DRYANDRA PRIMARY SCHOOL ANNUAL REPORT

2022

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School Overview

From the Principal

It is my pleasure to present the 2022 Annual Report for Dryandra Primary School.

This report captures the key events of 2022 and conveys information about the performance of our school in the following areas:

- Student Achievement in English, Mathematics, Science and student attendance data
- School resource management details
- Highlights and noteworthy achievements of the 2022 school year

In 2022, Mr Biemmi took up a position as principal at Bayswater Primary School in Term 1 and returned in Term 3. In Term 4, Mr Biemmi was appointed principal of Yanchep Lagoon Primary School. In his absence it has been an honour and privilege to lead Dryandra Primary School for most of 2022.

It has been said many times, but 2022 was a year like no other. I would like to take this opportunity to acknowledge the efforts of the staff of Dryandra Primary School who continued to go above and beyond. The impact of COVID-19 continued to be felt by all. Term 1 brought with it some significant challenges, including many families and staff contracting COVID-19 and being in isolation. This affected the school in many ways, including an impact on attendance, as well as continuity of teaching and learning, as we navigated this space. Those challenges we faced together also highlighted the incredible resilience, strength and commitment of our staff, students, families and allied health professionals. Through various means we were able to provide support to families when this was required.

An EALD specialist, Ms Laura Holloway, was appointed in Semester 2 and she has worked closely with classroom teachers, education assistants and the administration team to set up processes for supporting our EALD students.

The P & C held several fundraisers this year, including a Colour Run in Term 3. This has been a successful year of fundraising for the P &C and donations were received by the school for the purchase of children's books in EALD children's first language, as well as bilingual books. The P & C also supported the school through the Jump into Kindy program, purchase of tricycles for early childhood, scooters/wobbly bikes and traffic signs for Year 1-6 students and graduation activities were subsidised for Year 6 students. I would like to take this opportunity to thank Ms Andi Hancock for her work as P & C president and the staff and parents who have worked together to raise funds to value-add to the learning environment at Dryandra.

In Term 2 there were significant improvements in the early childhood area, including play equipment and artificial lawn in an area where the grass struggled to grow. This has created a beautiful space that lends itself to the provision of diverse play experiences to promote the students' development.

In Term 4 the principal position was advertised, and a permanent principal was appointed at the end of 2022. We welcome Rebecca Appleton to the school, and I am certain the school will thrive under her leadership.

Regina Kroczek

Staff

All teaching staff at Dryandra Primary School meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers at the Teachers Registration Board of Western Australia. We also have a thorough Workforce Plan that outlines our predicted future staffing needs.

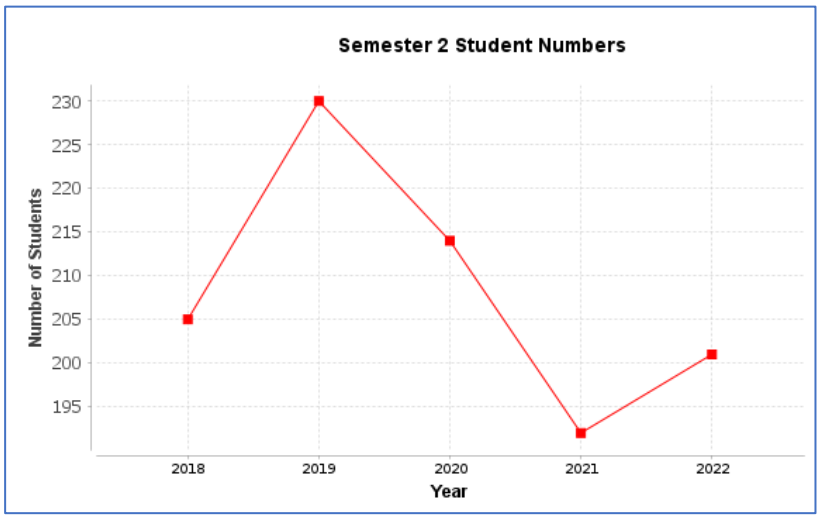
	No	FTE
Administration Staff		
Principals	1	1.0
Associate / Deputy / Vice Principals	1	1.0
Total Administration Staff	2	2.0
Teaching Staff		
Level 3 Teachers	1	1.0
Other Teaching Staff	17	12.6
Total Teaching Staff	18	13.6
Allied Professionals		
Clerical / Administrative	3	2.2
Gardening / Maintenance	1	0.6
Instructional	1	0.4
Other Allied Professionals	7	6.0
Total Allied Professionals	12	9.2
Total	**32**	**24.8**

Professional learning is key to enabling staff to improve their practice and encourage ongoing growth and development. Professional learning included four pupil free school development days that were used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In addition to this, planning is in place to ensure staff are trained in our key whole school processes and regular opportunities are provided to improve teaching practices.

Student Numbers and Characteristics

This graph outlines the trend of number of students from Pre-Primary to Year 6 in Semester 2, from 2018 until 2022. We have allocated time to the school officer in collaboration with the administration team to find innovative ways to promote Dryandra Primary School. In 2022, this included the development of a new website, leaflet drops, banners and Facebook promotion. In 2023, a continued focus on marketing and promoting Dryandra Primary school is planned, revamping the school newsletter and Facebook profile to promote the school.



Student Numbers (as at 2022 Semester 2)

Student Number	(FTE)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(14)	29	21	20	37	30	29	35	215
Part Time	27								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	10	9	89		108
Female	17	20	83		120
Total	27	29	172		228

High School Destination of Year 6 students (2023)

Once again, most of our students elected to attend a government public school.

