

DRYANDRA PRIMARY SCHOOL

2020 Annual Report



It gives me great pleasure in presenting the 2020 Annual Report to our school and wider community. While it has been a challenging year grappling with COVID 19, the school has made some significant progress in finalising our planning and setting up structures for next year.

COVID 19 created an opportunity of considering our online learning programs by experimenting with Webex, Microsoft Teams and CONNECT. We had mixed success with these platforms but it did provide us with an insight on the potential that they offered our students.

With the transfer of our Indonesian teacher, Mrs Leckie, to another school, we commenced the year by reviewing our language program. After much consultation, we decided to replace Indonesian with AUSLAN. Auslan is the signing language for the Deaf community. After merit selecting a teacher, our students have enthusiastically participated in this program. It is amazing to see the progress that the students have already made.

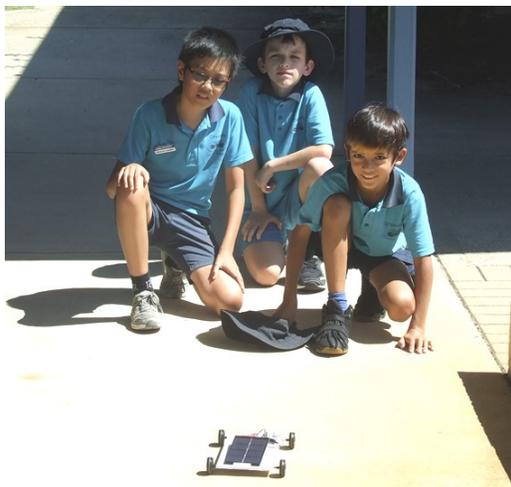
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Dryandra Primary School's

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.



We welcome and thank Miss Salame for her contribution.

With NAPLAN being cancelled in 2020, the school utilised some of the other data that was available to support us in making a judgement about our school performance. We utilised PAT maths, reading and science, On-entry, PM benchmarks and Brightpath writing.

Our School Board has continued to support us in developing our vision and community partnerships this year. Edith Cowan University provided our staff with a science workshop introducing the 8 way Learning Framework– which linked nicely into the Aboriginal Cultural Learning Framework. We were also able to participate in a research project examining children's engagement and learning in a pre-primary setting.

Scitech has also provided our school with additional STEM resources from the STEM Learning Project Modules. This enabled our teachers to experiment with some integrated STEM projects with their students.

Having participated in the 'Leading Schools Improvement' workshops through the Leadership Centre, our school was keen to implement some of the strategies of whole school improvement. We therefore participated in reciprocal arrangement with Williams PS whereby we shared our Public School Review processes. This enabled us to interrogate the National Schools Improvement tool and 'ask ourselves' the hard questions in relation to our respective improvement agendas. It was a very worthy exercise and will lead to further collaboration in 2021.

I would like to thank our P&C President Ms Andi Hancock for her immense efforts in supporting our school. I would also like to thank our School Board Chair, Mr David Boothman who has provided our School Board with wise counsel and advice.

Finally, I would like to acknowledge the hard working and professional staff who always go above and beyond to support our students their learning.

We have had a successful year in consolidating our programs and working towards achieving our priorities in the Business Plan. We are looking forward to an equally fruitful 2021.

Thank you

Paul Biemmi

Principal

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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 903 (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.

We are entering our second year as an 'Independent Public School' and in the middle of our 2019-2021 Business Plan. In 2021, we will need to begin formulating our new business plan.

Dryandra PS has a very diverse and multicultural background. The school has approximately 58% of students from non-English backgrounds and 16% 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. Families are usually leaving the area to move to bigger homes in the outer suburbs. There is now an increasing trend of our students going to the Islamic College. We need to continue to monitor our learning environment to ensure that we create a welcoming environment for new families and, in particular, the Islamic families.



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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.

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 accept the differences of everyone within the group.



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

2020 SEMESTER 2 STUDENT NUMBERS



While some students selected to attend private schools, it is comforting to know that 80% of our students chose to attend a public government school. This is a positive trend for governments schools in our area. Interestingly, no one opted to attend the closest local private school -John Septimus Roe Anglican Community College-this year.

2020 STUDENT SECONDARY DESTINATIONS OF THE 2019 COHORT

Destination Schools	Male	Female	Total
Dianella Secondary College	4	5	9
Mercy College		3	3
Balga Senior High School	4	2	6
Morley Senior High School	4	2	6
Australian Islamic College– Kewdale		1	1
Australian Islamic College– north		1	1
Emmanuel Christian Community College	1		1
John Forrest Secondary College	1		1
Mount Lawley Senior High School	1		1

Successful Students



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.

- 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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A Culture that Promotes Learning Highlights 2020



Book Week
ECU science
professional learning
Mark Greenwood
science incursion
Barking Gecko
excursion.

Loose parts incursion
National Day for the
Deaf– Auslan song.
Chance to Dance and
Nutcracker excursion-
WA Ballet
TUFF Club and KIDDO
program

Learning Clubs
Girls Club
Talk for Writing focus
at assemblies.

Interschool and
faction Cricket
Carnival

Scitech incursion.
Big breakfast
92.9 Shout Out
Dianella SC– STEAM
and Sports Day

PBS rewards
Faction Rewards Day.

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Culture that Promotes Learning- Behaviour



	POSITIVE		
	1	2	3
	9	144	211
Total			363

ACTIONS

S	W	D	L	O	R
13	12	30	27	40	32

NEGATIVE

0	1	2	3	4	5	6	7	8	9
1	10	3	39	13	2	30	0	0	27
									125

BEHAVIOURS

POSITIVE		NEGATIVE		ACTIONS	
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	Positive Behaviour - Other	3	Physical aggression towards students	D	Detention
		4	Abuse, threats, harassment of intimidation of students	L	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.

