

# Deanmore Primary School Annual Report 2014





## Deanmore Mission Statement

To promote a caring learning community in which each member is able to develop the knowledge, skills and confidence to achieve their full potential and make a positive contribution to society.

## School Vision and Purpose

We recognise the value of working in partnerships with parents, carers and the wider community in providing a quality education for our students.

Our purpose is to ensure that all students at Deanmore have the ongoing opportunity to develop the skills, knowledge and confidence to achieve their individual potential and contribute to the social and economic development of Australia and the global society.

As a public school system, the aim is to achieve the twin goals of excellence and equity.  
'Strategic Plan for WA Public Schools 2012-2015'

At Deanmore we strive to create a learning environment that is inclusive, safe and stimulating. A school that values excellence and equity in equal measures. As a school community we ensure each child receives a quality education in Literacy, Numeracy and Science that can be applied to real life situations. A diversity of opportunity across an eight component curriculum develops the individual interests and aptitudes of each child. We are committed to fostering across all learning areas the values and general capabilities underpinning the Australian Curriculum as we prepare for full implementation of Phase 1 of the Australian Curriculum in 2015.

## Evaluation and Accountability

This 2014 Deanmore School Annual Report describes the school's performance for 2014. The report is intended to give parents and other members of the community a clear sense of how students in the school are progressing and what we are doing at Deanmore to maximize student achievement.

Our Report seeks to communicate in a clear and concise manner our vision and achievements for 2014.

It contains:

1. Contextualized information about student achievement.
2. Progress on identified priorities.
3. School budget.
4. Highlights of the school year.
5. Requirements of prescribed agreements between State and Australian Government.



## Principal's Message 2014

This year has been like no other in my time at Deanmore. We have sailed on so many highs and returned from the depths of very real grief all in the span of a few short terms. Deanmore has always been a resilient and strong community and in 2014 we drew on our stored reserves of trust and belief in our own abilities to conquer all challenges. And conquer all challenges we did. In December 2014 we were once more a tight knit vibrant school community celebrating the achievements of the year just as we have always done at Deanmore since 1961. The tragic flight MH17 that took the lives of our precious students is now etched in Deanmore history - in a tentative and respectful way we have moved forward. Whilst always remembering our loved ones lost, we now treasure every moment as a community. Our commitment to making our world a more harmonious place for all is evident in programs across the school.



This was the year when a large cohort of Year 7 and 6 students graduated and prepared for secondary studies in 2015. It was a milestone year for Public Education and one in which we saw unprecedented changes made that will shape public schooling opportunities for decades to come.

In September we welcomed the IPS Independent Review Group and eagerly shared outcomes achieved across the life of the 2012-2014 Business Plan. The Review process was a cathartic experience as we proudly and passionately demonstrated our abilities as a community to meet the targets of the Business Plan. As your Principal I was indeed humbled by the determination staff, students and parents demonstrated to ensure the IPS Review Team captured quality evidence from every element across all curriculum areas. Deputy Principal Joanne Marwick has been a tower of strength and a magnificent example of exemplary leadership throughout 2014. She brilliantly managed the IPS Review agenda with parent Roberta Whittaker and the result was a final report that we are indeed proud to share with the wider community via our school website.

Our NAPLAN results showed a commendable increase due to targeted teaching. Recommendations received from the IPS Review Report will help form new targets, to aim for even greater gains in the Year 3 and 5 cohorts to be tested in 2015.

Advanced Placement Programs were offered again in 2014 and I pay tribute to the wonderful staff who turned out of bed early to work with talented students on these before school courses. The irrepressible Dan Rodgers ran his surfing option at Scarborough Beach and kept his sense of humour and our children safe as they dodged the lightning strikes and thunder bolts! Annie Motherway made music that made us all want to reach for our ukuleles and join the band and Science Specialist Clair Martin fostered a love of investigation in yet another cohort of Deanmore scientists.

To all my staff I say a heartfelt thank you! Your kindness and support carried me through another unforgettable year at the best school in Western Australia. The many moments we came together as a community were very special at so many levels. School Board, Finance Committee and P&C Meetings were always conducted in a fine spirit of goodwill and a huge desire to build on the existing opportunities for all Deanmore students.

Sonja Bennetto's Book Fairs and the amazing Art Market together with Barbs Harvey's vast array of fund raising initiatives punctuated our year with fun events that just happened to make money to fund our ever expanding wish lists of student resources.





When the Hon. Minister for Education Peter Collier visited the school in November, he was delighted to see groups of Pre Primary children all working on their individual laptops so generously co-funded by the Deanmore P&C. Bruce Johnson who has led the P&C for the second year running is farewelling the school. It is a school where Bruce spent many hours as a student, followed years later by his own three children. As he watched his youngest lad graduate in December 2014 he must surely have looked back with great satisfaction on the changes he has contributed to, witnessed and initiated. Sam Maddern, the Chairperson of the Deanmore School Board, has completed another highly effective year in a position that has increased demands and roles under the IPS model. Sam is without peer in terms of wisdom, support and good humour.

At the final assembly for 2014 we said goodbye to many parents who have educated their children at Deanmore and now move on to secondary education settings. Robyn Atwell and her family have been generous supporters of Deanmore across the years and it was a moment tinged with sadness when we presented Rob with a Community Award for outstanding service to our school. Our best wishes go to Rob, Shane and their talented and civic minded children.

Our ANZAC Service commemorating 100 years since the start of World War I was as always, a poignant moment in the Deanmore calendar. For the first time we had the Light Horse Regiment represented with two beautifully behaved steeds providing a fitting backdrop to a ceremony that has a Scottish Piper as a familiar annual figure. Our wonderful gardener Graeme Stewart sourced three Roses of Courage for the Memorial Garden and it was with great pride that I planted the rose to commemorate World War I with my grandson Lachlan, a Year 1 student at Deanmore.

In Semester 2 Bessie the cow ambled onto the Deanmore scene and made quite an impact on even the youngest members of the community. Under the gentle brushstrokes of staff member Georgia Mills and every child at Deanmore, Bessie wandered off to the Royal Agricultural Show and then returned, a little bruised but happy to be home to grace the school foyer. She sported a technology themed coat for the Royal Show and the research the children undertook to prepare her was evident in her glowing coat.

I look back on 2014 with enormous satisfaction. Our school population continued to grow and places were eagerly sought by parents who also attended Deanmore. With a quality staff eager to return in 2015 I consider we have laid firm foundations for a year of consolidation around the Department of Education's reform agenda. We all need to look back with pride on our 2014 achievements. Like the beautiful sunflowers in our School Farm we kept our backs straight - our heads held high and as a community we faced the sun with renewed optimism.

Jeanette Metcalf

Principal Deanmore PS  
December 2014





## Academic Achievement

Deanmore continues as a highly regarded public school that serves the educational needs of those fortunate enough to call this beachside suburb home. Deanmore has strong traditions, and many second generation students now attend. With a focus on excellence and equity, we celebrate the many differences that our young citizens bring to our multicultural society. Supportive parent partnerships ensure Deanmore develops as a vibrant learning community that uses student achievement data to inform school planning and teaching strategies.

Academic standards are high and NAPLAN results indicate our students perform well above national benchmarks. Science is a school priority and external moderation reflects the high standards we achieve. Our dedicated SAER team supports staff with curriculum differentiation for students with special needs and regular meetings are held with our school psychologist to discuss appropriate interventions. Due to our strong commitment to the implementation of Phase 1 of the Australian Curriculum there is a vigorous focus on the integration of ICT across all curriculum areas. This is supported by a community commitment to cybersafety. Staff constantly engage in professional learning to support safe on line behaviours and newsletter tips provide parents with ideas for online safety at home. Student attendance is excellent and receives recognition on semester reports. Staff are committed to professional learning and post graduate studies. Through our regional networks, WA Curriculum and Standards Authority Curriculum and Assessment Outline (SCSAWA) and professional learning, staff keep abreast of developments with phase 2 of the Australian Curriculum and plan appropriate resources for phase 2 familiarization in 2016.

School survey data suggest students find Deanmore a welcoming place to learn. Close attention to workforce planning ensures we recruit skilled teachers, who are committed and capable of delivering on the targets of the Deanmore Business Plan 2012-2014.

I like this school as it is fun to learn and the teachers care a lot about how I am going.  
*Student survey comment*

## CONTEXTUALIZED INFORMATION ON STUDENT ACHIEVEMENT

### Summary of student performance in NAPLAN 2014

In 2014 there were very few Deanmore Primary students below the National Minimum Standard. There were however, many high achievers. The table on the following page shows the percentage of Deanmore students whose NAPLAN results were in the top 20% of all Australian Schools.

To award the achievements of high performing NAPLAN students Deanmore PS presented certificates to acknowledge students who achieved outstanding results in NAPLAN assessments. Parent feedback on this initiative has been positive.



## Academic Achievement

NAPLAN 2014	Aust. Mean	WA Mean	DPS Mean	DPS in top 20%	DPS in middle 60%	DPS in bottom 20%	DPS At National Minimum Standard	DPS Below National Minimum Standard
<b>Numeracy</b>								
Year 3 (55 students)	402	392	418	29%	64%	7%	5%	2%
Year 5 (46 students)	487	480	521	43%	54%	5%	4%	0%
Year 7 (33 students)	546	545	577	42%	55%	3%	6%	0%
<b>Reading</b>								
Year 3 (55 students)	419	407	436	45%	42%	13%	13%	4%
Year 5 (47 students)	501	492	528	43%	55%	2%	11%	0%
Year 7 (33 students)	546	544	586	45%	52%	3%	6%	0%
<b>Spelling</b>								
Year 3 (55 students)	412	403	440	45%	47%	7%	14%	0%
Year 5 (47 students)	498	492	516	26%	72%	2%	0%	2%
Year 7 (33 students)	545	543	578	33%	67%	0%	3%	0%
<b>Grammar &amp; Punctuation</b>								
Year 3 (55 students)	426	413	451	36%	62%	2%	2%	0%
Year 5 (47 students)	504	495	524	36%	62%	2%	2%	0%
Year 7 (33 students)	544	543	571	33%	55%	12%	12%	0%
<b>Writing</b>								
Year 3 (55 students)	402	397	426	35%	64%	2%	0%	0%
Year 5 (47 students)	468	465	478	34%	49%	17%	13%	5%
Year 7 (33 students)	512	514	561	39%	61%	0%	5%	0%

Deanmore results indicate our performance is above both the WA and National Mean in every element of the NAPLAN assessments. Students in Year 3, 5 and 7 completed the National Literacy and Numeracy Assessment in May 2014.





## English Learning Area

This learning area enjoys a strong focus in our Business Plan and is well supported by the school's one line budget and funds raised by the Deanmore P&C. 2014 saw an increased focus on developing students' creative writing skills through familiarisation and implementation of the 'Seven Steps to Writing Success' program. Senior Teacher Tracy Wacker has led this initiative, coordinating and providing professional learning for staff to assist with the implementation of the program. Since the introduction of the 'Seven Steps' program, the school has noted improvements to both student attitudes towards writing and the quality of students writing. A whole school focus on 'The Seven Steps to Writing Success' program will continue in 2015. This is a targeted strategy for improvement in the 2015-2017 Business Plan.

