital Tech Club –Lunchtimes

Save the Numbat– Talent Show
and Mini-fete.

End of Year Reward— Water
Slides

Ballet excursion –Top
Attendance and behaviour

Makerspace Room/STEM
equipment

Buckingham House excursion

Book Week Activities and Guest
Speakers.

100s Running Club

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Culture that Promotes Learning-Behaviour



	BEHAVIOURS											ACTIONS				
	POSITIVE		NEGATIVE													
	1	2	1	2	3	4	5	6	7	8	9	S	W	D	L	R
	186	244	5	10	37	32	8	93	0	0	16	20.5	29	67	13	66
Total		210									185					

BEHAVIOURS					ACTIONS	
POSITIVE		NEGATIVE				
1	Merit or good behaviour award (often via assembly recognition)	1	Physical aggression toward staff	S	Suspended	
2	Positive behaviour – good work	2	Abuse, threats, harassment or intimidation of staff	W	Withdrawal	
		3	Physical aggression towards students	D	Detention	
		4	Abuse, threats, harassment of intimidation of students	W	Loss of Privilege	
		5	Damage to or theft of property	R	Reprimand	
		6	Violation of Code of Conduct or school/classroom rules			
		7	Possession, use or supply of substances with restricted sale			
		8	Possession, use or supply of illegal substance(s) or objects			
		9	Negative behaviour (other)			

DRYANDRA PRIMARY SCHOOL'S BELIEFS AND EXPECTATIONS FOR BEHAVIOUR

At Dryandra Primary School we hold the following shared beliefs to help facilitate and encourage positive student behaviour:

Effective Relationships – We believe that effective relationships between people lead to a sense of belonging.

Behaviour is learned – We understand that behaviour is learned and that there are reasons behind them. All behaviours have a function: to get something or avoid something.

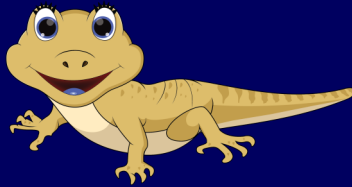
Positive behaviour can be taught – New behaviours can be explicitly taught over time.

Behaviour is a shared responsibility – Student behaviour is a responsibility of the home and school. Working together provides the best opportunities for success.

Supportive Environment – A safe, calm and predictable environment provides the best opportunity for optimal behaviour.

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Culture that Promotes Learning-Behaviour



In 2019, some changes were made to processes and recording of behaviours, and this means the data is difficult to compare to 2018. There are significantly more positive and negative behaviours recorded than in previous years.

The most common negative behaviour recorded is for violation of *code of conduct or school/classroom rules*. These behaviours are usually for low level, ongoing behaviours that can disrupt the teaching and learning in a classroom.

The tone of the school has become much calmer, with regular, long-term relief staff commenting on the calm environment and the increased focus on teaching and learning. With the introduction on CMS, PBS and Friendly Schools Plus, our students will be taught explicitly how to respond in different situations and this will see the behaviour data improve over time.

In 2019, the Positive Behaviour Support Committee continued working towards full implementation of Tier 1 of the Positive Behaviour Support framework. We began the year by finishing the Dryandra Primary School matrix of behaviour expectations, the foundational document for all our efforts moving forward.

We sent our favourite entries from 2018's PBS poster competition to a graphic designer as inspiration for the development of three characters to represent our school values. Caring Cockatoo, Learning Lizard and Working Together Wallaby were introduced to the school community in Term 3, and it's amazing how quickly students have learned their names, and as a result, our school values.

Our new characters have been introduced to classrooms on posters and have made appearances in the school newsletter. The PBS committee now communicates regularly to staff through The Doings. We have made presentations to teaching and support staff throughout the year and presented segments at whole school assemblies, including a video demonstration of the finer points of sportsmanship and an introduction to our new mascots.

Committee members have attended PBS network meetings at Woodlands Primary School and Deanmore Primary School, which has provided ideas, information and inspiration for our own efforts at Dryandra PS.

In 2020, we plan to begin regular, scheduled lessons on our behaviour expectations. In preparation for this, we have we have compiled a menu of short, medium and long term reinforcers (through consultation with students and teachers), drafted the acknowledgement slips that will replace faction tokens and created a bank of lesson plans in the school's shared drive for teachers to use.

Ms Penny Henshaw

PBS Committee Chair

DRYANDRA PRIMARY SCHOOL

Student Attendance 2019



Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	92.5%	92.2%	93.8%	78.9%	83.5%	81.2%	90.4%	90.3%	92.7%
2018	93.3%	92%	93.7%	85.1%	82.1%	80.8%	92%	90.2%	92.6%
2019	91.6%	91.4%	92.7%	76.3%	81.1%	79.5%	89%	89.5%	91.6%

Attendance rates in 2019 have shown a decline in 2019 at Dryandra Primary School for both Aboriginal students and non-Aboriginal students. When compared to like schools, non-Aboriginal students have a slightly higher attendance rate and Aboriginal students have a lower attendance rate. This year also saw a more prolonged flu season, which impacted attendance. Overall, the attendance rate at Dryandra Primary School is 89%, this is 0.5% lower than like schools and 2.6% lower than WA public schools.

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	63.9%	21.4%	13.1%	1.6%
2018	68.5%	18.8%	11.7%	0.9%
2019	59.4%	22.2%	13.2%	5.1%
Like Schools 2019	63.4%	21.5%	10.9%	4.2%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

The low attendance rates can be attributed to a relatively small number of families, where family issues have impacted student attendance. Some of the interventions provided through the student services team have included letters, home visits, phone calls and case conferences to support families with the educational engagement of their children.

Regina Krocze—Deputy Principal/ Student Services Manager

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ATTENDANCE 2019 CONTINUE

In 2019, there has been an increase in all risk attendance categories, and this is concerning. In particular, students at moderate and severe risk have increased by 5.7%. In 2020, continued close monitoring and rewards for attendance, as well as early intervention when students' attendance is waning, are planned to improve student attendance. For Aboriginal students, an engagement program is planned to support students with academic engagement, progress and achievement.



STUDENTS WITH SPECIAL EDUCATIONAL NEEDS 2019

The student services team at Dryandra Primary School monitors students at educational risk and students with special needs and supports classroom teachers to help meet students' needs. The table below shows the number of students in each year level who has needed some intervention and/or additional support.

It is important to note that students with attendance issues are frequently also represented in the column for academic needs and some students who require additional behavioural supports are also represented in the column for mental health/wellbeing needs. Students may not necessarily be represented in two columns, but often there is an overlap between two, or more, areas.

Mr Ward runs a breakfast club on Wednesday and Thursday mornings. He makes himself available to discuss issues with students, parents and staff members. The breakfast club has some regular attendees, who enjoy a chat before school, as well as having a nutritious meal.