Culture that Promotes Learning- Behaviour



In 2020, the continued implementation of PBS has helped to reduce negative behaviours and there has been a more consistent approach to responding to behaviours across the school, including more positive language and a focus on what staff would like to see, rather than on behaviours we would like to eliminate.

The reduction of the number of blue slips issued by teachers has made the receiving of a blue slip a more significant consequence, which has more of an impact on student behaviour.

The reduction of transitions across the school, with students now remaining with their teachers for science and physical education, has provided a calmer environment for our students and this has helped to reduce misbehaviours across the school.

The introduction of CMS, and more consistent use of low key responses has also made a considerable difference to student behaviour as behaviour is interrupted earlier and there is less need for consequences for escalating behaviours.

Regina Kroczeck

Deputy Principal



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 students 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, supported 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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Student Attendance 2020

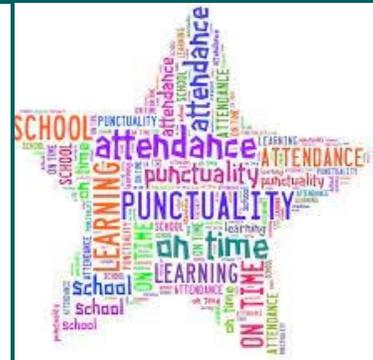


Attendance rates this year have been significantly impacted by Covid19, even though the impact on school operations themselves was minimal. When speaking with parents, they expressed some fears about the risk of their children attending school, and in the latter part of the year, some of those fears subsided.

While attendance rates improved in second semester, there are still areas of concern with six students' attendance rates placing them at severe educational risk, 23 students are at moderate educational risk and 37 students at indicated risk.

To address the attendance issues the deputy principal met with parents individually to offer support and ensure that parents understood the full impact of low attendance rates on their children's education. Several home visits were conducted and a referral was made to the Department of Communities due to other, related concerns.

In 2021, the student services team will work towards increasing attendance rates by re-introducing incentives for attendance, increasing home visits and contacting parents as soon as attendance appears to be an issue. This should see our attendance rates increasing.



Regina KroczeK—Deputy Principal/ Student Services Manager



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STUDENTS AT EDUCATIONAL RISK



Attendance Lateness	Academic	Medical OT	Speech	Mental Health	Safety Concerns	Parental Deaths	Physical Hearing	Behaviour
30	42	8	6	3	5	7	2	10

Interventions and Nationally Consistent Collection of Data

Letters/Parent Interviews	IEPs	QDTP	Supplementary	Extensive	DoCs Referrals	Monitoring	Referrals to Child Development Service	Other Agencies Involved
30	20	5	12	3	5	7	6	8



During 2020, staff at Dryandra Primary School participated in professional learning for SEN planning, and this will replace the way our Individual Education Plans (IEPs) are being developed and monitored. Some teachers are already completing their SEN plans through Reporting to Parents, which provides the option of SEN reports at the end of each semester, which will give parents a much better understanding of how their children are progressing.

There have been several students for whom intensive intervention was required, which included regular case conferences, the involvement of the Lead School Psychologist, School of Special Educational Needs: Behaviour and Engagement, School of Special Educational Needs: Medical and Mental Health, School of Special Educational Needs: Disability, Perth Children's Hospital's Child Protection Unit, School Psychology Services, Child Development Service and the student services team of Dryandra Primary School.

For 2021, the following recommendations have been made:

- Sharing of SAER student register (not including highly confidential aspects)
- Re-visit SAER referral process (this is in the handbook) and policy.
- Staff who feel the need, encouraged to access professional learning on curriculum differentiation.
- SEN Planning for students with disabilities (and imputed disabilities).
- SAER handover information provided to teachers on enrolment of new student/s.

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Positive Behaviour Support 2020



Positive Behaviour Support has been operating at Dryandra since 2018. It is an expectation that behaviours are taught weekly. All the behaviour expectations fit under the three values of Caring, Learning and Working Together. This year at Dryandra Primary School we have had fortnightly focuses based on the sixty-seven expected behaviours. Students and staff have responded well to the implementation of lessons, rewards and are implementing classroom management strategies to improve and teach children how to behave. Individual and class rewards have occurred through the Dryandra tickets system. Whole of school rewards have occurred through extra play time and a fun water day in Term 4.

Recommendations for 2021

Professional Learning

New staff inducted term 1 and term 3 week 7.

Staff meeting training – each term

Whole school

Behaviour Matrix will be given out before the end of the year (Term 4 week 8)

Assemblies, special events and rewards – on calendar for 2021

Scheduled reward time and scheduled lesson time for whole school

Committee

Communicate any positives, concerns or questions through your block coordinator or PBS team leader.

Students

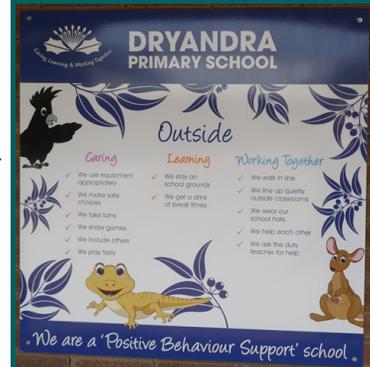
Continue giving tickets at a 4 (positive intervention)– 1 (redirection)ratio. Prizes can vary from class to class. Let block communication know what prizes you need.

Other

PBS and Friendly Schools needs to be collated into a working smarter document. This needs to occur early in 2021 and match the PBS lesson schedule.

Refine the tickets process and data collection.

Find more visuals including puppets and mascots.



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Friendly Schools Plus 2020



Friendly Schools

The Friendly Schools Plus initiative is a strengths-based, whole school program that enables teachers to determine student needs and implement current and evidenced-based policy and practice to enhance student's social and emotional learning and reduce bullying.

In particular, Friendly Schools Plus provides toolkits to assess and augment staff capacity to recognise, develop and sustain a whole school approach that support our students unique social and emotional learning and foster the prevention of bullying behaviour.