Destination Schools	Male	Female	Total
4051 Morley Senior High School	3	6	9
4036 Dianella Secondary College	4	3	7
1221 Mercy College	1	5	6
4050 Balga Senior High School	1	3	4
4004 Balcatta Senior High School	1	1	2
1470 Fountain College	1		1
1450 Holy Cross College		1	1
1149 Mercedes College		1	1
4038 Mount Lawley Senior High School		1	1
4134 Warwick Senior High School	1		1

Relationships and Partnerships

2022 – 2024 Business Plan Performance Indicators	
Establish an Aboriginal Engagement Committee by the end of 2024	Working Towards
Develop a Partnership Plan by the end of 2022.	Achieved

Community Engagement

Dryandra Primary School seeks to strengthen strategic and deliberate partnerships with families, local businesses and community organisations to improve student outcomes. Semester 1 2022 saw a raft of continued COVID restrictions and rules which impacted our ability to meet as a whole school community. Notes home, the school website, Message You and social media continued to be a vital communication tool.

The school was keen to re-establish the sense of community as soon as practicable and whole school events were reintroduced during 2022. After several successful whole school events in the later part of 2022 the school is keen to continue to build community engagement in 2023.

School Board

The school board would like to formally congratulate Rebecca Appleton on being appointed as school principal and welcome her to the school. We would also like to welcome back new and continuing families and thank Regina Kroczek for her past and ongoing investment in Dryandra Primary School. The role of the school board is to work with the school community to meet the best outcomes for students. As parents of the school, you would be aware of the needs of the community with an intricate knowledge of what works and what does not in your context. This is why we invite parents to join the school board, so you can share those perspectives that will individualise approaches and improve outcomes.

The school board supports the school in many aspects, including reviewing fees and charges, book lists, sponsorships and dress codes. It is a wonderful way to give back to your community. As a board, we look forward to working with you in 2023.

Dr. Gill Kirk

On behalf of the school board.

Dryandra Primary School Parents and Citizens Association

Our small P & C had a busy year in 2022. Over the year the P & C held a number of fundraising events including:

- Easter Raffles
- Discos
- Colour/Slime Fun Run
- Mother's Day Stall
- Election Day Sausage Sizzle
- Faction Carnival & Father's Day Stall
- Christmas Raffles
- Christmas Gift Stall

The funds raised were able to support the school with a number of substantial and important projects including:

- Contributing to the new playground equipment in Early Childhood
- Multicultural Books in the library
- Supporting the Jump into Kindy program
- Scooters and wobble bikes

The P & C would like the thank the DPS community for their support to make these fundraising events successful. They would also like to acknowledge the incredible hard work of the small P & C team and recognise and thank Aaron Tedesco as he resigns from his position as treasurer in 2023.

Parent Run Playgroup

Dryandra Primary School has a parent run playgroup, which has been operating for several years. We are very fortunate to have parents who are willing to support the playgroup by planning activities, reading to the children and spending time to support other parents.

Early in 2022, Lou Patchitt, Program Co-ordinator from the Child and Parent Centre Westminster partnered with the school to revamp and organise the playgroup space, making the space very attractive and functional. We are fortunate to have Lou regularly attending playgroup where she speaks with parents and provides information on various support services that are available.

Having the playgroup on school premises ensured that when children start kindergarten, they are already familiar with part of the school and the adjustment is much easier for them.

Jump into Kindy Program

Creating the conditions for a smooth transition from home to school is highly valued at Dryandra Primary School. Feedback from staff highlighted that many of our Kindergarten students had difficulty transitioning from the home environment to the school environment. Capitalising on the relationship with the Child and Parent Centre Westminster, our staff discussed strategies with staff from the Child and Parent Centre on ways to assist new kindergarten students and families transition into the school environment. In order to improve the transition process a program titled 'Jump into Kindy' was developed. The program aimed to ease separation anxiety, increase parent awareness of the school setting and services available to families of young children. An additional aim of the program was to begin the process of early intervention and referrals where appropriate.

The Jump into Kindy program saw pre-kindy students engaged in a 5 week program at the school where children attended with their parent. The focus was on building relationships, essential social skills and providing awareness of the school setting. Parents received information about parenting, toileting, nutrition and the school.

In order to enhance the program, the P & C generously made a donation to the school that enabled the pre-kindy students to receive a T-shirt, personalised lunchbox, "Going to Kindy" book, and library bag. These essential school items were gratefully received by the families to help the transition and school-readiness of the 2023 kindergarten students.

Learning Environment

The staff at Dryandra Primary School aim to improve relationships between staff, students, and the community by valuing our cultural diversity and improving the community sense of belonging. Staff diligently share the responsibility of pastoral care for all of our students and are committed to ensuring that the learning environment promotes learning, is inclusive and represents it is responsive to our multicultural community. We pride ourselves on our inclusivity and utilise staff including an EALD teacher, AIEO, and a mainstream education assistant in the junior primary, to liaise and support families, students and staff.

2022 – 2024 Business Plan Performance Indicators	
Displays will be showcased in the school from events valuing cultural diversity	Achieved
Inclusion of a variety of culturally diverse texts in the library and in classroom learning programs.	Achieved
Introduction of a wellbeing survey to gather data about student and staff wellbeing.	Working Towards
Use of wellbeing resources to support wellbeing of student and staff, including the use of the whole school positive support program(PBS) , Friendly Schools Plus and wellbeing activities.	Ongoing

NAIDOC WEEK

Continuing to develop our knowledge of Aboriginal and Torres Strait Islander history and culture is a priority at Dryandra Primary School and participating in NAIDOC Week is part of this priority. NAIDOC week was a massive success at Dryandra Primary School, thanks to the organisation of our NAIDOC Week committee and AIEO, Ms Saylor. We celebrated Aboriginal culture with our community with activities in the classrooms and a whole school NAIDOC assembly. Gina Williams was booked to perform at our NAIDOC Assembly, however, was unable to attend. We were privileged enough to have her reschedule and engage our whole school in a celebration of Aboriginal culture through song. In 2023 the school plans to continue participating in events that develop our cultural responsiveness, including NAIDOC 2023 and reflection using the Aboriginal Cultural Standards Framework.

