

DEANMORE PRIMARY SCHOOL

ANNUAL REPORT 2018



PRINCIPAL

George Craig

2018 proved to be a year of great change and transformation at Deanmore PS. The year started with 9 staff becoming permanent to Deanmore PS and taking on their new roles within the school. Of the 9, three had not previously held positions at the school. Having staff who support and impart our School Values and Beliefs is very important and it is clear that the staff selected do this.

Chloe Liebeck (Broome North PS), Lisa Sampey (Hollywood PS) and Gillian Henry (Marmion PS) had not previously been at Deanmore PS and brought with them a range of skills and knowledge that has proven to be very beneficial to the children and staff.

It was also a pleasure to see the following staff gain their permanency after being on our staff for different lengths of tenure. Congratulations to Claire Batchelor, Ashlee Brydon, Melinda Carr, Liz Jerrat, Narelle Morisey and Victoria Unwin on their success.

At the beginning of the year Ralmo Dias joined us from Dryandra PS as one of our Deputy Principals. Ralmo had been at Dryandra PS for 10 years as Deputy Principal and brought with him a wealth of knowledge and experience which proved invaluable as he replaced Jo Marwick on leave. Towards the end of 2018 Ralmo Dias also became one of our permanent Deputy Principals.

A major focus of the school for 2018 was to minimise the high turnover of staff from previous years as well as the high percentage of fixed-term teachers at the school. This was identified as one area that required attention as we moved to improve the performance of the school and its students.

Even with this focus there was inevitably some staff movement. Georgie Byrne (end of Term 3) and Jody Smith (end of Term 4) both went on maternity leave for 2019. An exciting time for them and their families personally, we wish them the very best and look forward to their return in the future. After being at Deanmore PS for 7 years, Claire Batchelor made the difficult decision to return with her partner to their family farm in our South West. It was the right time for them to make this decision and try to continue their families farming property. Claire was instrumental in the successful operation of our Kindy/Pre-primary class for the last 3 years. Although she will be greatly missed there are exciting times ahead for her.

2018 also noted some staff retirements. During the year Jeanette Taylor retired from the Department of Education and Hong Gao retired from her position at Deanmore PS. Both had been at Deanmore PS for a number of years and served the school well.

Jo Marwick was on personal leave throughout 2018 as she recovered from breast cancer. Her plan had been to return on a part-time basis in 2019. Late in 2018 Jo decided that it was the right time for her personally to look at taking on new challenges and informed the school that she was retiring after 16 years at Deanmore PS and 30 years with the Department of Education. It cannot be underestimated the amount of work and time Jo put into Deanmore PS and the difference she made to the families and the children at the school through her different roles. Jo will be missed, and we can only wish both her and husband Steve all the very best.

Greg Downes also retired from the Department of Education at the end of 2018. Greg had been at Deanmore PS for over a decade and had been working in schools for over 40 years. He had a very long and distinguished career and held many different positions including as a teacher, Principal and Deputy Principal. It is now time for Greg to enjoy more time with his family and grand-children and celebrate a very successful career.

Our School Board also saw a change in its membership at the end of 2018. Both Justin Juracich and Alex Bradley completed their tenure on the board. Both put in tremendous work as the school ushered in a new Business Plan, the continued implementation of its improvement plan and response to the 2017 ERG review. Both made critical contributions and I would like to thank them on behalf of the school and our community. Justin's and Alex's positions have been filled by Alison Quinn and Darren Forster who are both on the School Board for the first time.

As professional educators we challenge ourselves to build on our strengths and identify ways to continually improve. This has never been more important as we continue to address the findings in the ERG report. I can't express how proud I am of the school staff for the way that they conducted themselves in 2018. It would have been easy for them to simply say it was all getting too hard and just do the minimum to respond to the report. As stated in the Department of Education Strategies Plan – High Performance, High Care, “the impact of highly effective teaching is cumulative, even relatively modest increases in effectiveness can

make big differences to students". This was the staff's approach in 2018, chipping away and constantly looking for improvements. More importantly everyone came together as a team and the increase in collaboration, communication and support has started to make a big impact in the school's turn-around.

Throughout 2018 teaching staff continued to embed new strategies and teaching approaches. They constantly evaluated their practices, looked at data to analyse their impact, and changed practices or resources if it meant improved outcomes for children. This amount of significant change is never easy, and it meant some very robust conversations about practice were held. What we noticed from all this change is greater student engagement, improved progress in learning and the ceasing of practices that had limited or no value. Although this change will continue into 2019 and beyond, 2018 will be seen as one of the most important years in recent times for Deanmore PS.

I would like to acknowledge the teacher leaders for the work they did in 2018. Whether it was as a member of a curriculum committee, as an ERG committee chair, ERG project manager, as a part of the PBS committee or just supporting colleagues, their work has been invaluable. They should be proud of themselves.

2018 was a very successful year. Although some of our school performance data was not as high as we would have liked, the foundation is now fully in place to ensure improved outcomes and continued success. More important is the cultural change that occurred. Staff showed they are proactive in their own development, identify areas for improvement and make no excuses if they do not reach their lofty goals.

2018 typified our new school logo as well as our new motto of Aspire – Act – Achieve. Staff proved that these were not merely words found on walls and in documents. They brought them to reality. Our new logo acknowledges our past and what we are building upon into the future.



SCHOOL BOARD

Jodee Eaves

School Board Chair

It is with pleasure that I provide 2018 Chairperson's Report on behalf of the Deanmore Primary School Board. This year has seen my first year in the role of Chairperson and I feel privileged to contribute to, and work with the committed members of, the Board and school's leadership team to influence strategic direction and planning.

As an Independent Public School (IPS), the Deanmore Primary School Board provides a consultative and decision-making function, offering additional skills and expertise to assist the school in achieving the best outcomes for students.

The School Board participates in the:

- Development, endorsement and oversight of implementation of the school's Business Plan;
- Development and endorsement of the school's Annual Report and Budget;
- Establishment and review of the school's objectives, priorities and policy directions;
- Review of the school's performance;
- Development and endorsement of Codes of Conduct;
- Development of processes to determine levels of satisfaction of parents, students and staff.

We welcomed four new members in 2018. Members of the Board generously give up their time and I would like to take this opportunity to thank them for their efforts and dedication.

Members

- Parent representatives: Jodee Eaves (Chair), Alex Bradley, Katherine Drakeford, Justin Juracich and Chris Lovelock;
- Staff representatives: George Craig, Ralmo Diaz, Ashlee Brydon and Dan Rodgers;
- Community representative: Gerry Hopfmueeller;

- Executive Officer: Danielle Reimer.

In term 1, the Board ratified the School Business Plan 2018- 2020. This plan describes the strategic direction for the school and community for the next 3 years and focuses on 4 key areas:

- High Quality Teachers and High Quality Teaching
- High Performing Students
- Whole School Health and Well- being
- School and Community

The Business Plan is available for review on the school's website;

www.deanmoreps.wa.edu.au

In many respects, 2018 was a year of progressing and consolidating the Improvement Plan arising from the 2017 Expert Review Group (ERG) findings. The school has developed a clear plan outlining how the recommended improvement strategies will be implemented. Last year the school developed sub-committees focussing on the five key areas of Teaching, Resources, Learning Environment, Leadership and Relationships. Feedback from a 6 month review by the ERG was very positive and a credit to the school's leadership group and senior teaching staff. It has been rewarding to see whole of school strategies embedded with encouraging progress throughout the year. The Board recognises the significant contribution and effort that all committees and staff have made towards achievement of the 2017 recommendations. The Board remains confident that Deanmore Primary School will meet all milestones and requirements of the ERG recommendations and the School's Business Plan.

In September, with George Craig, Ashlee Brydon and Chris Lovelock, I attended a collaborative meeting with members of School Boards within the Ocean Net school group. Representatives from Scarborough, Newborough and Doubleview Primary Schools attended and provided feedback on their various schools' activities. This proved to be a fantastic networking opportunity and provided valuable insight when reflecting on Deanmore Primary School's progress and achievements comparative to like schools in the area.

163 families responded to the 2018 Parent Feedback Survey. This response was very pleasing and provided vital feedback on a number of issues that will guide future planning for the school. I would like to take this opportunity to thank the families who took the time to provide their valuable feedback.

