



DEANMORE PRIMARY
SCHOOL
ANNUAL REPORT
2015



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 2015-2019.

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 2015 Deanmore School Annual Report describes the school's performance for 2015. 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 2015.

It contains:

1. Contextualized information about student achievement.
2. Progress on identified priorities.



Principals Report

Dear Deanmore Community,

In 2015 we achieved many milestones as an Independent School operating within this magnificent coastal suburb. It was our first year with Year 6 students as the leaders of the student community and the elected students did a wonderful job stepping up to tasks that challenged them and gave them the opportunities to support a large student population of about 500 students.

Our school continued to grow in terms of population and projects and this Annual Report seeks to inform the global community of the initiatives we implemented and their outcomes.

The Deanmore School Board plays a key role in school operations and in 2015 it contributed to and endorsed our new School Business Plan 2015-2017. We maintain a strong focus on Literacy, Mathematics and Science and our School Finance Committee ensures these curriculum areas are well supported by the School Budget. Samantha Maddern, the School Board Chairperson has presided over a vibrant and generous parent community. Sam is a familiar figure in the school and in 2015 played a key role on a North Metropolitan Regional Office Panel to select a new Principal for Deanmore.

Initiatives that define Deanmore are the individual laptop program and the commitment by the Deanmore P&C to provide our children with grounds and playing fields that allow students to explore, challenge themselves and extend classroom learning to outdoor settings. This year Troy Vukojevich was elected as P&C President and did a magnificent job steering the community through the changes that must occur for Public Schooling to work towards high performance and high care.

In 2015 we celebrated the construction of the Naturescape that caters for students from Pre Primary to Year 2. Under shade structures the children engaged in a series of mining excavations that surprisingly did yield large amounts of copper, gold and precious gems. Our wonderful Early Learning staff members responding to the guidelines of the National Quality Standard planned challenging activities that catered for the inquiring minds of so many young children. These programs are now entrenched in our school culture and continue to expand and grow under expert teaching and non-teaching staff.

Our Curriculum is broad and varied and catered well for the Year 6 students who will enter secondary schools in 2016. All students study the Australian Curriculum that offers plenty of scope for teachers to maintain their unique teaching styles whilst using approaches that are evidence based to deliver high quality instruction.

There had to come a time when I finally farewelled Deanmore. A series of events kept me at the school a little longer than planned. Now it is time to hand to a new Principal, a thriving Public School that has healed from its tragic losses but with scars that are now part of Deanmore history and have contributed in many ways to our community being a strong and resilient agency. The Hearts and Hands Rug project we implemented to remember the Maslin children and their grandfather says so much about Deanmore. To me it was the finest example of a school community working together to produce a keepsake that stood for love, compassion and hope. Above all it stood for a family a school and a nation committed to global peace.

Farewell my wonderful families and friends. I hope our paths cross many times across the years and without a doubt the Deanmore Family has always given me the greatest gifts a family can bestow - unconditional support, a smile and forgiveness when I got it wrong!

Jeanette Metcalf
Deanmore School Principal

December 2015



SUCCESS FOR ALL STUDENTS

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.

Contextualized Information on Student Achievement

Summary of student performance in NAPLAN 2015

Deanmore students in Year 3 and 5 sat the National Literacy and Numeracy test (NAPLAN) in May 2015 and an overview of their results is presented in the table below. Our students performed above the WA and Australian Mean in all tests, across all year levels except Year 5 Writing. Below is a table showing Australian, National and Deanmore PS Means and the distribution of our students in the top 20%, middle 60% and bottom 20% of the State.

NAPLAN 2015	Aust Mean	WA Mean	DPS Mean	DPS in top 20%	DPS in middle 60%	DPS in bottom 20%	DPS Below National Minimum Standard
Numeracy							
Year 3 51 students	398	388	434	38%	59%	3%	0%
Year 5 52 students	492	485	497	25%	60%	15%	0%
Reading							
Year 3 51 students	426	413	471	38%	57%	4%	0%
Year 5 52 students	498	489	504	29%	60%	12%	4%
Spelling							
Year 3 51 students	409	400	430	25%	74%	1%	0%
Year 5 52 students	498	493	507	25%	65%	10%	2%
Grammar Punctuation							
Year 3 51 students	433	424	467	32%	63%	4%	4%
Year 5 52 students	504	496	509	31%	60%	10%	6%
Writing							
Year 3 51 students	416	408	432	32%	63%	4%	0%
Year 5 52 students	478	471	475	17%	71%	12%	0%

Academic Achievement: Reading

Reading						
Band	Year 3			Year 5		
	School	Like Schools	State	School	Like Schools	State
9						
8				19%	28%	12%
7				15%	29%	18%
6	38%	42%	24%	21%	21%	21%
5	29%	23%	18%	27%	12%	22%
4	24%	19%	21%	13%	8%	19%
3	7%	11%	21%	4%	2%	8%
2	1%	4%	8%			
1	0%	1%	9%			

Year 3 Reading

2017 Target

Close the gap between school performance and that of like schools in the 2015-2017 testing period for reading.

2015 Achievement

- The school's mean achievement for Year 3 was 471 which is above the mean for Like Schools of 461. The target has been achieved for this cohort of students.

Year 5 Reading

2017 Target

Close the gap between school performance and that of like schools in the 2015-2017 testing period for reading.

2015 Achievement

- The School's mean achievement for Year 5 Reading was 504 which was well below the like schools mean of 539. This target has not been achieved for this cohort.
- It should be noted that 23% of students in the Year 5 Cohort have attended Deanmore for less than 2 years.



Academic Achievement: Writing

Writing						
Band	Year 3			Year 5		
	School	Like Schools	State	School	Like Schools	State
9						
8				4%	11%	4%
7				8%	21%	12%
6	15%	21%	11%	25%	35%	27%
5	43%	46%	34%	48%	27%	36%
4	32%	21%	25%	13%	4%	11%
3	7%	10%	19%	2%	3%	11%
2	3%	2%	6%			
1	0%	1%	5%			

Year 3 Writing

2017 Target

Increase the Percentage of students achieving in the top 20% for NAPLAN Writing.

Close the gap between school performance and that of like schools in the 2015-2017 testing period for writing.

2015 Achievement

- In 2015, we maintained a similar percentage of students achieving in the top 20%.
- A slight fall from 2014 results was noted. This followed the trend of like school results.
- The school's mean achievement for Year 3 was 432 which similar to like Schools mean of 439. This is an improvement on 2013 and 2014 results and demonstrates progress towards this target.

Year 5 Writing

2017 Target

Increase the Percentage of students achieving in the top 20% for NAPLAN Writing.

Close the gap between school performance and that of like schools in the 2015-2017 testing period for writing.