Harmony Day

Harmony Day is a special day at Dryandra Primary School to recognise and celebrate our incredible diversity. This year to recognise this important celebration all classes undertook learning of a particular culture and completed learning tasks, art and cooking experiences. These experiences were then shared with students in neighbouring classes. All students also participated in making a flag to help represent their culture and identity. These were displayed in the library to celebrate the diversity and uniqueness of our community.

Premier's Portrait Competition

This annual event has been embraced by students as an opportunity to showcase their artistic talents. The premier selected to feature in this year's portrait competition was Ms Carmen Lawrence. We were incredibly fortunate to have Ms Carmen Lawrence visit the school and participate as an official adjudicator of the competition. The winning portraits are displayed in the school library.

Attendance

2022 – 2024 Business Plan Performance Indicators	
Increase overall attendance rate to 91% by 2024	Working Towards
Decrease the number of students in the Indicated at Risk category to 15% by 2024	Working Towards
Increase the number of students in the Regular Attendance Category to 70% by 2024	Working Towards
Decrease the number of students in the Moderately At Risk category to 7.5% by 2024	Working Towards

Attendance Overall

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	92.3%	90.7%	93.2%	75.1%	72.7%	77.6%	89.9%	86.5%	91.9%
2021	91.2%	90.5%	92.4%	74.0%	73.7%	76.8%	88.2%	86.3%	91.0%
2022	86.8%	85.8%	88.3%	69.5%	65.9%	69.5%	83.7%	81.0%	86.6%

Attendance Categories

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	67.3%	17.9%	9.9%	4.9%
2021	56.9%	25.2%	13.4%	4.5%
2022	35.6%	36.6%	22.9%	4.9%
Like Schools 2022	36.7%	32.2%	19.0%	12.1%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

School level data shows that our overall attendance rate dropped in 2022 to below 90%. This is attributed to significant disruptions to attendance caused by COVID-19 isolation rules and illness in Semester 1 and the easing of restrictions has also resulted in many of our families with strong overseas links, taking extended family holidays once borders opened in Term 2. Similarly, the Indicated at Risk category also increased significantly and was higher than like schools.

In 2022 a number of strategies were implemented to support student attendance. The Dryandra Primary School Attendance Policy was updated, and two staff members became Badged Attendance Officers. Home visits were conducted throughout the year and frequent communication occurred between the school and parents of children who were in the severe and moderate attendance categories.

In 2022, individual attendance plans were implemented for a several students in the severe category, with reward charts and incentives program implemented with the aim to increase attendance. In 2023 a continued focus will be maintained on communicating to the school community the importance of regular attendance and other strategies will be investigated to improve attendance, including regular communication on the importance of regular attendance through the school newsletter and social media platforms, direct contact with parents and a continued focus on connectiveness to school.

Students at Educational Risk

At Dryandra Primary School, we want all our students, staff and community members to feel welcome and have a sense of belonging. The Student Services Team at Dryandra Primary School consists of the principal, deputy principal. school psychologist, the chaplain and AIEO. Throughout the year identification and monitoring of the progress of Students at Educational Risk has continued to be refined and improved

A school Psychologist assists students with their educational, emotional and social needs. The psychologists plays an important role in providing advice to staff and parents about programs and strategies to support students.

Dryandra Primary School employs a Chaplain who works two days a week on Wednesdays and Thursdays as part of the school's wellbeing priority. The chaplain works across the school from kindergarten to year 6 to support students. Breakfast Club is also run on a Wednesday and Thursday morning and is well attended by many of our students.

In 2022 teachers were upskilled in the use of the Reporting to Parents Special Education Needs (SEN) platform in order to create and store individual documented plans. Throughout the year, staff gained confidence and knowledge in creating SEN Plans through professional learning and collegiate support. Data collection has also been streamlined with whole school data and standardised norm-reference data being utilised as a component of identification, alongside teacher judgement.

In 2022 the Student Services team worked closely with internal and external agencies to support SAER students. This included the Lead School Psychologist, 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, School of Special Educational Needs: Sensory, School Psychology Services, Regional Office, The Child Development Service and Child and Parent Centre Westminster.

In 2022 a survey was conducted by staff to review the school's SAER processes. Recommendations from the survey included a need for the review of the current SAER policy and processes, a focus on accessing support through partnerships with external agencies and a continued focus on building teacher expertise in using the SEN platform for documented plans.

Three students received disability resourcing funding during 2022. SAER students were also supported through the Educational Adjustment Allocation. These are students identified through the Nationally Consistent Collection of Students with Disabilities (NCCD) and NAPLAN results as having an imputed disability or below the National Minimum Standard NAPLAN achievement. This funding contributes towards the allocation of special needs education assistant time, additional education assistant time and the school provision of the Reading Mastery program.

Behaviour and Engagement

2022 – 2024 Business Plan Performance Indicators	
By 2024 90% of all students would have visited the office for positive behaviour	Working Towards
Decrease the number of students by 17% who have visited the office for incidents related to a violation of code of conduct or classroom rules	Working Towards
Decrease the number of students by 15% who have visited the office for incidents related to a violation of code of conduct or classroom rules	Working Towards

2022 saw further implementation of Positive Behaviour Support (PBS) throughout the school. Part of this implementation process included a review of the school's behaviour policy to ensure it aligned with PBS. This resulted in an updated policy that included more modern issues like the misuse of social media, digital devices, mobile phones and smart watches. Staff continued with explicit teaching of behavioural expectations from our behaviour matrix.

In 2022, there were almost twice as many positive office visits, with an increase from 267 visits in 2021 to 524 visits this year. This is a credit both to our teachers and students alike and strongly indicates that there are many more opportunities to celebrate effort, hard work and positive behaviour in our school.

There has been an increase in office referrals for unproductive behaviours from 109 in 2021 to 150 in 2022. This may be due, in part, to the streamlining of the office referral forms for unproductive behaviour choices and a clearer understanding by teachers, of exactly what behaviours will not be tolerated in classrooms and clarity on the process for office referral.