The teaching staff at Deanmore Primary School are of a high standard, committed to the delivery of excellent and innovative teaching strategies and I thank them for their dedication throughout 2018. On behalf of the Board, I would also like to acknowledge and thank Greg Downes and Jo Marwick for their significant roles in leading the Deanmore community. Both retired at the end of 2018 and we wish them well with their future endeavours.

At the end of the year Alex Bradley and Justin Juracich stepped down from the Deanmore PS Board. On behalf of the Deanmore community, I would like to sincerely thank them both for their valuable contribution and expertise to the functioning of the Board during their various terms. In 2019 we are joined by two new Board Members, Alison Quinn and Darren Forster. I look forward to welcoming and working with them both.

As always, the Board welcomes the input of Deanmore families and community. Please don't hesitate to get in touch with me or any of my fellow Board members via the school's administration with any feedback.



P&C

Steve Schupp

P&C President

The P&C's mission is to build a sense of community, support the school's strategic objectives and to enhance the experiences of all students by facilitating the funding of resources that the school may not be able to provide in its operating budget.

It is my privilege to provide this annual report on behalf of the P&C, and I would like to acknowledge and thank the core P&C members for their hard work, motivation and dedication to co-ordinating and running the P&C and the various events and activities that the P&C undertook in 2018.

I would like to extend the P&C's thanks to Mr Craig, his administration team, teaching team and the School Board for the positive support of the various events and activities run on school grounds.

I would like to acknowledge the volunteers who provided their support and personal time, as class reps or on various events. Finally, I would like to thank the Deanmore Primary School community for attending events and activities and for the financial contribution that they have made to the P&C.

In 2018, the P&C undertook a range of activities that both provided opportunities for the school community to come together and to facilitate fundraising. The P&C ran the following fundraising activities:

<u>P&C Fundraising Activities:</u>	\$
Bunnings Sausage Sizzle	2,265
Deanmore Dad's Dash	3,066
Entertainment Books	924
End of Year Event	883
Telstra Naturescape Grant	1,300
ICT Contributions fundraising	6,620
Mother's/Father's Day Stalls	2,912
Movie Night	2,751
Quiz Night	8,386
Sausage Sizzles / Cake Stalls	4,465
School Disco	2,389
Uniform Shop	2,087

Wembley Downs Fete	1,160
Other	- 1,119
Total Profit	<u>38,090</u>

Through these fundraising activities, the P&C was able to provide the following donations to resources in our school:

<u>P&C Contributions:</u>	\$
Reading Eggs	5,814
Mathletics	6,738
iPad Lease	14,428
Library Books	1,000
Gardening Club	500
Book Awards	1,200
Year 6 Camp Donation	660
Skoolbag	655
Total Donations	<u>30,995</u>

During 2018, the P&C also ran the following initiatives:

- Skoolbag: App based communications for P&C. Set up and ran pilot class rooms.
- Naturescape: concept plan circulated for discussion and feedback from school Administration and the school community.

This year was notable as there was quite a degree of change over in the P&C membership and office holders, and we said goodbye in 2017 to long-time supporters of the P&C as they relocated or their children moved to high school. This brought new people into various roles and was both an opportunity to reset or redefine roles and to make incremental changes to how things were done, for example, dropping some activities which were volunteer intensive, but low value in terms of community and fundraising.

The topic of 'volunteering' is often discussed in P&C meetings, and there is a sense that in our school community there is a much higher degree of both parents working, and work taking more hours than in previous years, and this has the impact of reducing the amount of discretionary time that parents have available to

volunteer. This puts pressure on the P&C committee to be able to staff and operate activities.

Moving into 2019, it will be necessary for the community to provide volunteering support to enable the P&C to run events, alternatively the P&C will need to scale back on the number of activities that are run, which will directly affect the volume of funding that the P&C can provide. The P&C is discussing ways to increase participation, by offering the community opportunities to volunteer for smaller, manageable tasks. I hope that this will raise interest and awareness of the activities that the P&C undertakes and will encourage a larger support base for us to continue the program of activities planned for 2019.

Overall this year was another successful year at Deanmore Primary School, and I look forward to the support of our community again in 2019.

NEW SCHOOL LOGO

Throughout 2018 Deanmore PS worked on a new logo design. This was necessitated by the requirement that our logo identified that we are a primary school.

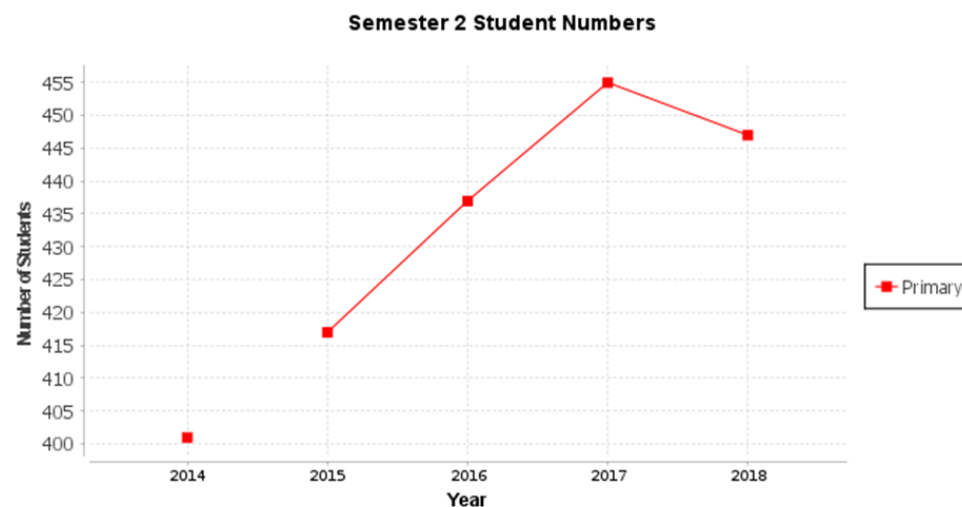
Kelly Exeter, a school parent, and her company Swish Design were contracted to develop the logo. We were very fortunate to have a parent who could undertake this task as it ensured that the result reflected the thoughts, feelings and wishes of our parent body. Kelly and Swish Design put in far more hours than they were paid for and we are grateful for tis.

The final result below reflects the history of the school's logo while looking forward to the future.



During 2019 school signage will be updated with the new logo. From 2020 the logo will be introduced on to school uniforms.

SCHOOL ENROLMENT NUMBERS



Semester 2	2014	2015	2016	2017	2018
Primary (Excluding Kin)	401	417	437	455	447

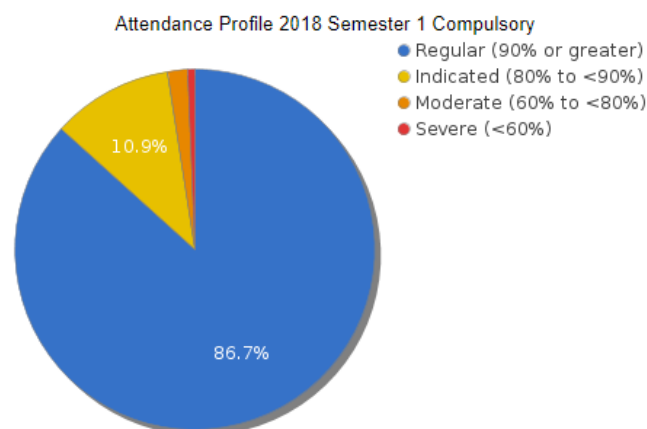
DESTINATION SCHOOLS

Destination School	Number	Percentage
Churchlands SHS	42	64%
Carine SHS	4	6%
John Curtin College of the Arts	2	3%
Shenton College	1	1.5%
Perth Modern	1	1.5%
Public School Total	50	76%
Non-Public School Total	16	24%

ATTENDANCE

As with 2017, student attendance continued to be a focus for Deanmore PS. The nature of the relationship between absence from school and achievement suggests that every day of attendance contributes towards a child's learning, and that academic outcomes are enhanced by maximising attendance in school. There is no "safe" threshold. As shown in the graphs below, students with 'Regular Attendance' (at school 90% or greater) remained the same or very similar to 2017. There were less students in the 'Indicated' category (80% to 90% attendance), however this came at the expense of students in the 'Moderate' (60% to 80% attendance) and 'Severe' (less than 60% attendance).