	ACADEMIC	BEHAVIOUR	ATTENANCE	MENTAL HEALTH/ WELLBEING	HEARING/ VISION	SPEECH DEVELOPMENT
K			4			
PP	4	7	5	3	3	9
1	5	1	6	2	1	3
2	2	3	4	2	1	1
3	4	4	4	0	0	1
4	5	1	2	4	0	0
5	5	3	2	4	1	0
6	1	6	5	5	0	0

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Support Programs 2019



This year the school trialled a new DOTT provision model. Each teacher was provided with 310 minutes of DOTT (two half days) given to them by a tandem teacher. The aim was to reduce transitions to specialist teachers in order to create a calm learning environment. Indonesian was also designated a support program and the classroom teacher was required to remain in the classroom to support the provision of Indonesian. Our behaviour data had previously indicated that student movement to another part of the school and inconsistent approaches in managing student behaviour resulted in frequent escalations from some students.

The tandem teachers trialled some elements of explicit direct instruction in elements of literacy and numeracy, provided drama, health, media arts and problem-solving. The DOTT timetable was also structured to provide optimum opportunities for collaborative planning. A designated classroom was provided, and equipped with computers and printers, to enable DOTT to be undertaken away from the distractions of the classroom.

Additional time was provided for curriculum planning, modelling and peer observations of the explicit direct instruction approach.

The school also invested substantial professional learning and teacher relief to support the 'Conference Accreditation Training'. This has commenced a culture of positive peer observation and self-reflection process in the school.

Feedback from staff was that there was diminished time to accommodate all elements of the curriculum and that there was uncertainty on how to provide physical education, science and block sport.

In 2020, the DOTT provision will revert to the industrial requirements of 240 minutes. The DOTT providers will have greater clarity in the learning areas provided and reporting obligations. The DOTT providers will still provide DOTT in classroom to minimise disruptions and transitions of students. Indonesian will become a DOTT provision and this will be undertaken in the LOTE room to provide teachers with some access to their classrooms. The classroom teachers will continue to teach science and physical education. The curriculum committee will provide greater guidance in resourcing and professional learning.



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High Quality Teaching



Dryandra Primary School has a belief that by continuing to build the capacity of effective teachers, we can enhance the learning of all students. By working collaboratively, sharing and reflecting on the knowledge and skills that each teacher possesses and supporting whole school approaches, we can embed high quality teaching practices in every classroom.

ANALYSIS AND DISCUSSION OF DATA

1. To develop and implement a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments
2. To use data to identify starting points for improvement and to monitor progress over time

EFFECTIVE PEDAGOGICAL PRACTICES

1. School leaders to actively promote a range of evidence-based teaching strategies

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SCHOOL'S ON-ENTRY PERFORMANCE 2019

Speaking and Listening	State	School
375-399	17 %	23%
400-424	30%	33%
425-449	38%	41%
450-474	54%	64%

On Entry Assessment indicates that our students, in speaking and listening, seem to be tracking as with the State scores. It is only when the scores are between 450-474 that 64% of our students are 'at and below' this score range in comparison to the State (54%).

Reading	State	School
375-399	11%	18%
400-424	22%	26%
425-449	37%	41%
450-474	61%	64%

The reading score ranges indicate that we seem to have more of our student represented in the middle ranges than the State but once we have reached the 450-474 range, we are matching the State percentages. In writing, our results seem to mirror the State school ranges. This indicates that all pre-primary students are at the beginning of this important literacy skills.

Writing	State	School
100-149	23%	36%
150-199	40%	44%
200-224	58%	64%
225-249	77%	74%

In numeracy, our students are in the lower score ranges than the State scores. After 374, the scores seem to reflect the State percentages.

Numeracy	State	School
275-299	4%	18%
300-324	7%	26%
325-349	12%	26%
350-374	21%	33%

In 2020, the school will be able to access additional support from the Language Development Centre Outreach program. This will give the school access to additional expertise to support students with their language development and provide teachers with additional professional learning opportunities.

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NAPLAN 2019



Dryandra Primary School's overall performance in NAPLAN in comparison to 'like schools' has been pleasing. The school has continued to maintain a steady standard.

The series of tables and graphs report on the school's;

- current performance,
- performance over time compared to like schools and
- progress over time.

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

YEAR 3

Year 3	Performance					
	2014	2015	2016	2017	2018	2019
Numeracy	-1.3	-0.6	0.2	-0.2	-0.2	0.2
Reading	-1.3	-0.8	0.6	1.4	0.9	0.6
Writing	0.0	0.4	1.7	0.7	0.6	1.2
Spelling	-0.2	0.3	1.6	1.1	0.2	0.8
Grammar & Punctuation	-1.4	-1.2	0.6	0.7	0.4	-0.7

As represented in the table, the Year 3 cohort have continued to achieve as expected over the last few years with positive results in writing and spelling. Numeracy this year has been an area of focus with the 'Good Start' professional learning provided to all early childhood and junior primary teachers.

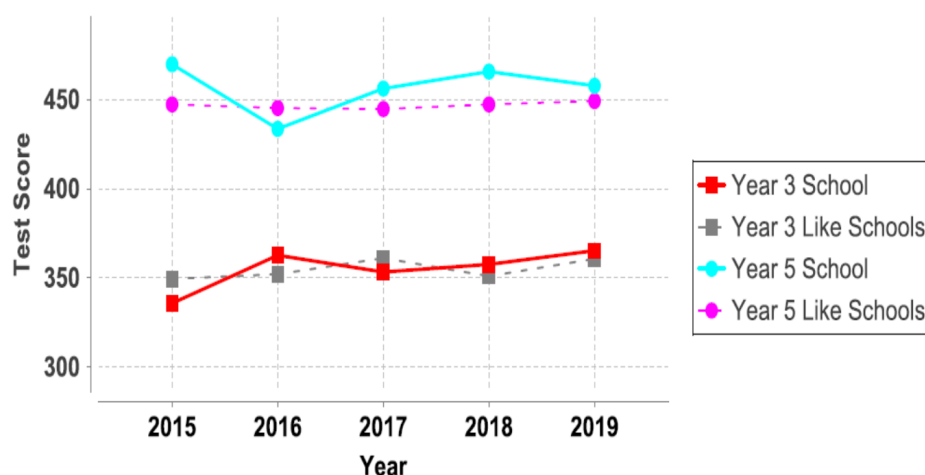
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YEAR 5

Year 5	Performance					
	2014	2015	2016	2017	2018	2019
Numeracy	0.0	1.8	-0.0	1.0	1.3	1.0
Reading	-0.0	1.2	-0.3	0.3	0.0	-0.3
Writing	0.1	0.7	-0.4	0.9	-0.5	0.2
Spelling	-0.3	1.0	1.2	0.4	1.3	1.7
Grammar & Punctuation	0.5	0.8	0.7	1.0	0.1	1.1

In all areas, the Year 5 cohort has achieved above the expected predicted mean in punctuation/grammar and spelling. There has been an 'Explicit Direct Instruction' approach in this area this year. Reading and writing continue to be areas which require more focus.

