

2017 ANNUAL REPORT



DEANMORE PRIMARY SCHOOL

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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 2017 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 2017 Annual Report. The 2017 school year proved to be a year of review and soul-searching for our school staff.

In Term 1 we had our triennial Independent Public School review conducted by the Department of Educational Services. Mr. David Carvosso and Mr. Lindsay Usher interviewed staff students and community members on March 22 and 23 for their report.

During Term 2 the school was notified by Sharyn O'Neill that the Expert Review Group would be conducting a review of Deanmore PS and its practices. This review was called in response to a clear trend of declining and poor NAPLAN performance over a number of years. This review was lead by Cheryl Parkin.

For our staff the calling of the ERG review was quite personal. It is always difficult to have your work questioned so publically. Throughout the entire process our staff conducted themselves in a very professional manner, continued to deliver their lessons and challenged themselves to find ways they could improve. The ERG improvement process is not a short term proposition. It is typically a 2 year process to ensure that any and all changes are well considered, well implemented and make the greatest positive impact on learning.

During 2017 the school conducted a merit selection process for permanent teacher positions. In all, 8 permanent staff were selected. 5 of these staff were already at Deanmore PS in a fixed term capacity and 3 came from outside of the school. This process proved challenging as some existing Deanmore PS teachers were unsuccessful in gaining a position and left for other schools at the end of the 2017 school year.

Although difficult all staff ensured that student learning was never lost. Our staff put their personal and professional disappointments aside and continued to dedicate their efforts to making improvements to student learning and achievement. I would like to acknowledge and congratulate staff on the wonderful effort, dedication and sheer hard work they contribute to our school. To all the staff that leave us at the end of 2017 I wish them all the very best and great success wherever they go and in whatever they do.

George Craig

Principal



Board Chair's Notes

It would be an understatement to say that 2017 was a 'big year' for Deanmore and the School Board.

One of the Board's most important functions is to monitor School performance. It is no secret that Deanmore's NAPLAN results in 2015-16 were poor across a number of areas, including progress from Yr 3 to Yr 5. This meant, not only did we have in Term 1 the 3 yearly review by the Department of Education Services (which is mandatory for all Independent Public Schools), we also had a review by the Expert Review Group in Term 2.

DES Reviewers concluded: "... [we] *share the belief with the school's leadership team, the board and staff that the significant changes implemented to embed the 'Deanmore Way', will result in improved student learning and this will be observable in student performance data that better reflects the capacity of the children.*"

I am very pleased to say that the 2017 NAPLAN results did in fact show a great deal of improvement, giving the Board every confidence that the Leadership team and staff, guided by Principal George Craig, will achieve their goal of bringing student performance across all levels to at, or better than, like schools.

The ERG Review

The ERG Review was a sobering experience, but the Board saw it as an opportunity to gain invaluable guidance and support from a team of experts about what we are doing, what needs to be done and what we can do better. The Review was conducted by a 4 person panel over 4 days in May 2017 and focussed on 5 areas: Teaching, Resources, Learning Environment, Leadership and Relationships.

The Executive Summary of the ERG Report was placed on the School's website in Term 4. It must remain on our website until such time as the Department is satisfied the School has addressed all areas identified in the Report. We are required to develop a plan outlining how the recommended improvement strategies will be implemented and provide this to the Department by mid-Term 1 2018. The Business Plan will need to be finalised by the end of Term 1 and reflect the outcomes of both Reviews.

Victoria Unwin was appointed as Project Manager to ensure our Plan was completed in time. There are 5 sub-committees, chaired by senior teaching staff Tracy Wacker, Angela Williams, Jo Hassan-Raiyat, Liz Jerrat and Carol Griffiths, across the 5 areas noted above. All committees have been working incredibly hard and are to be commended for their efforts. The Board is confident that Deanmore will meet, if not exceed, all ERG milestones and requirements but is also cognisant of the fact that, whilst celebrating our small successes along the way, there is much work still to be done.

Board Chair Notes

Board highlights

Aside from the two Reviews, in 2017 the Board (and, in particular, staff rep Dan Rodgers) worked with the School and community to finalise our mission statement and implement our first school motto – *Aspire Act Achieve* which was rolled out to all classrooms in Term 4.

The Board endorsed a Board Code of Conduct and Board Values – Leadership, Respect, Accountability, Integrity, Inclusivity and Responsiveness.

The Board's decision in 2016 to support the engagement of a specialist science teacher for 2017+ has paid great dividends already. Melinda Carr has done a wonderful job in instilling her passion for science across the senior and junior classes. Our children love science!

At the end of 2017 the School used electronic school reports for the first time. This was well received and will ensure an easier, more time efficient and cost efficient reporting process, as well as being environmentally friendly.

The before and after school care programs run by OSH Club were new for 2017. They have received overwhelmingly positive feedback from our parents. Equally as important, the funds received by the School from OSH Club programs enabled the School to fund further professional development for teaching staff in the form of growth coaching. This continues to be an important focus area for the School.