2015 Achievement

- In 2015 only 17% of Year 5 students were in the top 20% for Writing compared to 38% of students in Like Schools. This is significantly down on 2014 results and an area for focus in 2016.
- In 2015, the school mean for Year 5 Writing was 475 which is below the Like Schools mean of 504. The target has not been achieved for this cohort.
- It should be noted that 23% of students in the Year 5 Cohort have attended Deanmore for less than 2 years.



Academic Achievement: Numeracy

Numeracy						
Band	Year 3			Year 5		
	School	Like Schools	State	School	Like Schools	State
9						
8				15%	26%	9%
7				15%	27%	15%
6	24%	28%	14%	27%	23%	24%
5	32%	25%	17%	21%	16%	27%
4	21%	24%	23%	21%	7%	20%
3	18%	14%	24%	0%	1%	5%
2	6%	7%	15%			
1	0%	1%	7%			

Year 3 Numeracy

2017 Target

Increase the percentage of students achieving in the top 20% for NAPLAN Numeracy.

2015 Achievement

- In 2015, we maintained a similar percentage of students achieving in the top 20%.
- 2015 results show an increase in the percentage of Year 3 students in the top 20% compared to 2014 results, demonstrating that we are making progress towards this target.

Year 5 Numeracy

2017 Target

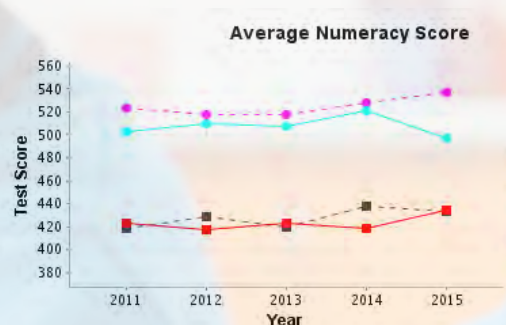
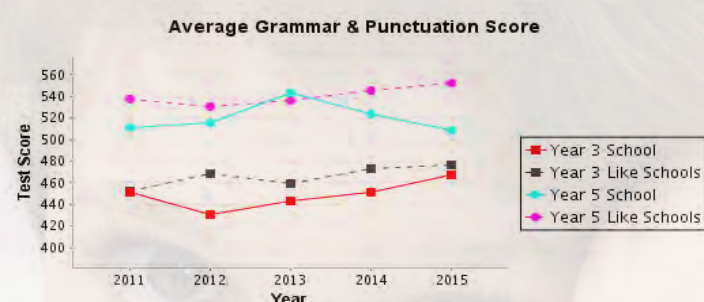
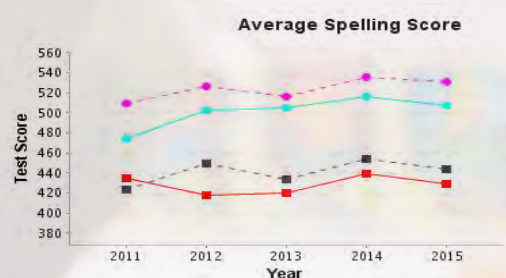
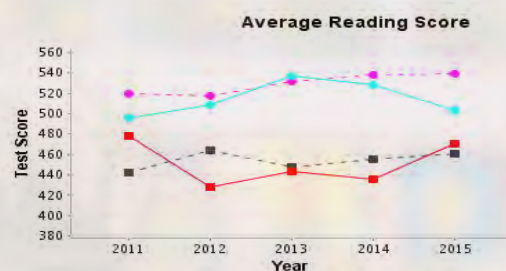
Increase the percentage of students achieving in the top 20% for NAPLAN Numeracy.

2015 Achievement

- In 2015, only 25% of Year 5 students were in the top 20% for NAPLAN Numeracy, compared to 48% of like schools.
- This is a significant fall from 2014 results where 43% of our students achieved in the top 20%.
- This will be an area of focus in 2016.



Year 3-5 Like School Comparison 2015



Overall, Year 3 students performed at the expected level in all assessment areas, achieving results within one standard deviation of the predicted school mean.

Year 5 students performed below the expected level with results being more than one standard deviation below the expected mean in all assessment areas other than spelling.

Recommendations

Whilst we are on track to achieve our 2017 targets with our Year 3 cohort, Year 5 results show some concerning trends. The following recommendations will be implemented as improvement strategies for 2016:

- Two hour uninterrupted daily literacy block for all students at least 3 days per week
- Setting of rigorous performance standards and associated targets that seek to have all students performing at an appropriate standard.
- Focus on data driven instruction in reading, spelling and numeracy.
- Appointment of Literacy support teacher to provide support for students not making adequate progress in reading and numeracy
- Adopting a whole school approach to teaching literacy.



Attendance 2015

	Non-Aboriginal			Aboriginal			Total		
	School	Like School	WA Public School	School	Like School	WA Public School	School	Like School	WA Public School
2013	94.80%	94.80%	93.70%	98.90%	87.60%	80.70%	94.80%	94.70%	92.60%
2014	94.50%	94.60%	93.20%				94.50%	94.50%	92.10%
2015	94.80%	95.20%	93.80%				94.80%	95.10%	92.70%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2013	85.8%	11.1%	2.1%	0.7%
2014	86.0%	10.5%	2.8%	0.4%
2015	86.8%	10.7%	1.8%	0.4%
WA Public Schools	78.0%	15.0%	5.0%	2.0%

This target has been achieved for 2015 with attendance rates well above those of WA Public Schools.

- Attendance rates are similar to Like Schools which have an overall attendance rate of 95.1% compared to 94.8% for Deanmore PS.

Current attendance strategies, such as champion attendance class banner, newsletter reminders and monitoring students with poor attendance have been successful and will continue in 2016.



Early Childhood

2017 Target: Improve student performance in the On-Entry writing assessment with results similar or above State wide results by 2017.

Writing				
State Wide		Students		
%	CF%	No.	%	CF%
2%	2%	0	0%	0%
42%	44%	31	48%	48%
47%	91%	23	36%	84%
0%		0	0%	
4%	96%	5	8%	92%
0%		0	0%	
0%		0	0%	
4%	99%	5	8%	100%
0%		0	0%	
0%		0	0%	
0%		0	0%	
0%		0	0%	
0%		0	0%	
1%	100%	0	0%	

On-Entry writing results demonstrate that we are making good progress towards this target, with a higher percentage of Deanmore students achieving 0.1 VELs points than students Statewide.

Early Childhood teachers have developed a consistent approach to teaching and learning in Literacy, as outlined in the WA Kindergarten Curriculum Guidelines and Early Years Learning Framework.

Adoption of the Letters and Sounds synthetic phonics program from Kindergarten to Year 2 along with setting of cohort targets have resulted in some encouraging improvement.