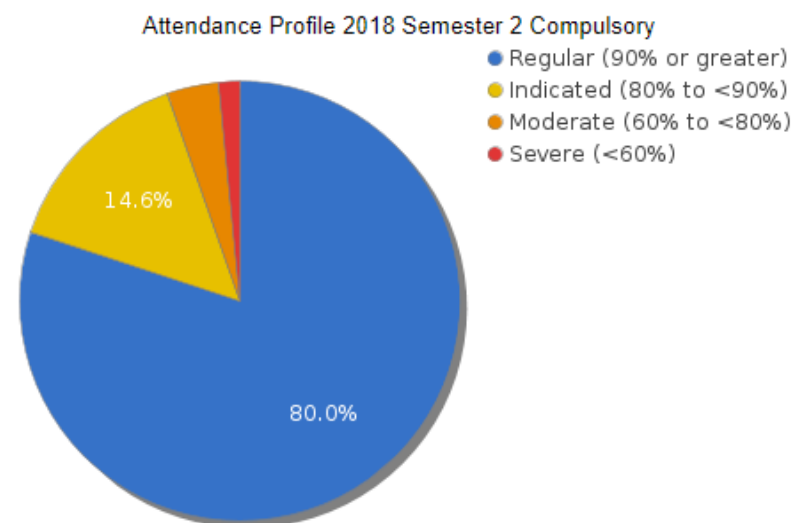
SEMESTER ONE



2018 - Semester 1 Collection (Finished for this Year/Semester)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	92.7%	47	9	2	1	91%	9%
PPR	94.4%	53	6	2		84%	16%
Y01	93.1%	50	7	4	2	89%	11%
Y02	95.0%	69	8	1		88%	12%
Y03	95.0%	57	7			92%	8%
Y04	94.5%	52	8		1	78%	22%
Y05	94.7%	52	10	1		82%	18%
Y06	95.3%	64	4			91%	10%
Compulsory	94.6%	397	50	8	3	86%	14%

SEMESTER TWO



2018 - Semester 2 Collection (Finished for this Year/Semester)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	92.8%	45	11	3	1	90%	10%
PPR	91.7%	44	10	4	1	91%	9%
Y01	92.4%	47	9	4	1	93%	7%
Y02	94.2%	66	7	1	1	92%	8%
Y03	92.7%	54	6	3	1	89%	11%
Y04	93.6%	51	9		2	88%	12%
Y05	92.5%	48	13	2	1	85%	16%
Y06	93.8%	51	12	3		86%	14%
Compulsory	93.0%	361	66	17	7	89%	11%

The decrease in 'Regular' attendance percentage from Semester One to Semester Two is a concern and will need to be monitored closely in 2019.

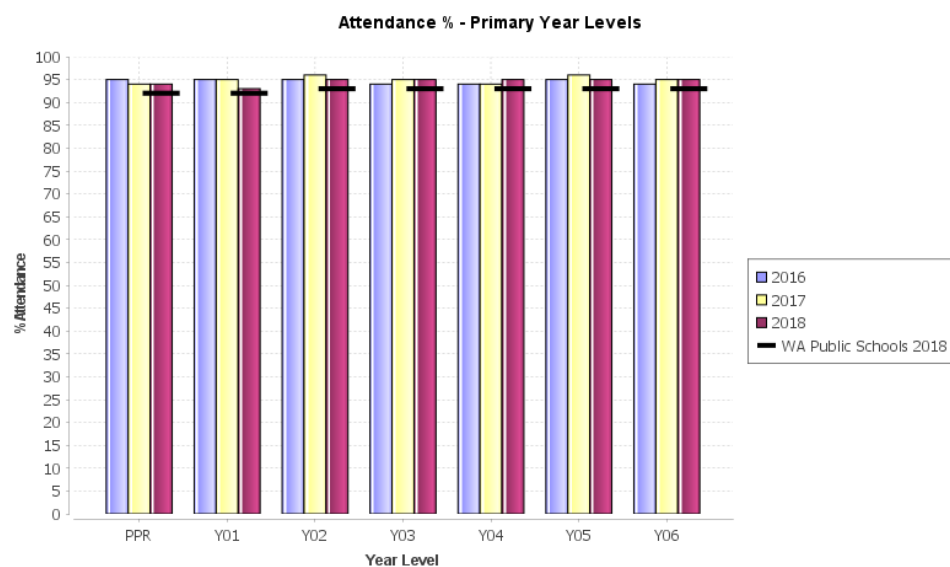
There was a significant increase in the notification of when students were away from school. In Semester One, 2018 the school was notified with a valid reason 86% of the time (an increase of 9% on 2017), and in Semester 2 this increased to 89% (an increase of 6% on 2017).

ATTENDANCE

In 2018 our attendance was better than the percentage of all WA Public Schools. We compared to Like Schools our percentage attendance was lower in every area.

Four year groups saw a decline in the overall percentage of attendance compared to 2017; three year groups maintained the same percentage compared to 2017; and only one year group improved percentage compared to 2017.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.5%	95.2%	93.7%	95.6%	85.4%	80.7%	94.5%	95.1%	92.6%
2017	95.1%	94.7%	93.8%	86.9%	83.7%	81.2%	95.1%	94.4%	92.7%
2018	94.6%	95.4%	93.7%	87.4%	88.3%	80.8%	94.6%	95.3%	92.6%



CELEBRATING SUCCESS AND SCHOOL EVENTS

Every year Deanmore PS provides students with opportunities to participate in a wide-range of activities and learning experiences to broaden their access to different parts of the curriculum.

Some of these activities are delivered outside of school hours by Deanmore PS staff while others are provided by other Department of Education Staff on our site or at another. I would like to thank all those staff who willingly give up their personal time to support these activities for our students.

Below are some of the additional activities provided in 2018:

- School of Instrumental Music
- PEAC
- Harmony Day
- Eagles Cup
- Deanmore Dads Dash
- NAIDOC week
- Science week
- Run Club
- Book week
- Surfing
- Year 6 camp at Point Peron
- T20 Blast
- Choir
- Dockers Cup
- Dockers Shield
- Dance
- OptiMinds
- ANZAC Day
- Yr. 6 Young Leaders Day

2018 SCHOOL OPINION SURVEYS

In 2018 all Western Australian Public Schools completed the biennial School Opinion Surveys. As indicated below, 2018 saw the highest number of parent responses since these surveys began in 2014.