On behalf of the Deanmore community, I sincerely thank my fellow Board members for their contributions in 2017:

Parent representatives Alex Bradley, Dave Drury, Jodee Eaves and Katherine Drakeford;
Staff representatives: George Craig, Narelle Morisey, Kim Foster and Dan Rodgers;
Community representative: Gerry Hopfmueller;
Executive officer: Danielle Reimer,

and welcome our new Board members, Justin Juracich and Chris Lovelock for 2018.

I have been very fortunate to have been able to serve the Deanmore community for the last 5 years as Board Chair and to have been a parent at this fine School for the past 15 years. As I leave Deanmore, I wish all Staff, Students and Parents the very best and I take great comfort in knowing the School is in excellent hands and will continue to Act, Aspire and Achieve in the years ahead.

Samantha Maddern
Chair
Deanmore School Board

Our Motto, Mission, Values and Beliefs

In 2017 we began the implementation of our new Mission, Values and Beliefs about Teaching and Learning. These were created with input from school staff, students, school board and the parent body. In 2017 we also identified a School Motto. In 2018 further imbedding of our Motto, Mission, Values and Beliefs will be a priority for all classes.

Our Motto

Aspire ~ Act ~ Achieve

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

Our school community continues to be an amazing source of support to our staff and students. 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. The Board's role has been brought into even sharper focus since the ERG review in Term 2. Samantha Maddern as Board Chair has again proven herself to be very proactive in her role and her advice and insight cannot be underestimated. After many years, and with her last child graduating from Deanmore PS, Samantha has ended her tenure as a board member and our chair. On behalf of everyone associated with Deanmore PS, past and present, I would like to thank Samantha for the countless hours and dedication she has put in to ensure the school is operating at its very best.

Our School P&C works tirelessly to provide additional resources for our staff and students. These endeavours range widely from running the canteen, to supplying bike-racks, play equipment and ICT devices. Funds are sourced through many different activities that definitely add a community spirit to the school.

Our 'Deanmore Dads' have become an essential part of our community in a short period of time. 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 just attending school carnivals. Dads are just as critical to the academic and social development and success of our students.

Deanmore Primary School over recent years has had in excess of 500 students, yet 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.



DES Review

The purpose of a DES review (March 2017) is to provide assurance to the principal and school community, the board, the Director General of the Department of Education and the Minister for Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement. The review verifies the degree to which there are effective processes in place bringing about improved student learning.

The DES review concluded:

Deanmore Primary School has the reputation in the local community of being a safe and caring school. These factors outweigh the very poor results displayed in student performance data and the school continues to attract strong community support.

A change in leadership together with a significant turnover in staff during the life of the current business plan has resulted in a changing school culture. Work undertaken by the staff and board late in 2016 to develop a new vision, values and belief statements about teaching and learning which better reflects the school community is having an influence on all school operations. Of note is the positive impact this focus is having on developing a united staff with a single, clear vision. It is evident that the whole school is moving towards a 'Deanmore Way'.

The supportive and collaborative culture being developed in the school; the introduction of literacy and numeracy blocks in the school's daily timetable; the consistent and common collection and analysis of data; the focus on effective and differentiated teaching supported through peer observation and strong performance management processes; the focus on programs that have been researched and demonstrated to work and used across the whole school; are all major elements that will raise expectations and standards in the school.

The reviewers share the belief with the school's leadership team, the board and staff that the significant changes implemented to embed the 'Deanmore Way', will result in improved student learning and this will be observable in student performance data that better reflects the capacity of the children.

During the school's next Business Plan (2018—2020) we will build on the strengths of the school and work towards addressing the findings of the DES review.

ERG Review

The Expert Review Group (ERG) has been established to strengthen the Department of Education's accountability processes. The ERG provides authoritative interpretations of school performance. In the case of Independent Public Schools (IPS), the Director General considers performance concerns before exercising the option of an ERG review. The findings of the review provide the basis for a set of improvement strategies to be implemented by the school with the support of the Regional Executive Director.

The key questions raised throughout the review were:

- Is the standard of student achievement acceptable?
- Do structures and resource deployment help teachers to work effectively with students?
- Are whole-school and student performance data used to plan effective student learning programs?
- Are the school's planning processes evidence-based and sufficiently well developed to deliver effective and efficient use of resources?
- What is working well and what needs to be improved?

The Expert Review Group's major findings (May 2017) are as follows:

- ♦ Student performance has consistently been well below the expected mean in most areas assessed in National Assessment Program - Literacy and Numeracy testing since 2012. Inaccurate and/or limited interrogation of these data occurred for a number of years before some improvement in 2016.
- ♦ A recent school-wide focus on the alignment of systemic assessments and teacher judgements has required teachers to engage in planning for consistent curriculum content and teaching practices.
- ♦ Following a period of perceived staff disempowerment, with a consequent negative effect on morale, a more positive and optimistic school ethos is emerging.
- ♦ The incoming Principal has provided direction for a strong improvement agenda. Explicit and clear direction is evident regarding expectations for planning and assessment across all phases of learning.
- ♦ A change management paradigm has not been communicated clearly to staff. Although staff are unanimously agreed on the need for change, some are concerned about the impact on the implementation of initiatives.