Students at Educational Risk

Deanmore continues to have a strong focus on early identification and intervention for students at risk in literacy. Kindergarten teachers use ongoing Phonemic Awareness testing and parent interviews to identify students who need additional support or referrals to outside agencies for intervention. This information is passed on to Pre-primary teachers who use additional data collection, such as On-Entry and PM Benchmark testing to gather data and plan appropriate interventions for students at Educational Risk.

Deanmore Primary continues to provide Tier 2 intervention for students who need additional support in literacy in Year 1 and 2 with Education Assistant Lisa Low. Mrs Low offers a program which focuses on developing decoding skills and building on phonics knowledge.

Deputy Principal, Jo Marwick worked closely with the School Psychologist to develop a case management approach for Tier 3 students who continue to have difficulty accessing the curriculum, despite intervention. These students were referred for assessment for learning difficulties and the SAER team worked closely with teachers and parents to develop intervention plans.

Recommendations for 2016 include;

- The provision of a Support Teacher for students in Years 3-6
- Setting whole school targets and assessments for reading, spelling and numeracy to provide further information on student progress and achievement.



Science, Technology, Engineering and Mathematics

2017 Targets:

- Increase opportunities for students to participate and engage in STEM activities.
- Increase the percentage of students meeting the Achievement Standards in Science K-6

Students from Year 1 to 6 had the opportunity to participate in Technology and Design classes with specialist teacher Wes Buzza in 2015. The students engaged in a number of different projects which challenged them to design solutions to problems through a process of selecting and manipulating a range of materials, tools and equipment.

Some projects included Year 5/6 Robart, where students designed a motorised scribbling machine to create a drawing; Year 1 Bird Scarers for the school farm; Year 5 projects using crank shafts, gears and cogs to create a device that can change direction and Year 3 project which harnessed wind power to create movement.

Students in Year 5 and 6 also enjoyed a visit from Robogals, an international, not for profit, student run organisation that aims to increase female participation in Engineering, Science and Technology through fun robotics workshops that aim to promote engineering as a career pathway for girls.

In 2015 Mr Buzza conducted a survey on student attitudes towards pursuing careers in STEM. Here is a summary of the students responses:

Year 1: Responses show that some agree They would like to do a job that made or fixes things. Neutral responses about the importance of Science and engineering to improve the world. A clear support of the idea that technology is more than computers and that it is important in everyday life

Year 2: Strong agreement for the idea that technology will improve the world and some agreement that T&E lessons have made students think about a job that fixes or makes things. Strong disagreement that technology is only about computers. Most students agreed technology was an important part of daily life.

Year 3: There was strong agreement that science and engineering will improve our world, but low support for the idea that T&E lessons have inspired students to want to be in a job that involves fixing or making things. The majority supported the idea that technology was more than just computers and it is an important aspect of life.

Year 4: A strong agreement with the statement that Science and engineering will make improvements to our world. However, most did not feel the lessons made them think about a having job in fixing or making things. Year 4 students strongly disagreed that technology was only about computers and they agreed that it was an important part of everyday life.

Year 5: Many disagreed that T&E lessons have inspired them to consider fixing or making things as a career option. They were unsure if the world would be improved by Science and Engineering. Most had a strong opinion that technology is more than computers and electronics. They agreed that it was an important aspect of daily life.



QUALITY TEACHING AND LEARNING

In 2015, full implementation of the WA Curriculum into our Literacy and Numeracy programs was a strong focus. Staff engaged in moderation sessions in Writing, Reading and Numeracy to ensure that teachers were making consistent judgments when reporting against the Achievement Standards in 2015.

Staff expertise was utilized to lead whole school professional learning to develop teacher knowledge of the content required to implement strategies outlined in the Business Plan. Senior teacher Tracy Wacker provided leadership and Professional Learning for staff on the 'Seven Steps to Writing Success' program, a whole school strategy aimed at improving results in Writing, while Level 3 teacher, Jody Smith worked closely with the Year 4-6 teachers to develop a rubric for assessing reading comprehension. Georgie Anderson took over the reorganization of reading resources and with a group of committed parents, ensured that all readers now match PM Benchmark levels, making it much easier for teachers to select reading materials that are at the instructional level for their students.

As part of our commitment to developing future leaders within our school, teachers had the opportunity to take on leadership roles to support school directions by leading curriculum and pedagogy. This was done through the formation of Curriculum teams and Phase of Learning teams in 2015. Each Curriculum team member took responsibility for leading curriculum initiatives at the Phase of Learning team level. Phase of Learning Team leaders then worked with their own collaborative group to develop a team approach to implementing the strategies outlined in school planning documents. Much of the focus of staff collaboration was to develop assessments to inform planning and to develop consistent judgments about student achievement.

Wes Buzza and Angela Williams provided staff leadership in developing Sustainability initiatives such as recycling, composting, worm farms and re-using materials for Technology projects. This will continue to be a focus in 2016, with staff showing a strong commitment to becoming a Waste-Wise school in 2016.

Staff engaged in a range of Professional learning opportunities to support the development of our strategic planning documents. These included; Seven Steps to Writing Success, SDERA Resilience, National Quality Standards, use of the Department of Education 'Connect' web based interface as well as staff run professional learning sessions on Guided Reading, Writing moderation using NAPLAN rubrics and Friendly Schools Plus social and emotional learning program.



Learning Area Reports

English

This learning area enjoys a strong focus in our new Deanmore Business Plan for 2015-2017 and is well supported by the Schools one-line budget.

In 2015, An English Curriculum team was formed to roll out strategies identified in the Deanmore Business Plan at the Phase of Learning Team level. Priority areas identified for improvement were Reading and Writing, with a strong focus on developing comprehension skills across year levels. Staff engaged in moderation tasks for Writing and Reading to assist in making consistent teacher judgments against the Achievement Standards for each year level. The curriculum team identified the reading of high frequency words from the Oxford Wordlist as the 'Power Standard' for English in 2015, as this was determined to be an essential skill for reading fluency and accuracy.

Students from PP to Year 2 were assessed and monitored using PM Benchmark assessments, which provided information on fluency, comprehension and reading accuracy. In Term 4, English Committee member Georgie Anderson, ably assisted by parent volunteers, took on the enormous task of levelling the entire collection of take home and guided reading resources. As a result, our readers are now set up so that students can access reading material that matches their PM reading level in 2016. This is the first step in developing a whole school approach to reading instructions which will encompass assessment, teaching strategies and content for each year level in 2016.

The 'Seven Steps to Writing Success' continuing to be used as a strategy for improving student writing from Year 2-6. As a result, we have continued to note improvements to both student attitude to writing and the quality of work produced. Pre-primary teachers, Georgie Anderson and Kim Foster, attended 'Talk for Writing' professional learning and have initiated this as a program to support student literacy and writing development in the early years.