Tracking of Good Standing continued in 2022, with 16 losses involving eight Year 6 students, four in Year 4 and four in Year 3.Term 4 saw a 25% reduction in loss of Good Standing with 12 students involved. All students earned this back within the expected timeframe. A loss of good standing means that while students are earning this back, they are unable to participate in any reward activities, incursions or excursions. Of the 12 students who lost their good standing in Term 4, seven were from Year 6, one student from Year 5, one from Year 3 and two from Year 1. On the whole students at Dryandra Primary School are positive, caring, polite and engaged in learning, and the increase in positive office visits should be celebrated.

Office Visits

Positive Office Visits	Undesired Behaviour											Total
524	Behaviour Code	0	1	2	3	4	5	6	7	8	9	
	Number of Activities	1	0	2	41	28	2	61	3	0	12	**150**

Behaviour - Consequences						
Suspension	Withdrawal	Detention	Reprimand	Loss of Privilege	Other	**TOTAL**
3	6	14	55	58	10	**146**

KEY

Code	Poor Behaviour Categories
0	E-breaches (social media/cyber-bullying)
1	Physical aggression toward staff
2	Abuse, threats, harassment or intimidation of staff
3	Physical aggression toward students
4	Abuse, threats, harassment or intimidation of students
5	Damage to or theft of property
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

Physical Environment

The school has maintained a commitment to the improvement of the learning environment. In 2022 the early childhood play area was upgraded. New play equipment including a large wooden train, cubby house, car and a new mud kitchen was installed. The area was also made more functional with the installation of artificial lawn in an area where the grass wouldn't grow.

The room that the playgroup operates out off was organised and a classroom in Block A was developed into an inquiry play based learning area which is utilised as an extension of our year 1 and 2 classrooms.

Dryandra Primary School's library continues to be a welcoming place. In 2022, a variety of culturally diverse texts and a large number of bi-lingual texts and were added to the library for the students and community to access. Our Librarian, Mrs Jody Brown ensured that throughout 2022 our students had access to information about significant events including Harmony Week, ANZAC Day, Ramadan, NAIDOC Week, Book Week and WA Day, just to name a few.

Roller doors were previously purchased to shelter the students from weather conditions in the Undercover Area an in 2022 the roller doors were motorised to increase usability and safety.

Student Achievement and Progress and Curriculum Review

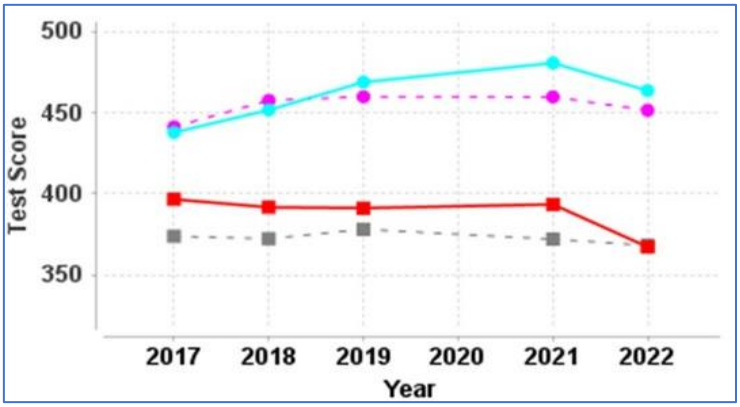
NAPLAN Data – Reading

Summary of Year 3 and 5 Data

Proficiency Bands

	Reading							
	Year 3				Year 5			
	2021		2022		2021		2022	
Band	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					6%	5%	4%	4%
7					6%	15%	4%	12%
6	12%	12%	9%	10%	42%	24%	25%	23%
5	21%	15%	16%	13%	26%	22%	54%	26%
4	36%	19%	19%	22%	16%	18%	14%	16%
3	12%	19%	19%	19%	3%	17%	0%	19%
2	15%	26%	25%	27%				
1	3%	10%	13%	8%				

Average Reading Scores



NAPLAN Data – Reading

NAPLAN reading results in 2022 showed a reduction in scores Year 3 and Year 5 when compared to our 2021 achievement however students continued to perform better than like school at the Year 5 level and equal to like schools in Year 3. It is also important to note that the Year 3 cohort in 2022 had several students with significant learning needs, which were being addressed through SEN planning and additional EA assistance. When planning for improvement and strategic direction, staff identified through rigorous data analysis and the Best Performance platform that reading was an area of concern. This has led to the school identifying the need to spend 2023 looking at the processes being used to explicitly teach reading comprehension. In 2023 staff professional development is planned in the evidence-based Talk for Reading program as one of the strategies to improve reading across the school.

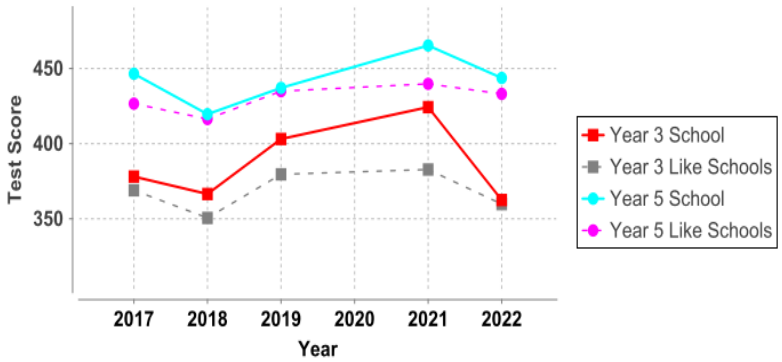
NAPLAN Data – Writing

Summary of Year 3 and 5 Data

Proficiency Bands

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	1%	3%	2%
7	530 - 581					13%	7%	10%	5%
6	478 - 529	21%	8%	0%	5%	29%	25%	10%	25%
5	426 - 477	43%	28%	18%	18%	35%	32%	41%	28%
4	374 - 425	21%	27%	47%	27%	13%	19%	21%	18%
3	322 - 373	4%	17%	12%	20%	6%	16%	14%	21%
2	270 - 321	4%	11%	12%	16%				
1	Up to 269	7%	9%	12%	13%				