In 2020 the school completed its implementation of the Friendly Schools curriculum across all year levels. The program consolidates concepts taught in the Protective Behaviours program, links with the Positive Behaviour Support initiative and builds on core understandings taught explicitly each year.

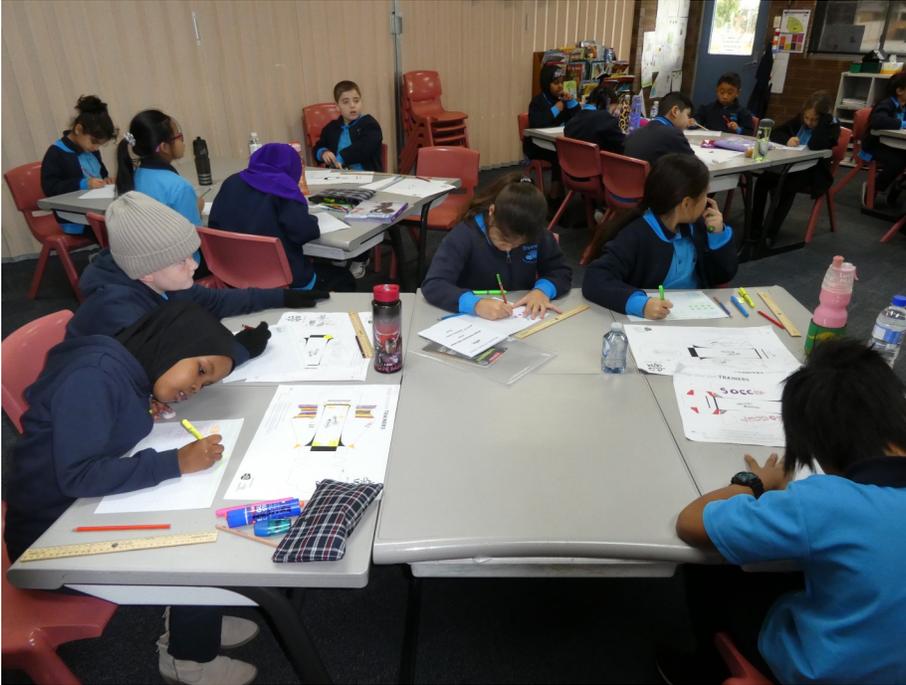
Teresa Coventry

Level 3 Teacher



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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

SCHOOL'S ON-ENTRY PERFORMANCE 2020



	Median (State)	Below Median	At or Above Median
Speaking and Listening	N/A	N/A	N/A
Reading	445	39%	61%
Writing	210	43%	57%
Numeracy	415	44%	56%

On Entry Assessment indicates that our students, in speaking and listening, seem to be tracking below the State norms. When the 'scaled score range' is 400-424, 61% of our cohort are 'at or below' whereas the State cohort is only 34%. This result seems to reflect the EAL/D nature of our students.

The 'like schools' median score in reading indicates that 39% of our students are below the score of 445. This represents a positive 61% of student above the median. Once the scaled score range goes above 475, our school seems to be performing as the State norms.

In writing, our results seem to mirror the State school ranges. With 57% of our students above the median, this is a positive result. The highest recorded score is within the 325-349 whereas the highest State scales range school is 500-524. This indicates that our cohort is significantly weaker than the state wide cohort. The school's introduction of Talk for Writing is an important strategy in addressing this requirement.

In numeracy, our students are in the lower scaled score ranges than the State scores. At 425—449, the school seems to catch up and reflect the State percentages. This seems to indicate that some of our EAL/D students have a solid foundation of numeracy concepts and with further language development, these concepts can be strengthened.

In 2021, the school has qualified for 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. There will be a speaking and listening focus at the January 2021 school development day. We have also qualified for student speech therapist support from Curtin University which has been coordinated by the Language Development Centre.

DRYANDRA PRIMARY SCHOOL

School Performance data 2020



With NAPLAN being cancelled due to COVID 19, our school was able to utilise our whole school data which included school based and standardised data. This data can assist us to make some judgements about how our school is performing and to support us in our school improvement agenda.

MATHEMATICS

There was no NAPLAN testing in 2020. Dryandra Primary School conducted Progressive Achievement Tests (PAT) in mathematics; a pre-test was completed early in the year, followed by a post-test in Term 4. Using this standardised testing method, our data shows that most students at Dryandra Primary School are just below the mean for their year levels. Every class has made above average growth this year. In the early years, maths vocabulary and word problems have the most improvement and this is due to our high EALD student numbers; as the students' English improves, their comprehension also improves, giving them better scores in mathematics.

Year	Sta-nine 1	Sta-nine 2	Sta-nine 3	Sta-nine 4	Sta-nine 5	Sta-nine 6	Sta-nine 7	Sta-nine 8	Sta-nine 9	Average Sta-nine
Year 1 T1	0	0	2	6	16	3	3	0	0	4.97
Year 1 T4	0	0	2	4	10	10	3	0	0	5.27
Year 2 T1	0	4	7	13	6	0	1	0	0	3.54
Year 2 T4	1	2	1	6	16	5	1	2	0	4.85
Year 3 T1	1	5	10	4	5	0	0	0	0	3.28
Year 3 T4	0	1	7	10	5	4	2	1	0	4.46
Year 4 T1	0	3	7	6	6	1	1	0	0	3.91
Year 4 T4	0	0	5	11	10	5	1	0	0	4.56
Year 5 T1	0	5	6	5	4	1	0	0	0	3.52
Year 5 T4	0	2	3	7	8	4	1	0	0	4.48
Year 6 T1	2	3	6	4	8	1	0	1	0	3.84
Year 6 T4	1	0	4	5	10	3	3	1	0	4.81

DRYANDRA PRIMARY SCHOOL

School Performance data 2020



MATHEMATICS...continue

This data shows that students are improving in mathematics across every year level, Stanine 5 is where students are expected to be in each year level and on average, most classes are just below this average at the end of the year. Through a case management approach, the goal in 2021 is to move students further along and improve all student outcomes. The data from the PAT Test at the beginning of the year will be used by teachers to help them plan for students and have a focus on areas where students need additional support.

