

# 2016 ANNUAL REPORT



DEANMORE PRIMARY SCHOOL

# 2016 ANNUAL REPORT

## Introducing the School Annual Report

The annual report provides parents, caregivers and members of the wider school community an overview of Deanmore Primary School's performance, achievements and directions during the 2016 school year.

Provided is information about school focus, academic performance, teacher judgements, student attendance and enrolment, behaviour, curriculum learning areas, extra-curricular activities and the school budget.

Within this annual school report is just a small component of the total reporting we complete as a school. Community members can get a more complete view of the school if this annual report is read in conjunction with school newsletters, School Board minutes, P&C minutes, student reports and other school documents.

Copies of these documents can be found on our school website and through the Department of Education's "Schools Online".



## Principal's Notes

It is a pleasure to present to you the Deanmore Primary School 2016 Annual Report. The 2016 school year was one of great change not only for our school but also for many staff.

After 10 years of dedicated service Mrs. Jeanette Metcalf retired at the end of 2015. During Term 1, Mrs. Jo Marwick was acting Principal while the selection process for the new Principal was being completed. This is never easy and I would like to thank Jo for keeping the school running smoothly.

At the beginning of Term 2, I took up the role of Principal at Deanmore Primary School. I consider myself fortunate to work in a school which is located in the area where I, as a child, grew up and received my education.

Over the last 20 years, many things have changed, especially the school itself which was rebuilt in 2010. However, many things remain the same and it is always interesting to hear students tell me about places and activities that I also experienced as a child growing up in the area.

As the new Principal at Deanmore PS, I have brought with me some changes in focus. Many of these build upon previous work at the school, while others are a significant change in direction. All however, aim to support our students in their endeavours.

A major focus has been the development of a calm, orderly and predictable learning environment. The whole community understands the important role they play in making our school an effective, safe and happy place to be. Not all changes were easy but the results are already noticeable.

Of significance is a renewed focus on setting high expectations for staff and students. There is a clear expectation that everyone within the school, staff and students, work to the best of their abilities and look for ways to continually improve. Our school has embedded whole-school practices and a very clear vision of what teachers should teach and what students should learn.

Over the course of 2016 in addition to a new Principal we also had 10 new teaching staff, 3 acting Deputy Principals, and many new non-teaching staff. Although difficult all staff ensured that student learning was never lost. I would like to acknowledge and congratulate staff on the wonderful effort, dedication and sheer hard work they contribute to our school.

George Craig  
Principal





## Board Chair's Notes

At the end of 2015, as Deanmore's representative on the panel to select our new Principal, I undertook to *"do my best to ensure that the [new Principal] has the vision, leadership skills, commitment to excellence and first-class people skills that are all absolute prerequisites"*. I believe I have delivered on this commitment – George Craig, who commenced in Term 2, has brought with him a great depth of experience as a Principal across a broad range of school environments and is leading Deanmore on its current journey to lift expectations and actual performance across all learning areas.

In 2016 the Board worked with the School to define Deanmore's mission statement, which is a crucial step to enable us to clearly articulate our vision and values as a school. In 2017 we will seek input from our community to finalise our mission statement and school motto.

The Board spent a great deal of time reviewing Deanmore's NAPLAN results for our Yr. 3 and 5 students. While they were disappointing, the Board has every confidence that the School, under the leadership of George Craig, Jo Marwick, Narelle Morisey and Greg Downes, will be able to arrest the decline and turn things around, with the support of staff, students and the community.

The Board supports the School's efforts to develop and maintain a 'whole school approach' to literacy and numeracy which will lead to a consistent approach across all year levels and a consistent methodology to assess and track student progress. Teaching staff will continue to be given the necessary tools and coaching to assist them to implement the whole school approach. Where staff need to be up-skilled, they will have access to professional learning. Where resources need to be purchased, they will be funded.

The Board continues to support initiatives to obtain and respond to community feedback. Three separate surveys were conducted in Term 3 – for parents, staff and students. Feedback was collated and presented to the Board in Term 4. I am pleased to report that the feedback was overwhelming positive but, as always, there is room for improvement.