Average Numeracy Score



The Year 3 longitudinal data is demonstrating an upward trajectory. There has been a focus on early mathematical acquisition based on the 'Good Start Program'. There was whole professional learning undertaken at the beginning of the year and additional resources purchased.

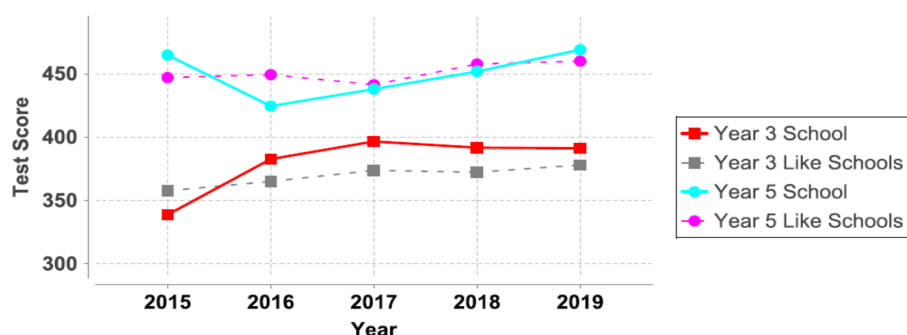
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NAPLAN 2019



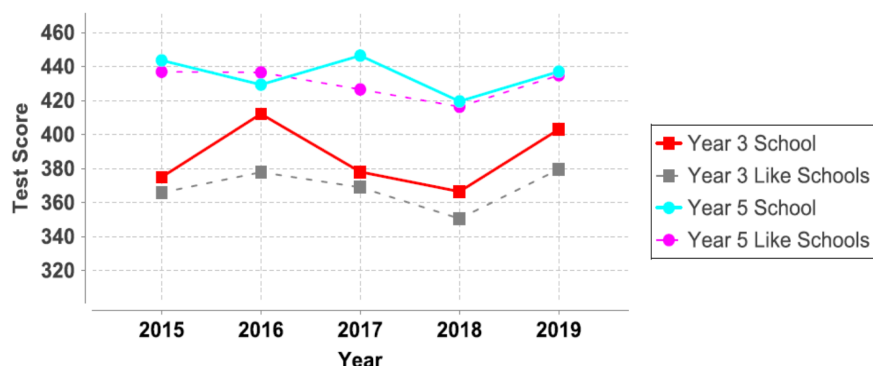
Average Reading Score



The Year 5 longitudinal data is showing a positive upward trajectory. There has been a focus on reading mastery for students having reading difficulties. Year 3 data is maintaining steady results.



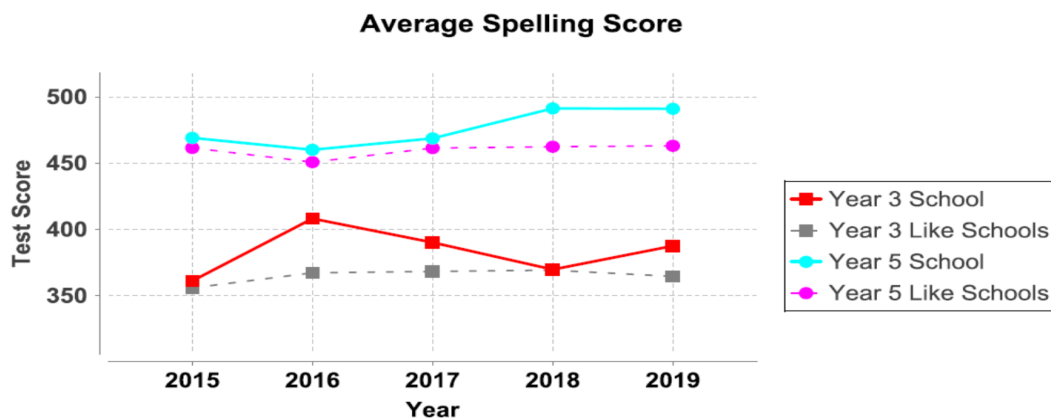
Average Writing Score



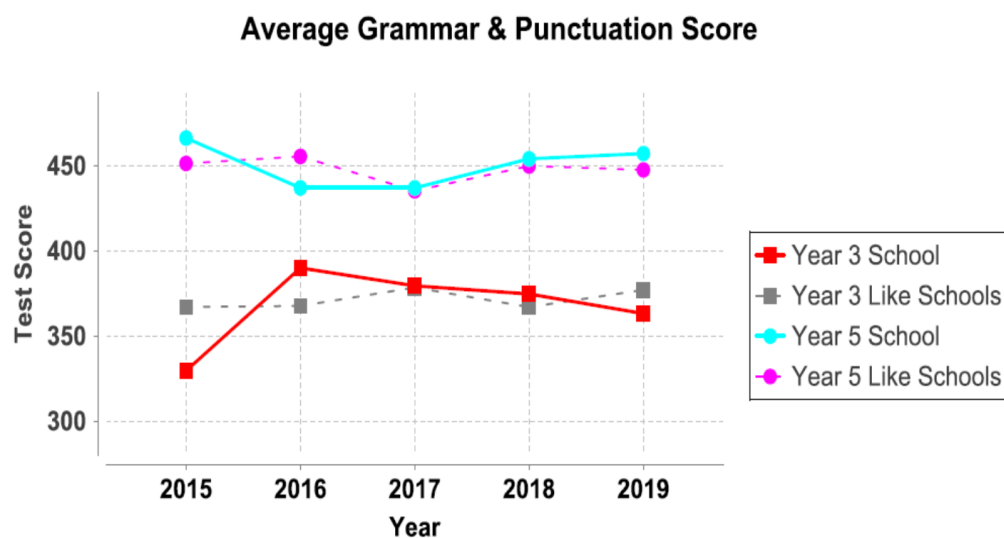
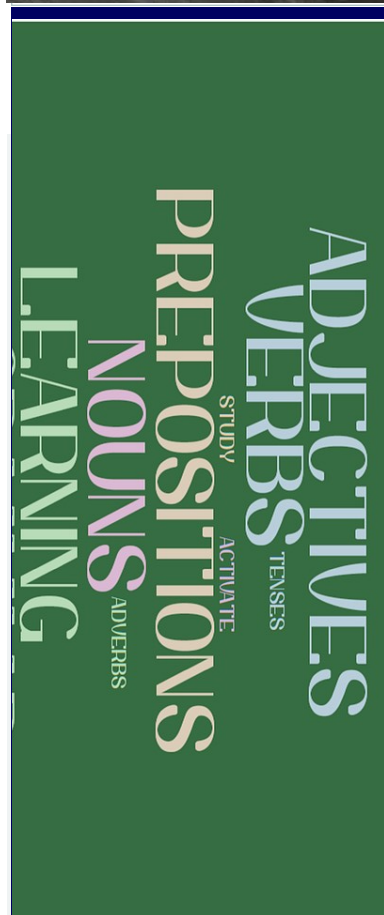
There has been an improvement in all subgroups in this area. There has been 'Talk for Writing' in some early childhood classes and this has been reflected in the data. There will be 'a Talk for Writing' program in 2020.