Education Assistant, Lisa Low, continued to run a literacy support program for Year 1 and 2 students focusing on phonics and decoding. In 2016, we hope to build on this support with the appointment of a Literacy support teacher for Year 3 to 6 students.

Deanmore continued to build on its strong home, school and community partnerships. In 2015, all students enjoyed home access to the Reading Eggs and Reading Eggspress program. This motivating online reading program supports student learning of essential literacy skills.



As outline in the Deanmore Business Plan, a Mathematics Curriculum team was formed in 2015. This was led by senior teacher, Angela Williams who has driven a number of improvement initiatives in this role.

Analysis of 2015 NAPLAN data has resulted in a whole school focus on problem solving, money and multiplication. Resources were purchased to support teachers in developing these understandings with hands on materials. Skip Counting and Multiplication were identified as 'Power Standards' or essential skills for Mathematics in 2015. Angela Williams and Kim Foster attended Mouth Hawthorn TDS school Maths professional development where Angela gave a 15 minute presentation on power standard success at Deanmore.

Miss Williams also provided Professional Development session for teachers on the Maths Proficiency Strands (Problem solving, Reasoning, Fluency and Understanding). Staff reviewed the four proficiency strands in detail and outlined their own year level requirements. Staff discussed one of the strands 'Problem Solving' in more detail and looked at how 2015 NAPLAN results for Maths clearly showed that 'problem solving' skills and strategies was something the students needed to work on. Together the staff brainstormed ways to develop students problem solving skills by including more 'open ended' Maths questions in planning and opportunities.

In Term 4, students from Years 1 to 6 participated in times table competitions to improve fluency and automatic recall of number facts. Each week, the class who had made the most improvement with their times tables were announced as winners and received a banner to keep in their classroom for the week. The students responded positively to this initiative and there was a measurable improvement in this area over the term.

Phase of Learning teams worked together to make consistent judgements against the achievement standards in number and measurement and to share good maths ideas and planning strategies. Teachers used a range of agreed assessments including Mathletics online assessments and signposts diagnostic and progress tests to monitor, assess and map student progress during these collaborative planning sessions.

A number of activities were planned in 2015 to encourage student participation and engagement in Mathematics. In Term 3, students from Pre-primary to Year 6 were involved in a 'World of Maths' incursion, where they had the opportunity to participate in a range of hands-on problem solving activities in Mathematics. Year 6 students assisted the younger Pre-primary students to work through the activities and all students enjoyed taking part in this fun and challenging experience.

Students in the Junior Primary pod 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, with the event culminating in a share lunch. Many excited faces were observed as students enjoyed the activities organised by Ms. Williams, Ms. Boyd, Ms. Poilly and Mrs. Hassan Raiyat.

Year 4-6 students were once again given the opportunity to participate in the UNSW testing for Mathematics.

Students entered the UNSW Mathematics competition were awarded;
high distinction
distinctions
credits

Deanmore students continued to enjoy home and school access to Mathletics in 2015. This online program provides teachers with instructional aids, students with activities and parents with access to the program out of school hours for homework.



Year 6 student, Kylian, was part of a public primary school team who won overall first place at the West Australian State Robo Cup Competition. His team travelled to Adelaide in South Australia to participate in the Australian National Robotics Competition, where they competed against 17 other High School teams to come fourth overall.

It was an extraordinary academic achievement that gave Kylian and his team members an opportunity to represent Australia in Mumbai, India, at the International Robotics Competition against other primary and high school student teams from around the world. Kylian was able to provide all the staff and students in the senior pod with an inspiring talk and demonstration relating to the STEM topic of "Robotics".

In National Science Week the children participated in many science based activities around the theme of "The International Year of Light". Students explored shadows, light sources (natural and man-made) and the light spectrum (rainbows) as part of Science week activities.

Selected students also had the opportunity to participate in Advanced Placement classes before school that had a strong STEM focus. Miss Mills provided opportunities for students to construct small indoor paper rockets to determine their flight and stability, while Mr Buzza ran a course which provided students with the opportunity to test out materials and objects to create "Chain Reaction Machines".

There is a strong focus on sustainability in the WA Curriculum and Mr Buzza and Miss Mills initiated a number of strategies to promote recycling and reusing resources. Some of these initiatives included a Terracycle campaign, where students were encouraged to bring in toothbrushes, toothpaste tubes, washing powder lids etc to school for recycling. Students were given lessons regarding different types of plastic and ways to recycle. Classes created recycled art works out of a variety of materials and these were displayed in the school farm.

Waste wise visited the school to do a litter audit in Term 3, outlining problem areas and to identify the most common items thrown away. The school will work with Waste Wise in 2016 to develop strategies to deal with waste issues and to further develop sustainable practices.

A worm farm was introduced to the school farm, with food and newspaper scraps used to feed these hungry critters. 'Worm juice' was sold to the parent community and money raised was put back into the school farm. Our school chickens also assisted the recycling program by eating canteen scraps while eggs were used to create lunches for students by the canteen staff.



The 2015 school year continued to support the learning outcomes and values required in the Society and Environment curriculum area in a variety of ways.

In preparation for our annual Harmony Day celebration on March 21st, the students were once again involved in our traditional Deanmore Multicultural lunch. This provided students and staff with a delicious lunch which allowed students to experience a range of foods from different countries and cultures. Classes also took part in a range of art and craft activities as part of the multicultural theme of Harmony Day.

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; while students from the P/1 class turned back the clock 100 years to experience how life has changed since 1915. Students experienced activities such as; writing on slates, doing chores like milking the cow and washing clothes using a washboard.

Year 6 students visited Parliament House as part of Civics and Civic Responsibility studies. They attended a special lesson on the development of Democracy over the years and were taken on a tour of Parliament House. The tour guide gave an engaging commentary on both houses of parliament and their function and responsibilities which was followed by a morning tea hosted and supplied by the MLA for Scarborough, Liza Harvey.

Students in the middle pod visited Kings Park in Term 4, with teachers taking their classes around many points of interest. Students discovered that trees were used in Aboriginal culture for medicines, shelter and sources of food. The excursion also provided insight into the way traditional Aboriginal people used natural resources for clothing, food, weapons and utensils.



Students from Years 4-7 had the opportunity to learn Mandarin at Deanmore PS in 2015. These lessons are held once per week in the library with specialist teacher Hong Gao.

Mrs Gao provides students with hands on activities as an introduction to Chinese language and culture. Last year students tried Chinese cooking and learned about culturally significant celebrations such as Chinese New Year. As part of their studies, students have been involved in comparing Chinese and Australian cultures as they learn about Chinese family life, traditions and food.