## Board Chair Notes

In response to feedback from both staff and parents, the Board unanimously supported the engagement of a specialist science teacher for 2017 and beyond – given the importance of encouraging our students to study 'STEM' subjects in high school and beyond, the Board felt this was a key priority. The Board also endorsed the trial of iPads for our Year 1 and 2 classes and the establishment of before and after school care by OSH Club.

The Board recognises that the key challenge for 2017 will be to lift the performance of our children. NAPLAN results will be one indicator of progress but should not, and will not, be determinative. Our main aim will be to cease the decline in the % of students performing in the top 20% and to be comparative to 'like schools'.

The Department of Education Services (DES) Review will take place in Term 1 on 22-23 March 2017. Following feedback from the DES Review team, this will present an opportunity for Deanmore to review and modify its Business Plan so that it better aligns with our objectives and mission statement, as well as takes into account any constructive feedback received.

On behalf of the Deanmore community, I sincerely thank my fellow Board members for their contributions in 2016:

- Parent representatives Alex Bradley, Dave Drury, Jodee Eaves and Barbs Harvey;
- Staff representatives: George Craig, Jo Marwick, Kim Foster and Dan Rodgers;
- Community representative: Gerry Hopfmueller; and
- Executive officer: Danielle Reimer (who has the unenviable task of preparing all financial reports for the Board).

In 2017 Katherine Drakeford will join the Board in place of Barbs Harvey.

Samantha Maddern  
Chair  
Deanmore School Board



## Our Mission, Values and Beliefs

In 2016 school staff raised the issue of whether the school's vision, values and beliefs were reflective of the school, its direction and community. The existing values and beliefs, while detailed, closely reflected those of the Department of Education. Staff along with our School Board decided that a new set of values, beliefs about teaching and learning and a clear mission statement were required.

During a school development day staff, board members and parent representatives developed a document outlining our Mission, Values and Beliefs about Teaching and Learning. This was presented to the School Board and accepted. They were then promoted to the school community. In 2017 a School Motto will be created.

### Our Mission

Deanmore provides a safe and supportive environment that fosters respect and acceptance for all. Through excellence in teaching, students are encouraged to confidently embrace challenges and become resilient life-long learners.

### Our Values

**RESPECT:** We treat ourselves, others and the environment with dignity, compassion and consideration in both actions and words.

**RESPONSIBILITY:** We accept responsibility for our actions and are accountable for our own self-improvement.

**EXCELLENCE:** We hold high expectations for all students and staff and are persistent in striving to achieve our best at all times.

**UNITY:** Through open and honest communication we foster strong partnerships with the Deanmore community to achieve our goals.



## Our Mission Values and Beliefs

### Beliefs about Teaching and Learning

#### **Students learn best when provided with:**

A stimulating and rich learning environment that challenges them to do their best, develop individual interests and accept failure as a part of learning.

A high quality and professional teaching staff that use research and evidence based strategies and resources to deliver required curriculum.

Meaningful assessment which informs teaching and learning, helps set targets and goals, and provides timely feedback on performance.

Differentiated curriculum that is delivered through intentional teaching and meets their educational needs.

Effective partnerships that support collaboration with peers, staff, family and the wider community.





## School Community

A school community is more than just a boundary on a map that indicates where our students are drawn from or what type of work our parents do for their employment. A school community is how we work together to provide the best possible education for our students. Deanmore Primary School enjoys working with a very supportive and close community.

This is very evident through the numerous activities that different groups organise and run throughout the school year. Although too numerous to individually name there are several groups that should be recognised.

Our School Board works diligently to support the direction of the school and ensure the views of the wider community are expressed. Mrs. Samantha Maddern as Board Chair has again proven herself to be very proactive in her role and her advice and insight cannot be underestimated.

The School P&C works tirelessly to provide additional resources for our staff and students. These endeavours range widely from running the canteen, supplying bike-racks, play equipment and ICT devices. Funds are sourced through many different activities that definitely add a community spirit to the school. A major project in 2016 was the funding of an iPad trial in the Junior Block. This has proven to be a major success and will hopefully expand in future years.