Average Writing Scores



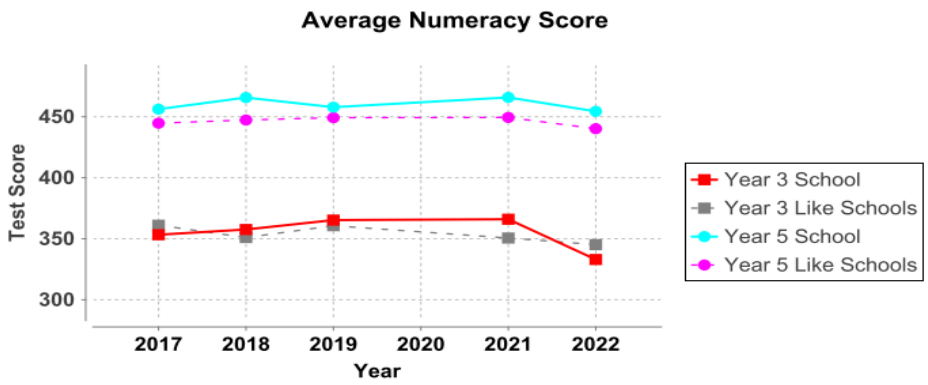
NAPLAN writing results in 2022 showed a reduction in scores in Year 3 and Year 5 when compared to our 2021 achievement, however Year 5 students achieved above like schools and Year 3 students were equal to like schools. In 2022, staff will continue with the Talk for Writing program with a focus on moderating student work to ensure consistent judgements are being made. Staff will use the Brightpath teaching pointers and gap analysis through Best Performance to identify area of teaching focus in 2023.

NAPLAN Data – Numeracy

Summary of Year 3 and 5 Data

Proficiency Bands

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	2%	0%	2%
7	530 - 581					7%	7%	7%	6%
6	478 - 529	3%	3%	0%	4%	28%	27%	25%	19%
5	426 - 477	10%	12%	9%	10%	45%	27%	43%	32%
4	374 - 425	32%	22%	22%	17%	14%	25%	18%	24%
3	322 - 373	29%	25%	22%	31%	3%	13%	7%	17%
2	270 - 321	16%	23%	34%	23%				
1	Up to 269	10%	14%	13%	15%				



NAPLAN numeracy results in 2022 showed a reduction in scores in Year 3 and Year 5 when compared to our 2021 achievement, however Year 5 students achieved above like schools. Year 3 achievement dropped below like schools for the first time since 2017. The school will continue to monitor this result. It is important to note that the Year 3 cohort in 2022 had several students with significant learning needs, which were being addressed through SEN planning and additional EA assistance. In 2023, staff will continue to focus on interrogating numeracy data and use a disciplined dialogue approach and available tools, including Best Performance to inform teaching plans and set targets for improvement.

On Entry

The On-entry Assessment Program was completed with Pre-primary students in weeks 3 to 6 of Term 1. The data collected was used by teachers to target their planning and teaching to address students' needs. At Dryandra Primary School in 2022, Year 1 and 2 case managed students also completed On-Entry so that we can track student achievement and progress and meet their needs explicitly.

	Public School Median (State) 2022	ICSEA (like-schools) Median	Stable Cohort School Median	Below ICSEA Median 2022	At or Above ICSEA Median 2022
Speaking and Listening	N/A	N/A	424	N/A	N/A
Reading	456	434	439	56%	44%
Writing	210	176	210	68%	32%
Numeracy	435	415	415	56%	44%

On Entry

The ‘like schools’ median score in reading indicates that 56% of our students who were enrolled in Pre-Primary at DPS in 2022 achieved at or above the 'like-schools' median. We hope to continue to see improvements in these results with the implementation of Talk for Reading and the continued focus on high quality teaching in the early years at Dryandra. Teachers and education assistants have attended a range of professional learning aimed to improve their awareness of high impact strategies to teach reading in beginning readers.

In writing, 68% of our students scored above the ‘like school’ median, this is a positive result. Further analysis of these results show 52% of students scored at or above the state-wide median score. A strong focus on phonics and foundational writing skills in Kindergarten is improving the confidence and skills of our Pre-Primary students at the start of their writing journey.

In numeracy, 56% of our students achieved at or above the ‘like school’ median score. This is a successful result however, this will again be a focus for improvement. Professional Learning in teaching the mathematics curriculum is scheduled for early 2023. The focus will be on daily reviews to support the long-term acquisition of skills and understanding within the mathematics curriculum.

Teaching Quality

Staff at Dryandra Primary School continually reflect on teaching practices based on data. In 2022 an instructional coach role was implemented to build the data literacy of staff. This role was impacted by COVID 19 in first semester and the data coach moving into the deputy principal’s role in 2022. Despite the challenges, the coach worked with staff to analyse systemic and whole school data in accordance with the school’s data collection schedule and supported staff with the introduction and use of the Best Performance platform to inform teaching and learning plans. New staff member induction was supported by the instructional coach through coaching sessions and demonstration lessons in daily reviews and explicit direct instruction strategies.

According to end of year surveys, 43% of staff used EDI for English daily reviews, 79% for Maths daily reviews, 80% for Engagement Norms, 71% for teaching vocabulary and 43% for teaching grammar.

Instructional coaching will recommence in 2023, with teachers from Kindergarten to Year 6 receiving assistance with setting up, and embedding, the routines and structures of daily reviews as well as ways to teach academic content, using evidence-based practices.

In 2022, staff attended professional learning and accessed coaching to help them build on their extensive skills and knowledge, to work towards helping students achieve their potential, and for the school to meet the targets in the school's Business Plan and Operational Plans. This professional learning included Heggerty, Words Their Way, ORIGO mathematics, Daily Reviews, Talk for Writing, See Saw and EALD Progress Map.