Spelling continued to be a priority in 2014, with all students from Year 1-7 using the Soundwaves spelling program. Soundwaves is a phonetic approach to spelling which is aligned to the Australian Curriculum. This whole school approach has been very successful, with Year 3, 5 and 7 NAPLAN results continuing to improve and 2014 NAPLAN results closer to like schools.

In 2014 Deanmore staff combined Children's Book Week and National Literacy and Numeracy week to engage in fun, whole school activities to promote reading and literacy. Students from all year levels thoroughly enjoyed participating in the Book Week parade and other activities organised for this event. The Deanmore P&C organised two Scholastic Book Fairs resulting in books to the value of \$4800 being donated to the school library.

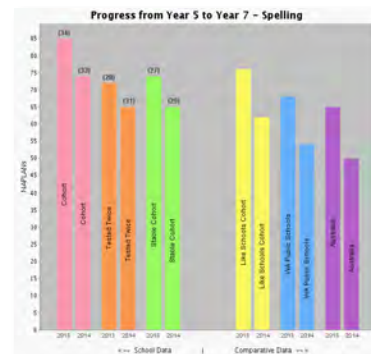
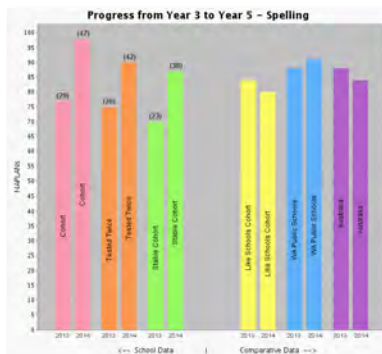
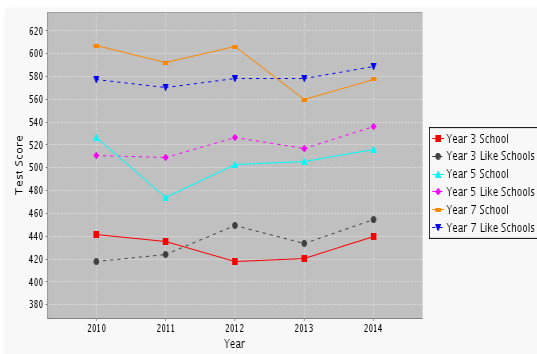
Deanmore continues to build on its strong home, school and community partnerships. In 2014 all students at Deanmore enjoyed home and school access to the Reading Eggs and Reading Eggspress program. This is a motivating online reading programme which supports student learning of essential literacy skills. Technology is used to support all aspects of student learning. With interactive whiteboards in every classroom, and the purchase of additional banks of laptops, students have access to a number of excellent online learning activities including Studyladder, Spelling City and English based learning objects from Scootle to enhance outcomes in English. The Deanmore P&C continued to support student learning in the English Curriculum area by providing funding in 2014 for additional sets of laptops.

- Student Comments:
- The steps make writing easier to do. We go bit by bit and focus on one thing.
- We learnt tips to improve our writing.
- We learnt how to brainstorm.
- You get to write stories with friends, working in groups.
- It's making our writing more interesting and exciting.



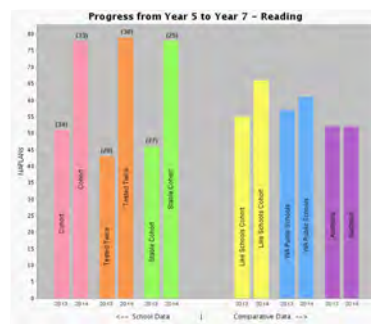
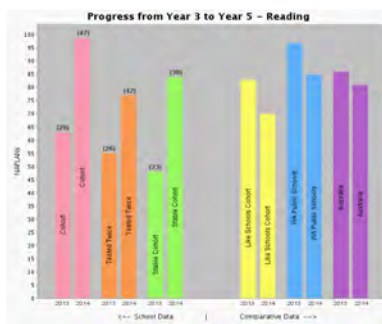
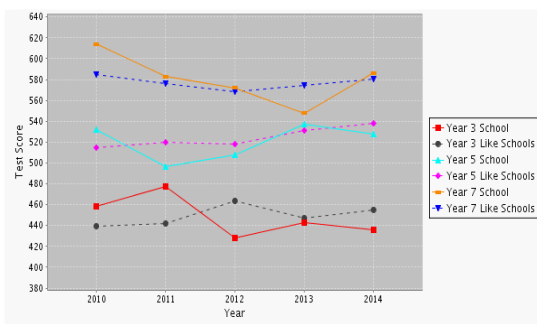
## Target

**Arrest the downward trend in Year 5 Spelling, Reading, Grammar and Punctuation**



## NAPLAN Spelling 2014

Spelling continued to be an area of focus in 2014 and NAPLAN results show continued improvement across all Year levels with results now similar to that of like schools. Progress from Year 3 to 5 and Year 5 to 7 for the stable cohort was above like schools for Spelling in 2014.

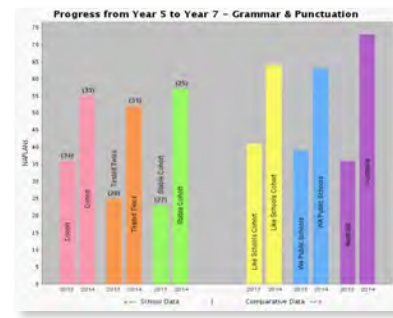
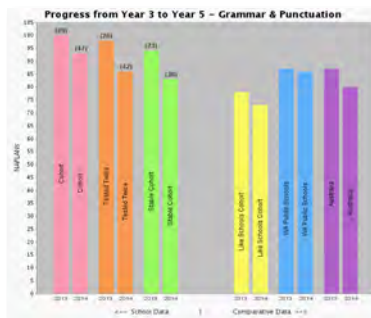
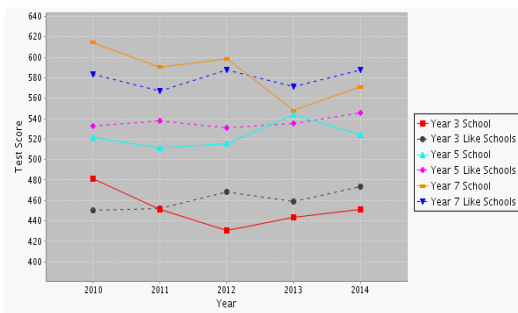


## NAPLAN Reading 2014

Reading results in all year levels are similar to like schools, although Year 3 and 5 students did not perform as well as the 2013 cohort. Year 7 results have improved significantly on 2013 results. Progress from Year 3-5 and Year 5-7 for the stable cohort was well above like schools in Reading in 2014. This is a significant improvement on 2013 results.



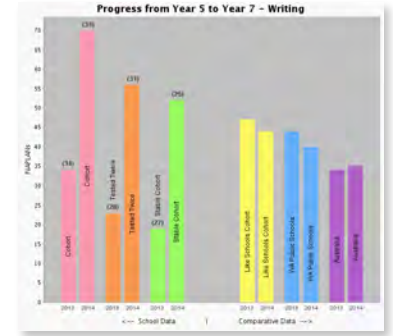
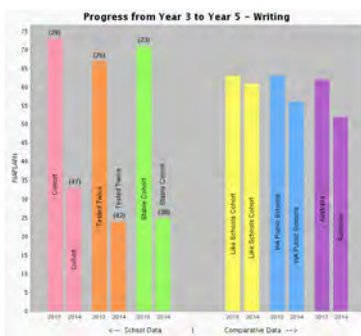
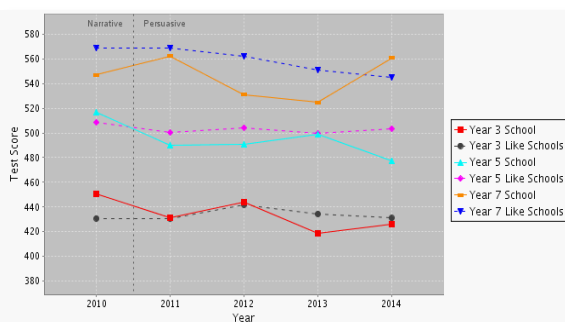




## NAPLAN Grammar and Punctuation 2014

Grammar and Punctuation results for Year 3 continue to show an upward trend. Year 7 results have improved on 2013 results while Year 5 results show a downward trend. Results in all year levels are below like schools indicating that this will need to continue being an area of focus for improvement.

Grammar and punctuation progress from Year 3-5 for the stable cohort is above like schools. Progress from Year 5 to 7 is similar to like schools for the stable cohort.



## NAPLAN Writing 2014

Year 3 and 7 Writing results show strong improvement with Year 7 students performing above like schools and Year 3 results being similar to like schools. Year 5 results for 2014 are below like schools and show a downward trend for the first time since 2011.

Progress from Year 5 to 7 for the stable cohort in Writing, is well above like schools while progress from Year 3 to 5 is below like schools.

**On Entry Assessment Target: 80% of Pre-primary students at or above 0.5 progression points in Reading and Speaking and Listening**

Target met in Speaking and Listening with 90% of students at or above 0.5 in speaking and listening.

Target not met for Reading, with 74% of students at or above 0.5 progression points.

## 2015 Recommendations

- Whole school implementation of the 'Seven Steps to Writing Success' strategies K-6.
- Use Words Their Way Spelling inventories to assess and monitor individual student progress in spelling.
- Introduce PM Benchmark assessment Years 1-3 to monitor student progress and achievement in reading.
- Develop whole school Spelling policy to identify whole school strategies for spelling improvement.
- Continue to integrated the use of ICT and Critical and Creative Thinking skills to facilitate the development of Critical Literacy as outlined in the Australian Curriculum.





## Mathematics Learning Area

2014 was a year of consolidation for implementation of the Australian Curriculum Mathematics content. Resources such as Signposts Maths texts, DoE online resources at Connect Resources and NAPLAN learning guidelines were used to good effect by teachers from Year's 1-7. Students will continue to use the Signpost Mathematics series across the school in 2015 to provide students with in depth exposure to the content of the Australian Curriculum and access to the program out of hours for home study and consolidation of concepts. Deanmore PS continued to fund a school-wide Mathletics subscription in 2014. The online program provided teachers with instructional aids linked to the Australian Curriculum and student activities can be accessed both in and out of school hours.

In 2014, students were once again invited to enter the University of NSW Mathematics competition. Results were pleasing with 3 students achieving distinctions and 5 students achieving credits in this Australia wide assessment.

Students from Pre-primary to Year 7 were enthusiastically engaged in mathematical activities when the educational experience "World of Maths" visited Deanmore in July. Students participated in a range of problem solving activities covering the strands of Number, Space, Measurement, Chance and Data and Logical Thinking. The activities are designed to encourage students to discover number patterns, identify geometric properties, think logically and apply Mathematics to their physical world. As one student so aptly described the experience....