Our 'Deanmore Dads', although relatively new as a group, are fast becoming an essential part of our community. With a focus on supporting fathers and father figures to be more involved in their child's education they provide another avenue to develop a well-rounded school. Gone are the days where a dad's role was seen as helping at busy bees or attending school carnivals. Along with mothers they are critical to the academic and social development and success of our students.

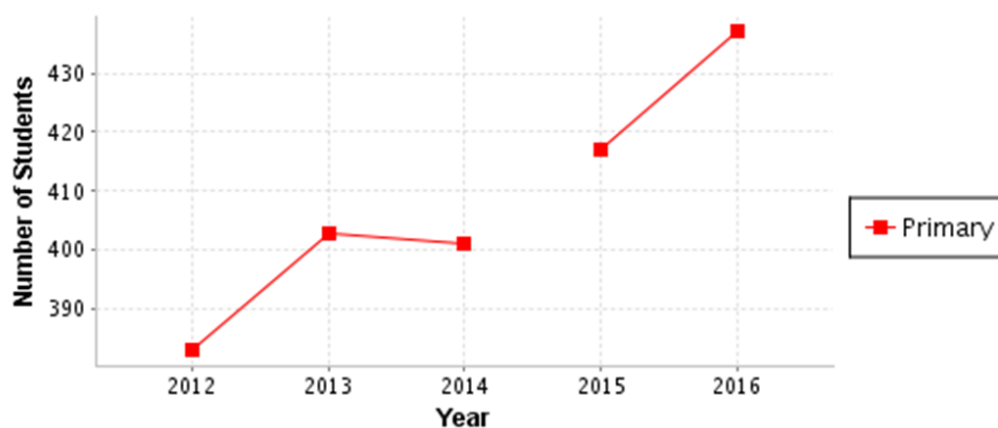
Although Deanmore Primary School has grown significantly over recent years to now have in excess of 500 students, it has not lost its close-knit community feel. This is due to the energy and drive of the groups above and many other individuals.





## Enrolment

Semester 2 Student Numbers



Semester 2

	2012	2013	2014	2015	2016
Primary (Excluding Kin)	383	403	401	417	437
Total	383	403	401	417	437

## 2017 Destinations

Deanmore Primary School graduated 53 Year 6 students in 2016. Of these 80% went to a local government high school.

School	No. of students	School	No. of students
Churchlands SHS	35	St Marys	3
Carine SHS	4	Newman College	3
John Curtin SOTA	1	Hale	3
Perth Modern	1	Scotch College	1
Duncraig SESC	1	John XXIII	1

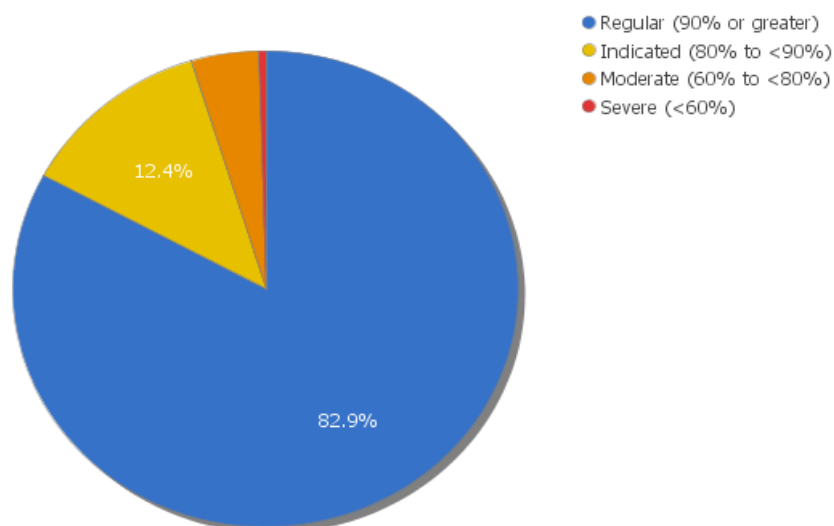


## Attendance

Attendance, Lateness and Authorised v Unauthorised absences were all an area of concern in 2016 and therefore became a focus for improvement. 17% of students (88) were indicated as attendance risks. Over 53% of the time no reason was indicated for a student absence. To support an improvement in attendance, a decrease in lateness and an increase in notification of absences in 2017 the school has identified the following strategies:

- Increase in school officer time to make contact with parents of absent students.
- Enforcement of parents collecting late note for students arriving after 8:50am.
- Providing information to parents outlining the risks associated with significant absences.
- Requiring parents to notify the principal in writing of any vacation absence requests they wish to incur during the school term.