Chinese lessons have also focused on labelling common objects and animals, forming simple sentences and learning to write their own names and numbers using Chinese characters.

For 2016, the focus will still be placed on listening, speaking, reading and writing in Mandarin. As the new WA Curriculum for Languages requires students from Year 3 to access Languages other than English by 2018, the school will need to put planning in place over the next two years in order to meet this requirement.



The Arts

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, nail art, scratch art, patterns with different mediums, clay and sculpture. Classes also created art works out of recycled materials which were displayed in the school farm. Year 1 students were fortunate to have art classes with Miss Ranauro who encouraged students to explore warm and cool colours, positive and negative spaces as well as completing art work based on specific events, such as poppies for remembrance day.

A highlight for 2015 was Ms. Griffiths Year 2/3 class winning an excursion to Kings Park for term 4 after entering an art work competition on the theme of animals and plants native to Kings Park. They won the Year 3 to 6 category and their entries will be used on Kings Park promotional materials and website. The prize included transport to Kings Park and entry into the Rio Tinto Naturescape playground.

Ms Martin's Year 4/5 class entered the West Australian Newspaper's Media Education's Read and Recycle competition. Students were asked to create a treasure ship out of old newspapers for this challenge, and one of her students produced a winning entry for which she received a \$50 prize.

Ms Motherway's Year 3 students entered the Liza Harvey's annual Christmas Card competition and once again, a Deanmore student produced the winning entry. The picture was used for Ms Harvey's Christmas cards for 2015.



Health and Physical Education

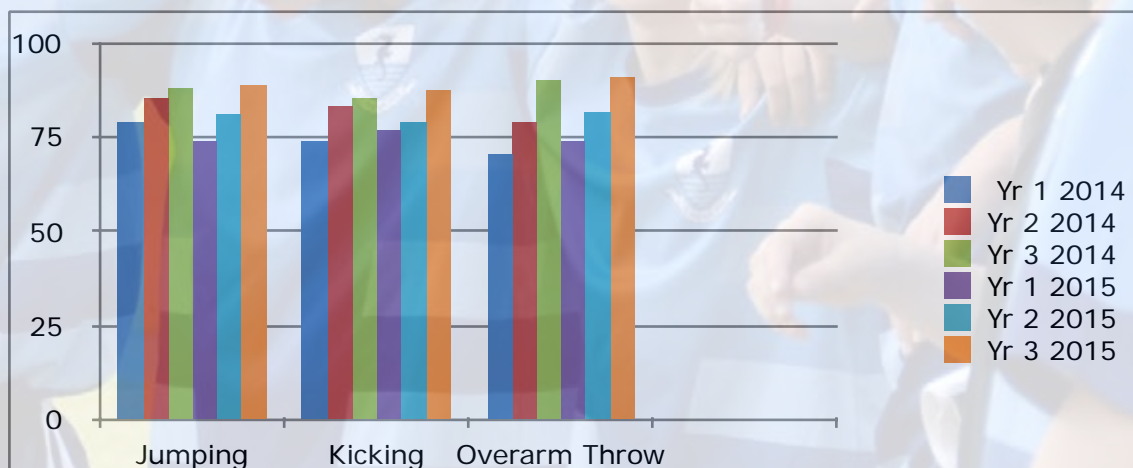
Physical Education specialist Dan Rodgers and colleagues continued to offer outstanding programs to Deanmore students with in school, before and after school activities to promote sporting skills, health and fitness.

In 2015 the Phys Ed program was offered over a 5 day program. All classes from Year 1 - 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 targeted to be tracked and compared in Years 1, 2 and 3 in 2015. This data follows on from 2014 analysis and will continue during 2016.

Graph 1 (below) shows the results of the 2015 data compared with the 2014 data. Each bar reflects the percentile of students competent in all age appropriate areas of the particular skill.



Graph 1 - Fine Movement Skill Proficiency Percentiles 2014 - 2015.

In 2015 sports specialist Dan Rodgers continued to implement 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' the scores could then be directly compared with the AFA published results. The skills were modelled to the students who then worked on these individually and in groups to improve all aspects of each activity. Sessions were positive and inclusive for all students who were engaged in the program and keen to improve their individual skills and thus their recorded results. The results varied but Deanmore students consistently scored better than the Australian mean scores and overall results were excellent.

In 2015 the school secured funding from the Federal Government to join the Sporting Schools Program. This replaced the ever popular Active After School Community program which had run for 7 years.



Deanmore was involved in the successful piloting of the program during Term 2 and in Semester 2 sessions ran 3 times a week. All children from PP - Year 6 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.

In 2015 the Sporting Schools program exposed children to activities such as; Surfing, Blue Earth Games, Basketball and Little Athletics.

Highlights of the 2015 Phys. Ed. program included another major expansion of the athletics program in term 3. Students practiced throughout the whole term, before school, after school and during lunchtimes. These sessions were well attended by students, staff and parents who all took the 'Team Deanmore - Together' slogan to heart. The hard work and application of the school community during the athletics program was well rewarded in September when Team Deanmore won the Ocean Net Athletics carnival. Deanmore had not won an inter-school athletics carnival for 15 years, and improved their 2014 total by nearly 150 points. Team Deanmore also had 5 individual medal winners and competed brilliantly in all events. Most satisfying of all though was the joy on the students' faces during the day, the faultless team games performances and the trophy presentation will long be remembered by all present.

2015 was indeed a year of sporting highs. Other major Deanmore achievements included: a Year 5/6 AFL team who were unbeaten during the season winning the Eagles Cup and Dockers Shield, a Year 5 Netball team who were also unbeaten winning the Eagles Cup and Lightning carnivals, a Year 6 boys T20 Blast team who finished 3rd in the state at the WA finals played on the WACA ground, and a Year 5 boys T20 Blast team who won the Western Suburbs District Carnival.

The Health program at Deanmore in 2014 continued to support the targets of the Deanmore Business Plan 2015-2017. In the Australian Curriculum students develop personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning. In 2015 there was a focus on the four main elements, self -awareness, self -management, social-awareness and social management. The Deanmore staff implemented the use of Friendly Schools Plus as a Social and Emotional Learning program. Additional Friendly Schools Plus resource books were purchased for the Junior and Middle pods.

Road Safety was a main focus in term four and Targets for The Curriculum, Community and Environment were created. Traffic police patrolled the all roads adjacent to the school and encouraged parents to park and drive safely within the school boundaries. The police spoke at an assembly and informed the community the importance for safe driving and parking. The Road safety Targets will be implemented in 2016 in collaboration with SDERA and a grant application. The City of Stirling will also be involved to increase signage and safety on all roads that surround the school.