ERG Review

- ♦ A mindset of responsibility and collective accountability underpins the performance of the School Board.
- ♦ The full, consistent engagement of students during classroom delivery has not been achieved. Consequently, they are seeking greater levels of challenge and feedback within the classroom.
- ♦ An explicit strategy implemented by the incoming Principal to lift morale has resulted in an improved school culture. There is a widely acknowledged improvement in the relationships between the leaders and staff.
- ♦ While financial management processes are effective and well known by staff, their understanding of the need for the alignment of operational planning objectives, strategies, resourcing and achievement of outcomes is less apparent.
- ♦ Staff lack confidence in the school's information and communication technology planning. A whole-school plan has been developed by the leadership, however, their understanding of the approach advocated for embedding technology within the curriculum, including planning for resourcing, is inadequate.

The following conclusions were reached at the end of the review visit:

- ♦ Deanmore Primary School prides itself on ensuring that its students receive a high-quality education. However, while this aspiration is laudable, for a number of years the standard of education provided at the school has been well below expectations.
- ♦ Happy students and a rigorous academic learning program are not mutually exclusive.
- ♦ Students who are being catered for in a well-balanced manner across both academic and non-academic domains must be the collective focus of all in moving forward.
- ♦ A highly professional and committed School Board working with an expert and united staff has set clear directions for a school in which every student experiences success.
- ♦ This commitment by all must build upon a strong foundation of mutual trust and accountability. The students at Deanmore Primary School deserve no less.

ERG Review

During Semester 2, 2017 our staff focused on the development of our ERG School Improvement Plans to ensure that we will meet the review's Major Findings within the allotted 24 month period.

School Improvement Plan Structure

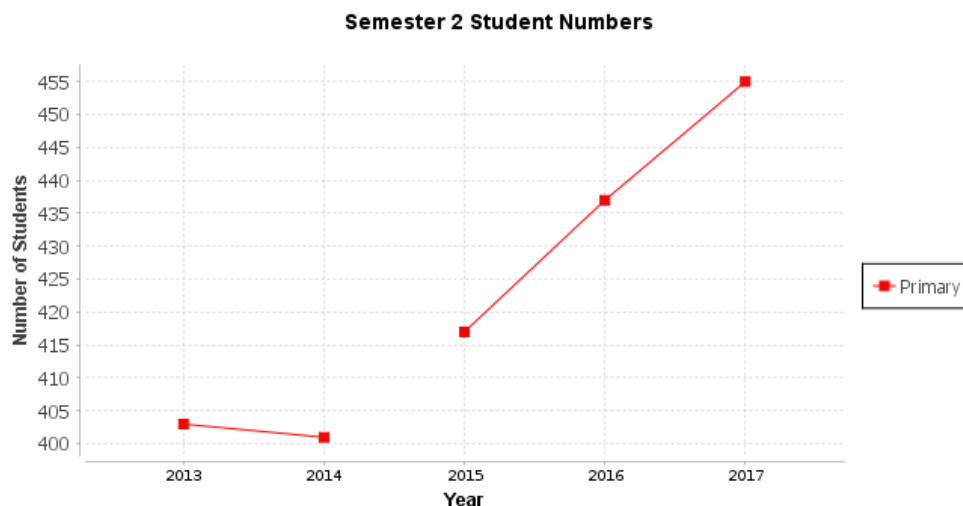
The School Improvement Plan is divided into the following 5 areas that come for the Department of Education's School Improvement and Accountability Framework:

- Teaching and Learning
- Learning Environment
- Leadership
- Relationships
- Resourcing

Each area includes an overview outlining relevant Performance Improvement Agreements, Improvement focus for the future, key Milestones, Targets and any relevant monitoring tools which will be used. Following each overview are the detailed objectives, processes and 6 month, 12 month and 24 month Milestones. These provide a clear understanding of what to expect at various points in time throughout the improvement plan timeline.

The school's 6 month review with Cheryl Parkin (ERG Director) and Paul Meacock (Assistant Regional Executive Director—North Metro) will be at the end of February, 2018.

Enrolment



Semester 2	2013	2014	2015	2016	2017
Primary (Excluding Kin)	403	401	417	437	455

2018 Destinations

Deanmore Primary School graduated 57 Year 6 students in 2017. Of these 83% went to a local government high school.

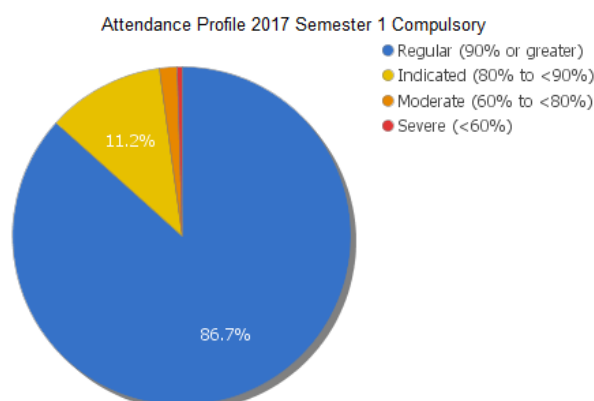
School	No. of students	School	No. of students
Churchlands SHS	36	St Marys	4
Carine SHS	6	Newman College	2
John Curtin SOTA	1	Mt Lawley SHS	1
Shenton College	1	Belridge College	1
Duncraig SHS	1	Other Independent	4