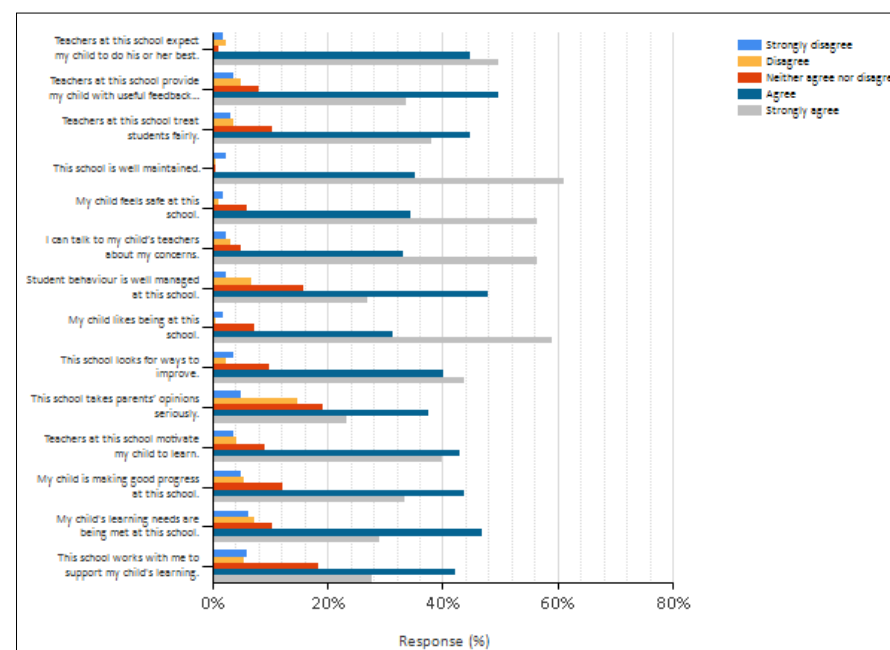
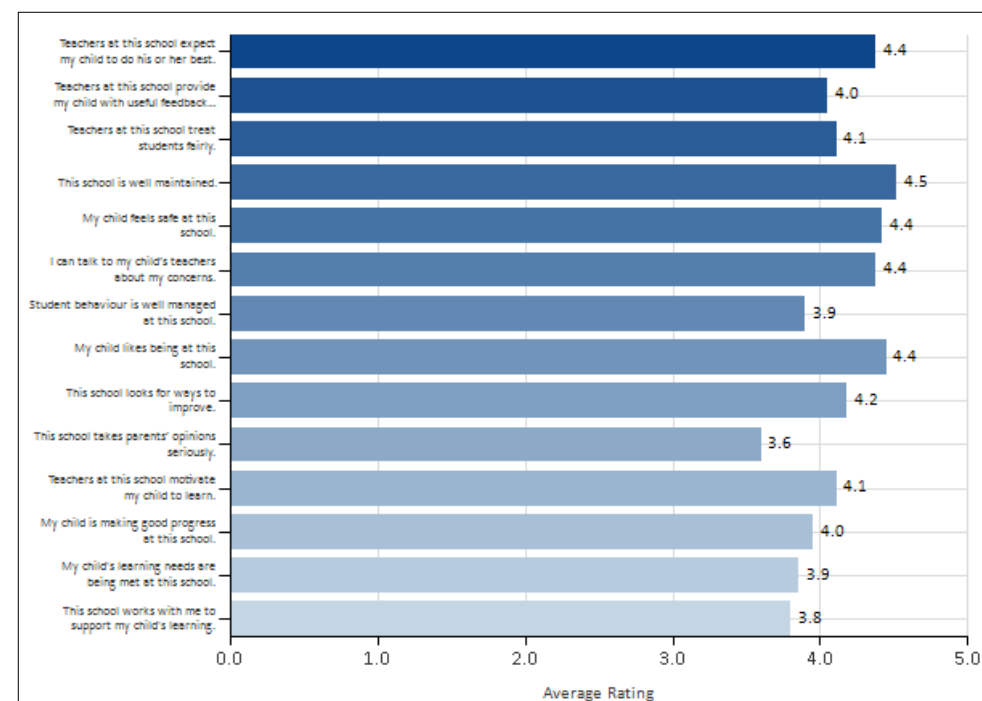
Year	Number completed	Approximate Percentage of Families
2014	14	4.5%
2016	47	14.7%
2018	163	51%

I would like to thank the School Board and members of the P&C who worked with the school to inform and encourage our school community to complete these surveys. There was a relatively even spread of respondents from each year level. Except for Kindergarten (3%), each year group made up between 10% and 19% of the surveys.

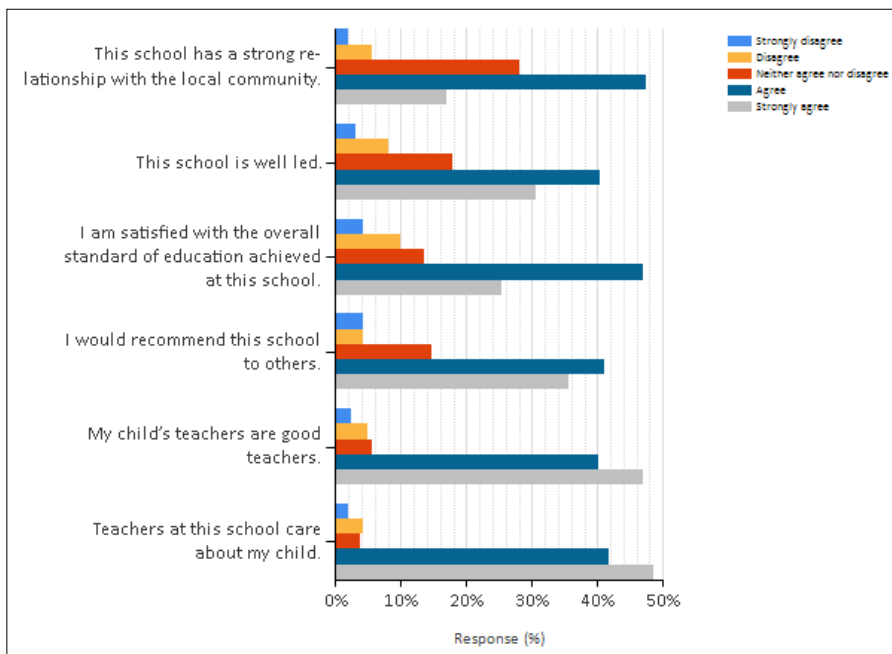
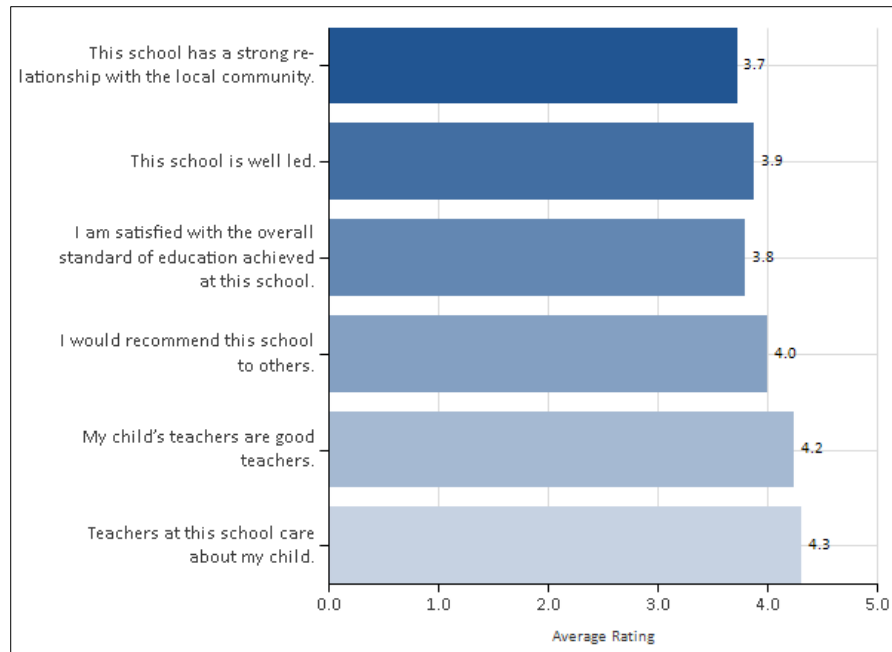
Kindy	PP	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Other
3%	12%	10%	17%	12%	19%	16%	10%	2%

The School Board identified specific areas of the school and school operations, that we wanted to deeply investigate. These school specific questions were in addition to mandated WA Public Schools and National parent questions.

Mandated National Parent Questions



WA Public Schools Leadership and Management questions



Deanmore PS questions

A range of questions specific to the context of Deanmore PS were designed to gather information on the following:

- Interaction with the school
- Parent information sessions
- 1 to 1 ICT device program
- Expert Review Group report and school response
- School teaching programs and teaching methods
- Homework
- School-wide behaviour management program/policy
- School uniform
- Sustainability and environmental initiatives
- School Board and its functions

All of the information gathered will be used to assist the school and School Board with setting future direction and meeting the needs of children at the school.