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Spelling results remain positive for both Year 3 and Year 5 students. There is a consistent approach in the middle/senior classes. The juniors are consolidating the Diana Rigg program. The screening tools have been utilised this year to support spelling development.



Punctuation and Grammar for the Year 3 highlights a downward trend. The focus on modelled writing and an introduction to an explicit direct instruction approach are a couple of strategies to address this area. The Year 5 results demonstrate a slight upward trend. The strategies highlighted above can also be utilised to support these students.

DRYANDRA PRIMARY SCHOOL

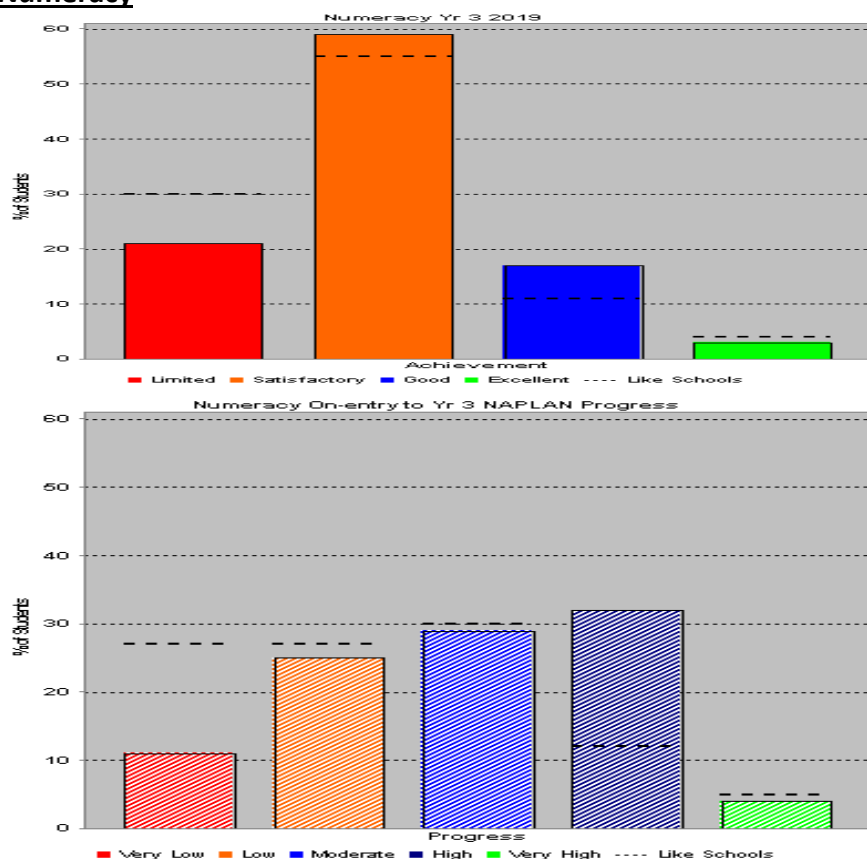
On-Entry to Yr 3 NAPLAN 2018



On-Entry to Year 3

Using On-Entry data, the school can track the progress and achievement of students when they undertake NAPLAN by comparing ourselves to 'Like Schools'.

Numeracy



The top graph shows that the majority of our students have achieved satisfactory results. It is pleasing to see that we had more students achieve 'good' results than 'like schools'. These bottom graphs highlight the progress made by the Year 3 students in numeracy since pre-primary. It is pleasing to see that our students have matched 'like schools' in moderate progress but we have surpassed the 'like schools' in the high category.

Rights and Responsibilities of School Community Members

Rights and Responsibilities of Students

- Learn in a supportive, safe and friendly environment
- Respect the rights of other children to learn and teachers to teach
- Feel supported to accept responsibility for their behaviour
- Provided with opportunities to learn appropriate behaviours and self-discipline.

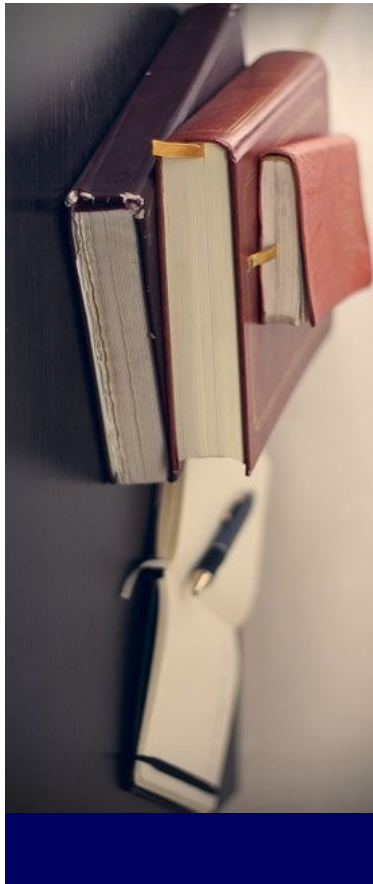
Rights and Responsibilities of Staff

- Work in a safe, supportive and respectful environment
- Provide appropriate programs to encourage positive behaviour and engagement
- Establish behaviour management processes that protect the rights of all
- Communicate with parents about their child when necessary

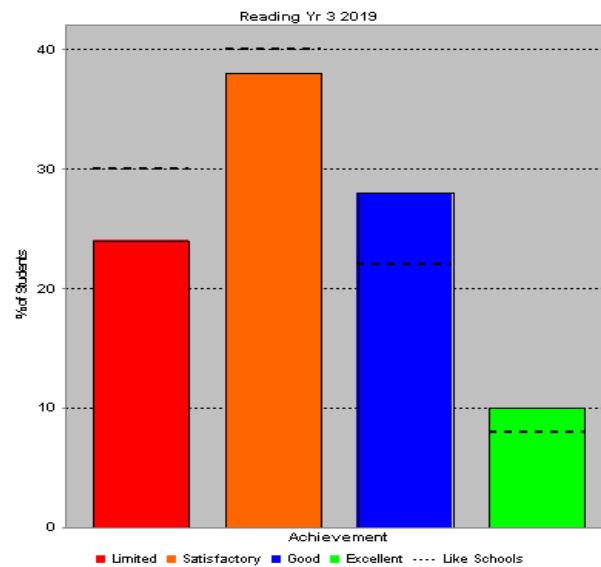
Rights and Responsibilities of Parents

- Actively support the school with the education and behaviour of their child.