Students in the Early Learning and Junior Primary pods celebrated '100 days of schooling' with a range of numeracy activities around the number 100. Each class contributed fun activities to explore the number 100 and the event culminated in a shared lunch and the releasing of 100 balloons.

*"The World of Maths is like a maths Timezone. There are games with length, adding, memory concentration, etc. It is all learning.... The man who ran it told us an important message ..... "Practice makes progress."*



## Mathematics Learning Area

Increase the percentage of Year 5 and 7 students in top 20% for Numeracy.

State	Year 7 Numeracy					
	School			Like Schools		
	2012	2013	2014	2012	2013	2014
Top 20%	39 %	26 %	42 %	46 %	51 %	56 %
Middle 60%	58 %	68 %	55 %	49 %	44 %	41 %
Bottom 20%	3 %	6 %	3 %	5 %	6 %	4 %

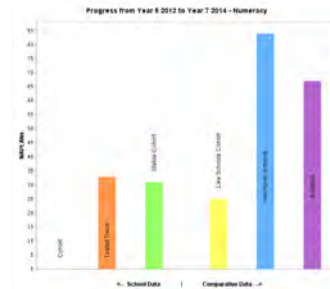
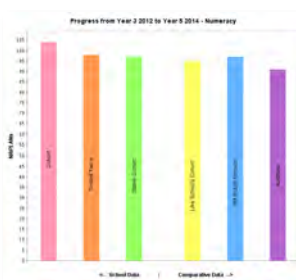
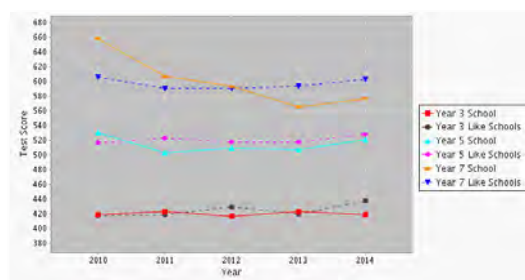
State	Year 5 Numeracy					
	School			Like Schools		
	2012	2013	2014	2012	2013	2014
Top 20%	28 %	28 %	43 %	34 %	41 %	48 %
Middle 60%	63 %	69 %	54 %	60 %	54 %	47 %
Bottom 20%	9 %	3 %	2 %	6 %	5 %	5 %

Significant improvement has been noted in the number of students in the top 20% of the State for NAPLAN in both Year 5 and 7 in 2014. Results are now similar to Like Schools and a significant improvement on 2013 results.

**Target:** Arrest downward trend in Year 5 Numeracy.

Year 3 and 5 numeracy results are similar to, but still below Like Schools in 2014.

Year 5 and 7 results show improvement on 2013 results, while year 3 results remain similar to 2013 results.



**Target :** 100% of Pre-primary students at progression point 0.5 or above for On-Entry numeracy.

Progress was made towards achieving this target, with 98% of students achieving 0.5 progression points or above in Numeracy.

### Recommendations:

- Focus on and report using the Australian Mathematics Curriculum.
- Teacher moderation using WA curriculum pointers and work samples.
- Increased focus on Mathematics in the 2015 Business Plan with a focus on maintaining achievement levels similar to Like Schools.
- Increased use of formative assessment to inform teaching and learning.

The Science program at Deanmore continued to run as a specialist subject area in 2014, supporting the targets of the Deanmore Business Plan 2012-2014. It had also been embedded in other aspects of the school such as the farm and various Sustainability initiatives.

The original targets of the Business Plan were reflected upon as we prepared for our inaugural IPS review in the second half of the year. As part of the review process and in preparation for a new business plan, it was concluded that the teaching of Science as a specific subject, be returned to the classroom teachers. This will enable all teachers to fully familiarise themselves with the Australian Curriculum and allow for more cross curricula integration, particularly in the junior years. There are a number of staff at Deanmore who have experience in the delivery of Science as a specialist subject and they will provide continued support and guidance where required and promote the use of existing resources.

In 2014 there was a focus on the practical aspects of Science through the delivery of the Australian Curriculum. Students were engaged in the Inquiry process whilst developing an interest in the subject. Science was also featured as part of Deanmore's Advance Placement program where fellow staff member, Georgia Mills delivered her very successful 'Rockin Rockets' course.

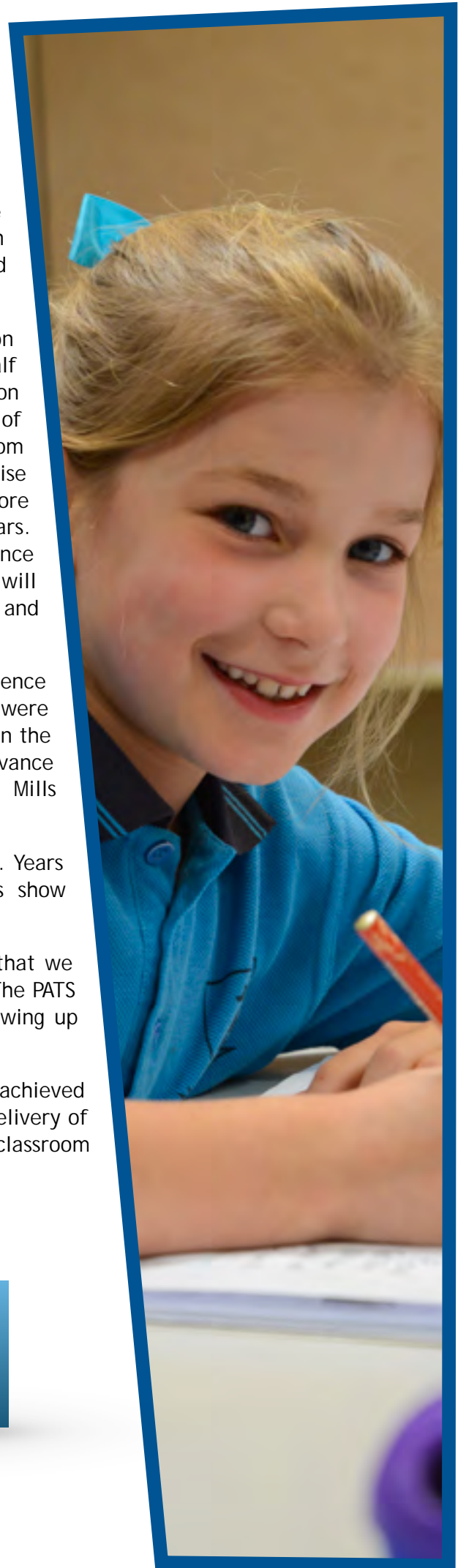
Scitech continued to feature in our school visits from K to 7. Years 4-7 were treated to a well presented Chemical Sciences show followed up by individual 'hands-on' class lessons.

As WAMSE testing was phased out in 2013, it was decided that we would embark on gathering some of our own baseline data. The PATS testing was employed in Years 3 and 5 with a view to following up with these students in 2015.

Having a Science specialist teacher over the past 4 years has achieved our aim of raising the profile of Science in our school. The delivery of this learning area will return to the capable hands of classroom teachers in 2015.

Claire Martin - Science Specialist 2011-2014

I like the fact that we have a Science program.  
The teacher makes learning Science fun.  
*Deanmore student survey 2014*





53 students in Year 3 and 47 students in Year 5 were tested in June 2014 using the Progressive Achievement Test in Science (PAT Science).

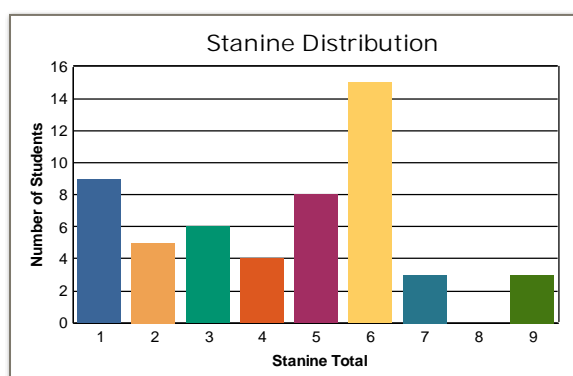
The test is a national norm referenced test, that assesses student achievement in scientific understanding. It is designed to assess Science Knowledge, Scientific Literacy and Understanding of Science Principles and their application.

Overall, DPS Year 3 performance was below expected level with 45% of students ranked below stanine 5. This indicates that 45% of students performed at -0.25 to -1.75 standard deviations below the standardised norms identified in this test.

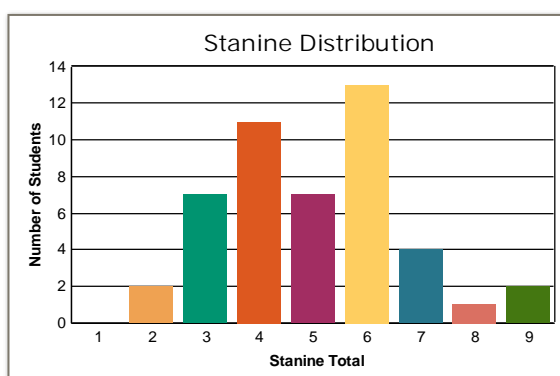
Year 5 results were more consistent with standardised norms for this Year level. 42% of students ranked below stanine 5. This indicates that 42% of students performed at -0.25 to -1.75 standard deviations below the standardised norms identified in this test.

Error analysis indicates that science strands Energy and Change and Materials are areas of weakness with this cohort of students.

### **Year 3 Results 2014**



### **Year 5 results 2014**



### **Recommendations 2015**

- Inclusion of Science in the 2015 Business Plan with focus on students achieving standardised scores that are similar to National norms in the Progressive Achievement Test in Science.
- Phasing out Science as a specialist subject area in 2015.
- Class teachers to focus on taking a cross curricular approach to teaching science.

# Student Engagement, Attendance and Behaviour

## Targets: Attendance

Percentage of students in regular attendance category will increase to 89% or above.

	Attendance Category			
	Regular	Indicated	At Risk	
			Moderate	Severe
2012	90.1%	8.5%	0.3%	0.9%
2013	85.8%	11.1%	2.1%	0.7%
2014	86.0%	10.5%	2.8%	0.4%
WA Public Schools 2014	75.0%	17.0%	6.0%	2.0%

### Attendance Categories

<b>Regular</b>	Attends 90-100% of school year.
<b>Indicated (at risk)</b>	Attends 80-90% of school year.
<b>Moderate (at risk)</b>	Attends 60-79% of school year.
<b>Severe (at risk)</b>	Attends 0-59% of school year.

- Percentage of students in regular attendance category is 86%. This is close to our regular attendance target of 89% and above the regular attendance rate for WA Public Schools.

Target: Percentage of students in severe risk will remain at 0%.

- Percentage of students in severe risk category 0.4% which is close to our target of 0% and below the severe category rate for WA Public schools.

Target: 0% Suspension rate maintained for 2014.