Attendance Semester 1

Attendance, Lateness and Authorised v Unauthorised absences were all an area of concern in 2016 and therefore became a focus for improvement in 2017. In 2016 17% of students (88) were indicated as attendance risks. Over 53% of the time no reason was indicated for a student absence. During 2017 significant improvement was seen in these areas, however there is still considerable room to raise the regular student attendance percentage. To support an improvement in attendance, a decrease in lateness and an increase in notification of absences in 2017 the school implemented the following strategies:

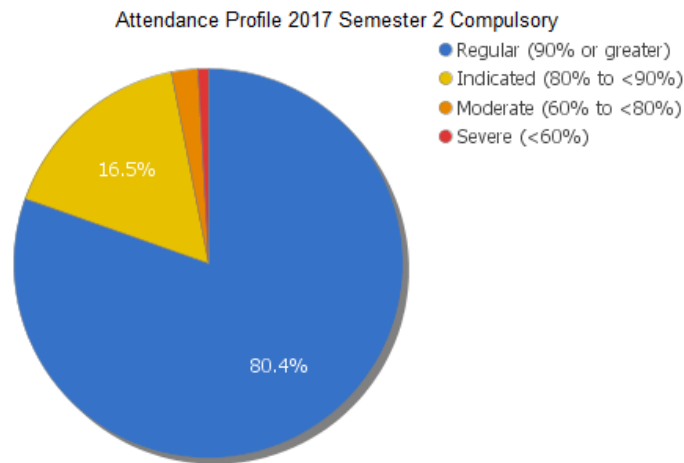
- Increase in school officer time to make contact with parents of absent students.
- Enforcement of parents collecting late note for students arriving after 8:50am.
- Providing information to parents outlining the risks associated with significant absences.
- Requiring parents to notify the principal in writing of any vacation absence requests they wish to incur during the school term.
- Contact from Deputy Principal when a student's attendance falls below 90%



2017 - Semester 1 Collection (Finished for this Year/Semester)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	95.0%	51	6	1	1	76%	24%
PPR	94.4%	53	8	2		63%	37%
Y01	95.2%	70	6	1	1	82%	18%
Y02	95.5%	61	6			77%	23%
Y03	95.4%	53	2	4		81%	19%
Y04	94.3%	53	12		1	85%	15%
Y05	96.0%	64	9	1		80%	20%
Y06	94.9%	49	9			74%	26%
Compulsory	95.1%	403	52	8	2	77%	23%

Attendance Semester 2



2017 - Semester 2 Collection (Finished for this Year/Semester)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	93.9%	43	11	3		75%	25%
PPR	94.2%	49	14	1		83%	18%
Y01	93.4%	65	9	2	1	88%	12%
Y02	94.1%	57	8	1	1	83%	17%
Y03	93.6%	45	11	2		85%	15%
Y04	91.6%	48	14	1	2	83%	17%
Y05	93.9%	58	11	3		79%	22%
Y06	94.7%	48	9			75%	25%
Compulsory	93.6%	370	76	10	4	83%	18%

Semester 2 attendance data indicates the following:

- An increase in Authorized absences and a decrease in Unauthorized absences compared to Semester 1.
- A decrease in regular attendance compared to Semester 1.
- An increase in indicated at risk attendance compared to Semester 1.
- An increase in severe at risk attendance compared to Semester 1.

Although there was improvement in the attendance data when 2017 is compared to 2016, attendance will remain a priority for the school in 2018. This is of critical importance as for children to gain the most from their time at school they need to attend a minimum of 90% of the time.

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	1.8
Total Administration Staff	3	2.8

Teaching Staff

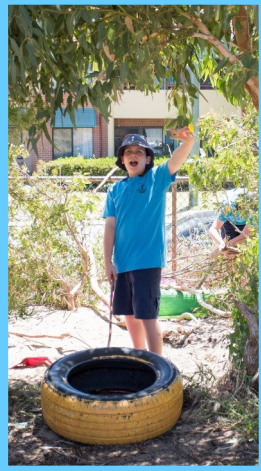
Level 3 Teachers	1	1.0
Other Teaching Staff	29	23.9
Total Teaching Staff	30	24.9

School Support Staff

Clerical/Administrative	3	2.4
Gardening/Maintenance	2	0.8
Other Non-Teaching Staff	9	6.5
Total School Support Staff	14	9.7

Total	47	37.4
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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 a wide range of learning experiences are provided.