Attendance Profile 2016 Semester 2



### Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	92.9%	49	8	3	1	30%	70%
PPR	93.8%	64	8	4		40%	60%
Y01	93.8%	57	6	2		44%	56%
Y02	94.2%	47	6	2		64%	36%
Y03	94.2%	56	5	3	1	59%	41%
Y04	94.2%	61	9	3		58%	42%
Y05	93.4%	43	12	2	1	38%	62%
Y06	92.4%	41	9	3		41%	59%

## Student Behaviour

Deanmore PS and its community has high expectations of student social skills and behaviour. Student behaviour is a joint responsibility of the school and community. The central recording of intervention by the school's administration team ensured tracking of individual students and if required, the implementation of individual plans. Student suspensions were only used as the last intervention and enacted in instances involving physical violence to other students or staff. The number of students given playground withdrawal for persistent poor behaviour was minimal.

## Staff Information

### Administration staff

	No	FTE
Principal	1	1.0
Deputy Principals	2	2.0
Total Administration Staff	3	3.0

### Teaching Staff

Level 3 Teachers	1	1.0
Other Teaching Staff	25	22.6
Total Teaching Staff	26	23.6

### School Support Staff

Clerical/Administrative	3	2.2
Gardening/Maintenance	2	0.8
Other Non-Teaching Staff	13	7.8
Total School Support Staff	18	10.8

<b>Total</b>	<b>47</b>	<b>37.4</b>
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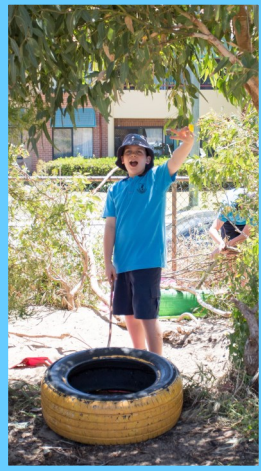


## Celebrating Success and School Events

Every year Deanmore PS provides its students with many different activities to ensure that a broad curriculum and learning experiences are provided.

Some of these are listed below:

- Food revolution
- Harmony Day
- Deanmore Dads Dash
- Chess Club
- NAIDOC Week
- Winning Yr. 6 student in UNSW test
- Coding Club
- Robogals
- Science Week
- Young Leaders Day for Yr. 6 students
- ANZAC Day ceremony
- Book Fair
- Book week and book week parade
- Surfing
- Year 6 camp
- Eagles Cup—Yr. 5/6 Winners
- Dockers Shield—Yr. 5/6 winners
- Dockers Cup—Yr. 4-6 Girls winners
- West Coast Fever Cup—B Div. winners





## Pre-Primary On Entry Assessment

### GROUP SUMMARY COMPARISON SCHOOL TO STATE:

Literacy	School	State
% at risk in Speaking and Listening (score of less than 0.5)	14%	49%
% at risk in Reading (score of less than 0.5) -	14%	50%
% at risk in Writing (score of less than 0.1) -	0%	2%
% of students identified as TAGs Reading (score over 1.3)	11%	2%
% of students identified as TAGs Writing (score over 0.4)	13%	5%

### ANALYSIS:

- Deanmore students continue to perform well above the State results in Speaking and Listening and Reading.
- 82% of Deanmore students achieved above 0.1 VELs in writing compared to 55% of students Statewide. This is a significant improvement on 2015 results in this area.

Numeracy	School	State
% at risk in Numeracy (score of less than 0.8)	8%	27%
% of students identified as TAGs in Numeracy (score over 1.5)	11%	4%

### ANALYSIS:

- Deanmore students continue to perform well above state results in Numeracy.
- 66% of students performed above 1.1 Progression Points in this assessment compared to State results of 31%.