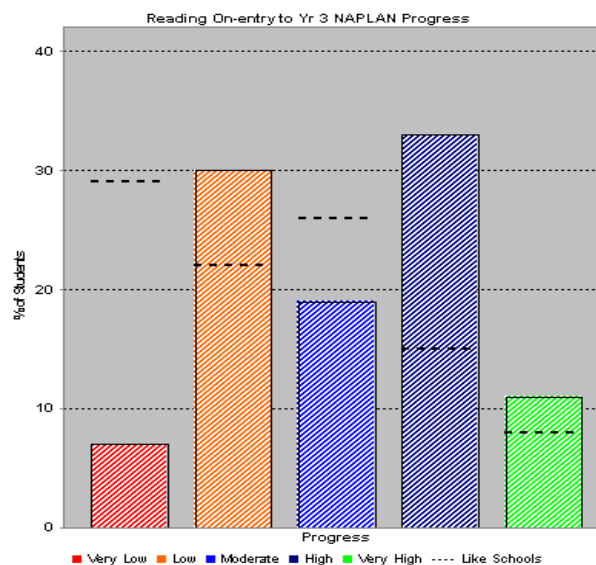
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Reading Achievement On-Entry to Year 3



Reading Progress On-Entry to Year 3



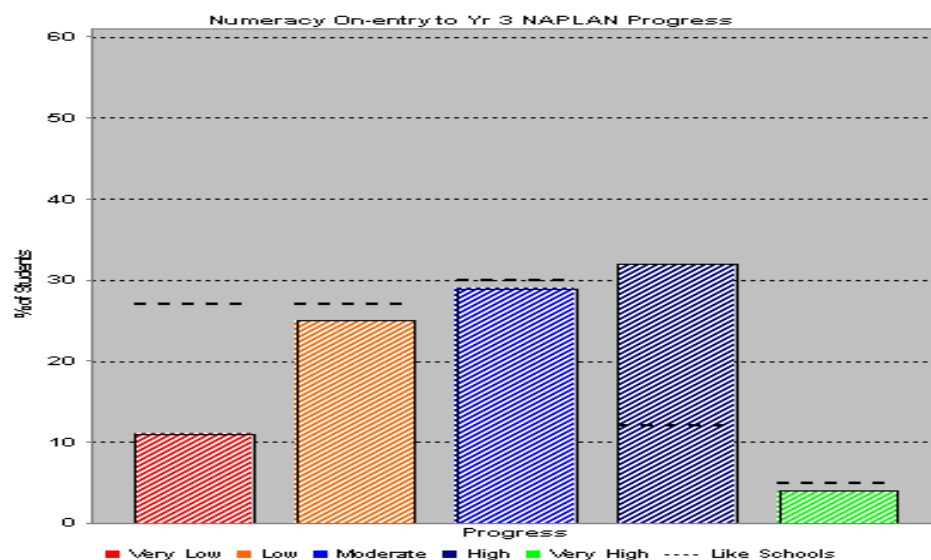
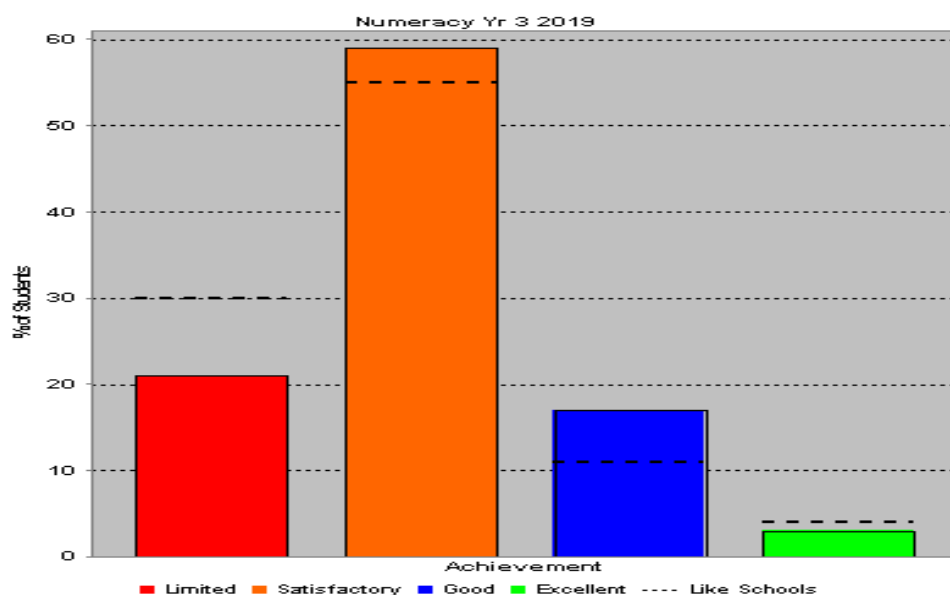
Year 3 achievement highlights some positive results. We have more students achieving 'good' and 'excellent' results than 'like schools'. While we had more students make 'high' and 'very high' progress than 'like schools', we did have more students achieving 'low' progress. This indicates that we need to continue to consolidate our support programs and/or interventions for students who are facing difficulties in reading.

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PROGRESS STUDENTS HAVE MADE FROM YEAR 3 (NAPLAN) 2016 TO YEAR 5 (NAPLAN) 2019

Numeracy



Our students have continued to achieve 'satisfactory' and 'good results' which are higher than 'like schools'. We would like to see more of our students achieve 'excellent' results. Our progress in numeracy continues to be positive and possibly reflects the growth in the language acquisition of our EAL/D students. Once these students have become more proficient in English, their conceptual understandings in mathematics continue to improve. Again we would like to see more students make 'very high' progress.