- This target was achieved. Suspension rate for 2014 was 0%.
- Deanmore PS has a clear Behaviour Management Policy and students have a strong understanding of expected behaviour. Staff are committed to promoting pro-social behaviour and there are fair and consistent consequences for students who display inappropriate behaviours.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2012	95.4%	94.5%	93.3%	92.7%	92.6%	81.1%	95.4%	94.5%	92.3%
2013	94.8%	94.8%	93.7%	98.9%	87.6%	80.7%	94.8%	94.7%	92.6%
2014	94.5%	94.6%	93.2%				94.5%	94.5%	92.1%

## Recommendations

- Deputy to continue to monitor and follow up on unexplained absences.
- SAER team involvement for students in moderate to severe category for attendance.
- Regularly promote the importance of attendance at school assemblies, in newsletters and parent information sessions.
- Provide department publications for Kindergarten enrolments "Everyday matters".
- Whole school commitment to Friendly Schools Plus program introduced in 2014 to support student health and wellbeing.





## Society and Environment

The 2014 school year continued to support the learning outcomes and values required in the Society and Environment curriculum area in a variety of ways.

On 26<sup>th</sup> February the students were entertained by a performance called “A Swag of Tales”. The show traced Australian history from our convict past to current day. Volunteers from the audience were able to dress up in costumes from the Gold Rush era. There were roars of laughter as they donned their pantaloons, bustles and bonnets! The students learnt about “olden day” washing machines, irons, toys and bushrangers.

In preparation for our annual Harmony Day celebration on March 21<sup>st</sup>, the students were involved in a Cultural Infusion Day. The students and staff spent the day rotating through a variety of music and dance activities from other cultures including; African drumming, Balinese and Indian dancing, Capoeira and Hip Hop. This was a wonderful day to inspire lessons and activities for teachers in order to promote the values of Harmony Day. The traditional Deanmore Multicultural lunch once again provided students and staff with a delicious lunch generously provided by the parents.

Term 1 concluded with our annual ANZAC ceremony. The ceremony included speeches, wreath laying, a Scottish piper, The Last Post and a minute’s silence. Once again, teachers’ involved students in a variety of activities designed to meet learning outcomes in the S & E area in the lead up to this assembly.

Implementation of the Australian History Curriculum continued with students from Year 5 visiting The Duyfken and Fremantle Prison; the students from Years 1 and 2 visited Cockman House in Wanneroo and the Claremont Early Childhood Museum to explore life in the early days of Western Australian settlement.

In keeping with our WaterWise accreditation and Sustainability focus, the Year 4’s attended the annual Gngangara Groundwater Festival as part of our continued studies into water and participated in an incursion from the Mindarie Regional Council to learn about composting.

The whole school also enjoyed an incursion called “A Country Life” which aimed to teach the students about technology in farming and included a play, hands on activities with farm animals, grinding wheat to make flour and a question and answer session with a farmer. This led to Deanmore being offered a Picasso cow. Many students contributed to the design of ‘Bessie’, which followed the theme of ‘Technology in Farming’ and every student and staff member in the school had the opportunity to paint her. ‘Bessie’ attended the Perth Royal Show and then resumed residence back at Deanmore Primary.



## Physical and Health Education

Physical Education specialist Dan Rodgers and colleagues continued to offer outstanding programs to Deanmore students with in school, before and after school activities to promote sporting skills, health and fitness.

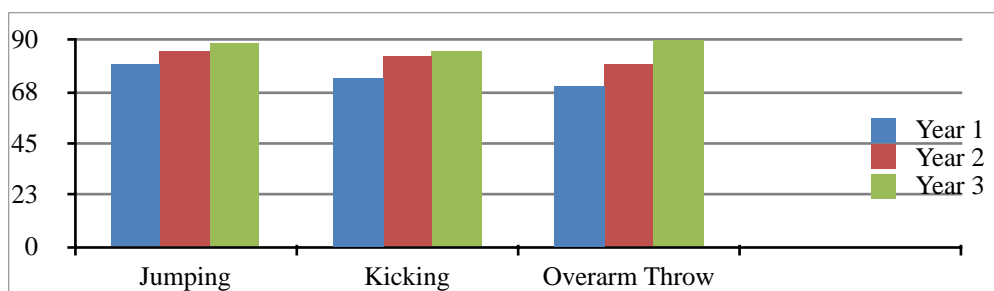
In 2014 the Phys Ed program was offered over a 4 day program. All classes from PP - 6 were timetabled a minimum of 60 minutes each week. Class teachers were required to complete additional mandated minutes of instruction.

Throughout the year Fundamental Movement Skills data (FMS) continued to be collected and documented to provide baseline data for tracking and comparisons. The school has a constantly updated record of each student's fine movement skills. Three FMS skills were selected to be tracked and compared in Years 1, 2 and 3 in 2014. This data will continue to be assessed during 2015 and 2016.

In 2011 a focus was placed upon improving basic FMS skills. Base line data was collected at the end of 2010 to start this focus. The skills of 'jumping', 'kicking', and an 'overarm throw' replace the three year cycle of tracking skills of 'climbing and moving', 'small ball catching' and 'large ball catching'.

Graph 1 (below) shows the results of this baseline data, with each bar reflecting the percentile of students competent in all age appropriate areas of the particular skill.

Graph 1 - Fine Movement Skill Proficiency Percentiles 2014



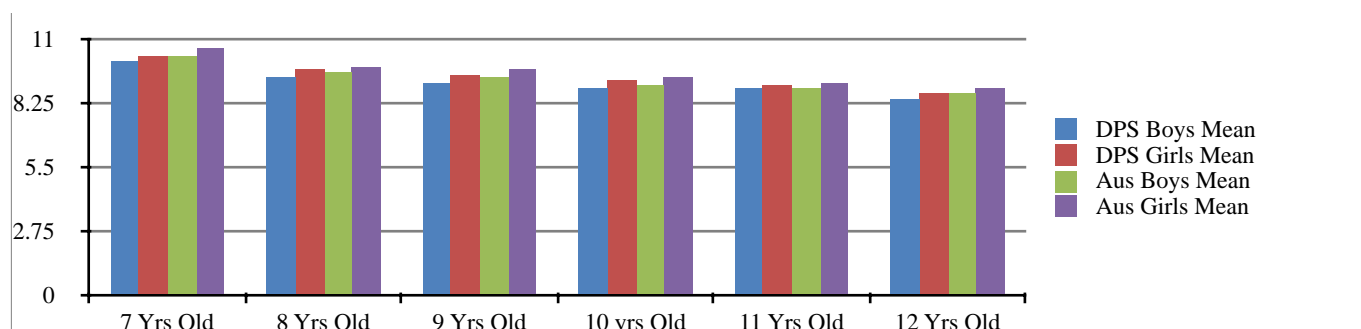
In 2014 sports specialist Dan Rodgers implemented aspects of the ACHPER Australian Fitness Awards throughout the school. 3 of the AFA tests were used to compare and contrast each male and female Deanmore age group with its Australian wide equivalent.



Collected data was used to find a 'Deanmore Mean' so that the scores could be directly compared with the AFA published results. The skills were modelled to the students who then worked on them individually and in groups. Students engaged positively in the program, demonstrating a willingness to improve their individual skills and their recorded results.

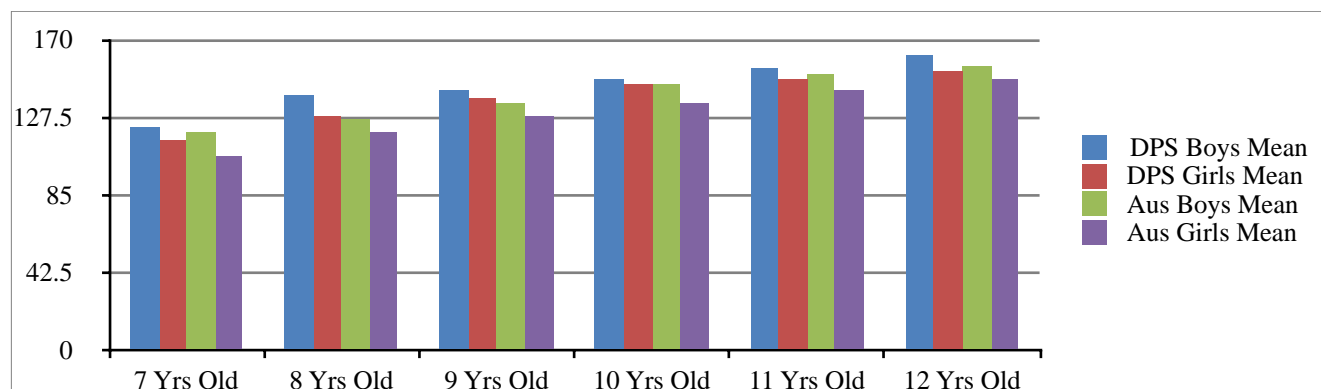
The results varied but Deanmore students consistently scored better than the Australian mean scores and overall results were excellent. The graphs below (Graph 2, Graph 3 and Graph 4) show the Deanmore results in comparison with the ACHPER AFA Australia wide results.

Graph 2 - 50 Metre Sprint Test



Results were most impressive with only one Deanmore age group (11 Year Old boys) timed to be below the Australian average speed. All other age groups (male and female) were timed to be faster on average than the AFA published equivalent. The speed and technique of students was particularly noticed at the school faction carnival when members of the school community provided most favourable feedback.

Graph 3 - Sit and Reach Test



Results showed that all Deanmore students on average could stretch further than the published AFA age group. This excellent result is a testament to the hard work of the students throughout the school year.

In 2014 the school secured funding from the Federal Government to continue the Active After School Communities Program (AASC) for a 7<sup>th</sup> year. Sessions ran 3 times a week, and children from P - 7 all had the opportunity to join in with the activities. This community based initiative continues to strengthen links between the school and local sports clubs, fosters strong relationships between staff and students, and most importantly means participants are completing more minutes of 'huff and puff' physical activity each week.



I wanted to acknowledge the contribution that Dan Rogers has made in organising and running the Blue earth games on a Wednesday after school. Initially Jack did not want to participate however I encouraged him to give it a go once and then he could decide, which he did.

I got home after the first session and I can only describe Jack as PUMPED!! He raced out to the car, couldn't wait to tell me everything they had done, how much fun it was and also that Mr Rodgers couldn't catch him (found that hard to believe)! Since then Jack can't wait for Wednesday afternoons when he can do more "sport" with Mr Rodgers..... this from a child that has always been reluctant to participate in any organised sport.

Parents, in groups, often talk about the wonderful things Dan does for the kids and how lucky Deanmore is to have him on board but I wanted to take the time to sincerely thank Dan for going more than the extra mile for the very fortunate Deanmore kids.

*Deanmore Parent 2014*

This Year the AASC has exposed children to activities such as; T20 Blast Cricket, AFL Auskick, Girls AFL 9's, Walla Rugby, Surfing, Netball, Futsal, Blueearth Games, Zumba, Lawn Bowls and Little Athletics.