### RECOMMENDATIONS:

- Continue the strong focus on developing language skills and phonemic awareness in Kindergarten.
- Use of KAT and RAT screening for early identification of students who may require external or additional support.
- Provision of collaborative planning time in Kindergarten/Pre-primary to ensure consistent teaching practices.



## NAPLAN

Our business plan identifies targets of increasing the number of students who achieve in the top 20% for NAPLAN for Writing and Numeracy as well as closing the gap between the school performance and that of like schools, in particular for writing.

The 2016 NAPLAN data indicates that none of these targets were met, and in many cases the performance of students decreased.

Year 3 comparative data shows a significant decrease in student performance in all five assessment areas. In four of the five areas, performance was more than one standard deviation below the predicted school mean (indicated by a red box).

### NAPLAN Comparative Performance for Year 3

Year 3	Performance					
	2011	2012	2013	2014	2015	2016
Numeracy	0.2	-0.0	0.2	-0.6	0.3	-1.2
Reading	1.6	-0.7	0.1	-0.6	0.5	-0.8
Writing	-0.1	0.2	-0.7	-0.4	-0.5	-1.2
Spelling	0.3	-0.6	-0.4	-0.1	-0.5	-1.6
Grammar & Punctuation	0.1	-0.6	-0.3	-0.4	-0.3	-1.2



## NAPLAN

Year 5 comparative data has shown an improvement when the 2016 cohort is compared to the 2015 cohort. Except for Numeracy, student performance was either below or considerably below expectations.

Year 5 performance continues to be an area of concern. With the exception of 2013, at least one assessment area has been more than one standard deviation (again indicated by a red box) below the predicted school mean since 2011.

Of particular concern was the student progress from Year 3 to Year 5 for this cohort from 2014—2016.

### NAPLAN Comparative Performance for Year 5

Year 5	Performance					
	2011	2012	2013	2014	2015	2016
Numeracy	-0.3	-0.2	-0.5	0.2	-1.5	0.0
Reading	-0.7	-0.9	-0.6	-0.0	-1.2	-0.8
Writing	-0.5	-0.4	0.0	-1.4	-1.0	-0.6
Spelling	-1.2	-1.6	-0.5	0.2	-0.5	-1.0
Grammar & Punctuation	-0.4	-1.1	1.0	-0.1	-1.3	-1.8