This year there has been the trialling of Mathletics for students from Year 2 to Year 6, this has given students the opportunity to practise mathematics skills online, both at school and at home. This program also provides students with the opportunity to compete against others and the school can collate data to show what students are able to do, and identify areas where students require additional support.

Origo is the program that is being used across the school. Currently, teachers print out student workbooks for each module, and in 2021, the school will be purchasing student workbooks, this will reduce teacher workload and support student learning as all modules are there for them to access at any time.

Recommendations for 2021:

Purchase of Origo books for Years 1-6.

Professional Learning for new staff members

Collaboration in Phases of Learning meetings for differentiation

Accessing support from Origo for junior primary teachers

Explicit focus on mathematical vocabulary as warm-ups to assist with mathematical language acquisition in Origo

Consider Origo for Year 1 and Year 2, or select another program that is suitable for the junior years.

Goodstart

Goodstart is a mathematics program, which focuses on early mathematics concepts like patterns, measurements and collecting and organising information can be introduced through play. The students enjoy using the Goodstart materials and are engaged in learning through them, the hands-on activities are helpful for mathematical language acquisition, and students practise through play.

Recommendations for 2021

Include professional learning for new staff members, followed by short refreshers in Phases of Learning meetings.

It is recommended that a staff member from early childhood is in charge of the collation, storage and accessioning of materials to ensure that materials are replaced as needed.

Science**2020 PAT Science Data**

The 2020 science data was obtained from a Term 4 test and there was no pre-test at the beginning of the year. The data shows that we are well below the expected standard in science, with the school's average stanine being 3.48. Year 6 has achieved the highest result with an average stanine of 4.5, which is still below the expected achievement.

Teachers use Primary Connections to teach science and it is recommended that there will be a focus for whole school improvement in Science in the future to raise the standard.

Year	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9	Average Stanine
Year 3 T4	2	5	4	1	0	3	0	0	0	3.06
Year 4 T4	1	3	11	8	7	1	0	0	1	2.81
Year 5 T4	3	3	7	9	1	3	1	0	0	3.56
Year 6 T4	2	2	5	7	4	2	3	3	0	4.5
School Average Stanine:										3.48

English**PAT Reading Data**

The PAT reading test was administered in Term 4, and as there was no test in Term 1, there is no data comparison to show growth. The goal in 2021 is to improve reading results and achieve a school average stanine of 5.0, which is very achievable. Through the case management process, individual students will be provided with support to learn the skills they need to achieve better results.

In 2021, the PAT reading test will be administered in Term 1 and the fine grain data will be used by teachers to plan for their classes. In Term 4 the PAT reading test will be administered again and this data will be used to show growth by identifying the effect size.

English

Year	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9	Average Stanine
Year 1 T4	2	1	7	10	2	10	1	0	0	4.30
Year 2 T4	2	0	3	4	8	5	2	1	0	4.6
Year 3 T4	8	7	5	1	6	2	1	0	0	3.0
Year 4 T4	3	4	2	8	5	6	2	3	0	4.48
Year 5 T4	1	4	7	8	5	1	1	0	0	4.0
Year 6 T4	0	2	2	3	10	2	5	2	1	5.33
School Average Stanine:										4.28

BrightPath: (Writing)

This year teachers had the opportunity to moderate work samples in the phase of learning meetings. In the upper phase of learning teachers were within 15 points either side of the assigned points on the scale. The school's data coach and deputy principal attended professional learning with BrightPath for data interpretation. As BrightPath is not norm referenced data, it relies on teachers making consistent judgements.

Out data shows that every year level has a higher mean and median score than the year below. This is as expected.

In 2021, teachers will use the data obtained from the Talk for Writing 'cold task' with the tabled teaching points from BrightPath to inform their planning.

Term 2– Brightpath

Year	Genre	Mean	Median	Standard Deviation	Number of Students Tested
Kindergarten	NA				
Pre Primary	Oral Narrative	167	170	24.3	21
Year 1	Recount	170	190	53.1	31
Year 2	Recount	239	250	50.8	32
Year 3	Narrative	320	315	39.3	18
Year 4	Persuasive	338	355	95.2	32
Year 5	Persuasive	401	420	66.4	29
Year 6	Persuasive	461	490	94.9	25

Term 4 Brightpath

Year	Genre	Mean	Median	Standard Deviation	Number of Students Tested
Kindergarten	NA				
Pre Primary	Recount	159	175	45.9	24
Year 1	Recount	219	220	39.7	30
Year 2	Recount	259	280	50.8	31
Year 3	Recount	270	270	26.9	21
Year 4	Narrative	351	355	50.3	30
Year 5	Narrative	373	350	57.1	26
Year 6	Narrative	456	455	61.5	24

*When genre comparison is compared

Effective Leadership



AN EXPLICIT IMPROVEMENT AGENDA

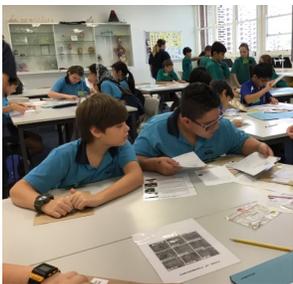
1. Explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community.
2. The school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes.

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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Talk for Writing 2020



In 2020, students were provided the opportunity to learn writing through the Talk for Writing structure. In D block, teachers collaborated to use the same hook, which startled students upon arrival to school, as a, “Do Not Enter! Poison!” sign created much mystique and confusion! Room 18 showcased a Talk for Writing assembly which had a special focus on the independent phase. Room 16 performed an assembly item using poetry in Talk for Writing. Our Auslan teacher supported classroom teachers by showing students sign words to include in their actions. Students at Dryandra find the program really engaging and often negotiate actions with teachers during the story map phase.