In 2014, 124 children were involved on average during each week of the program. This was a small increase on the 2013 program. It should be noted that this increase would have been bigger, however the limited numbers at the surf school and lawn bowl sessions meant this was not possible.

Funding in 2014 took the total amount of funding received since the programs inception at Deanmore to nearly \$100,000. Sadly it was announced during the school year that the AASC program would cease to exist in 2015. However a new program 'Sporting Schools' will start in Semester 2 2015 and Deanmore will apply to be part of this new Federal Government initiative.

Highlights of the 2014 Phys. Ed. program included the expansion of the athletics program in Term 3. Students practised throughout the whole term before, after and during lunchtimes at school. These sessions were well attended by students, staff and parents who all took the 'Team Deanmore - Together' slogan to heart. Faction 'Team Deanmore' T-shirts and caps were a popular addition to the school uniform at the end of term 2, 2014 and also proved to be a successful fund raiser for the P&C. The students hard work and application during the athletics program was well rewarded at the end of term 3 when Team Deanmore won the 'Meritorious' shield at the Ocean Net athletics carnival.

Other notable Deanmore achievements included a Year 6 netball team who were unbeaten during the season, winning the Eagles Cup and Lightning Carnival trophies. These performances paid true testament to the fabulous coaching and organisation of the P&C's after school netball program. Following the success of the term 1 AASC T20 Blast Cricket sessions, Deanmore entered teams into local carnivals. A boys team from Year 5 won their local competition and a girls Year 5 team finished runners up and both teams qualified to play in the state finals on Langley Park in Perth. At the state finals the Deanmore boys team finished in 9th place overall, and the girls finished in 12th place. This was a tremendous achievement considering it was our first outing into this competition.





Before school athletics training was again held in Term 3 and attended by around 60 children each session. The extra training and commitment by the whole school community saw many improved individual and team performances and an improved points total in both the Interschool Cross Country and Athletics Carnivals. Deanmore also provided teams to compete in various other intra school and inter school carnivals; these included athletics, swimming, netball, football and soccer. Involvement by Deanmore teams in the various interschool and faction carnivals is important for and highly valued by the whole school community. The high levels of performances by the children indicate the benefit of having a specialist and his/her associated learning activities.

## Health Education

It is always a priority at Deanmore to work with school psychologists and interagency partners on student mental health issues. We have a strong commitment to supporting all students enrolled at Deanmore and creating an enhanced awareness of the range of emotional and social issues others may face. The Australian Curriculum Capability - Personal and Social Competence underpins many class and school programs.

## Kidsmatter

In 2012 Deanmore became a Kidsmatter school. Kidsmatter is an Australian initiative for primary schools that provides a framework, resources and support to identify strategies to improve mental health and wellbeing of students. Several senior teachers formed an action group and attended their first professional learning component to ensure smooth implementation of this initiative. A number of community reps have now joined the Kidsmatter action team. Their input has been invaluable at team meetings and they actively promote Kidsmatter to other parents through P&C meetings and by reporting to the Deanmore School Board.

In 2014, Deanmore implemented Component Two - *Social and Emotional Learning for Students*. Acting on parent and community input, the Kidsmatter team in consultation with staff and our school psychologist, selected *Friendly Schools Plus* as a whole school SEL program to implement in 2014. This program teaches core social and emotional competencies underpinned by research evidence and a sound theoretical framework. The aim is for the program to be taught effectively, formally and regularly throughout the school. Regular opportunities to practise and adapt their social and emotional skills will assist students in the long term understanding themselves and others and manage their relationships, lives, work and learning. This program will continue in 2015 and throughout the life of the 2015-2017 Business Plan to support students to develop social and personal competencies.

## Crunch and Sip

All students are encouraged to bring fruit and vegetables to snack on as part of the Crunch and Sip program. Water consumption is also a priority with students having access to cooled water throughout the day. Health programs in classrooms promote healthy food choices and the importance of exercise as part of a healthy lifestyle.

## School Farm

Students learn about eating healthy foods whilst growing fruit and vegetables in the school farm. Students are encouraged to plant and taste the wide variety of fruit and vegetables grown at school. The school farm also supplements the school canteen, providing fresh eggs daily.



## School Canteen

This P&C run facility operates through a committee that ensures students are offered a range of healthy and safe food options. Students are consulted about menu choices. Every year we strongly promote the presence of students and staff in the school who may have strong reactions to allergens including nuts and other food products.

## Cybersafety

Deanmore is a cybersmart school and Greg Downes promotes cyber safety to students and the wider community through regular cyber-safety updates in the school newsletters. As part of our commitment to cyber safety, Deanmore staff undertake regular professional learning on cyber safety and all students are monitored when accessing online material and are explicitly taught the reasons why the online environment can be hazardous.

## Roadwise

The Deanmore School community is committed to improving the safety of children and visitors around our school and road safety has been a priority in 2014. As our school population continues to grow, it has been an increasing challenge to manage parking at busy times in our school zone. The school Administration team has worked closely with the P&C to encourage all parents to be alert and obey parking signage and rules in order to avoid causing dangerous situations.

I spotted Deputy Marwick and Principal Metcalf this morning (Wednesday) in those fetching fluoro vests, (it hard not to spot them) doing a fabulous job on parking attendant duties at the rear of the school! Well done!

Deanmore parent

To address this, the school has made all parking on school grounds 'staff only' and encouraged parents, through newsletters and other communications, to park in allocated bays around the school grounds. Teachers and the Administration team have been proactive in patrolling parking hotspots at peak times and educating parents about ways in which they can assist to ease parking issues and keep students safe.

In 2015, Kidsmatter coordinator, Jo Hassan-Raiyat will apply for funding through SDERA to promote a whole school approach to road safety. This will include the development of a whole school road safety plan, in consultation with the School Board, P&C subcommittee and the City of Stirling. If successful, funds will be used to run parent education and information sessions, improve signage around the school and provide professional learning for teachers on Road Safety Education.

Dan Rodgers  
Phys Ed Specialist

Jo Hassan-Raiyat  
Health Education Coordinator





### Music

Music has continued to flourish in Deanmore this year, with the introduction of new instruments and an additional school choir. The children from years 1 to 7 have specialist music lessons which incorporate both theory and practical musical learning activities. Emphasis is placed on instrumental and vocal development, as well as music history and theory. Much use has been made this year of the ukuleles which were purchased last year, as well as the keyboards and guitars. These instruments greatly enhance the learning development and musical appreciation of the children.

The school purchased 14 handmade Djembe drums this year. These beautiful instruments have made rhythm lessons very exciting and vibrant. One of the courses that Deanmore offered as part of the Advanced Placement Program involved 14 students playing these new drums. The result was a wonderful display of control and powerful rhythmic techniques from students from Years 4 through to 7.

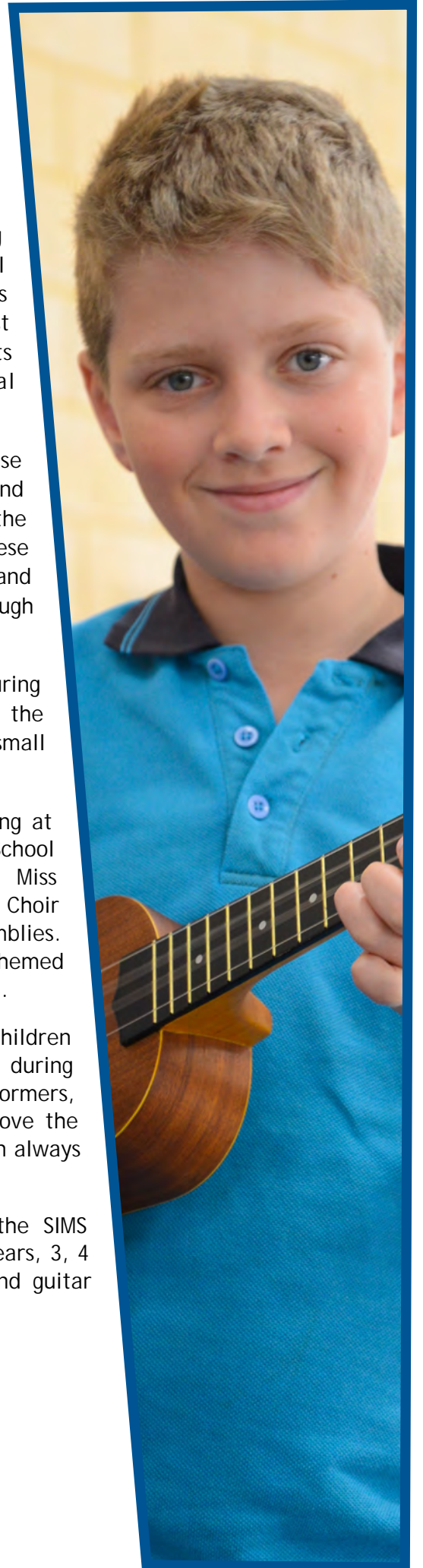
Deanmore children were offered extra instrumental tuition during lunchtimes on Mondays and Thursdays. In these sessions, the children played ukuleles and guitars and have enjoyed the small group learning and performance environment.

The choir continues to go from strength to strength, performing at most assemblies. They were proud to sing for the Independent School Review team when they visited the school in Semester 2. Miss Anderson, an early childhood teacher, has organised a Junior Choir this year and they have performed wonderfully at several assemblies. Miss Anderson also led an energetic and entertaining ukulele themed Advanced Placement Course, involving children from Years 1 to 3.

This year also saw the introduction of 'Fame on Friday' where children were encouraged to perform on stage in the undercover area during lunch time on Fridays. We have showcased many talented performers, from vocalists to instrumentalists and dancers. The children love the opportunity to rehearse and perform, and the lunch time session always attracts a receptive and appreciative audience.

Deanmore children continue to perform extremely well in the SIMS testing, and this year, our exceptionally talented musicians in Years, 3, 4 and 5, were offered places in the brass, woodwind, piano and guitar program for next year.

Annie Motherway,  
Music Teacher 2014





## The Arts

### Visual Art

This year all teachers taught this learning area providing a wide variety of learning experiences across the years. Students developed skills in many areas including drawing, painting, collage, 2D and 3D projects, printmaking, computer designs, graffiti art on MDF, nail art, scratch art, patterns with different mediums, clay and sculpture.