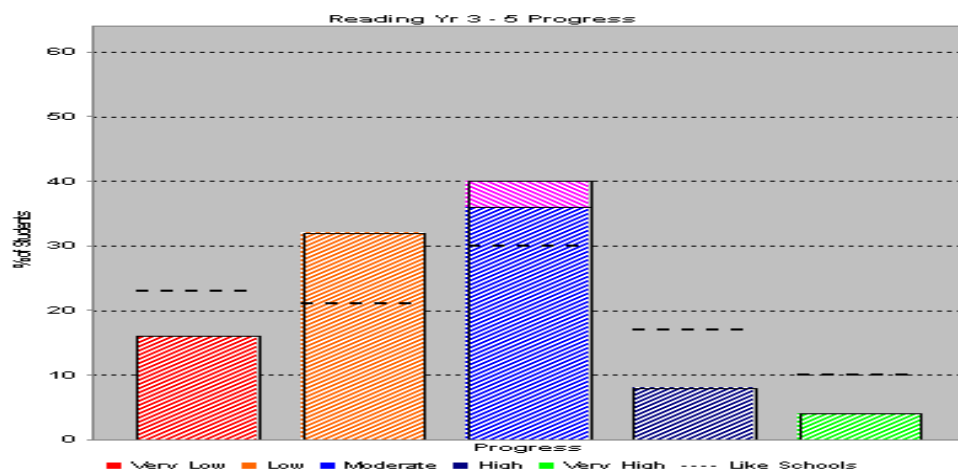
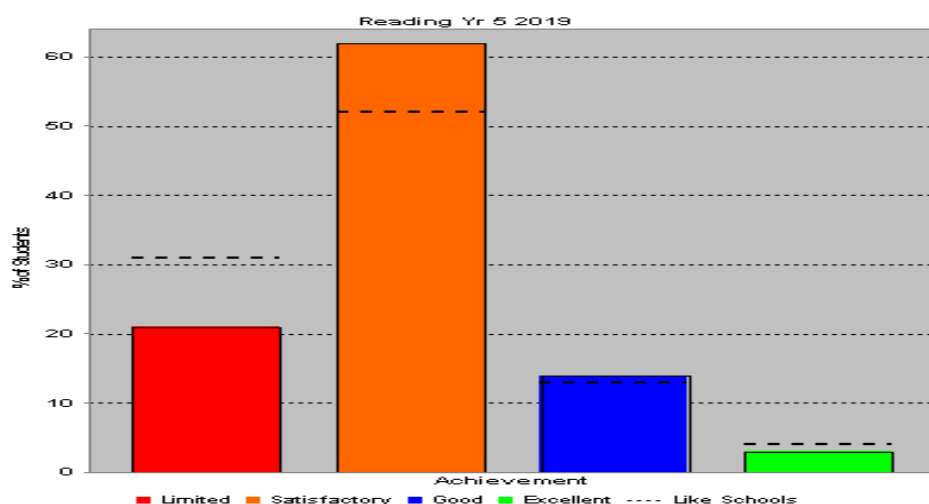
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DRYANDRA PRIMARY SCHOOL

NAPLAN 2018



Reading



More Year 5 students have achieved 'satisfactory' progress than 'like schools'. This has resulted in more students making 'moderate' progress than 'like schools' and less making 'high' or 'very high progress'. The school will need to identify the students in the 'moderate' progress category and undertake a case management approach in 2020.

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Effective Leadership



AN EXPLICIT IMPROVEMENT AGENDA

1. Explicit targets for improvement in student achievement levels have been set and communicated

to parents, staff and the wider school community.

2. The school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes.

AN EXPERT TEACHING TEAM

1. The school has in place a professional learning plan and associated budget to support local and, where appropriate, system priorities.

2. School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities.

SYSTEM CURRICULUM DELIVERY

1. The school curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.

2. A priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs.

Dryandra Primary School has a belief that leadership is harnessing the talents of staff, creating conditions for innovation, having an unrelenting focus on improving student outcomes and creating a culture of collaboration. Leadership is a shared responsibility

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Early Childhood Education 2019



The early childhood teachers have continued to work collaboratively to support students attain their goals as highlighted in the Early Years Learning Framework.

The ECE teachers continue to implement 'Let's Decode' and 'Talk for Writing'. There is a focus on developing oral language skills through a procedures program in the kindergarten using LDC formats. Staff members have attended the leadership series workshops presented by the North East Language Development Centre. As part of this focus, an action research on developing narrative retell has been undertaken in Pre-primary.

The Early childhood staff reviewed the use of the Good Start strategies with professional development provided by Kelly Norris. We continue to evaluate the student attainment of core number understandings and have updated our games and strategies as a result. The games and resources are now implemented as part of the kindergarten maths program.

This year we have completed professional learning from KIDDO on physical literacy; a program implemented by the University of Western Australia. All students from kindergarten to year three have participated in KIDDO sports activities and assessments.



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Early Childhood Education 2019



The ECE team have refreshed the outside play program and have integrated the KIDDO sport activities into our physical fitness program.

This year we have changed our NQS focus. We decided, rather than work through the 58 standards and elements, we would choose to focus on one area – Loose Parts play. We have reviewed the elements as they apply to this area. The school, during the self– assessment process, has deemed that we are meeting the indicators in;

- Educational program and practice
- Children health and safety
- Staffing arrangements and
- Relationships with Children.

Physical environments and

The area which the school has deemed as 'working towards' is;

- Collaborative partnerships with families and communities.

In 2020, the ECE team will continue to embed Loose Parts play as part of enriching our teaching and learning for students.

Ms Teresa Coventry– Early Childhood Teacher (Level 3)



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Physical Education and Health



Classroom teachers organised their physical education program this year. The school still provided a learning area coordinator who organised the winter and athletics carnivals within the network of schools.

The Fremantle Dockers Football Club coordinated a couple of sessions with individual classes, organised a special talk with the senior classes about leadership and then invited our school to a Gala Day at their training grounds. This was a great initiative.

WA Cricket also coordinated some sessions with our students.

Dianella Secondary College invited our schools to a Sports Day and provided opportunities for the Year 6 students to compete against other schools. Our students performed admirably in most of the competitions and we won the basketball.

This year we embarked on a new physical literacy adventure for our school. The University of Western Australia (UWA) introduced a new program to Dryandra Primary School called 'KIDDO'. This was a pilot program and our school was able to access professional learning and other resources as part of this partnership. UWA also modelled assessment tools, teaching tips and a wide variety of games to our staff and students. It was such a highly engaging and fun program that the Early Childhood staff immediately incorporated the activities into their outdoor program.

In order to extend our students further we introduced TUFF (Tuesday's Ultimate Fun Fitness) Club. This is a new after school initiative with the purpose of providing students with a fun and engaging opportunity to make friends and develop their coordination and fitness. The program involved dancing, skipping with ropes and a variety of KIDDO games. In Terms 3 and 4 approximately 30 students participated on a Tuesday afternoon. The program was well received with a number of parents participating and helping. We hope to continue the program in 2020.



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STEM

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This year science was undertaken by the classroom teachers as part of the DOTT restructuring across the school. To support future-focussed learning, the school embarked on improving teaching and learning the STEM learning area by:

Science

1. Building staff capacity with professional learning from Brockman Primary School (Teacher Development School) and Scitech. A staff member from Dryandra was also sent to Brockman PS to support our school's science focus.
2. A Primary Connections scope and sequence was introduced; to create clarity for teachers as to when topics should be introduced to students.

Digital and design technologies, and engineering

3. We accessed Scitech consultancy support in purchasing resources for our learning technologies program.
4. An ICT committee was established, and the committee implemented a Digital Technologies learning curriculum scope and sequence for PP to year 6.
5. The school also developed a Makerspace Room– which was adjacent to the science laboratory. This creates a natural learning environment for the design program.
6. The school joined Remida and we were able to access free recycled resources. This is a great initiative in our school.