The Deanmore staff are working towards successfully implementing these aspects of the Health program and aim to create a positive, safe school that works together with its community.

Food Revolution

Mr. Rodgers is a great supporter of this initiative and we are fortunate to have Julie Meek, nutritionist and dietician, in our school community. Julie and a team of volunteers from Edith Cowan University assisted students to prepare a healthy 'Smash it' sandwich for the Food Revolution Day. This is a global campaign that has the backing of Diabetes Research WA, which aims to put practical food education back in the school curriculum. The students really enjoyed this novel way of preparing a healthy lunch with many students going back for a second helping! We are certainly looking forward to participating in the Food Revolution Day again in 2016.



A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

National Quality Standards

Compliance with the National Quality Standards (NQS) has continued to be an area of focus, in preparation for our first NQS audit at the end of 2015. As a result of strategic planning by our National Quality Standards Committee in 2014, budgeting and planning was put in place to aim to comply with all seven Quality Standards by the end of 2015. This included the purchase of shade sails and the development of a Nature playground for the use of Pre-primary to Year 2 students. Teachers took responsibility for planning a well-designed outdoor environment for Junior Primary students, which contained a range of activities and experiences characterised by both active and quiet zones and this was resourced through the school budget.

As a school, we value children's play and our Early Childhood classrooms provide children with access to opportunities for play activities to develop enjoyment, mastery and success. Early Childhood teachers at Deanmore use intentional teaching to scaffold and extend each child's learning through play based activities that occur in a social context.

All Early Childhood staff were involved in completing the audit and determined that while we have made pleasing progress towards compliance, there are areas that we have identified as needing further development in 2016.

Quality Areas identified for further development include:

- Children's Health and Safety
- The Physical Environment
- Staffing Arrangements

The NQS committee will be involved in planning to address these deficits with a view to complying with all Standards by the end of 2016.



COMMUNITY ENGAGEMENT

Newly elected P&C President Troy Vukojevich completed a highly effective year in this demanding position. With the support of the P&C executive committee and parent volunteers, the P&C coordinated a number of highly successful fundraising and community events, which contributed \$45,365 to school funds in 2015. Book fairs, the Art Market, a Quiz night and Barbs Harvey's vast array of fund raising initiatives punctuated our year with fun events to raise funds for our ever expanding need for student resources.

This year P&C funds were allocated to purchase the following resources:

- \$21,000 for ICT
- \$6,000 purchase of shade trees and removal of ornamental trees
- \$18,365 Nature playground

The P&C's *Annual Quiz Night* in August was an outstanding success. Events like these are important, not only because they raise precious funds for our School, but because they provide an invaluable opportunity for parents, carers, community members and staff to get together and have a fun evening.

The highlight of the year - the 2015 *artMarket* - was held on a balmy Friday evening in November. Those who attended will know what a fabulous community event it turned out to be. A huge thank you to the Art Market committee and the many volunteers who made this such a successful event.

The "Fathering Project" is up and running as a subcommittee of the P&C, thanks to the brilliant efforts of Dan Rogers. Term 3 saw the first meeting of dads, granddads and other interested parties to discuss what the "Fathering Project" could mean for Deanmore. This is a very valuable and important community initiative, particularly for those children who do not have as many male role models/mentors as they would like and for parents who are looking for ways to connect with the broader Deanmore community. The afternoon on Saturday, 28 November at Clarko Reserve, Trigg was spectacularly successful, thanks largely due to the efforts of our Deanmore Dads.

Deanmore could not offer our children the wide range of programs, activities and facilities it does without the funds raised by the P&C.

Advanced Placement

In Term 3 Deanmore once again offered selected students a number of *Advanced Placement Courses* on Tuesday mornings before school. These courses are enormously popular with students and this year more Deanmore staff came on board so that our students received an even wider array of courses from fashion and music to engineering, animation and soccer. Deanmore staff spend a great deal of time planning and running these courses and their efforts and enthusiasm are to be commended.

Parent Information session- Literacy

In Term 3, Pre-primary teachers Georgie Anderson and Kim Foster ran an information session for Kindy and Pre-primary parents targeting the development and acquisition of early literacy skills. The evening was a huge success, with over 40 parents in attendance. Mrs. Foster and Miss Anderson used hands on games and activities to provide parents with strategies to support the development of children's literacy skills at home. There is clearly an appetite for this type of information from our parent community and we hope to run similar sessions in 2016.



Harvey, I would like to thank the following staff members for their contribution to the Board - we could not function anywhere near as effectively and efficiently as we do without your invaluable assistance:

- *Jeannie Metcalf* for your outstanding leadership, experience and “never say can’t” attitude;
- *Jo Marwick* for tirelessly presenting all sorts of student-related data in painstaking detail without ever losing your sense of humour or being stumped by a question from the Board;
- *Sharon Stewart*, our indefatigable and cheery Registrar, who unpacks the financial data for us at each meeting and provides the Board with the necessary assurances regarding the School’s financial health;
- *Dan Rogers and Kim Foster*, our staff representative Board members, for your support throughout the year despite having such heavy workloads and presenting to the Board on the work undertaken by the English and Mathematics Committees respectively;
- *Gerry Hopfmueller*, co-opted onto our Board as an independent community representative, whose many years of experience in the Department of Education help to guide the Board when decisions need to be made;
- *Annie Motherway and Graeme Morgan* who presented to the Board on “Connect” which is the way of the future for direct on-line communication between staff and students/parents. Deanmore staff members are already using Connect to build and share knowledge with other teachers through on-line professional communities.

2015 Board members

At the end of Term 3 *Suzie Croston* came to the end of her 3 year term. We thank Suzie for her contribution to the Board and, of course, for her enormous contribution to our community over the past 10 years. Sadly, Suzie will be leaving Deanmore when her son completes Year 6 this year and we wish Suzie and her husband Miles all the very best.

On a brighter note, we welcomed new Board member *Alex Bradley* to our meeting in November and look forward to working constructively with Alex over the next 3 years. Alex was instrumental in bringing the RAC Project, which supports friendly schools, to Deanmore. This Project has been enthusiastically embraced by our community and the Board acknowledges Alex’s assistance in this regard.

Business Plan 2015-2017

Our new Business Plan is now in place, our second since becoming an Independent Public School. The Board has received detailed reports on how the School is tracking against the targets, and strategies for achieving those targets, in 4 priority areas:

1. Success for all students;
2. Quality teaching and learning;
3. A safe and supportive learning environment; and
4. Community engagement.

Whilst Deanmore’s NAPLAN results for 2015 were largely very pleasing, specific results were a little disappointing (though not entirely unexpected because of the shifting composition of the relevant student cohort). However, the Board has every confidence in our staff and administration that the appropriate actions are being, and will be, taken so that when we face our second IPS Review in late 2017 we will be in a position to report on the successful attainment of all targets.