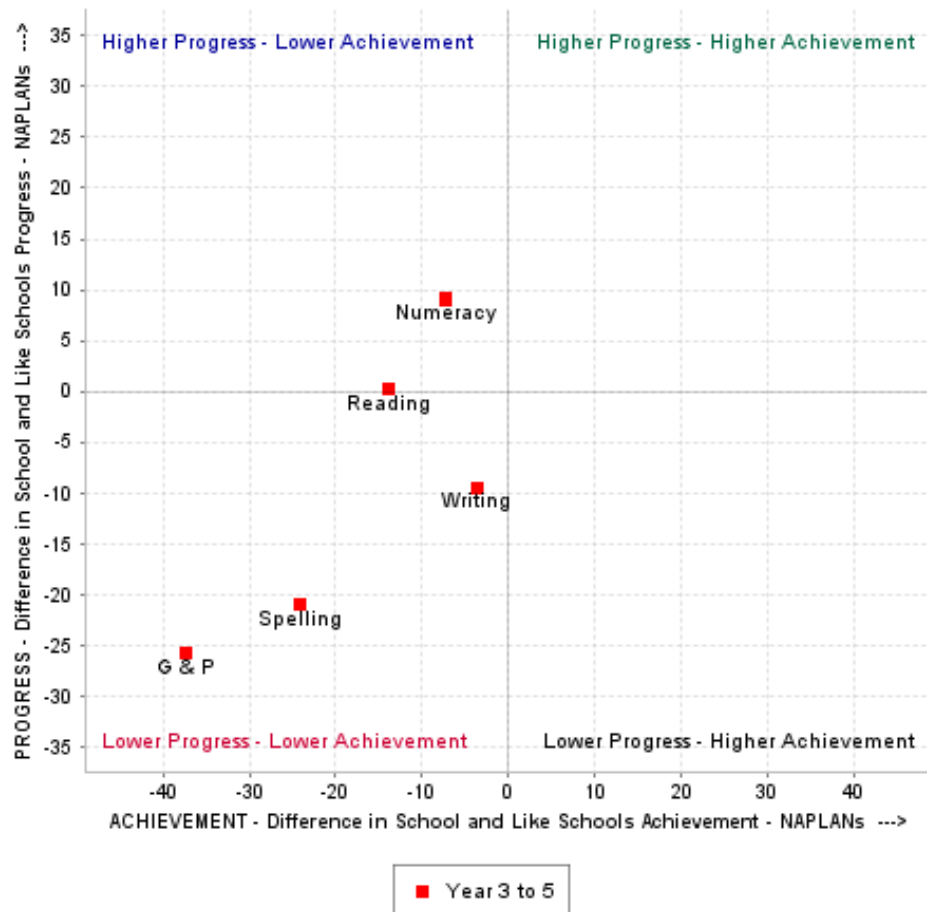


## NAPLAN

Our progress and achievement data (when compared to like schools) indicates that there are concerns not just with initial achievement in Year 3 but also progress and achievement when they are tested again in Year 5.

### Student Progress and Achievement Compared with Like Schools

#### NAPLAN Year 3 2014 to Year 5 2016





## Teacher Judgements

Accurate and consistent teacher judgements, in relation to student performance, are an important part of grade allocations and are highly valued at Deanmore. Staff have worked hard in 2016 to ensure a better alignment between Deanmore grade allocations, NAPLAN and those allocated at like schools than was previously the case resulting in improved grade allocations from 2015 to 2016. This continues to be an area of focus as there is still room for improvement.


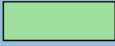

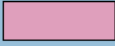

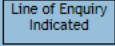
### Student Academic Achievement

#### Teacher Judgement

Grade Allocation (A - E)	2015 (2)	2016 (2)
Overall Relative Judgement		
- English	0.41	-0.52
- Mathematics	1.50	-0.18
- Science	0.86	0.39
- Humanities & Social Sciences	1.61	0.93

Line of Enquiry Indicated

A-E grades for Years 1-10 in English, Mathematics, Science, and Humanities and Social Sciences are assigned numerical values 5-1 (where A=5), averaged and standardised against the school's ICSEA. Expressed as a standard deviation (SD) from the expected grade allocation, based on ICSEA.

	More than one SD above the expected grade allocation
	More than half to one SD above the expected grade allocation
	Within half SD above or below the expected grade allocation
	More than half to one SD below the expected grade allocation
	More than one SD below the expected grade allocation
	There is an indication that the alignment between Teacher Judgements and NAPLAN results for Numeracy and/or Literacy is poor - see Page Footnotes.



## School and Community Surveys

Every 2 years government schools are required to complete mandated School and Community Surveys. Surveys are important in understanding community perspectives and help set school direction. These were completed during Term 4, 2016. There was an increase in the number of surveys completed by parents, from 10 in 2014 to 47 in 2016. All students in Years 4 to 6 (130 children) completed a survey and all teaching and non-teaching staff had the opportunity to complete surveys (25 were entered). In order to increase participation and the validity of data, all surveys were completed anonymously.

### Parent Surveys

The majority of parent response were very positive and indicated a high level of satisfaction. Below is a summary of parent response to the survey questions:

- School **taking parent opinions seriously** had a score of 3.5 out of 5.
- **Learning needs** being met and working with parents to support a child's learning had a score of 4.1 out of 5.
- The **school was well led** had a score of 3.9 out of 5.
- **Teachers cared about my child** had a score of 4.5 out of 5.
- When asked about the type of **specialist teachers** the school should employ the highest number of respondents wanted a Science specialist (18), followed by Physical Education (13) and then Music (8).
- Parents (78%) indicated that they would come to parent information sessions relating to learning programs if they were offered.
- 90% of respondents indicated that they would continue to attend formal parent teacher meetings if provided.