Some of these are listed below:

- Food revolution
- Harmony Day
- Deanmore Dads Dash
- Chess Club
- NAIDOC Week
- Coding Club
- 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—AFL Champions
- Dockers Shield—AFL Girls Champions
- Dockers Cup—Champions
- T20 Blast—Yr. 5/6 Girls Champions
- Running Club
- HBF Run for a Reason



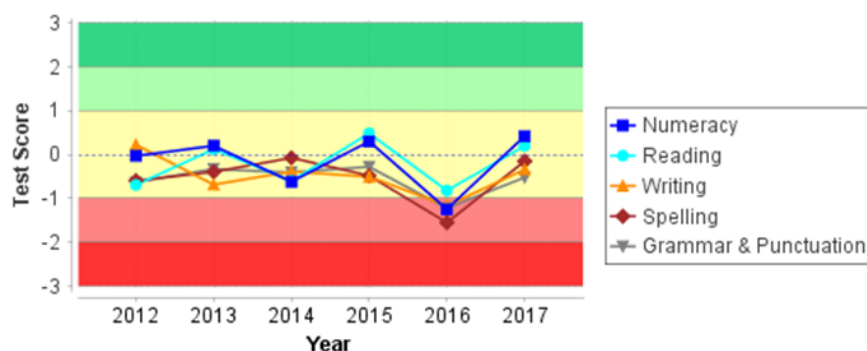
NAPLAN Yr. 3

Year 3 comparative data has shown an improvement when the 2017 cohort is compared to the 2016 cohort. In all areas, student performance was more than one standard deviation better than the 2016 cohort and at the expected standard.

The 2017 performance was similar to or slightly better than the performance of the 2012—2015 cohorts. This is a pleasing result, however the school will continue to monitor Yr. 3 NAPLAN performance to ensure that this improvement is maintained over time.

Comparative Performance for Year 3

Year 3	Performance					
	2012	2013	2014	2015	2016	2017
Numeracy	0.0	0.2	-0.6	0.3	-1.2	0.4
Reading	-0.7	0.1	-0.6	0.5	-0.8	0.2
Writing	0.2	-0.7	-0.4	-0.5	-1.2	-0.3
Spelling	-0.6	-0.4	-0.1	-0.5	-1.6	-0.2
Grammar & Punctuation	-0.6	-0.3	-0.4	-0.3	-1.2	-0.5



NAPLAN Yr. 5

Year 5 comparative data has shown an improvement when the 2017 cohort is compared to the previous cohorts. For Reading, student performance was considerably above expectations.

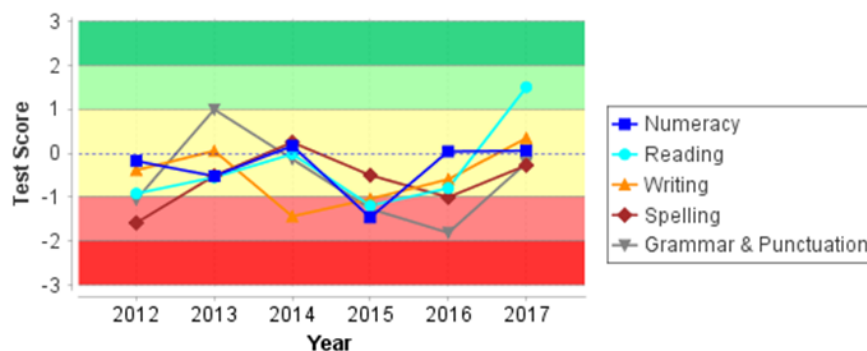
With the exception of 2013 and 2017, Year 5 NAPLAN results have consistently been more than 1 standard deviation (indicated by red box) below the predicted school mean in at least one assessment area. The 2017 results indicate that students are performing at the expected level in all assessment areas and above standard in reading.

This is a very pleasing result, however the school is looking for this trend to continue for several years before it can safely say that student performance is as expected.

Comparative Performance for Year 5

Year 5	Performance					
	2012	2013	2014	2015	2016	2017
Numeracy	-0.2	-0.5	0.2	-1.5	0.0	0.1
Reading	-0.9	-0.5	0.0	-1.2	-0.8	1.5
Writing	-0.4	0.1	-1.4	-1.0	-0.6	0.3
Spelling	-1.6	-0.5	0.2	-0.5	-1.0	-0.3
Grammar & Punctuation	-1.1	1.0	-0.1	-1.3	-1.8	-0.2

Year 5 Performance



NAPLAN Yr. 3 Proficiency Bands

The 2015—2017 school business plan identified 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.

The 2017 NAPLAN data indicates that these targets were met, and in many cases the performance of students was the same or better than like schools.

In 2017, the only assessment area in which students did not perform similarly to or better than like schools for Yr. 3, was Grammar and Punctuation.

Year 3 data shows that student performance in the top bands (6 to 10) in 2017 was similar to or better than like schools. In Grammar and Punctuation when you compare 2016 to 2017 the gap in student performance between Deanmore and 'Like' schools decreased.

N.B. The 'Green' bands (3 to 10) are for NAPLAN scores above the National Minimum Target. The 'Yellow' band is for NAPLAN scores at the National Minimum Target. The 'Red' band is for NAPLAN scores below the National Minimum Target.