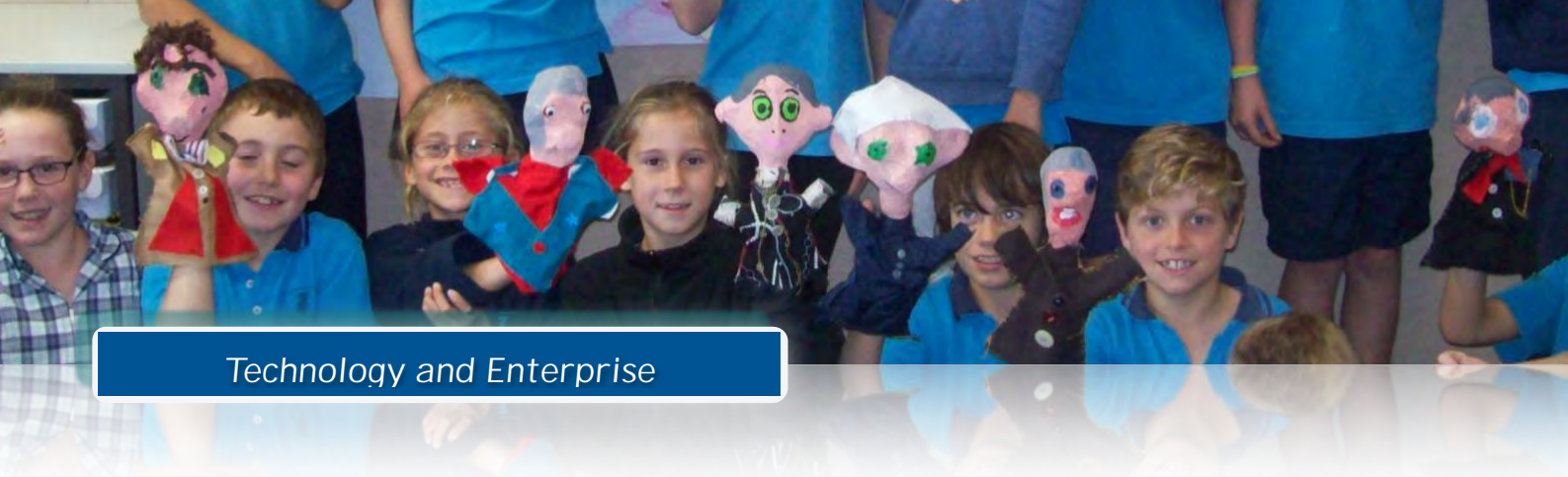
Students in some classes were introduced to famous artists and observed their techniques and styles. These lessons were often integrated with other learning areas and included research with reading and writing tasks. Recycled materials from Remida were used to make art projects by Year 1 teachers. Other teachers have integrated their themes from Society and Environment, Mathematics or Science. An outstanding example of work from Eloise Hunter in Ms Wacker's class came about after students studied different environments.

A highlight in Term 3 was the whole school project on the "Picasso Cow" affectionately renamed Bessie. Classes were invited to submit designs that could be used to decorate a life-size model of a cow for the Royal Agricultural Show. The tricky part was that it needed to be on a technology theme. Ms Wacker sorted through entries and chose aspects of different designs to draw onto Bessie. The next stage was to get every child and teacher at school to contribute to the painting of Bessie. This was managed by Ms Mills. The finished product was stunning and gained much attention at the Royal Show.

Another highlight was the invitation for all students in Years 2 and 3 in our local electorate to submit a Christmas card design on the theme "Christmas in Scarborough" for the Hon Liza Harvey MLA to use this year. Ms Griffiths entered her Year 2 student designs and found out in Term 4 that Clare M was the winner from our school. Clare received her prize and copies of the Christmas card from Miss Jane Simpson, a representative of Liza Harvey.







## Technology and Enterprise

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies. It needs people who can independently and collaboratively develop innovative solutions to complex problems and contribute to sustainable patterns of living. The Technologies learning area draws together the distinct but related subjects of Design and Technologies and Digital Technologies.

The students at Deanmore explored all areas of technology in 2014. They were given opportunities to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

The entire school population was involved in a "Design a Bionic Cow". Children submitted their designs and a panel of judges selected various proposals to be painted onto a life size cow. Every student then took part in decorating the cow which was placed on display at the Perth Royal Show. "Bessie" the cow is now proudly displayed in the school foyer.

Great advances were made by the students in the digital technologies field this year with children using computer software to design cars, buildings and machines. The Draft Australian Curriculum (Technologies) was explored by the teaching staff at Deanmore and many teachers used it for guidance. Various resources, such as recycled items, were used to construct sea creatures and mythical beasts.

Senior students at Deanmore successfully entered the *Kidpreneur* challenge. *Kidpreneur* is where children can learn about entrepreneurship and the latest technology including coding, robotics, game development and more. The budding entrepreneurs planned business ventures, constructed goods and services, advertised their products, marketed the items and sold their wares.

Selected students were offered the chance to explore new horizons in the Advanced Placement Program, which included a Robotics course. Students were set challenges such as "Program your robot to dance to a selected song." The children planned their robot, constructed their robot, programmed their robot and watched as it danced to the music. Truly awesome! Technologies has been given the status it deserves with the appointment of a specialist teacher in Technology and Enterprise to guide the students and teachers at Deanmore in 2015.



Students from Year 4 to Year 7 have been learning Chinese at Deanmore Primary School in 2014. Lessons are held once per week with specialist teacher Hong Gao.

Maintaining students' attention is key to the successful mastery of language concepts. Introducing Chinese cooking, showing pictures, collecting magazines, viewing media productions and telling short stories are effective ways to interest students in the Chinese culture and lifestyle.

Students have been learning Chinese greetings and playing games to learn Chinese words. They were very keen to learn how to write their own names in Chinese and make their own name badges. Students have shown a real interest in the LOTE learning program this year.

As part of their studies, students have been involved in comparing Chinese and Australian cultures. They have watched videos and learned about Chinese family life, their diet and lifestyle and compared it to their own culture.

Students have also learnt to name different animals in Chinese. In addition, they are able to use adjectives, when speaking or writing sentences such as, "I have a big dog.", "you have two small cats'. They have made finger puppets to play games and had lots of fun. Students have also learnt to count in Chinese as well as read, write and respond using numbers. Students showed a great improvement in their knowledge of reading and writing and the ability to speak basic sentences in Chinese.

2014 was a very successful year for Year 4 to Year 7 students at Deanmore Primary School. All of the students have had wonderful and productive experiences in their Chinese learning through Chinese language lessons.

For 2015 the focus will still be placed on listening, speaking, reading and writing. Relevant resources will be purchased to support the program and individualised learning programs will be developed.



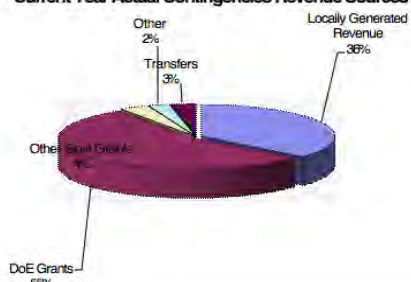


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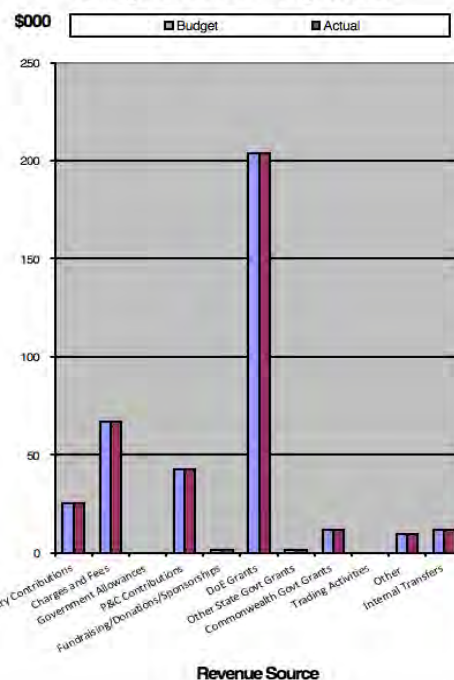
# Deanmore Primary School Financial Summary as at 8 January 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 25,043.00	\$ 25,043.00
2	Charges and Fees	\$ 66,789.60	\$ 66,789.30
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 42,382.59	\$ 42,382.25
5	Fundraising/Donations/Sponsorships	\$ 1,118.70	\$ 1,118.70
6	DoE Grants	\$ 203,942.60	\$ 203,942.60
7	Other State Govt Grants	\$ 1,461.82	\$ 1,461.82
8	Commonwealth Govt Grants	\$ 11,798.30	\$ 11,798.30
9	Trading Activities	\$ -	\$ -
10	Other	\$ 9,439.27	\$ 9,439.13
11	Internal Transfers	\$ 11,569.00	\$ 11,569.00
	<b>Total</b>	<b>\$ 373,544.88</b>	<b>\$ 373,544.10</b>
	<b>Opening Balance</b>	<b>\$ 90,372.00</b>	<b>\$ 90,372.06</b>
	<b>Total Contingency Funds Available</b>	<b>\$ 463,916.88</b>	<b>\$ 463,916.16</b>
	<b>Total Salary Allocation</b>	<b>\$ 3,742,308.00</b>	<b>\$ 3,742,308.00</b>
	<b>Total Funds Available</b>	<b>\$ 4,206,224.88</b>	<b>\$ 4,206,224.16</b>

Current Year Actual Contingencies Revenue Sources

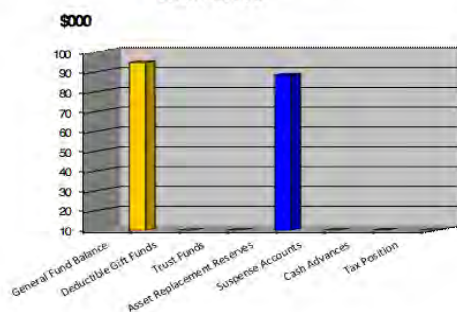


Contingencies Revenue - Budget vs Actual

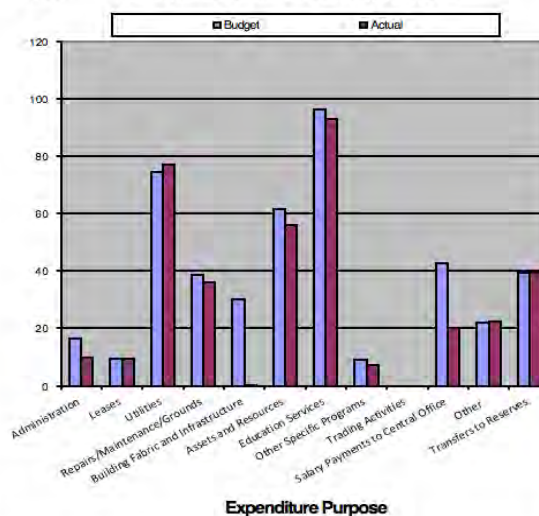


	Expenditure	Budget	Actual
1	Administration	\$ 16,588.00	\$ 9,610.59
2	Leases	\$ 9,374.00	\$ 9,375.91
3	Utilities	\$ 74,531.60	\$ 76,928.02
4	Repairs/Maintenance/Grounds	\$ 38,528.00	\$ 35,843.67
5	Building Fabric and Infrastructure	\$ 30,000.00	\$ 231.55
6	Assets and Resources	\$ 61,591.00	\$ 56,078.70
7	Education Services	\$ 96,309.70	\$ 92,685.19
8	Other Specific Programs	\$ 8,865.92	\$ 7,046.73
9	Trading Activities	\$ -	\$ -
10	Salary Payments to Central Office	\$ 42,684.08	\$ 20,000.00
11	Other	\$ 21,880.00	\$ 22,176.54
12	Transfers to Reserves	\$ 39,320.00	\$ 39,320.00
	<b>Total Contingencies Expenditure</b>	<b>\$ 439,672.30</b>	<b>\$ 369,296.90</b>
	<b>Total Salary Expenditure</b>	<b>\$ 3,742,308.00</b>	<b>\$ 3,582,502.00</b>
	<b>Total Expenditure</b>	<b>\$ 4,181,980.30</b>	<b>\$ 3,951,798.90</b>

Cash Position



Contingencies Expenditure - Budget vs Actual



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 182,092.39</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 94,619.26
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 88,371.13
5 Suspense Accounts	\$ 130.00
6 Cash Advances	\$ -
7 Tax Position	\$ 768.00
<b>Total Bank Balance</b>	<b>\$ 182,092.39</b>



# Deanmore a Distinctive Public School





In 2014 the Deanmore School Board continued to be a leading and effective forum in the school community.