Maths and other learning areas

Resources acquired from our science grant also address other key learning areas.



These pillars support science integration as a STEM approach at Dryandra Primary School.



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Languages (Bahasa Indonesia)



In 2019 we trialled a new model whereby the students remained in their homeroom and the language teacher visited the classroom.

The specialist Indonesian teacher co-taught with the support of the classroom teacher. This model was successful in that it significantly improved behaviour management of students.

The lack of movement to specialist classes and the presence and assistance of the classroom teacher contributed to calmer classrooms. It greatly enhanced the children's learning and a majority of the classroom teachers learnt some Indonesian language too.

In 2019 the year 3's and 4's studied the WA Languages Curriculum. The students were taught using online resources in Connect- Languages (Indonesian) program and the Ketawa Online program. The ICT components of the above resources were successful in engaging the students. The students also enjoyed the cultural content embedded in the above programs. It is envisaged that Year 5's will base their learning on the Ketawa Online program next year when it is introduced.

It is recommended that the Indonesian classes be increased to a one-hour time slot in 2020, to enable better delivery of the WA Curriculum.

Mrs Kaye Leckie-Indonesian Teacher



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Strong Governance and Support



Through being an 'Independent Public School', Dryandra Primary School will strive to differentiate ourselves from other local schools by promoting our vision of 'Preparing our students for tomorrow'. We will promote our autonomy and empower our community to become active partners in the future of our school and students. We will seek innovative partnerships which can expand the resources and opportunities for our students.

USE OF RESOURCES

1. Flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners.
2. The school has processes to identify and respond to student needs through the allocation of staff and resources.

SCHOOL COMMUNITY PARTNERSHIPS

1. The school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing.
2. The school collects evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students.

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Financial Summary 2019



Total funds including carry forward amounts (cash and salary), transfer and adjustments, locally raised funds and 'Student Centred Funding' was \$2 968 513. The school received \$2 855 468 as part of the Student Centred funding allocation. \$2 460 471 was allocated to salaries and \$ 456 486 was allocated to the cash budget. As from the 6 December 2019, there was a \$51 556 variance although this is expected to be close to \$30 000 by the time the accounts are finalised and rolled over into 2020.

In order to support our priorities, \$101 569 was spent on curriculum and student services. We also used our science room grant funds to purchase up to \$25000 worth of coding, robotics and other hands-on equipment to really enhance science and digital technology learning in our school

Items purchased included; iPads, Charging trolley, Mobile Stem Wall and accessories, Pocket Voyager set, Makey Makey classic set, BBC Mircobit sets, Bee-Bots and resources and mini microscopes

Resources were also purchased for the Good Mathematic program, Origo, Brightpath and Reading Mastery.

Due the change over in chaplains this year, there was a period whereby the school did not access the chaplaincy program. This subsequently resulted in a reduction in funding for the chaplain. For 2019, this was \$23 073 .

We have increased the number of iPads being used throughout the school by purchasing 16 new iPads for use in the Early Childhood giving hours of educational enjoyment to the students. Also, the school purchased 32 HP Notebooks that are being utilised by students in Block A and B. The latest educational Apps have been downloaded to the laptops to assist our students with their educational learning.

Professional learning included \$16 520 for teacher relief and \$10 889 for various workshops fees.

Leadership was supported by providing additional time (\$4480) for the learning area coordinators, curriculum meetings and planning days for the Dryandra Development Committee.

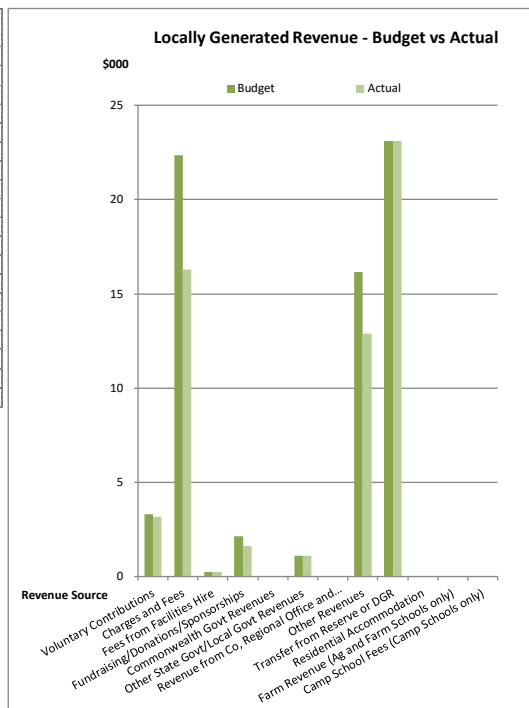
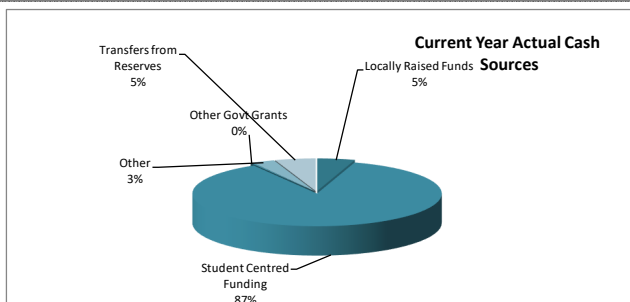
Mrs Lee Geary– Manager Corporate Services

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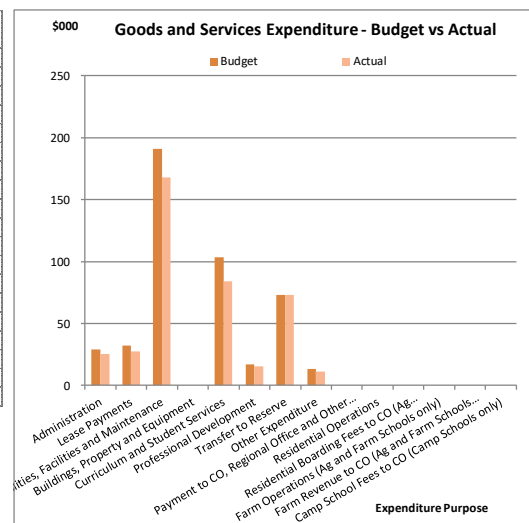
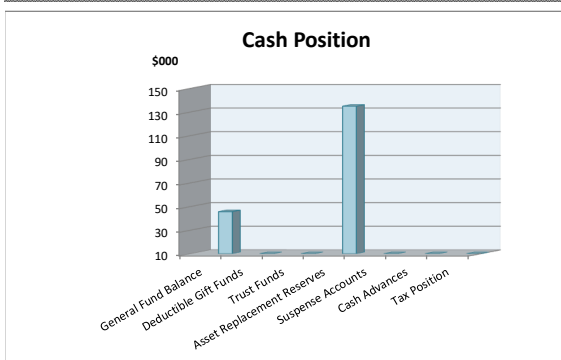
DRYANDRA PRIMARY SCHOOL