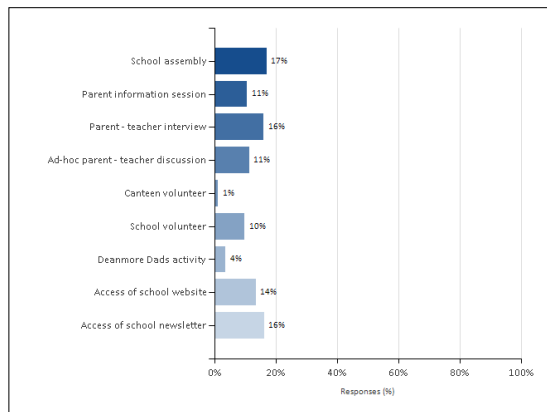


Interactions with the school and Parent information sessions

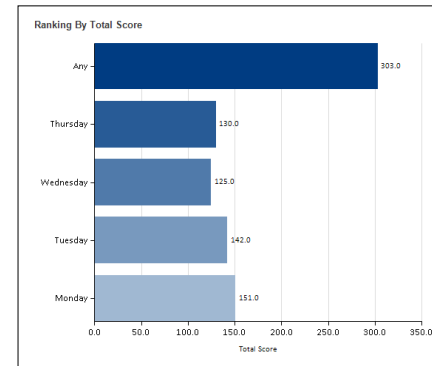
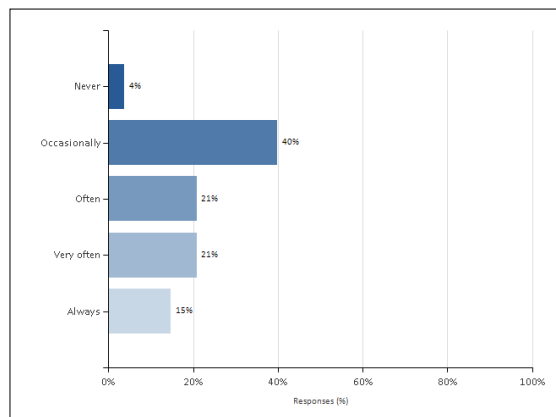
These questions aimed to identify common interactions families had with the school, attendance of information sessions, best days and times for information session, and what prevented parents from attending sessions

From the graphs below it can be identified that information sessions at or after 6:30pm would allow more parents to attend, with Monday being the most popular day.

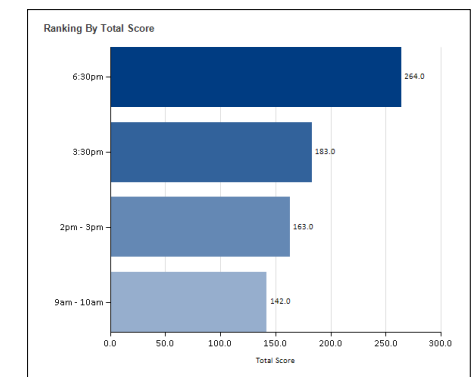
Which interactions with the school have you experienced in the past year?



I would attend parent information sessions



Preferred times for information sessions



The reasons why parents are unable to attend information sessions feel into 4 main categories:

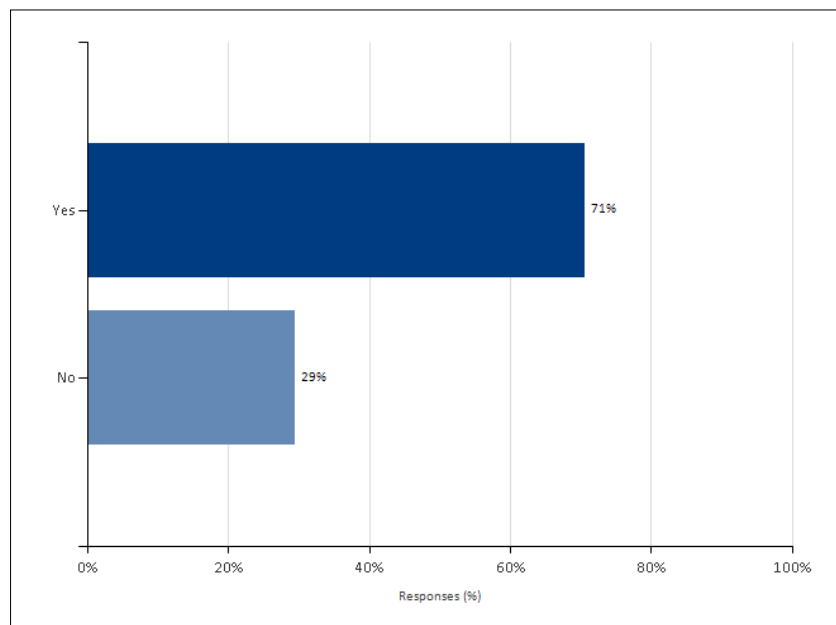
- Work commitments
- Family commitments
- Lack of childcare/minding
- Not know about the sessions or their relevance

If parents could not attend information sessions they identified the following as the best way to receive the information:

- Email
- Phone/ICT apps (e.g. ClassDojo, SeeSaw, Skool Bag)
- School Newsletter
- School Website

1 to 1 device program

71% of parents surveyed indicated that they understood what a 1 to 1 parent supplied ICT device program involved.



If such a program was to proceed, respondents believed the following costs should be the maximum:

- Up to \$500 = 66%
- \$600 = 18%
- \$700 = 15%

Parent believed that the main advantages of a 1 to 1 program would be, Student accessibility to their own device; Improved teaching and learning outcomes with ICT; and Improved ICT competencies and up to date devices.

Parent concerns about a 1 to 1 program fell into 4 main categories: Cost – purchase and repairs; Security of the device and while on-line; amount of student screen time; and the impact on ergonomics, posture and health.

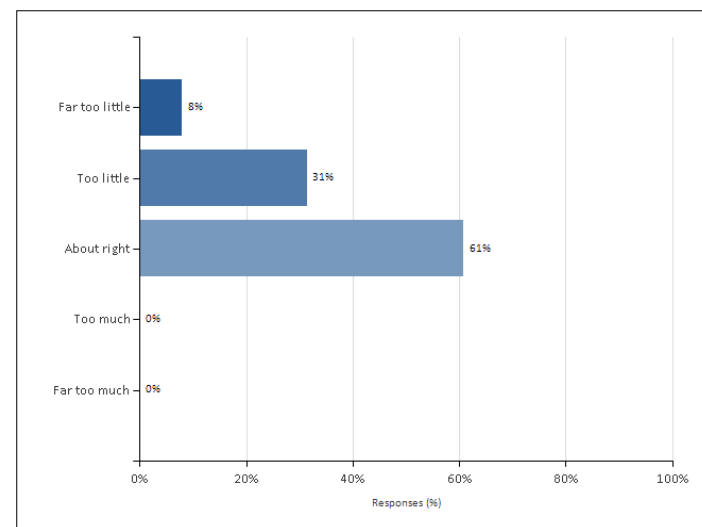
ERG report and school response

The general feedback from the survey was that there were noticeable improvements in student learning. This related specifically to areas of whole-school teaching, improved communication, consistent approaches to teaching and strategies used, feedback to students, explicit teaching methods, and use of ICT.

Parents were cautious that the improvements were still in the early stages and needed more time to assess the full extent of success. Concerns were also raised as to whether all staff were fully on board with the requirements.

Another area for focus is the provision of adequate information about the ERG process and findings. As shown in the graph below, even though 61% of respondents felt the amount of information provided was 'about right', 39% felt it was 'too little' or 'far too little'.

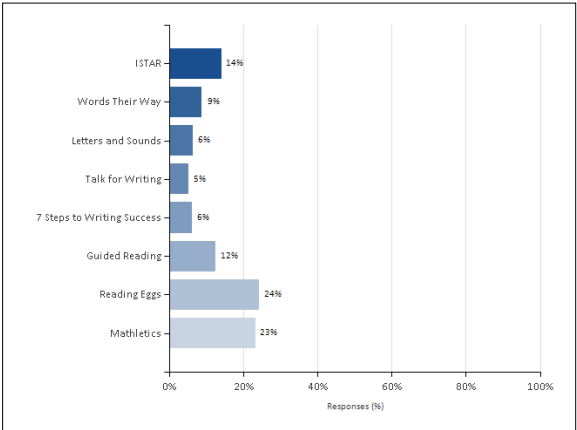
The School has provided adequate information about the ERG process and findings



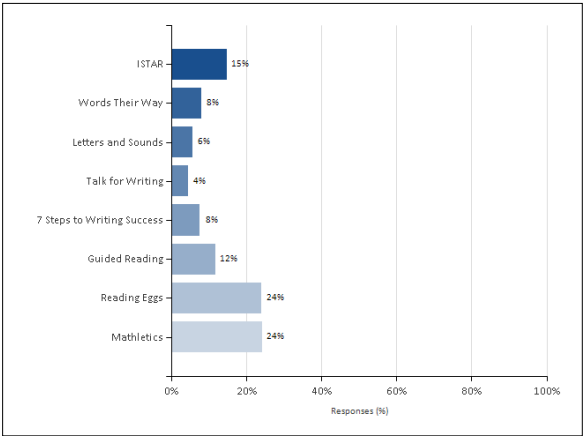
School teaching programs and teaching methods

The graphs below represent parent knowledge and understanding of the teaching programs and methods being used within the school. Although many a very new to the school, and there is some knowledge about them, more information needs to be provided to parents.