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	24%	16%	32%	28%	29%	30%	14%	15%	18%
5	426 - 477	32%	17%	30%	25%	27%	24%	17%	18%	18%
4	374 - 425	21%	36%	28%	24%	21%	25%	23%	22%	28%
3	322 - 373	18%	22%	5%	14%	18%	14%	24%	26%	19%
2	270 - 321	6%	5%	5%	7%	6%	5%	15%	14%	13%
1	Up to 269	0%	3%	0%	1%	0%	1%	7%	5%	5%

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	38%	27%	41%	42%	41%	38%	24%	23%	23%
5	426 - 477	29%	25%	23%	23%	27%	23%	18%	22%	20%
4	374 - 425	24%	25%	18%	19%	15%	19%	21%	19%	23%
3	322 - 373	7%	17%	11%	11%	11%	13%	21%	19%	18%
2	270 - 321	1%	3%	4%	4%	3%	3%	8%	12%	9%
1	Up to 269	0%	2%	4%	1%	2%	3%	9%	6%	7%

NAPLAN Yr. 3 Proficiency Bands

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	25%	17%	28%	37%	35%	30%	20%	20%	20%
5	426 - 477	18%	32%	25%	21%	33%	28%	19%	25%	23%
4	374 - 425	37%	21%	28%	22%	19%	20%	21%	23%	23%
3	322 - 373	19%	17%	11%	14%	8%	13%	20%	14%	16%
2	270 - 321	1%	13%	9%	5%	4%	8%	13%	12%	12%
1	Up to 269	0%	0%	0%	1%	1%	1%	7%	6%	6%

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	40%	30%	30%	46%	49%	41%	27%	28%	29%
5	426 - 477	22%	24%	35%	22%	18%	28%	19%	17%	24%
4	374 - 425	28%	16%	19%	19%	17%	14%	22%	19%	15%
3	322 - 373	6%	24%	4%	7%	13%	7%	14%	24%	12%
2	270 - 321	1%	5%	11%	4%	2%	6%	10%	6%	10%
1	Up to 269	3%	2%	2%	1%	1%	4%	8%	6%	10%

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	15%	14%	16%	21%	22%	18%	11%	12%	11%
5	426 - 477	43%	41%	43%	46%	46%	44%	34%	34%	34%
4	374 - 425	32%	27%	18%	21%	24%	22%	25%	30%	24%
3	322 - 373	7%	14%	23%	10%	6%	12%	19%	14%	21%
2	270 - 321	3%	2%	0%	2%	2%	3%	6%	6%	6%
1	Up to 269	0%	2%	0%	1%	1%	1%	5%	3%	4%

NAPLAN Yr. 5 Proficiency Bands

The 2015—2017 school business plan identified 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.

The 2017 NAPLAN data indicates that these targets were met, and in many cases the performance of students were the same or better than like schools.

In particular the 2017 Reading performance was significantly better than like schools.

Year 5 data shows that student performance in the top bands (6 to 10) in 2017 was similar to or better than like schools. When 2016 is compared to 2017 student performance in these bands has increased.

N.B. The 'Green' bands (3 to 10) are for NAPLAN scores above the National Minimum Target. The 'Yellow' band is for NAPLAN scores at the National Minimum Target. The 'Red' band is for NAPLAN scores below the National Minimum Target.

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	15%	16%	20%	26%	22%	20%	9%	11%	9%
7	530 - 581	15%	20%	30%	27%	22%	26%	15%	13%	16%
6	478 - 529	27%	30%	33%	23%	28%	30%	24%	26%	28%
5	426 - 477	21%	34%	14%	16%	19%	18%	27%	28%	26%
4	374 - 425	21%	0%	3%	7%	6%	6%	20%	16%	15%
1 to 3	Up to 373	0%	0%	0%	1%	1%	1%	5%	7%	5%

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	19%	14%	33%	28%	22%	23%	12%	12%	14%
7	530 - 581	15%	36%	43%	29%	28%	28%	18%	21%	20%
6	478 - 529	21%	21%	14%	21%	27%	26%	21%	23%	26%
5	426 - 477	27%	14%	7%	12%	15%	12%	22%	20%	18%
4	374 - 425	13%	14%	3%	8%	6%	9%	19%	14%	15%
1 to 3	Up to 373	4%	0%	0%	2%	2%	3%	8%	10%	7%

NAPLAN Yr. 5 Proficiency Bands

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	4%	2%	4%	11%	7%	5%	4%	3%	3%
7	530 - 581	8%	21%	26%	21%	20%	13%	12%	11%	10%
6	478 - 529	25%	36%	34%	35%	35%	36%	27%	30%	28%
5	426 - 477	48%	29%	27%	27%	29%	34%	36%	35%	38%
4	374 - 425	13%	11%	4%	4%	7%	7%	11%	14%	11%
1 to 3	Up to 373	2%	2%	4%	3%	1%	4%	10%	7%	10%

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	8%	18%	13%	18%	20%	17%	8%	10%	13%
7	530 - 581	27%	20%	29%	33%	22%	24%	23%	15%	19%
6	478 - 529	37%	27%	39%	27%	34%	32%	26%	31%	30%
5	426 - 477	19%	23%	13%	15%	17%	18%	23%	25%	22%
4	374 - 425	8%	9%	6%	5%	5%	5%	13%	11%	10%
1 to 3	Up to 373	2%	4%	1%	2%	1%	4%	8%	8%	8%