In 2020, Talk for Writing was introduced across all year levels, following an earlier implementation in Early Childhood. Staff had access to three professional learning days from Dyslexia Speld Foundation. In term 2, 75% of staff were not feeling confident, or hadn't started the program in the classroom. By the end of term 4, 33% of staff feel confident and 47% are now in the beginning phase. Talk for Writing was supported with a subcommittee developing some additional materials to support staff and running a Writer's Toolkit professional learning. The committee also developed a handbook which included a suggested block plan, model texts and a literature spine. Coaching was provided to a staff member who was unable to attend the three day professional learning program, coaching was also offered to all staff who wished to seek additional support. The committee organised time for staff members to visit a Teacher Development School, these staff members brought back information using an observational document and shared this at phase of learning meetings. The school is working towards moving into phase 2, which has an innovation phase focus from semester 2 of 2021. In 2021, staff will be provided some additional PL in the trade off time. The handbook will be shared with staff and staff will have the opportunity to add and further develop the literacy spine and resources.

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English 2020



Promoting Literacy Development

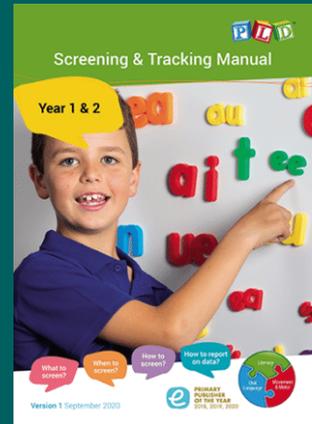
Our focus at Dryandra is to ensure we are supporting all students to become confident and literate learners. Reading is a multifaceted skill, gradually acquired over years of instruction and practice (Scarborough's Reading Rope 2001). Skilled readers display fluent execution and coordination of word recognition and text comprehension.

Language comprehension becomes increasingly strategic as readers acquire more skills and word recognition becomes increasingly automatic. PLD focuses early reading on developing phonological and phonemic awareness to support reading and spelling. It provides a systematic system for teaching and assessing children's acquisition of the alphabetic code.

Teaching reading systematically supports children's spelling. In addition to systematic and explicit code and comprehension instruction, students need strong phonological awareness. "Let's Decode" is a highly structured and systematic direct instruction program focused on phonological awareness and decoding. "Let's Decode" is based on the Science of Reading, which is research on how the brain learns to read. It uses an EDI format to present phonological and phonemic awareness skills to students in a fast and efficient approach. By teaching students to efficiently blend, segment, add, delete and manipulate phonemes orally students improve their ability to orthographically map phonemes to graphemes and become fluent and efficient in reading and spelling.

Fifty percent of the staff surveyed reported that they were very familiar with the program, with thirty-eight percent reporting that they were somewhat familiar. Sixty percent of staff surveyed reported that they felt the access to teacher resources was "very good". It was evident from the survey that staff would like to receive PLD professional learning to support the effective implementation of the program in Kindy to Year 2. Staff also highlighted that they did not feel there was adequate access to decodable readers to support the systematic implementation of the alphabet code in reading instruction. Staff indicated that there was positive support for the program and most staff surveyed were using the resources on a weekly or daily basis.

Concerns were raised by staff about the lack of professional learning for staff and access to resources on the shared drive.



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English 2020 cont...



A Junior Primary Reading and Spelling document has been created to support staff to implement the program and highlight the resources available to support teaching. PLD have recently released a detailed scope and sequence and assessment tracking tool which will be shared with staff in preparation for 2021. It was highlighted that the tracking tool needs to be used to discuss data and support student case management during Phase of Learning meetings. The staff survey recommendations to improve the efficacy of reading instruction in Junior Primary include: access to PLD Professional Learning, improved access to resources on the shared drive, the creation and dissemination of the Junior Primary Reading and Spelling handbook, purchasing of decodable readers for home reading and shared/guided/ modelled reading. Staff have also requested ongoing coaching and support using the assessments and data tracking tools.

Megan Wallace—Curriculum Committee Leader

Words Their Way

Words Their Way has been used by Dryandra Primary School as a vehicle for teaching spelling for several years now. There have been gains in NAPLAN Spelling results since its implementation and staff are now very familiar with how to use the program in their classrooms. Staff feedback says the program allows for differentiation and meets students' individual spelling needs. Staff would like easier access to resources needed to implement this program with fidelity – such as coloured card, classroom sets of books and most of all, a refresher PL for all (old and new) staff.

Reading Mastery

Reading Mastery is a fully scripted, Direct Instruction reading remediation program. In 2020 it was offered to assist SAER children from years 1-5 with their reading. We had an EA and 2 teachers using Reading Mastery for these students. Again, due to the roles of the two instructing teachers regular timetabling was an issue. From anecdotal records from class teachers, most of the children attending Reading Mastery made solid improvements in their PM Benchmark results over the course of the year. Next year, Reading Mastery will continue with three EAs taking over the role, one for each block.

Liz Owers– Specialist Teacher

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Explicit Direct Instruction



Explicit Direct Instruction

Explicit Direct Instruction (EDI) is a pedagogical approach to support our Whole School Operational Plan. Explicit Direct Instruction (EDI) encompasses research-based instructional practices explored by cognitive and educational researchers. The introduction of this pedagogy started in 2019.

In 2020, two lead teachers focussed on modelling to and mentoring staff on Engagement Norms and giving instant feedback. Both of these skills are not only part of EDI lesson structures, they also enhance regular classroom lessons and behaviour management.

EDI is characterised by carefully planned and sequenced lessons; clear and detailed instructions and modelling; and frequent and systematic monitoring of student progress and feedback to students. The pedagogy is being implemented from K-6 with a particular focus in vocabulary and grammar in conjunction with Talk for Writing. This will continue in 2021 with one lead teacher modelling and mentoring to staff. Professional learning will also happen for staff via staff development days and staff meetings. It is intended that by the end of 2021, all teaching staff will successfully be able to plan and implement EDI vocabulary and grammar lessons, taken from their Talk for Writing texts.