In 2023 the Department's Teaching for Impact strategy is being implemented, with a focus on INSTRUCT, with Daily Reviews, Cognitive Load Theory, Reading Fluency and Talk for Reading as priorities at the start of the year.

In 2023, four staff members are attending Research to Impact (Shaping Minds) professional learning to enhance their knowledge and understanding of how students learn best. They will begin coaching and supporting their peers to enhance teaching and learning across the school

In 2022 the school continued it journey of the implementation of evidence-based pedagogies based on data to drive improvement. The continued implementation of Tier One English programs has been the focus in 2022. These programs include Heggerty in K-2, Talk for Writing across all year levels, PLD in K-2, Words Their Way in Years 3-6, Literacy Pro in Years 3-6. Teachers in Phase of Learning (POL) groups engaged in data analysis in Brightpath (narrative, recount and persuasive moderations) and Progressive Achievement Test Adaptive Reading. Reading Mastery was continued to be implemented in the junior primary as a tier two intervention.
Students were encouraged to continue regular home reading, with Home Night Reading certificates and hat badges continued to be presented in each classroom.

Mathematics Overview

In 2022 the ORIGO whole school program continued to be implemented across the school from P-6. Information from the quarterly and end of module assessments is used in conjunctions with teacher judgement, Progressive Achievement Test Adaptive Maths, On Entry and NAPLAN to guide teaching assessing and reporting. As in English, in 2022 there was a focus on increasing the rigor of data analysis to guide teaching and learning through the introduction of Best Performance, a data analysis service through Best Performance to support teachers with gap analysis, planning for the re-teaching of concepts and skills that students have not grasped.

Maths Mastery, a direct instruction mental maths program continued being trialled at Dryandra Primary School, with 2022 being the second year of this three-year trial. In 2021, Year 5 and 6 teachers used Maths Mastery to improve student performance in mental maths. In 2022, Year 3 and 4 students were included in this trial. 2023 is the final year of trialling and the program will be reviewed at the end of 2023.

Best Performance

The focus on increasing the rigor of data analysis in English, Mathematics and Science to guide teaching and learning through was improved and streamlined with the introduction of Best Performance, a data analysis service through Best Performance to support teachers with gap analysis, planning for the re-teaching of concepts and skills that students have not grasped.

Best Performance is an online platform that empowers teachers to pinpoint, and address identified gaps in their students' learning in mathematics, English and Science. It saves time by reducing the administrative burden, freeing teachers to do what they do best: extend children to help them thrive. Staff received several professional learning workshops on how to use the platform for gap analysis, as well as developing daily reviews for remediation and extension. A staff survey conducted at the end of 2022 showed that teachers were using this new platform to inform their planning and teaching, assess their teaching success and undertake gap reviews,

which were used for remediation and extension. This also identified large gaps in our reading comprehension, which were the same areas across the whole school. This resulted in a decision to look for a new, evidence-based reading framework to implement across the school to improve student outcomes.

In 2023 the whole school will undertake further workshops covering the new progress data analysis and investigate the e-writing assessment regime, as well as the use of Marksbook.

Aboriginal Cultural Standards Framework

In 2022, the DPS Operational Plan was focussed on addressing targets derived from the Aboriginal Standards Framework. Some of these include:

- *Inviting Indigenous parents and community members in to share their culture and language.* The school invited local Noongar Elder Carol Foley and Noongar artists Gina Williams and Guy Ghouse to share Noongar culture and language at our NAIDOC celebrations.
- *Staff to complete the Department Aboriginal Cultural Appreciation Online Professional Learning module.* This was undertaken by all staff.
- *The Aboriginal six seasons garden will be utilised as an additional learning space.* The painting of the six seasons posts in the Aboriginal Garden was completed during NAIDOC week. Classes have begun to use the space for storytelling and learning activities. Further connections need to be established to support learning about bush tucker and the medicinal use of plants by Aboriginal people.
- *Implementing strategies to enhance Aboriginal student attendance, behaviour and engagement in learning will be targeted to identify needs for early intervention.* An attendance policy and individual attendance plans were implemented in 2022 to improve the attendance rate. The AEIO and Deputy Principal conducted regular home visits with families to support and encourage regular attendance.
- *Increasing the number of culturally appropriate books in the library, with a focus on purchasing Whadjuk/Noongar books/puppets/puzzles/cushions.* We encourage families to visit the library and view our Indigenous book collection and will continue to build up the Indigenous resources around the school.

In 2023, staff will continue to reflect against the Aboriginal Cultural Standards framework to celebrate successes in becoming a more culturally responsive school as well as identifying areas of improvement.

English as an Additional Language and or Dialect

In Semester 2 of 2022, an English as an Additional Language and or Dialect (EALD) position was created to support the teaching of EALD students at Dryandra Primary School.

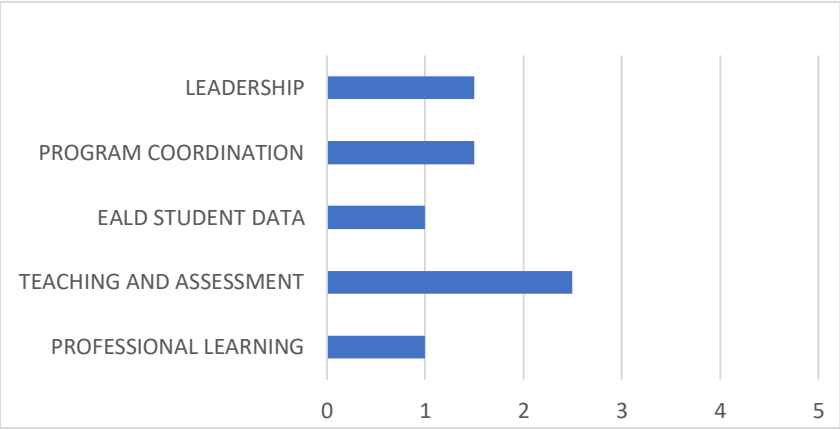
In 2022 the EALD teacher worked with classroom teachers to support students in class and worked collaboratively with staff to model strategies to support EALD learners. In the early years, EALD support has focused primarily on oral language, while students in the upper years have been supported with oral and written language. The EALD teacher also supports teachers with the implementation of the EALD Progress Map to support the teaching, learning and assessment of students.