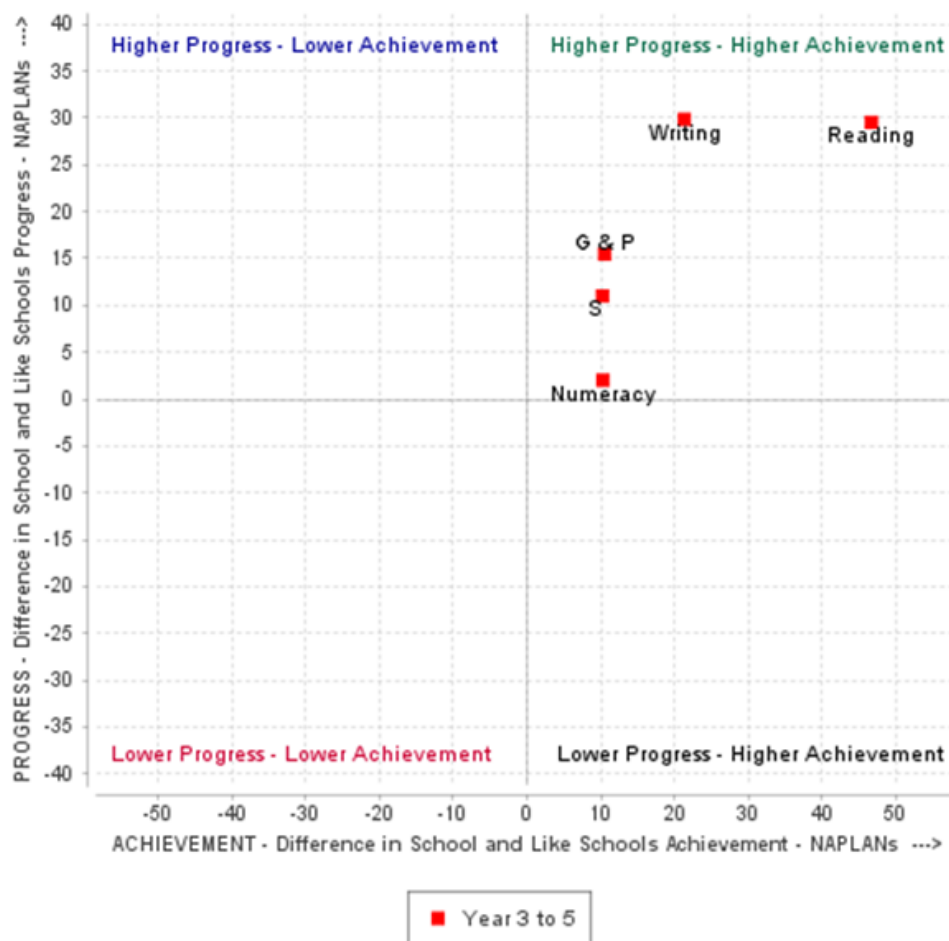
Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	13%	12%	24%	33%	29%	27%	14%	16%	17%
7	530 - 581	21%	30%	17%	25%	26%	18%	17%	18%	13%
6	478 - 529	27%	21%	26%	20%	25%	24%	20%	23%	25%
5	426 - 477	25%	25%	24%	16%	13%	13%	24%	22%	16%
4	374 - 425	8%	7%	9%	4%	6%	14%	13%	15%	19%
1 to 3	Up to 373	6%	4%	0%	2%	1%	3%	11%	7%	10%

NAPLAN

Our progress and achievement data (when compared to like schools) indicates that in 2017 student performance was in the Higher Progress—Higher Achievement quadrant. This is particularly pleasing when compared to the 2014—2016 cohort who were mainly in the Lower Progress—Lower Achievement quadrant. This will need to continue to be a focus of the school to ensure that it wasn't a single event.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2015 to Year 5 2017



Teacher Judgements


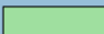
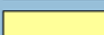
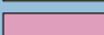

Accurate and consistent teacher judgements, in relation to student performance, are an important part of grade allocations and are highly valued at Deanmore. Staff continued to work hard in 2017 to ensure a better alignment between Deanmore grade allocations, NAPLAN and those allocated at like schools. In 2017 there was a closer alignment between Science, HASS and Math and the expected grade allocation. In English staff tended to allocate lower grades than what was indicated in NAPLAN performance. This continues to be an area of focus as there is still room for improvement.