Early Childhood Education 2020



The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes 7 quality areas that are important outcomes for children. Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results.

In 2020, staff evaluated our school's performance across all seven quality areas. We then focused on some key areas to improve the teaching and learning at Dryandra. Students attended a whole school incursion on Loose Parts play. With some hiccups due to Covid restrictions, we again opened the Loose Parts sheds as a play option for our primary students. The school also invested in new shelving to store alternative Loose Parts equipment in the Kindy /Pre-primary store room. Kiddo fitness literacy has been implemented across the Kindy and Pre-primary learning space with the introduction of Kiddo games and activities into the junior block sport. Staff introduced a 'Wondering Wall' providing students with the opportunity to explore topics and questions that they were interested in, thus promoting student efficacy and access to authentic relevant learning. The school has invested money into improving the safety and attractiveness of our learning environment by replacing all students desks.



Developing and supporting children to become environmentally responsible was given a boost by the reintroduction of recycling pull tops and cash for containers.

Our targets for 2021 include;
Standard 1.2.2 Responsive Teaching and Scaffolding, Loose parts resources to be expanded to encourage cubby making and puppet play.

Standard 2.1.1 – Wellbeing and Comfort. Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation, teachers will timetable in quieter activity times for rest and relaxation.

Standard 3.1.2; Upkeep premises, furniture and equipment are safe, clean and well maintained, staff will review needs of school and decide on priority areas

Standard 6.1.1; Parent engagement with service. Families are supported from enrolment to be involved in the service and contribute to service decisions, staff will invest in two additional activities to engage parents with the school

Standard 6.1.2; Parents views are respected. The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning .

Physical Education



This year in Physical Education, early childhood students have participated in the UWA KIDDO fundamental movement skills program. Students have had the opportunity to participate in the 'Tuff Club'. Students have participated in an interschool competition for Soccer, Netball, and Football with Boyare. Our year 3 to 6 students participated in their first faction cricket carnival with 10 students being selected to play in an interschool cricket carnival hosted by Dryandra. Both cricket carnivals had the involvement of the WACA and were supported by the local high school students umpiring. Dryandra changed the model of its athletic carnival this year under the recommendation of the physical education committee. The committee sought feedback from staff and certain elements will be retained for future years. Jumps and Throws became a more concentrated event, which was finished off by the long distance events. The physical education committee organised the Junior and Senior block sport models with daily fitness being introduced for 15 minutes per day for each class.



Mr McGeever

Sports Coordinator



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KIDDO



In 2019 Dryandra Primary School partnered with the University of Western Australia to participate in a free trial of KIDDO. Through this trial staff at Dryandra were provided with professional learning and modelling on teaching fundamental movement skills through a game based approach. The KIDDO program aims to increase students' participation, enjoyment and movement skills.



During 2020 the KIDDO games have been slowly programmed into the PE and fitness program for students in Kindy to year 1. It has been a gradual process involving; the purchasing and organising of equipment, training staff, creating term programs and implementing the assessments to monitor student progress. In 2020 we were successful in acquiring a \$7,500 grant to renew our membership to the online KIDDO assessment database, purchase physical manuals and purchase a large number of resources to support the implementation of KIDDO into the fitness program.

At the end of 2020 there continue to be some challenges for staff in the implementation of the program. These include: the time needed to set up the games and equipment in junior primary in the absence of a designated Education Assistant, time needed to support staff to complete the online professional learning and staff need coaching and support to administer the assessments and enter the tracking data. Overall staff are supportive of the implementation of KIDDO and agree the game based model is engaging and motivating for their students.



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TUFF CLUB



The implementation of KIDDO has been further supported through TUFF Club, an after school music and movement program incorporating many KIDDO games. TUFF club has been focused on increased participation and enjoyable physical activity. The support and participation in TUFF Club has been very encouraging with up to 50 students enrolling and attending each term. Based on the recommendations of the staff review, staff would like to be resourced time to complete the online professional learning, access to hard copy game instructions, access to the equipment needed for each game and coaching in the assessment tasks and data entry process. Using the Sporting Schools Funding grant we have secured the physical manuals and a significant number of resources.



The PE Committee will create a movement skills scope and sequence for 2021 to help guide the planning for the KIDDO games. Staff development and coaching will need to be provided to support staff to implement the KIDDO games and assessments in 2021.



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STEM-Science, Technology, Engineering and Maths



Students

This year students had the opportunity to participate in a Mark Greenwood science and literacy incursion. Students were able to participate in a Scitech incursion which provided them the opportunity to see a science show and participate in hands-on physical science activities. Students in the upper primary classes have used the Makey-Makey's to play musical instruments online and have used Scratch to code an interactive poster, which was also based on physical science learning outcomes. In the early years, students used the engaging STEM wall as part of their teaching and learning program.

Staff

This year, 57% of staff are feeling confident implementing STEM in their classrooms with 36% at the beginning stage. Staff believe the program was responsive, relevant and effective; with the majority of responses rating Good, or Very Good, or Excellent. Staff loved the professional learning provided, student engagement, resources and the Maker Space room. Staff have requested: a greater uptake of the science laboratory, more PL in STEM based learning programs, and a whole school STEM day.

Staff found that the Scitech incursion was positive and that it would be valuable to continue collaboration and building skills in STEM. In 2021, further professional learning will be provided, the whole school STEM day will be discussed at the Dryandra Development Committee. Staff will have the opportunity to revisit resources purchased through the science grant for further integration across wider learning areas. The school embarked on a science partnership with Edith Cowan University, this included science professional learning (with an aboriginal engagement focus) delivered to early years' teachers.



A science focussed school.

STEM-Science, Technology, Engineering and Maths



Digital Technologies

2020 has seen Dryandra Primary expedite the implementation of the Connect platform due to the Covid-19 pandemic. Staff have worked collaboratively to support each other in this platform. There has been parent workshops to support our community in using the Connect platform. This year, the ICT committee has met frequently to support the strategic and operational planning of ICT across the school.