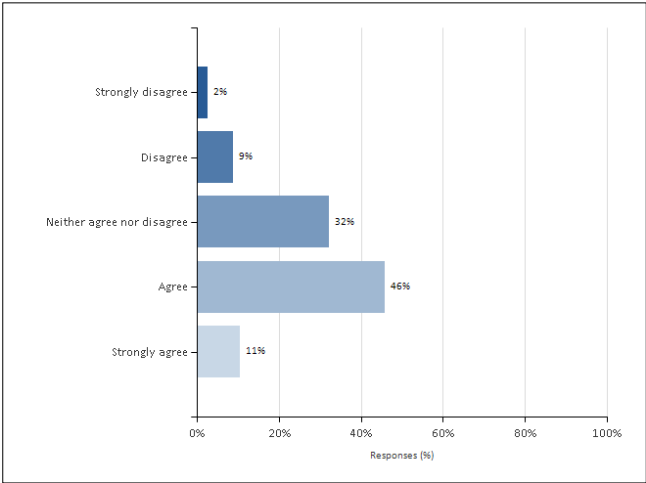
I have heard of the following whole school programs



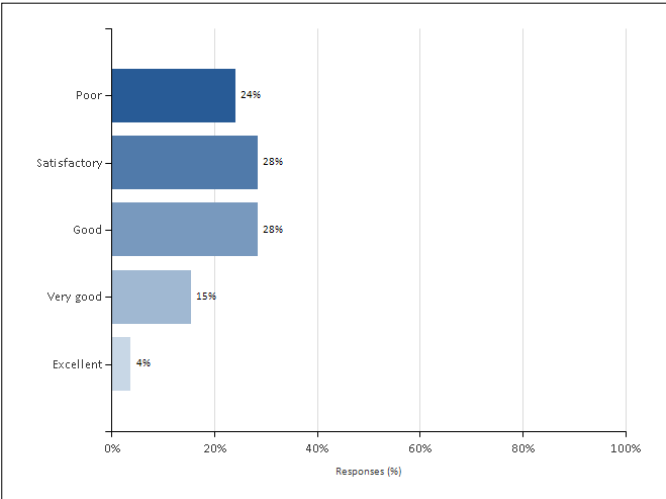
It is evident that these programs are in use in my child’s classroom



I believe that the needs of my child are being met by the use of these programs



My understanding of the changes to the school teaching methods is



Homework

When asked what benefits parents believed homework had for their children, responses fell into the following 4 main categories:

- Preparation for high school
- Reinforcement of the days/weeks in-class learning
- Helps keep parents up to date with classroom learning occurring
- Teaches students time management and organisation skills.

When asked what the disadvantages parents believed homework had for their children, responses fell into the following 3 main categories:

- Impact on family time/sport activities/outside school activities (67% of respondents)
- Added stress and/or pressure on a child
- Negative experiences for the parent and child while completing the homework (e.g. arguments)

The overall tone from parent responses was that homework should be kept to a minimum, mainly focus on reading, spelling and times tables. Responses indicated that as the child got older there should be a reasonable increase in the amount of homework and Year 6 should have the greatest amount and be aimed at preparing students for high-school.

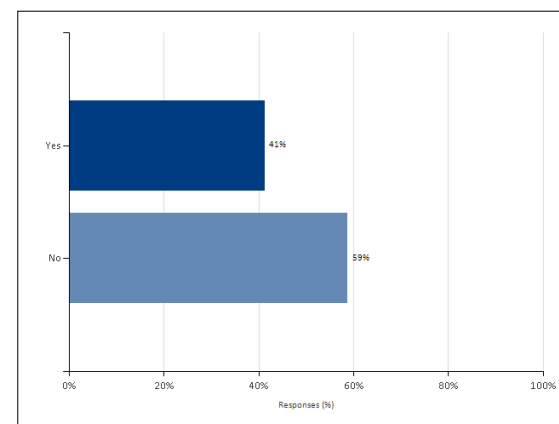
83% of parent believed they should be required to assist and monitor their child's homework. However when asked if there should be consequences at school for children not completing homework there was no one clear view. Parents had concerns on the fairness for the teacher and children, especially for those children who did not complete the homework due to factors out of their control.

School-wide Behaviour Management Policy

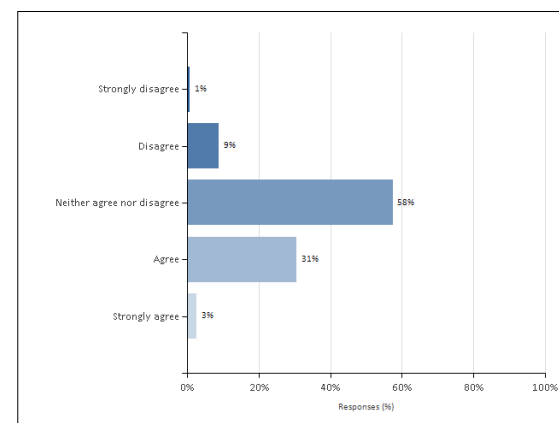
These questions were asked to determine the knowledge of any school-wide behaviour management policy within the school and its effectiveness.

The graphs below clearly show that although parents feel the school promotes a positive environment (83% Agree or Strongly Agree), and that children know what behaviour is expected of them (86% Agree or Strongly Agree), only 41% of parents are aware what that program is.

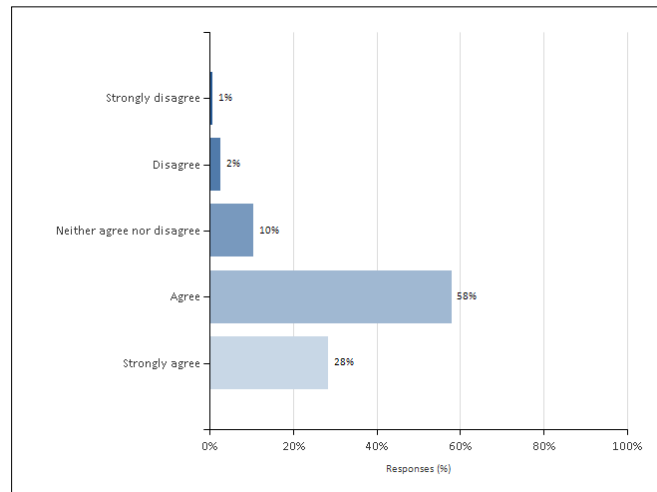
Are you aware of a whole school behaviour management program?



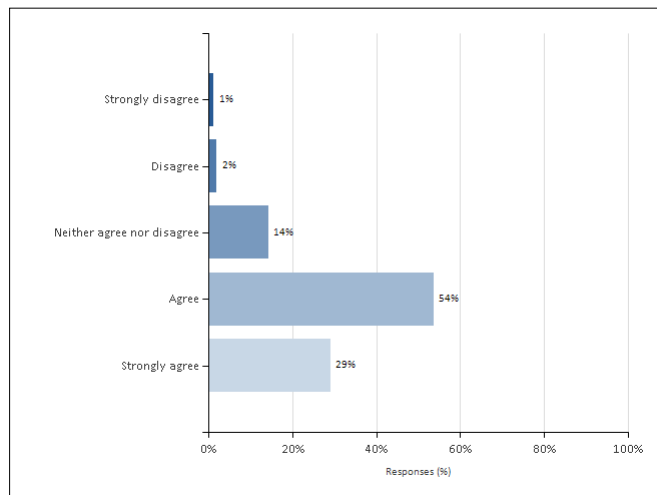
Do you feel the school's behaviour management program is working?



Your child knows what behaviour is expected of them?