A variety of bilingual books have been purchased for the school library P & C contributions. These books with be available for students and families to borrow in 2023 and aim to value our students first language and support language and literacy develop in English.

In 2022, an EALD Policy was developed and outlines the purpose of EALD support, as well as defining roles, responsibilities and principles of EALD teaching. The policy was shared with the school board and will be implemented in 2023.

In Term 4, teaching staff evaluated the whole school approach to EALD. Six domains were evaluated, with each are being allocated a level 1-5.

EALD SELF-REFLECTION AND PLANNING TOOL SEMESTER 2, 2022.



The area where staff felt the school was achieving the highest level was Teaching and Assessment, while EALD Student Data and Professional Learning received the lowest levels. These results, along with discussion during the evaluative process, will inform the EALD program in 2023 and beyond.

As well as building on the success of 2022 achievements, the focus areas in 2023 include:

- Developing ways to support speakers of Aboriginal English to effectively ‘code switch’ – using Standard Australian English for academic purposes, while encouraging the use of Aboriginal English at home or in social situations. The school’s AIEO has been liaising with families to determine those students who speak (or are exposed to) Aboriginal English at home.
- A Collaborative Teaching Framework was developed in 2022 and outlines more effective methods of co-planning and co-teaching to support EALD students in classrooms. The EALD teacher will work with teachers to plan, teach, monitor and assess learning
- Initiatives are planned to encourage the involvement of Culturally and Linguistically Diverse (CALD) families in the Dryandra Primary School community.

National Quality Standards Early Childhood Education

The 2022 focus areas for The National Quality Standards (NQS)were:

Focus Area	Review
Standard 1.2.2 Responsive Teaching and Scaffolding Expand and maintain Loose Parts and Cubby play	Roster for play, care and maintenance of Loose Parts has had some success. Cubby making activities in K/PP achieved. Only 43% of staff used the Loose Parts play area more than once, although 93% of staff see the value in Loose Parts play
Standard 5.2.1 Children are supported to collaborate, learn from and help each other.	Students were supported through the PBS program. Lessons were implemented and supported by the PBS committee.
Aboriginal Cultural Standards Framework All staff to complete or revisit cultural awareness training from the Department. All staff to teach one unit of work embedding Aboriginal culture per term. All staff will invite the parents of Aboriginal students into their classroom to share an element of their culture. All staff to use the six seasons garden as part of learning program once a term.	Six seasons garden was utilised as part of the learning program and 78% of staff felt that the Aboriginal Cultural Standards Framework was being embedded as part of NQS.
Staff will prepare for an informal audit on the NQS implementation. A display of NQS focus area in Block A is to be created. Staff will review evidence from past audits and brainstorm new ideas to plan for 2023.	73% of staff believe the NQS meetings were helping to improve standards in our school. Block A implemented an NQS display

Recommendations for 2023

- Select new goals based on the NQS self-assessment tool
- Access independent NQS audit to help gain fresh perspective and input
- Continue to embed Aboriginal cultural standards in teaching and learning.
- Continue with a schedule for cleaning and maintenance of equipment.
- Continue to value NQS is valued across school through operational planning

National School Opinion Surveys

The National Opinion Survey (NSOS) for students, staff and parents is due to be carried out in 2023.

Leadership

The 2022 – 2024 Business plan was developed and aligned with the Department's Strategic Plan and developed with the whole school community. Priority areas were developed in six key focus area and based on the schools' shared vision and beliefs.

High expectations are in place for every student and data literacy is improving across the staff. Disciplined dialogue based on collected evidence ensures that we know numbers, names and needs to support our students at Dryandra Primary School.

Distributed Leadership Model

A priority in recent years has been to develop a distributed leadership model across the school with a focus on upskilling staff to support ever improving practice. Phase of Learning Teams meet regularly to collaborate and reflect against strategic and operational plans. The Dryandra Development Committee continues to work with the executive leadership team to lead school priorities and support the implementation of strategic and operational plans.

Student Leaders

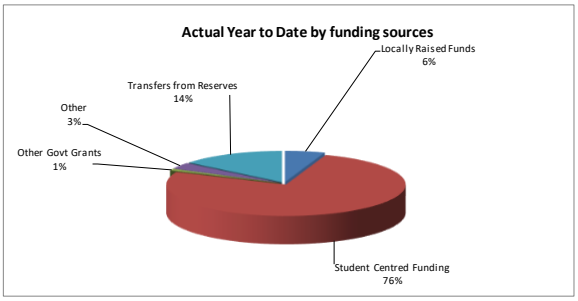
Providing our students with leadership opportunities has continued to be a focus. Student leadership in 2022, included eight faction leaders and seven student leaders. The student leaders represented the school proudly at the faction carnival, assemblies and special events including ANZAC and Harmony week. The student leaders assisted all students with successfully transitioning to class after breaks and promoted sustainability practices throughout the school through Containers for Change.