As part of the Microsoft Transformation Program, two of the ICT committee representatives gained the MIE trainer accreditation. The MIE trainers, to support inclusive classrooms, hosted a Learning Walk, which provided other teachers the opportunity to learn how to implement immersive reader in their classrooms. The school has purchased a bank of Microsoft resources which supports the 365 platform and aligns with what our local high schools are using to support a smoother transition for our year 6 students. In the survey, teachers found that Digital Technologies and ICT support and assistance was responsive to their needs, responsive to their work and valued. (All in the Good category). Positive elements were: good access to technology, the scope and sequence, more integration, and using the app request form. Next year there will be opportunities for staff to revisit the science equipment, access Microsoft Professional Learning and the facilitation of Apple Teacher.

Mr McGeever—ICT Committee Chair



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Languages (Auslan)



Auslan (Australian Sign Language) was introduced at Dryandra in Semester 2 this year as the LOTE (language other than English) subject.

Students from the Years 2 to Year 6, participated in one 60-minute lesson per week. The students have explored a variety of signs, exposed to the grammar structure of Auslan and introduced to Deaf Culture and the 5 sign language parameters. On September 25th the whole school came together to celebrate National Week of Deaf People, where students signed the song We Are Australian.

We followed the story of three Aboriginal youths, who are deaf, during the NAIDOC Week celebrations. We learnt that Deaf people can do most, if not all things hearing people can do, and although they may have no hearing they make up for it with their other senses.

The D block students did a small session with the Pre-Primary and Year Ones, showing them signs for different farm animals and playing fun games to keep them engaged. We sang 'Old McDonald' had a Farm using Key Word Signs.

Students in D block participated in the End of year Christmas Concert, signing to the song 'Rudolph the Red Nosed Reindeer.' This was a lovely sight to see and they, as well as the community, thoroughly enjoyed the experience.

Around the school grounds, Ms Mondy (the Auslan Education Assistant) placed Auslan posters and displays so students had the opportunity to further learn and be exposed to different signs. It has been fantastic to see students use these skills outside of the classroom and I can't wait to see what 2021 bring for Auslan at Dryandra.

Ms Helene Salame – Auslan 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 2020



Total funds including carry forward amounts (cash and salary), transfer and adjustments, locally raised funds and 'Student Centred Funding' was \$3 000 953. The school received \$2 858 661 as part of the Student Centred funding allocation. \$2 441 821 was allocated to salaries and \$ 496 715 was allocated to the cash budget. As from the 16 December 2020, there was a \$62 417 variance although this is expected to be close to \$65 000 by the time the accounts are finalised and rolled over into 2021.

We continued Phase 2 of the upgrade of our reticulation (\$34 763), new playground equipment in the junior playground (\$17 160) and new shade sails for that equipment (\$17 160).

In order to support our priorities, \$93 422 was spent on curriculum and student services. This year we invested in ICT infrastructure to support our school's connectivity with \$9 694 spent to upgrade our Wi-Fi. We also commenced a number of leases on iPads (\$17 325), 10 x EduBoards to replace our Interactive whiteboards (\$45 445), upgrade to our A and B block notebooks (\$4893) and 30 new notebooks to replace the old Macbooks for D Block (\$34 592). This will ensure that our students will be able to use ICT as tool to access the curriculum and to support us with the ever increasing demands of the online platforms.

This year the school trial a new literacy program called Literacy Pro. This required \$3735 for the online quizzes and 200 new books for the library. Additional resources for English included new decodable readers and home reading books (\$4485). Mathematics spent \$2664 which included a subscription to Mathletics which supported the home online program due to COVID 19.

Professional learning included \$28 892 for teacher relief and \$8915 for various workshops fees.

Leadership was supported by providing additional time (\$4480) for PBS lesson development, curriculum committee, Talk for Writing and planning days for the Dryandra Development Committee.

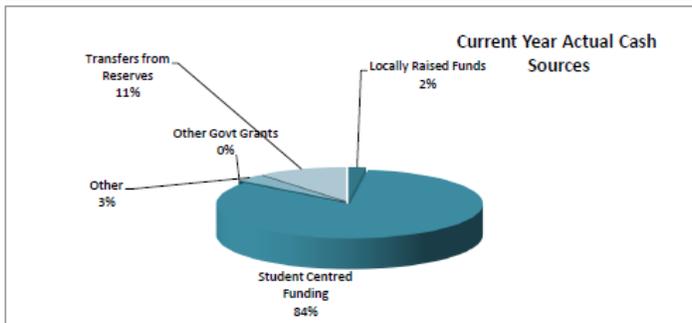
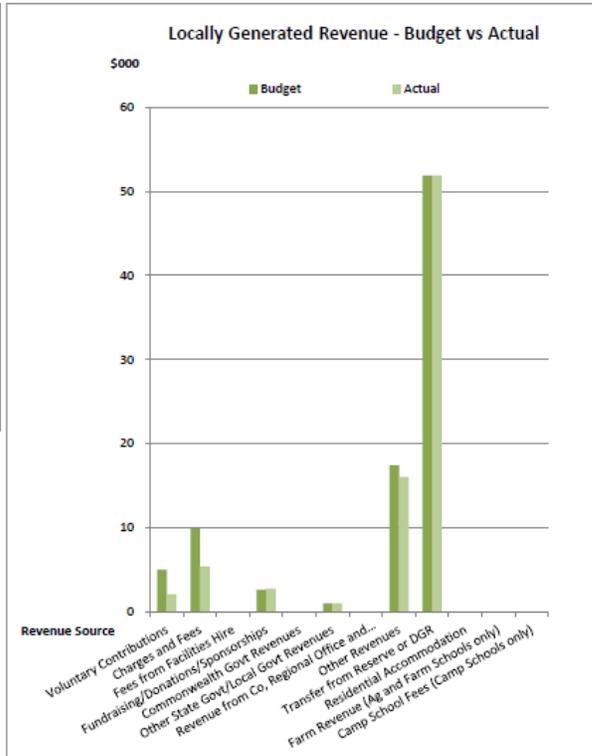