In the meantime, work is already being undertaken by all teaching staff to implement the Literacy Priority Plan, the Mathematics Priority Plan, the Science Priority Plan and Phase 1 of the Australian Curriculum (English, Maths, History, and Science). Teachers are also using the AITSL Professional Standards for Teaching to identify a focus for improving their professional knowledge and professional practice and the Board will actively monitor progress in this regard.

School Policy

On a more sombre note, one of the functions of the School Board is to review and endorse policies. These policies must be in accordance with departmental requirements. The issue of alcohol on School grounds was again raised in the context of the art Market wanting to have a licensed bar. Any decision to permit alcohol onto School grounds rests entirely with the School Principal. Mrs Metcalf sought the views of the Board on this issue.

After very careful consideration, the Board could not support having a licensed bar at the artMarket. We understood that, in making this decision, it would disappoint the organisers of the event, and many community members, for varying reasons including that it would likely mean that less funds would be raised. However, Board members are required to consider what is in the best interests of the reputation and image of the School and the sale of alcohol on school grounds, and the promotion of alcohol sales as a means to fund raise, are not consistent with Deanmore's vision and goals. This is the case notwithstanding the measures that would have been put in place to ensure the responsible service of alcohol at the event.

In any event, the artMarket was an outstanding success as a community event and as a fund-raiser.

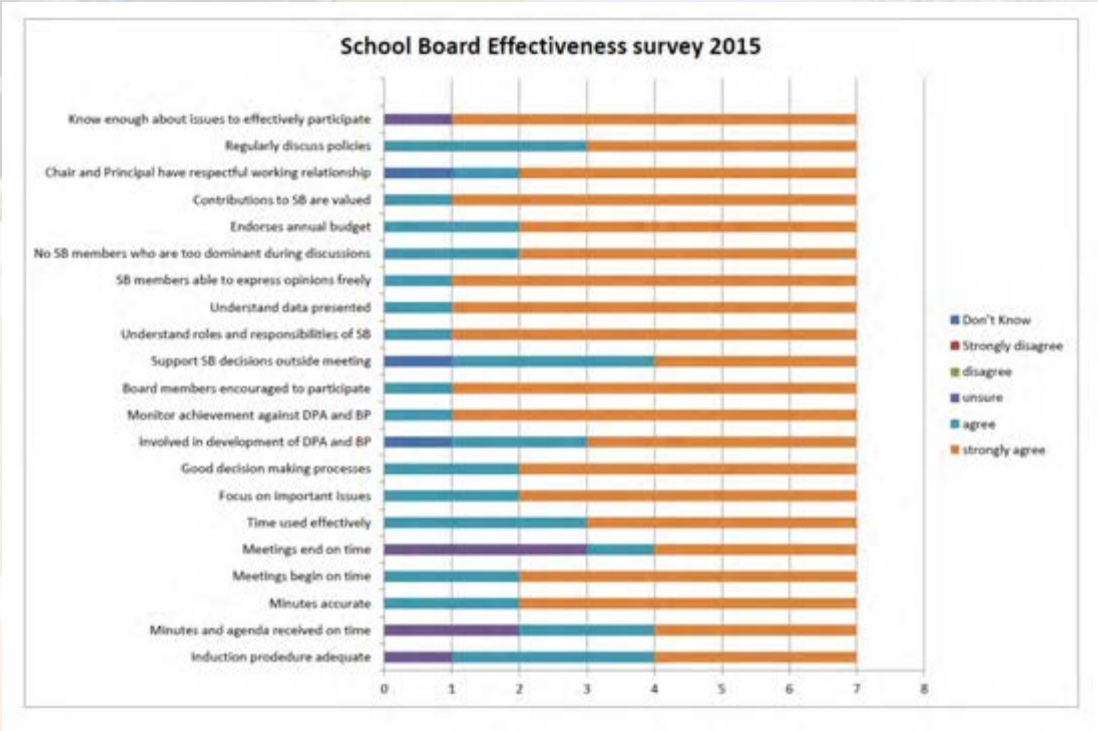
Should any community member have a query about this School policy, or any other policy or procedure, please contact a member of the Board or Administration.

Thank you

I would like to thank all members of our Deanmore community - fellow Board members, parents, staff and of course our children, for all you contribute to making Deanmore the wonderful school that it is. See you in 2016.

Samantha Maddern
Chair
Deanmore School Board

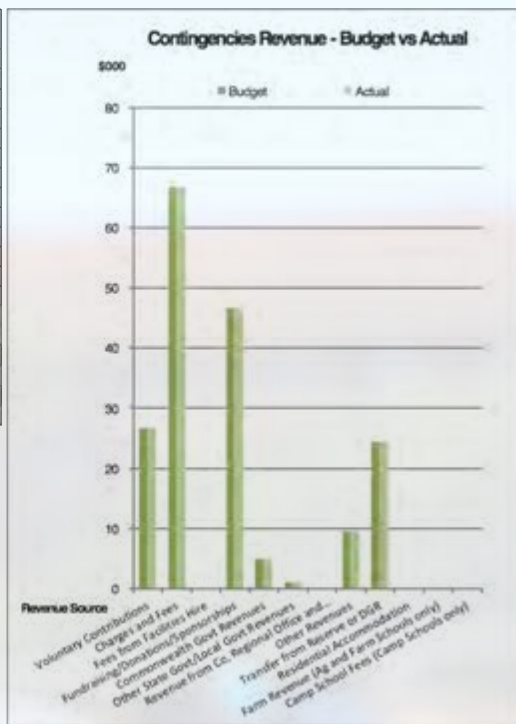
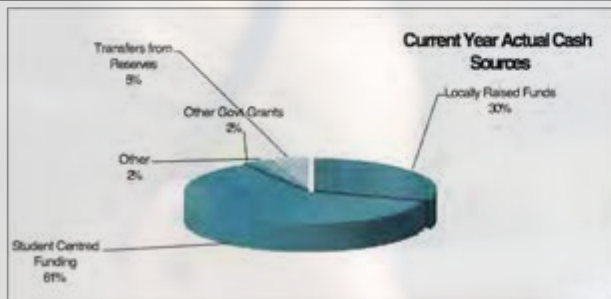
7 December 2015