### *Deanmore School Board Chairperson's Report 2014*

As Chairperson of the Board, I take this opportunity to present my Report for 2014 - and what a busy, challenging and rewarding year it has been.

#### Role of the Board

As an Independent Public School (IPS), Deanmore is required to have a Delivery and Performance Agreement (DPA), a Business Plan, Operational Plans and an Annual School Report.

The DPA is a three year agreement between Deanmore and the Department of Education. It sets out Deanmore's performance and accountability expectations and what resources and support will be supplied by the Department of Education.

The Deanmore Business Plan 2012-2014 is an endorsed agreement between the Director General of the Department, the Principal and the School Board Chairperson. The Business Plan describes the key focus areas and strategies intended to have maximum impact on overall school performance. It is the tool we use to assess our performance, to plan for improvement and to act on our plan. This is a continuous process that is central to ensuring effective school governance and that our students are provided with the opportunities they need to achieve excellence.

The most important function of the School Board is to regularly review how well Deanmore is meeting its commitments under the Business Plan. Last term the Department of Education Services conducted an independent review of Deanmore's performance against the DPA and the Business Plan, the results of which will soon be made public.

In summary, there are three priority areas:

1. Success for all students
2. High quality teaching and leadership
3. Distinctive schools

In each of these areas the Business Plan sets objectives, targets or indicators, and strategies to attain these targets. At each Board meeting Deputy Principal Jo Marwick, primarily, has provided the Board with a comprehensive summary of how we are travelling against those objectives and targets - where we have not reached a target, or are not tracking as well as we would like, the proposed actions to be taken by the School are discussed by the Board.

#### Highlights, achievements and challenges of 2014

Throughout 2014 the Board has considered a range of issues including:

- The transition of our Yr 6 and 7 students to High School
- Progress regarding the Naturescope Project
- Advanced Placement Courses
- Workforce planning and school resourcing
- Data regarding the progress of our students including NAPLAN, On Entry Assessment data and Single Word Spelling test results were reviewed and analysed
- School policies including the Canteen Policy, Third Party Licensing Agreement
- LED Signage.

Term 3 commenced with news of the most shocking, unfathomable kind. The Board supported the School in its efforts to deal with the events and to manage the care and wellbeing of all students and all staff members who were affected by the tragedy. The Board is mindful of the extremely difficult path the School had to walk, to find the appropriate balance between managing parents' expectations and needs



whilst continuing to run a school and deliver quality educational programs. The Board wishes to expressly thank and acknowledge the efforts of Jeannie Metcalf, Jo Marwick, Graeme Morgan and Tracy Wacker for their outstanding leadership during this difficult time. Thanks to them and the efforts of all staff, Board members and the broader Deanmore community, our School is a happy and thriving centre of activity.

The IPS Review occurred in Term 3. However, planning for this Review commenced at least as early as the beginning of 2013. The purpose of this Review was to provide an assurance to the Minister, the Director-General and our school community that Deanmore has met its commitments as outlined in the DPA and Business Plan. The Board had oversight of, and input into, the School's preparations for this Review and all Board members played an important role during the course of the Review.

Without wishing to pre-empt the outcome and findings of the Review, I can state with absolute confidence that Deanmore will sail through this Review with flying colours. May I thank the Board members, and the many members of Deanmore's teaching and administrative staff, parents and caregivers who contributed to the success of the Review. However, rest assured: Deanmore will not rest on its laurels, but will continue to strive to be the best School in every respect.

#### What next?

- We will conduct the annual Parent and Carer Survey to obtain feedback on how we are going and what measures we can take to improve the School;
- We will complete a Board effectiveness survey;
- We will look for two members of the Deanmore community to join the Board in 2015;
- We will develop a new Business Plan for 2015-2017 - this Plan will build on the solid foundations we have today. The Board will provide summaries and information sessions for interested parents on the Business Plan and DPA;
- The Board will continue to maintain a strong link with the P&C which helps us to inform the broader community about our responsibilities and tasks.

#### Board members 2014

Board members for 2014 are: Susie Croston, Barbs Harvey, Lisa Dunstan, Bruce Johnson, Michelle Poilly, Dan Rodgers, Jo Marwick, Samantha Maddern - Chair, Jeanette Metcalf - Principal, and Gerry Hopfmueller - community representative.

I would like to thank each person for their commitment, their support and their dedication - not only for attending every, or almost every meeting this year, but for effectively contributing to our goals and objectives as a Board, for taking on tasks as and when required to ensure that Deanmore continues to be a School with an enviable reputation, and for assisting me in my role as Chair.

While I am reluctant to single out any one Board member, I would like to particularly thank Gerry Hopfmueller, the community representative, for his time and his wise advice and helpful insights at every meeting.

I would also like to thank our Registrar, Sharon Stewart, who, while not a member of the Board, performs a vital function at each Board meeting, as a member of the Finance Committee, and without whom we simply could not properly and effectively perform our role. At each meeting Sharon presents the School Financials in a succinct and readily comprehensible format making it easy for the Board to provide the necessary approvals and/or raise queries when needed.

I also thank outgoing Board members Bruce Johnson, Suzie Croston and Lisa Dunstan for their service to the Deanmore community and, in the case of Bruce, who will be leaving the Deanmore community at the end of this year, wish him and his wife Toni and their children all the very best for their futures.





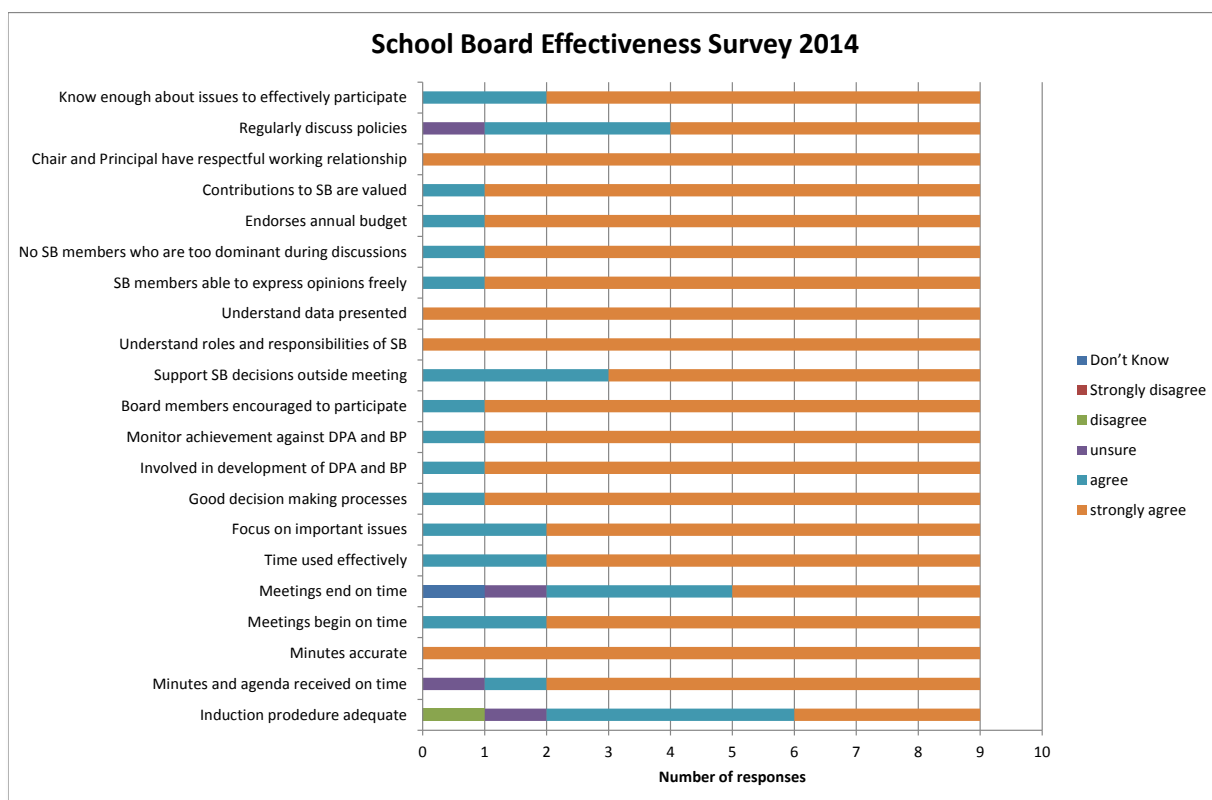
## Conclusion

It has been a busy and challenging year; a year in which the benefits of being an Independent Public School have really come to the fore. The School has been able to utilise the greater operational flexibilities it has as an IPS to provide opportunities and assistance for all students to enable them to achieve success, to maintain and enhance our high quality teaching, to continue to build an organisational culture of strong, innovative and responsive leadership, and to continue a successful partnership with the Deanmore community to strive for excellence in our own unique, "Deanmore way".

In this, my 12<sup>th</sup> year as a member of the Deanmore community, I could not be prouder of our school.