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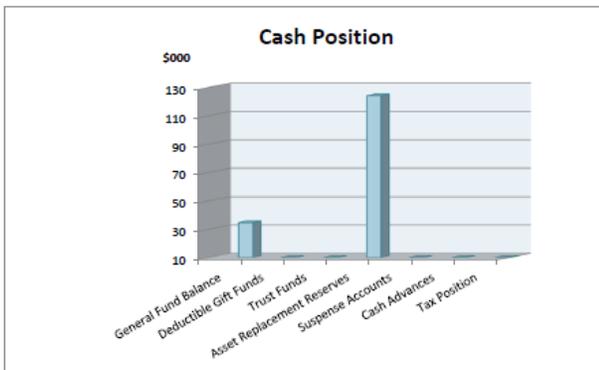
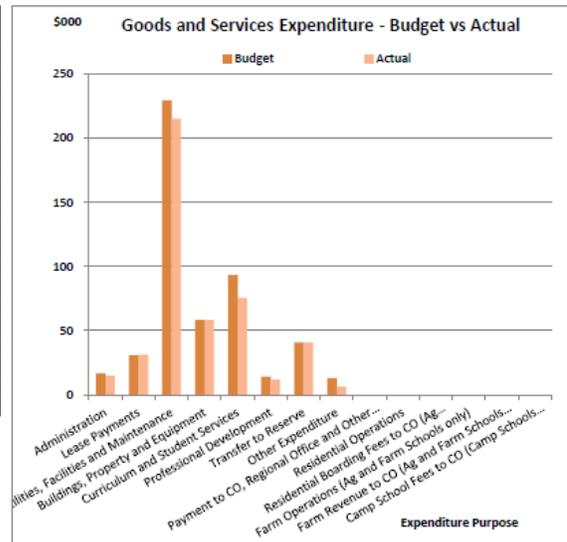
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Dryandra Primary School
Financial Summary as at
16 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 5,000.00	\$ 2,046.00
2 Charges and Fees	\$ 9,860.00	\$ 5,361.49
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 2,620.00	\$ 2,718.81
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 17,400.00	\$ 16,023.72
9 Transfer from Reserve or DGR	\$ 51,835.00	\$ 51,835.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 87,715.00	\$ 78,985.02
Opening Balance	\$ 14,012.28	\$ 14,012.28
Student Centred Funding	\$ 396,569.00	\$ 396,569.13
Total Cash Funds Available	\$ 498,296.28	\$ 489,566.43
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 498,296.28	\$ 489,566.43



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 16,900.00	\$ 14,968.16
2 Lease Payments	\$ 30,843.00	\$ 31,315.93
3 Utilities, Facilities and Maintenance	\$ 229,161.00	\$ 214,874.90
4 Buildings, Property and Equipment	\$ 58,335.00	\$ 58,335.00
5 Curriculum and Student Services	\$ 93,422.00	\$ 75,761.30
6 Professional Development	\$ 14,000.00	\$ 12,183.39
7 Transfer to Reserve	\$ 41,000.00	\$ 41,000.00
8 Other Expenditure	\$ 13,054.00	\$ 6,558.13
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	\$ 496,715.00	\$ 454,996.81
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 496,715.00	\$ 454,996.81
Cash Budget Variance	\$ 1,581.28	



Cash Position as at:	
Bank Balance	\$ 156,202.20
Made up of:	\$ -
1 General Fund Balance	\$ 34,569.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 123,995.72
5 Suspense Accounts	\$ 4,829.68
6 Cash Advances	\$ -
7 Tax Position	\$ (7,192.82)
Total Bank Balance	\$ 156,202.20



With a forty percent return rate and 60 surveys, the parent/community response was very positive. This compares with only 30 surveys returned in 2018. Most of the question items returned a combined agreed/strongly greater than 80%.

The following items scored greater than 90%

- Teachers at this school expect my child do their best.
- My child feels safe at school.
- Teachers at this school motivate my child to learn.
- Teachers at the school care about my child.
- My child is making good progress at this school.

We can deduce from the survey that our school community are satisfied with the school's direction and programs in place in order to support student learning. Finding areas of focus was therefore a challenge but we decided to look at items which were around the 80% mark.

- This school has a strong relationship with the local community.
- I would recommend this school to others.
- This school is well led.
- This school takes parents' opinion seriously
- This school is well maintained.

As a result of the above responses, we will undertake the following strategies as part of our school improvement agenda.

1. Promote the school board's role more widely and ensure that the community are aware of the parent representatives.
2. Continue to promote the Give Up One initiative.
3. Implement a learning journey in Term 3
4. Conduct an information campaign to promote the P&C
5. Continue to reticulate the rest of the school to reduce the time spent watering the lawns by the gardener. This time-saving exercise can be utilised elsewhere in the school for beautification.
6. Continue to seek opportunities of gauging feedback from parents specifically inviting them to meet with the principal to discuss school improvement.



RECOMMENDATIONS 2021



Continual improvements on student standards in literacy and numeracy will remain our focus for 2021.

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 2021.
- continuing to implement PLD across all early and junior childhood classes.
- trialling new mental maths program in selected classes.
- implementing Literacy Pro in Year 3-6 classes.
- 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 create opportunities for wider parent/community engagement.
 - Continue to foster wider partnerships with the broader community.
- creating leadership opportunities for teacher leaders and aspirants.
- consolidating classroom management strategies across the whole school.
- introducing '**Instructional Strategies for Engagement**' (ISE) to differentiate the curriculum and provide extension opportunities for the higher achieving student.
- introducing '**Explicit Direct Instruction**' (EDI) 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.
- continuing to implement Talk for Writing in all classes and
- continuing to implement the Aboriginal Cultural Standards Framework.