Financial Summary as at
6 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 3,320.00	\$ 3,171.70
2	Charges and Fees	\$ 22,340.00	\$ 16,306.66
3	Fees from Facilities Hire	\$ 227.00	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 2,128.00	\$ 1,621.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 16,150.00	\$ 12,874.09
9	Transfer from Reserve or DGR	\$ 23,100.00	\$ 23,100.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 68,365.00	\$ 58,401.12
	Opening Balance	\$ 13,594.00	\$ 13,594.18
	Student Centred Funding	\$ 378,115.00	\$ 378,114.81
	Total Cash Funds Available	\$ 460,074.00	\$ 450,110.11
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 460,074.00	\$ 450,110.11



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 28,798.00	\$ 25,495.89
2	Lease Payments	\$ 32,345.00	\$ 27,488.96
3	Utilities, Facilities and Maintenance	\$ 190,686.00	\$ 168,011.51
4	Buildings, Property and Equipment	\$ -	\$ -
5	Curriculum and Student Services	\$ 103,569.00	\$ 84,164.01
6	Professional Development	\$ 17,000.00	\$ 15,166.28
7	Transfer to Reserve	\$ 73,000.00	\$ 73,000.00
8	Other Expenditure	\$ 13,088.00	\$ 11,193.37
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 458,486.00	\$ 404,520.02
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 458,486.00	\$ 404,520.02
	Cash Budget Variance	\$ 1,588.00	



Cash Position as at:	
Bank Balance	\$ 182,015.32
Made up of:	
1 General Fund Balance	\$ 45,590.09
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 134,830.72
5 Suspense Accounts	\$ 3,659.48
6 Cash Advances	\$ -
7 Tax Position	\$ 2,064.97
Total Bank Balance	\$ 182,015.32

Dryandra Discoverers



Our parent organised playgroup continues to grow and prosper. Thanks to the support received from Playgroup WA and the Westminster Child and Parent Centre, we have become the only school-based playgroup in our area. Pre-school children have enjoyed the Sing and Grow program, puzzles, games and playing with the other children. Our parents have welcomed the opportunity to learn about our school, meet various community leaders and gain some insight into how to support their child in a school environment.



Learning Environment 2019

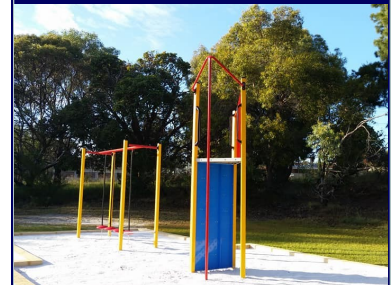
This year we increased the number of play equipment items on the school oval. The student councillors were given the task of selecting pieces of equipment and then consulted with their fellow senior students to make the final selection. The new pieces of equipment have been warmly welcomed and played on regularly by all students.



We also updated existing garden beds throughout the school with new limestone edging which has modernised the gardens. A new limestone edged garden bed was also created between the library and Block D and has been planted out with plants by TAFE students who assisted our gardener Mr Delaney for two days during Term 4. They also tidied up other areas of the school.



Mrs Lee Geary– Manager Corporate Services



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RESPONSE TO NATIONAL SCHOOLS SURVEY 2018



Last year the school conducted the 'National Schools Opinion Survey'. This is an update on some of the strategies that were introduced as a consequence.

Behaviour Management

The school commenced whole school professional learning in the Classroom Management in Schools workshops. All of the education assistants were involved in the workshops. The school also continued to implement the Positive Behaviour Support Framework which will assist in creating a positive learning environment.

Parent Opinions

The school conducted 'Meet the Principal' focus discussion groups sessions to get an opportunity of hearing any parent concerns or issues. The school provided interpreters to support this process.

Student Opinions

The Student Council conducted surveys across the school and gauged student opinions on various topics. Students selected the playground equipment on the oval and next year the junior playground will be the focus for new equipment.

The student councillors met with the principal and the deputy weekly to provide ongoing support and to discuss school issues and to assist with various school initiatives. The 'save the numbat' resulted in a number of student councillor fundraisers such as the 'talent show', 'crazy hair day' and 'mini-fete'.

Staff Processes

Staff meeting processes have been redefined and collaborative block structures aligned to the formal staff meetings.

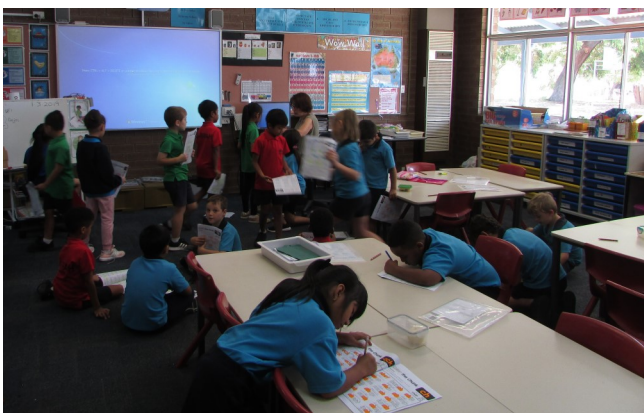
DOTT provision modified but the essential element of creating a calm learning environment which reduced transitions across the school has been maintained.

Clearer guidelines established on the purpose of consultation and decision making processes across the school will be addressed in 2020.



- Continue to provide professional learning for key staff in...
 - Instructional Strategies
 - Classroom Management Strategies
 - Conferencing Accredited Training (CAT)
 - Language Development Centre Leadership Series
 - Coaching and peer observation feedback
 - Literacy and Numeracy leadership roles
 - National Quality Standards
 - Positive Behaviour Support

Mr Paul Biemmi –Principal



RECOMMENDATIONS 2020



Continual improvements on student standards in literacy and numeracy will remain our focus for 2020.

This will be achieved by;

- ensuring our Strategic Plan 2019-2021 aligns to Department of Education priorities and directions as outlined in Strategic Plan for WA Public Schools 2020-2023 and Focus 2020.
- consolidating our whole school focus in science/STEM.
- continuing to promote the school utilising the 'Independent Public School' status to raise our profile across the community.
 - Create wider awareness of the School Board in our school community so that parents are aware of its roles and responsibilities.
 - Continue to foster wider partnerships with the broader community.
- consolidating the new DOTT structure which helps to create a seamless curriculum and reduces transitions to classes.
- Consolidating classroom management strategies across the whole school.
- Introducing instructional strategies to differentiate the curriculum and provide extension opportunities for the higher achieving student.
- Introducing explicit direct instruction in one learning area across the school.
- consolidating Brightpath writing moderation.
- continuing to create a positive learning environment which considers the conditions for learning, positive behaviour support and extension programmes.