## School and Community Surveys

### Staff Surveys

Staff responses were positive however, some clear trends were identified. These are summarized below:

- **Feedback** provided to staff scored 3.4 out of 5.
- **Support of staff** scored 3.7 out of 5.
- **Student behaviour management** scored 3.8 out of 5 (this concern was also reflected in the student surveys).
- Overall standard of education at the school scored 3.7 out of 5.
- 60% of respondents indicated that they have had the opportunity to improve their **professional knowledge** and 80% of those believe it was worthwhile.
- Only 50% said they had the opportunity to share their new knowledge.
- Although only a few staff have been involved in some form of **peer observation** (none of which occurred at Deanmore), 60% believed they could be effectively involved.
- Nearly 60% staff believed they could **contribute to distributed leadership** across the school, while 84% believed staff were willing to accept others as leaders.
- 96% of staff stated that any **specialist roles** should target a major learning area.
- Physical Education was most preferred (11), followed by Science (8) and then Music (3).
- **ICT** was a major area of concern for staff with a significant number not totally confident with using it to improve student learning.
- Many staff supported a greater use of iPad technology across the school and believe the school has the correct devices to deliver the curriculum to students.
- A third of staff do not believe that they have had enough professional learning to confidently use ICT in the classroom.



## School and Community Surveys

### Student Surveys

Pleasingly, student survey responses closely reflected the survey responses of the staff and parents. This alignment provides the school with a very clear picture and where to target initiatives first.

As with the staff and parent surveys the majority of student responses were positive. Our student surveys are summarized below:

- Students identified **taking their opinions seriously** (3.5 out of 5), **behaviour management** (3.6 out of 5) and **being able to talk to their teachers** about their concerns (3.7 out of 5) as areas that need to be focused on.
- Students generally had high ratings when considering their teachers to be **'good teachers'** and **'caring teachers'**.
- When looking at their **school environment** a large percentage believe there is too little play equipment for older students.
- 57% of student respondents felt that the school had good **technology** with approximately a third disagreeing.
- Students strongly supported greater use of iPads, bringing their own devices and robotics/coding classes.
- Students clearly indicated that they were strongly in favour of providing student **leadership** opportunities that were more meaningful and higher profile.
- Many favoured reinstating a **'Head Boy'** and a **'Head Girl'**.



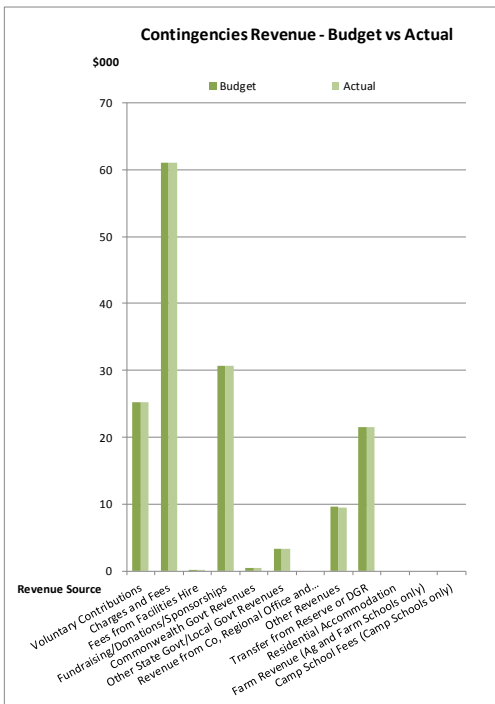
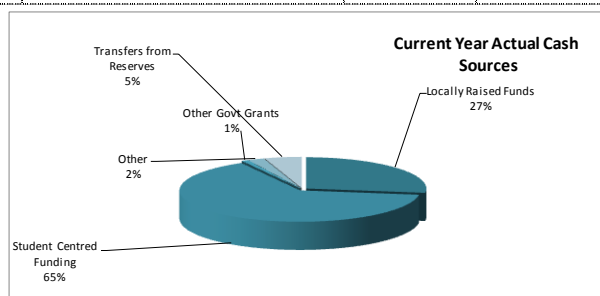