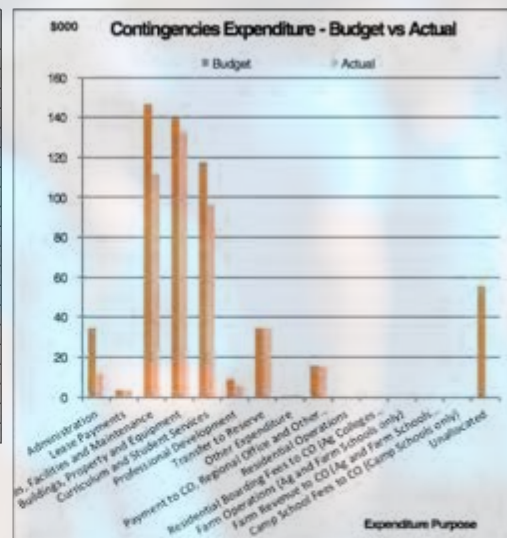
Insert your School
Logo Here or
Delete if not
required

Deanmore Primary School Financial Summary as at 31st December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 26,712.00	\$ 26,712.30
2	Charges and Fees	\$ 66,856.07	\$ 66,856.07
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 46,751.70	\$ 46,751.70
5	Commonwealth Govt Revenues	\$ 4,966.00	\$ 4,965.96
6	Other State Govt/Local Govt Revenues	\$ 1,040.00	\$ 1,040.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 9,454.59	\$ 9,455.23
9	Transfer from Reserve or DGR	\$ 24,500.00	\$ 24,500.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 180,280.36	\$ 180,281.26
	Opening Balance	\$ 94,619.00	\$ 94,619.26
	Student Centred Funding	\$ 263,210.00	\$ 263,210.00
	Total Cash Funds Available	\$ 558,109.36	\$ 558,110.52
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 558,109.36	\$ 558,110.52



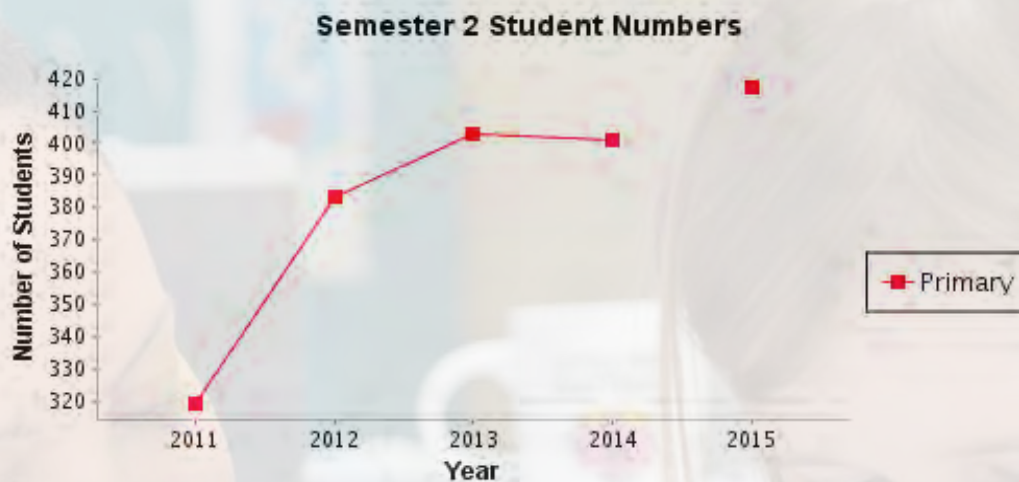
	Expenditure	Budget	Actual
1	Administration	\$ 34,400.00	\$ 12,041.37
2	Lease Payments	\$ 3,428.00	\$ 3,427.80
3	Utilities, Facilities and Maintenance	\$ 146,626.96	\$ 111,578.00
4	Buildings, Property and Equipment	\$ 140,102.45	\$ 132,703.99
5	Curriculum and Student Services	\$ 117,749.08	\$ 96,733.20
6	Professional Development	\$ 9,000.00	\$ 5,347.24
7	Transfer to Reserve	\$ 34,660.00	\$ 34,660.00
8	Other Expenditure	\$ 720.00	\$ 1,078.43
9	Payment to CO, Regional Office and Other Schools	\$ 15,598.00	\$ 15,098.00
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)	\$ -	\$ -
15	Unallocated	\$ 55,824.66	\$ -
	Total Goods and Services Expenditure	\$ 558,109.15	\$ 412,668.03
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 558,109.15	\$ 412,668.03



Cash Position as at:	
Bank Balance	\$ 246,392.02
Made up of:	\$ -
1 General Fund Balance	\$ 145,442.49
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,531.13
5 Suspense Accounts	\$ 3,605.40
6 Cash Advances	\$ -
7 Tax Position	\$ 1,187.00
Total Bank Balance	\$ 246,392.02



ENROLMENTS, STAFFING AND DESTINATION SCHOOLS



Enrolment trends show that student numbers have continued to increase since 2014, with 420 students attending compulsory schooling.

No	FTE	AB'L
----	-----	------

Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	28	24.4	1
Total Teaching Staff	29	25.4	1

School Support Staff			
Clerical / Administrative	3	2.2	0
Gardening / Maintenance	2	0.8	0
Other Non-Teaching Staff	13	8.8	0
Total School Support Staff	18	11.8	0

Total	50	40.2	1
-------	----	------	---

Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	12	9	21
1157 St Mary's Anglican Girls' Sch		3	3
1249 John Xxiii College		2	2
4057 Carine Senior High School	1		1
4129 Duncraig Senior High School	1		1
4025 John Curtin College Of The Arts	1		1
1259 Newman College	1		1
1109 Sacred Heart College	1		1

Students graduating from Deanmore PS in 2015 attended the above Secondary Schools.



RECOMMENDATIONS 2016

Recommendations 2016

Staff

- Continue to work towards developing a whole school approach to teaching literacy and numeracy
- Support the integration of ICT through mentorship and professional learning opportunities with a view to providing student and parent access to Connect
- Continue to explore the concept of professional learning communities as a means of improving teaching and learning
- Develop a framework for classroom observations as part of the Performance Management process
- Introduce benchmarks for achievement in all year levels to assist with consistent judgments on students achievement
- Introduce Probe reading assessment Years 3-6 to provide ongoing monitoring and assessment of progress in reading
- Provision of a SAER support teacher for students in Year 3-6 requiring additional support in literacy and numeracy
- Investigate Minilit and Maqlit as intervention programs for identified students at risk
- Continue to provide in-school professional learning opportunities using teachers who have identified skills
- Expand the knowledge of staff on the Seven Steps to Writing Success concept and continue to monitor the effectiveness of the program

Students

- Continue to provide students with the opportunity to attend Young Leaders' Day
- Explore further opportunities for Senior students to take on leadership roles and additional responsibilities
- Continue to provide opportunities for students to have buddy classes

Community

- Support the school with funding for improvement initiatives
- Promote the value of the P&C as a forum for school advocacy
- Encourage the school community to understand the role of the School Board
- Promote the many different ways parents can support and be involved with the school.



Highlights of 2015



Highlights 2015