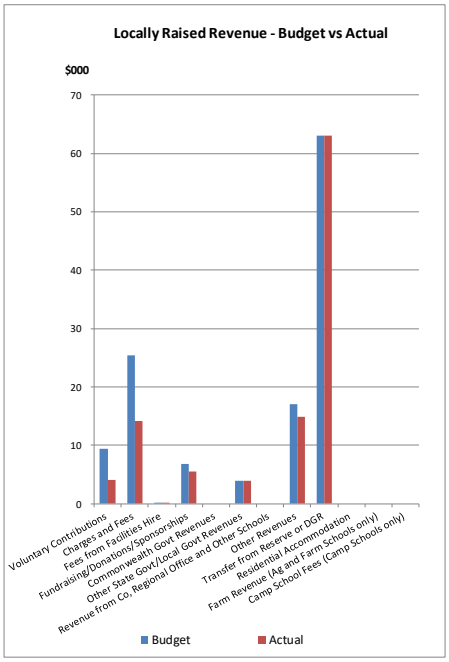
Use of Resources

Financial resourcing is created with a close alignment to operational plans to support school priorities. The school finance committee meet regularly throughout the year and Cost Centre Managers were supported with resourcing and expenditure. Funds were distributed to support professional learning, distributed leadership, physical resources, teacher relief, an instructional coach and the appointment of a EALD teacher in Semester 2. Resources were also allocated to support Aboriginal and English as an Additional Dialect learners, through the allocation of AIEO and EA time to support students. The school board were presented with financial data and updates on a regular basis with discussions focused on the percentage of Voluntary Contributions received.

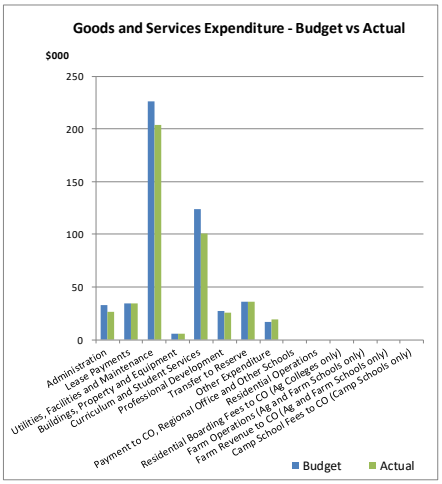
Dryandra Primary School
Financial Summary as at
Enter date here i.e. 31/12/2022

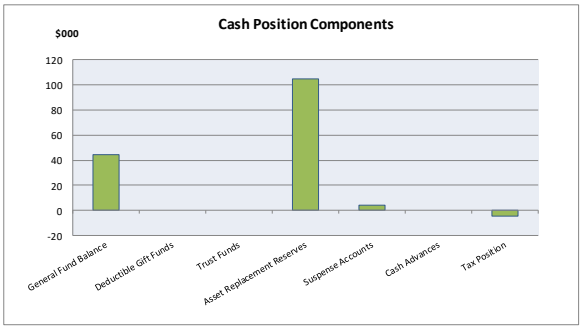
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 9,340.00	$ 4,128.00
2	Charges and Fees	$ 25,445.00	$ 14,125.79
3	Fees from Facilities Hire	$ 227.00	$ 227.27
4	Fundraising/Donations/Sponsorships	$ 6,850.00	$ 5,498.44
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 3,931.00	$ 3,931.00
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 17,100.00	$ 14,835.03
9	Transfer from Reserve or DGR	$ 63,103.00	$ 63,103.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 125,996.00	$ 105,848.53
	Opening Balance	$ 52,278.00	$ 52,278.63
	Student Centred Funding	$ 335,999.72	$ 337,899.72
	Total Cash Funds Available	**$ 514,273.72**	**$ 496,026.88**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 514,273.72**	**$ 496,026.88**





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 32,850.00	$ 26,256.97
2	Lease Payments	$ 34,233.00	$ 34,165.75
3	Utilities, Facilities and Maintenance	$ 226,169.00	$ 203,419.03
4	Buildings, Property and Equipment	$ 5,825.00	$ 5,824.81
5	Curriculum and Student Services	$ 124,161.00	$ 100,872.88
6	Professional Development	$ 27,000.00	$ 25,722.39
7	Transfer to Reserve	$ 36,000.00	$ 36,000.00
8	Other Expenditure	$ 16,550.00	$ 19,323.09
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	**$ 502,788.00**	**$ 451,584.92**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 502,788.00**	**$ 451,584.92**
	Cash Budget Variance	**$ 11,485.72**	





	Cash Position Components	
	Bank Balance	**$ 149,038.59**
	Made up of:	
1	General Fund Balance	$ 44,441.96
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 104,792.72
5	Suspense Accounts	$ 4,039.91
6	Cash Advances	$ -
7	Tax Position	$ (4,236.00)
	Total Bank Balance	**$ 149,038.59**

Special Events and Highlights

Faction Carnival

The Faction Carnival is always a highlight of the year and 2022 was no exception. Lead by Mr Telford the students from Kindy to Year 6 enjoyed showcasing their athletic skills in a series of competitive events and fun tabloid events. Congratulations to Wandoo, the winners of the 2022 Faction Carnival and to all of the students for their enthusiastic participation and excellent sportsmanship.

Class Awards

The Kindy and Pre-Primary performance of Superhero Friends was a great reminder of our school value "CARING" and the importance of friendship and kindness. Although only two students from each class were awarded with an award at this special assembly we would like to acknowledge the hard work and dedication of all DPS students in 2022.

Learning Journey and Book Fair

In Term 3, we conducted a Learning Journey inviting our families into the school to experience and share in the learning of the students. It was a well-attended event with many families taking the opportunity to learn about the education programs undertaken by their children at our school. The Book Fair conducted on the same night was equally successful raising funds for our library to purchase books and resources.

Christmas Concert

As one of our last events for the year the Christmas Concert is an exciting way to end the year and celebrate our community together. The staff and students work hard in the weeks before to put on a spectacular show for our school community. The staff item and 'special visitors' made for a memorable event

Graduation

Our graduating Year 6 students enjoyed two special excursions to Lazer Blaze and Swan Adventure Centre to celebrate their end of primary school. This year the Graduation Ceremony was a lavish event with parents and family joining us in the library for a pre ceremony celebration followed by their graduation ceremony. Congratulations to our 2022 graduating students.