# Finance Report

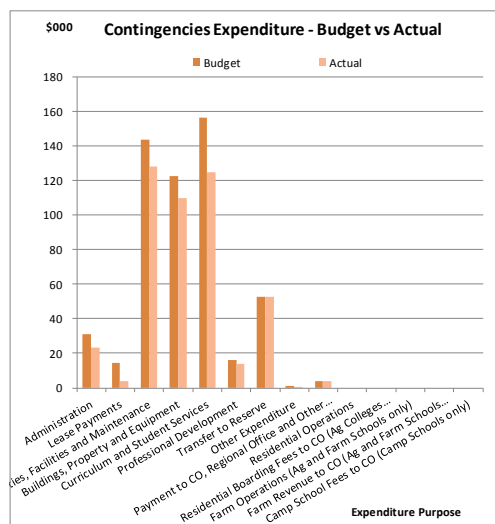
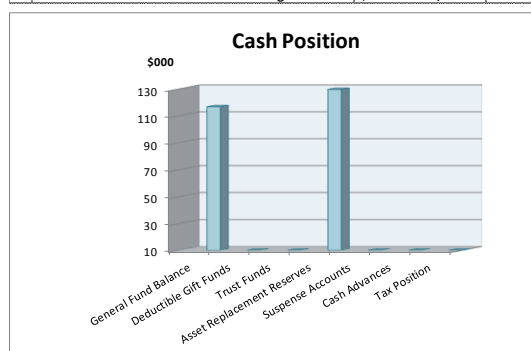


## Deanmore Primary School Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 25,177.00	\$ 25,177.30
2	Charges and Fees	\$ 61,012.00	\$ 61,028.86
3	Fees from Facilities Hire	\$ 227.00	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 30,669.17	\$ 30,669.60
5	Commonwealth Govt Revenues	\$ 443.00	\$ 443.40
6	Other State Govt/Local Govt Revenues	\$ 3,373.00	\$ 3,372.60
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 9,614.00	\$ 9,479.34
9	Transfer from Reserve or DGR	\$ 21,538.00	\$ 21,537.84
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 152,053.17</b>	<b>\$ 151,936.21</b>
	<b>Opening Balance</b>	<b>\$ 145,442.00</b>	<b>\$ 145,442.49</b>
	<b>Student Centred Funding</b>	<b>\$ 278,330.00</b>	<b>\$ 278,329.90</b>
	<b>Total Cash Funds Available</b>	<b>\$ 575,825.17</b>	<b>\$ 575,708.60</b>
	<b>Total Salary Allocation</b>	<b>\$ 3,925,254.00</b>	<b>\$ 3,925,254.00</b>
	<b>Total Funds Available</b>	<b>\$ 4,501,079.17</b>	<b>\$ 4,500,962.60</b>



	Expenditure	Budget	Actual
1	Administration	\$ 31,253.00	\$ 22,989.67
2	Lease Payments	\$ 14,258.60	\$ 3,606.98
3	Utilities, Facilities and Maintenance	\$ 143,499.59	\$ 127,899.29
4	Buildings, Property and Equipment	\$ 122,186.00	\$ 109,662.29
5	Curriculum and Student Services	\$ 156,041.91	\$ 124,402.73
6	Professional Development	\$ 15,894.00	\$ 13,630.08
7	Transfer to Reserve	\$ 52,507.00	\$ 52,507.00
8	Other Expenditure	\$ 1,005.00	\$ 770.88
9	Payment to CO, Regional Office and Other Schools	\$ 3,915.00	\$ 3,605.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 540,560.10</b>	<b>\$ 459,073.92</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 3,806,587.00</b>	<b>\$ 3,806,587.00</b>
	<b>Total Expenditure</b>	<b>\$ 4,347,147.10</b>	<b>\$ 4,265,660.92</b>
	<b>Cash Budget Variance</b>	<b>\$ 35,265.07</b>	



<b>Cash Position as at:</b>	
Bank Balance	\$ 245,504.42
Made up of:	\$ -
1 General Fund Balance	\$ 116,634.68
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 129,500.29
5 Suspense Accounts	\$ 909.45
6 Cash Advances	\$ -
7 Tax Position	\$ 1,540.00
<b>Total Bank Balance</b>	<b>\$ 245,504.42</b>