Samantha Maddern

Chair  
Deanmore School Board  
28 October 2014

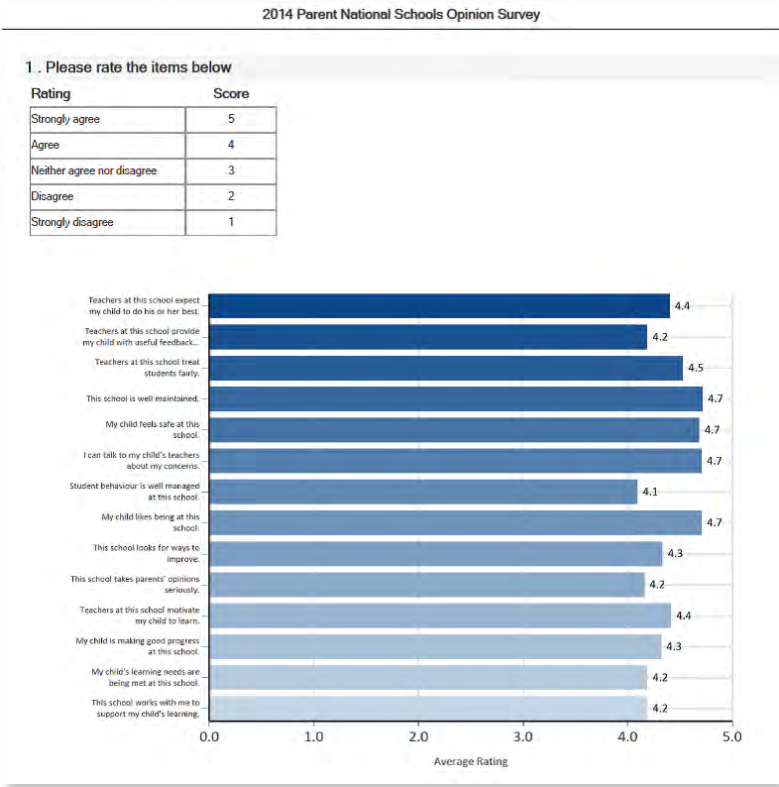


The School Board Effectiveness Survey indicates that members have a high level of satisfaction regarding School Board processes and procedures. Ensuring new board members undergo an induction process will be a priority for 2015.



# Community Partnerships

## Parent Survey 2014



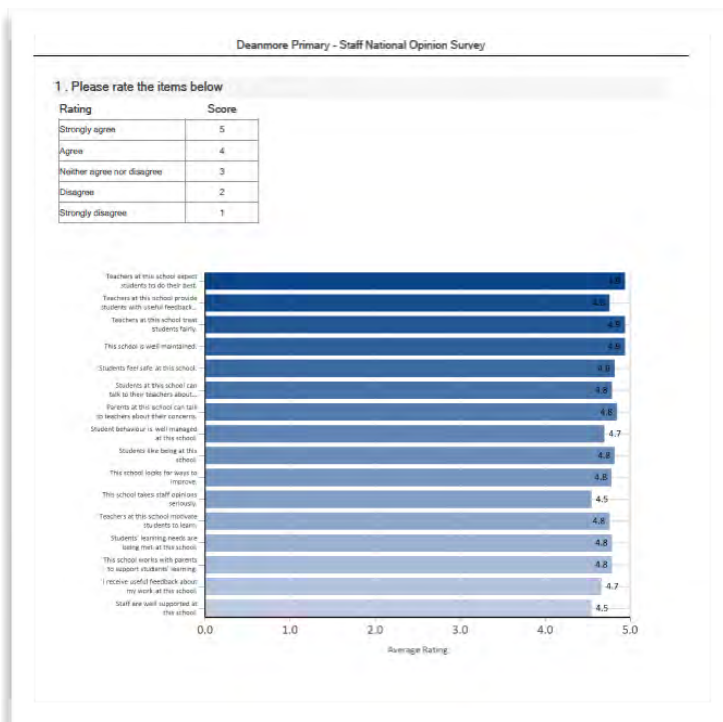
Community survey results indicate that parents are generally highly satisfied with school operations. As a result of this survey, Deanmore PS will consider how it can improve in areas such as behaviour management and reporting to parents in response to survey feedback.

Through the independent review process, parents and students confirmed the evidence of survey data by expressing high levels of satisfaction with the school.

IPS Review Findings 2014

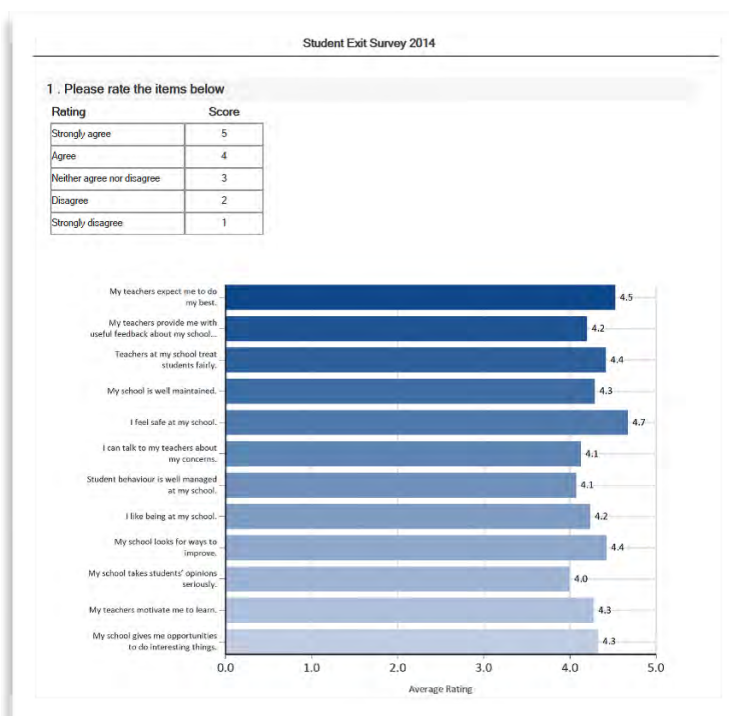


## Staff survey 2014



Staff survey results indicate a high degree of satisfaction with school operations.

## Student Survey Results 2014



Student Survey results indicate a high degree of satisfaction with school operations.

In 2015, Deanmore PS will have a greater focus on student behaviour in response to student survey comments.

## Student Secondary Placement Destinations 2014

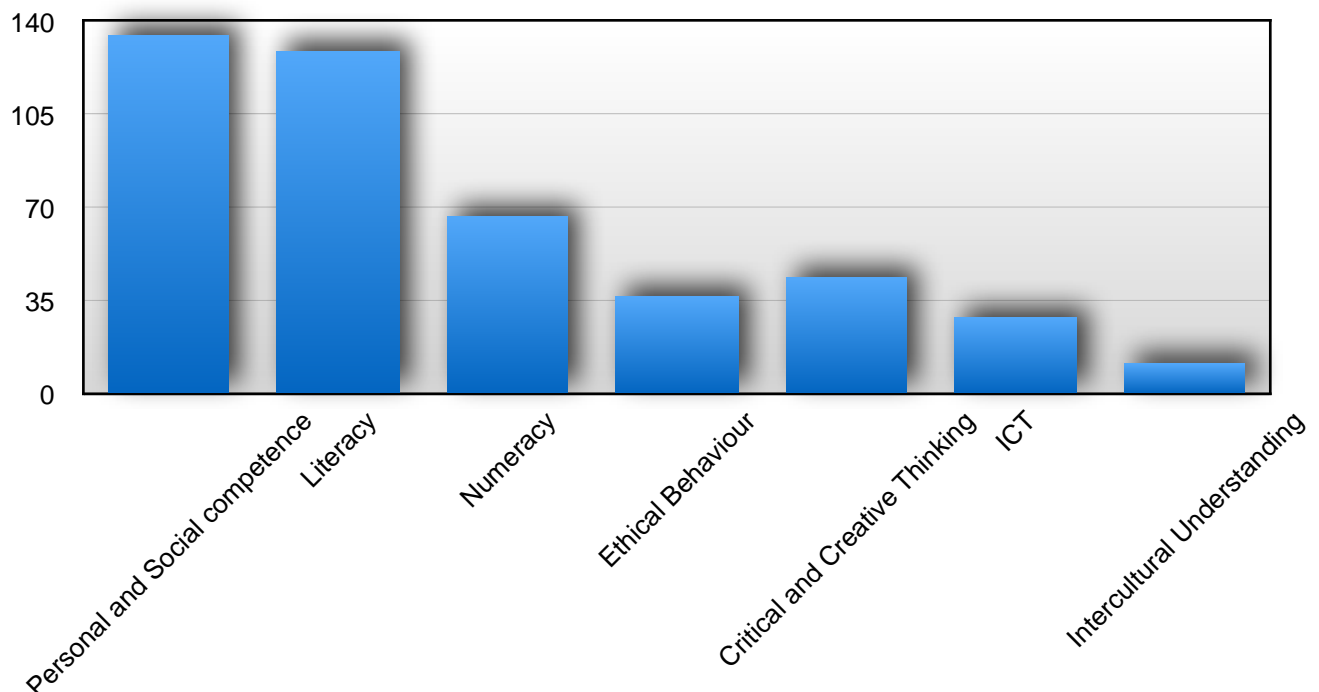
In 2014 students who graduated from Deanmore PS enrolled at the following secondary destinations.

Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	17	11	28
4004 Balcatta Senior High School		2	2
4057 Carine Senior High School		1	1
4042 Perth Modern School	1		1
1109 Sacred Heart College		1	1

## Merit awards 2014

Merit awards are presented to students at school assemblies and reflect the General Capabilities of the Australian Curriculum. This graph shows the number of awards allocated for each General Capability in 2014.

**Merit Awards 2014**





### Staff

- Use recommendations from IPS Review as a basis for setting targets in new Business Plan 2015-2017
- Support the integration of the General Capability ICT through mentorship and professional learning opportunities
- Explore the concept of Professional Learning Communities and the setting of Power Standards for Literacy and Numeracy
- Expand the knowledge of staff on the Seven Steps to Writing Success concept and monitor the use of strategies
- Offer Advanced Placement Courses in Term 3 to promote Science and Technology competence
- Staff who have had Science Specialist roles will offer support to class based teachers
- All Pods will have an identified Music Specialist who will share expertise with Pod Colleagues
- Introduce PM Benchmark Testing to establish base line data in Reading
- Promote the use of volunteers in class programs and acknowledge the work of retired teachers at Deanmore
- Work with the community to establish more shade structures across the school
- Establish more strategies to listen to the student voice
- Establish Phase 1 of the Naturescape in collaboration with the community
- Continue the National Quality Standard Committee with parent representation
- Continue to recruit a community member to work on the School Finance Committee.

### Student Comments

- I like the teachers at this school. They are very kind and thoughtful. Also our lovely Principal is nice and kind too!
- The school has a good feel and I come to school with no worries.
- I like the way we are always introducing new things to our school, such as disco's at lunchtime, Famous Fridays, ukulele class and the naturescape.
- I like our ICT program and how friendly the staff are.
- I love the fact that all the teachers, even the new ones, are concerned about every single student- even the ones they have never taught.
- I like the school as it is fun to learn and the teachers care a lot about how I am going.
- The environment at Deanmore is absolutely terrific. I love the people and things around me at Deanmore.
- There is an anti bullying program at the school.



## Students

- Continue to offer the opportunity to attend Young Leaders' Day
- The Student Council to play a significant role in revamping the Deanmore School Canteen
- Continue Buddy Classes and report on the partnerships in School communications
- Year 6 students to demonstrate a commitment to preparing for NAPLAN assessments in Year 7 at High School.

## Community

- Support the school with funding to provide a softer more shady landscape for all children
- Promote the value of the P&C as not just a fund raising body but a forum for school advocacy
- Encourage the school community to understand the role of the Deanmore School Board.

## End of 2014 Report

*This Deanmore Annual Report was prepared by Jeanette Metcalf and Joanne Marwick with valuable input from Deanmore staff, students and the community.*