Student Academic Achievement

Teacher Judgement

Grade Allocation (A - E)	Line of Enquiry Indicated	
	2016 (1)	2017 (1)
Overall Relative Judgement	0.35	
- English	-0.70	-1.04
- Mathematics	0.68	0.19
- Science	0.27	-0.94
- Humanities & Social Sciences	1.15	0.56

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

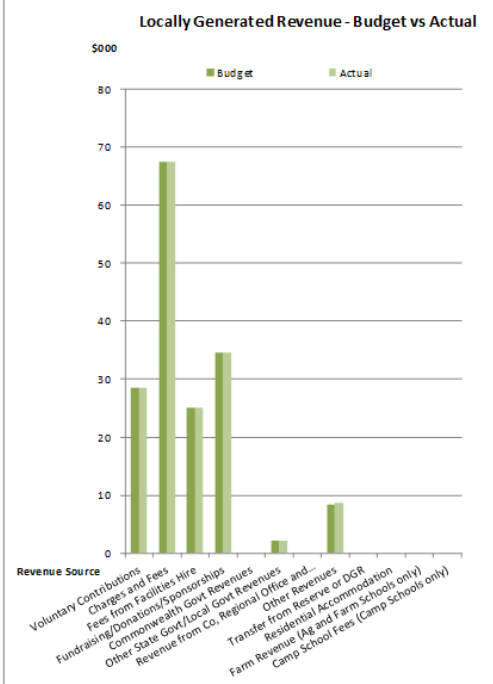
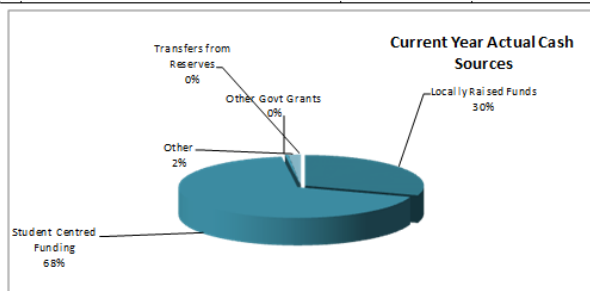


Finance Report

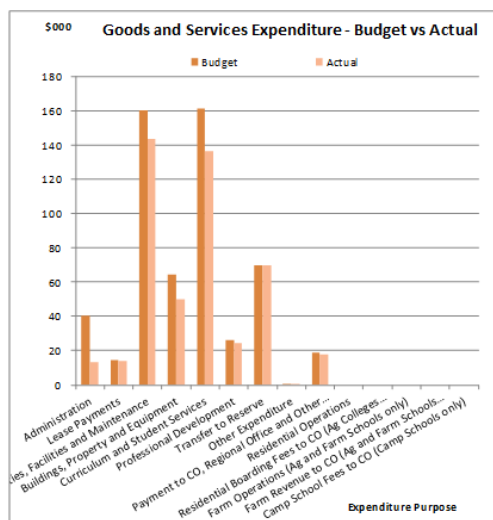
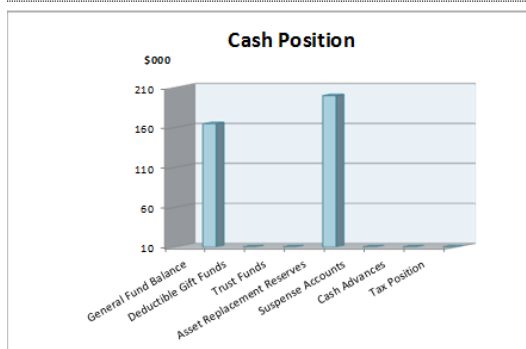


Deanmore Primary School
Financial Summary as at
7 March 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 28,545.00	\$ 28,545.00
2 Charges and Fees	\$ 67,498.00	\$ 67,497.70
3 Fees from Facilities Hire	\$ 25,000.00	\$ 25,000.01
4 Fundraising/Donations/Sponsorships	\$ 34,617.68	\$ 34,617.70
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 2,184.00	\$ 2,183.60
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 8,397.00	\$ 8,636.39
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 166,241.68	\$ 166,480.40
Opening Balance	\$ 116,634.00	\$ 116,634.68
Student Centred Funding	\$ 349,973.88	\$ 349,973.88
Total Cash Funds Available	\$ 632,849.56	\$ 633,088.96
Total Salary Allocation	\$ 3,901,989.00	\$ 3,901,989.00
Total Funds Available	\$ 4,534,838.56	\$ 4,535,077.96



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 40,631.25	\$ 13,432.44
2 Lease Payments	\$ 14,428.00	\$ 14,109.18
3 Utilities, Facilities and Maintenance	\$ 159,865.80	\$ 143,232.87
4 Buildings, Property and Equipment	\$ 64,383.00	\$ 49,940.22
5 Curriculum and Student Services	\$ 161,397.13	\$ 136,094.16
6 Professional Development	\$ 25,834.56	\$ 24,209.72
7 Transfer to Reserve	\$ 70,000.00	\$ 70,000.00
8 Other Expenditure	\$ 285.00	\$ 288.50
9 Payment to CO, Regional Office and Other Schools	\$ 18,983.44	\$ 17,453.56
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 555,808.18	\$ 468,760.65
Total Forecast Salary Expenditure	\$ 3,800,308.00	\$ 3,800,308.00
Total Expenditure	\$ 4,356,116.18	\$ 4,269,068.65
Cash Budget Variance	\$ 77,041.38	



Cash Position as at:	
Bank Balance	\$ 362,289.00
Made up of:	
1 General Fund Balance	\$ 164,328.31
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 199,500.29
5 Suspense Accounts	\$ 777.40
6 Cash Advances	\$ -
7 Tax Position	\$ 2,317.00
Total Bank Balance	\$ 362,289.00