The school promotes a positive environment



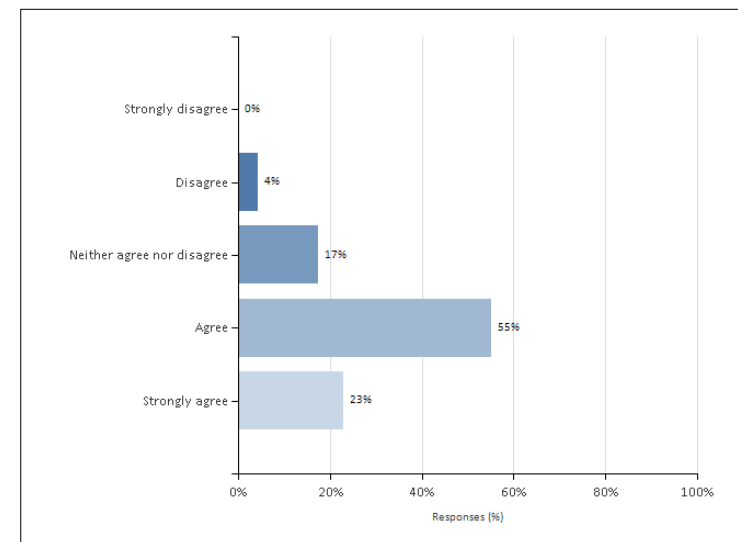
School Uniform

Most parents are happy with our current uniform and the material it is made from. Although there were some parents in favour of different materials, so our uniform looked more 'modern', only 16% of people surveyed felt there was room for increasing costs.

When asked what types of changes (if any) could be considered, responses fell into the following areas:

- Warmer options for winter
- Sun safe options
- Consistency across all year levels, in particular wearing of broad-brimmed hats

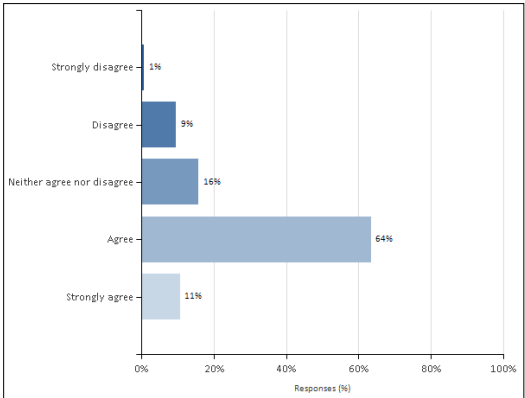
The current school uniform adequately represents and promotes Deanmore PS as a high standard Public School



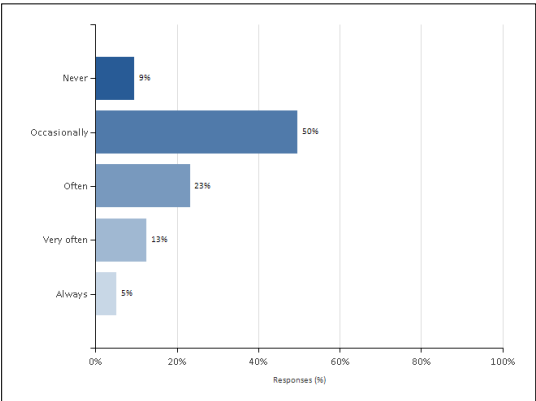
Sustainability and environmental initiatives

The teaching of sustainability and environmental initiatives are heavily supported by parents. 89% of respondents indicated they would be willing to support and be involved in sustainability projects such as ‘Plastic Free July’ and ‘Rubbish Free Lunch Box’. 97% of respondents believed that it is important that their child is involved in sustainability projects.

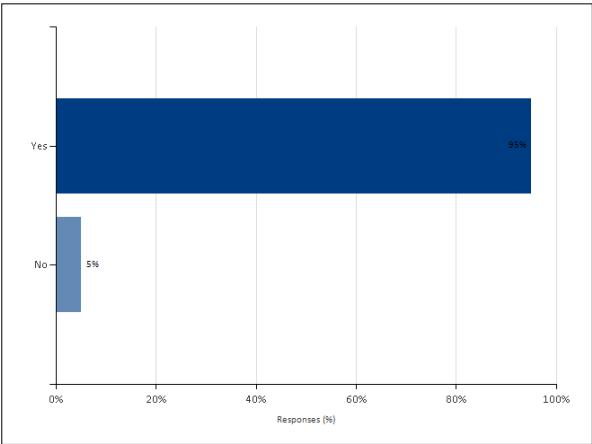
I am aware of the sustainability projects at the school



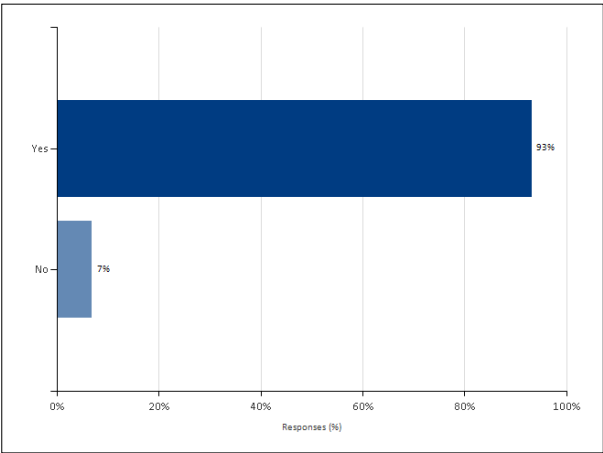
My child is actively involved in school sustainability projects



I would support the plastic free July initiative



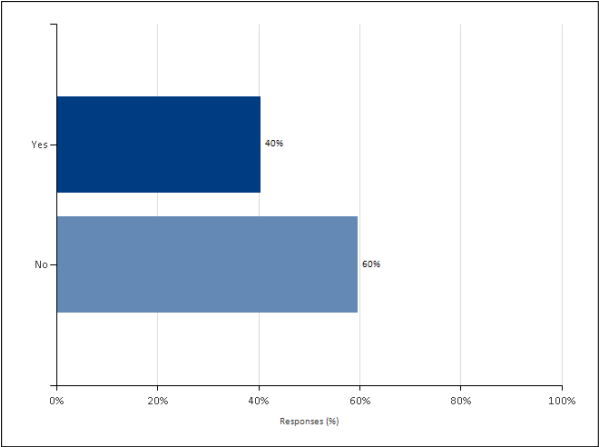
I would support a rubbish free lunch box initiative



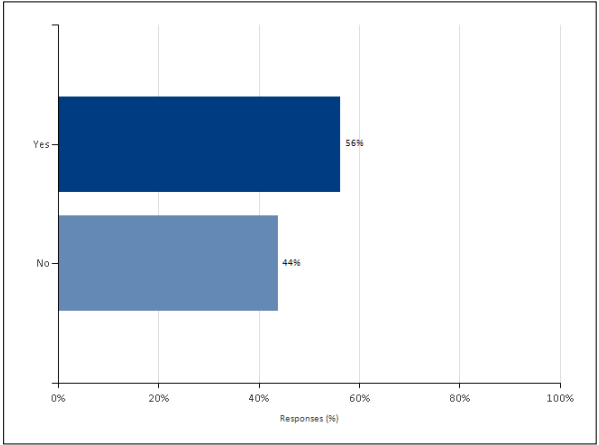
School Board and its functions

There is a general awareness of the School Board within the school community. What is indicated by the survey responses is that parents are not sure who is on the School Board, what their functions are, ways to communicate with School Board members, the different roles of the School Board and P&C, and where to get information on what is discussed at board meetings.

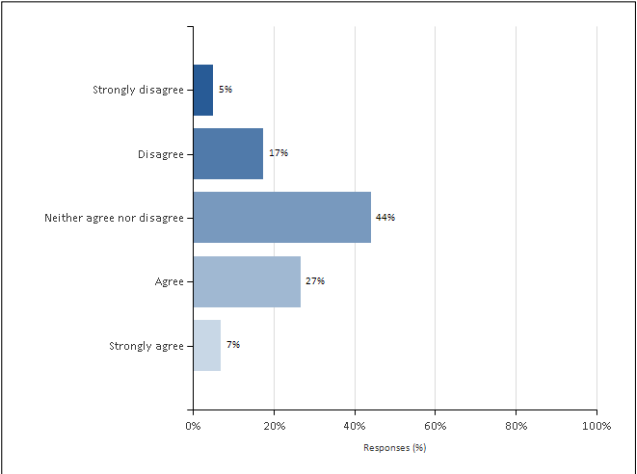
Do you know who is on your School Board?



Do you know what the functions of the school board are?



Do you feel you have opportunities to communicate with your School Board?



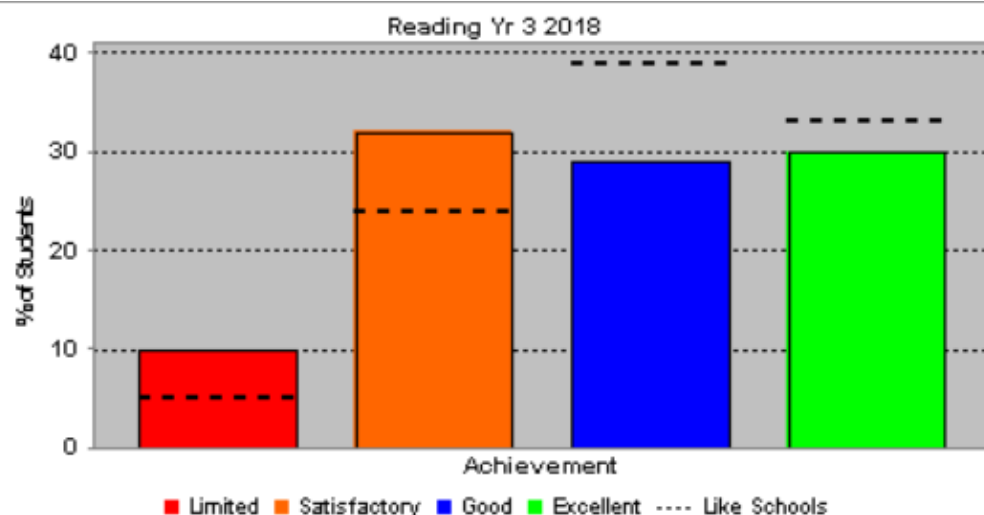
NAPLAN

NAPLAN is just one tool the school uses to determine the achievement and progress of students. In Primary School, students complete the assessments in years 3 and 5 (years 7 and 9 in high school). Although the assessments are completed on a single day the data does provide valuable information for the school.

How this data is going to link to our Whole School Planning

- Use data to target learning intentions and set goals;
- Aligning NAPLAN data analysis with Whole of School data analysis;
- Need to keep up to date with current research findings and changes in the curriculum;
- Consistent Whole School approach in all areas, in accordance to our Whole School Learning Area Operational Plans;
- The conditions for learning we are providing and the raising of expectations;
- Identification process on why K-2 progress is on the downward trend and alternatives to reverse this trend; and
- Continue to utilise this data to inform budget expenditure.

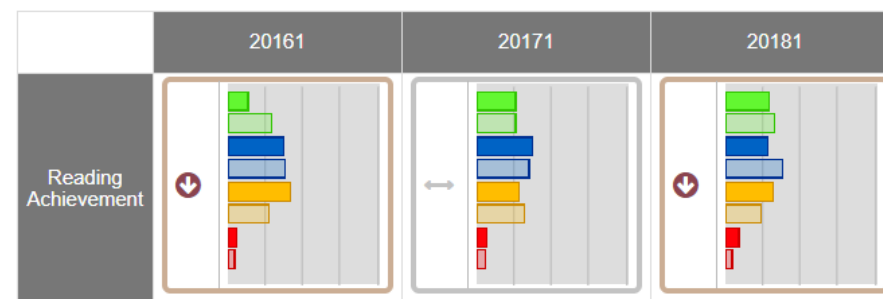
READING Year 3



2018:

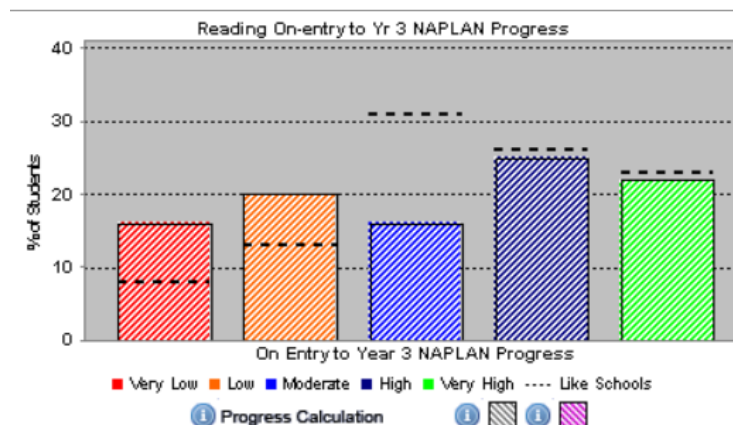
59% students in top 20%. **Below** like schools by 13%.
 32% students in middle 60%. **Above** like schools by 8%
 10% students in the bottom 20%. **Above** like schools by 5%

Achievement:



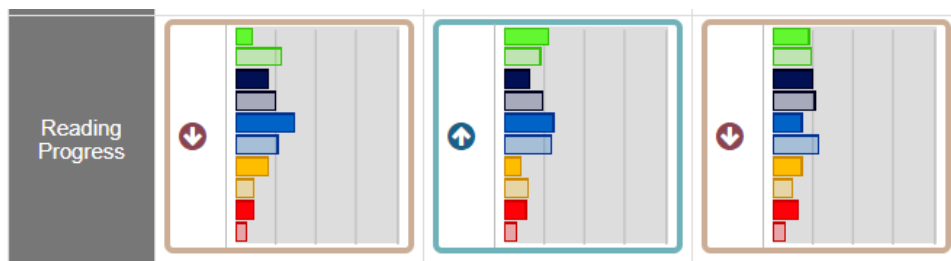
- Over the last 3 years, achievement in Year 3 Reading has been either below or at, displaying cohort driven data instead of displaying data that reflects change and sustainable teaching practices.

Progress: On Entry to Year 3 NAPLAN



- Above 'Like Schools' in Very Low and Low, well below in Moderate and slightly below in High and Very High.

- 37% in Very Low & Low Progress
- 16% in Moderate Progress
- 47% in High & Very High Progress

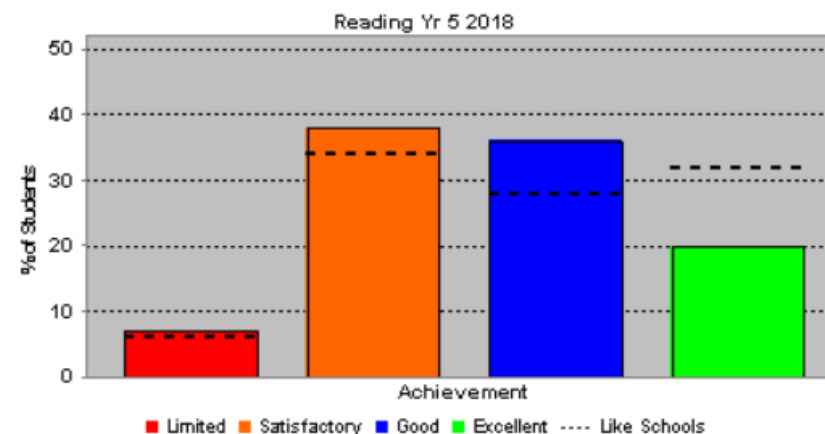


- Indicates progress from On Entry and Year 3 is a concern and we are not comparative to 'Like Schools'.
- When on a downward trend, our Moderate progress pushes down into Low and Very Low.

Overall comments:

- 2018 Comparative performance score -0.6, which is a decrease in performance from 2018 by 0.8.
- The percentage of students achieving at or above the Australian Minimum Standard is the similar to 'Like Schools' (93% and 94% retrospective).
- Our scores appear to be cohort driven and after a slight increase in performance in 2018, we have again decreased in our trend line.
- Between 2017 and 2018, we have decreased the amount of students performing in the top 20% and increased the percentage in the middle 20%. This again indicates our expectations and learning objectives are targeting the middle of achievement levels.
- We have decreased our percentage of students in the top 20% from 38% to 27%. This dramatic decline has seen a pushdown affect into the middle bands.
- Progress is a concern from On Entry to Year 3 NAPLAN. Staff identified the lack of consistency in the delivery of guided reading lessons and the differing in how staff are assessing and utilising the data from PM Benchmarks and PROBE, as contributing factor.

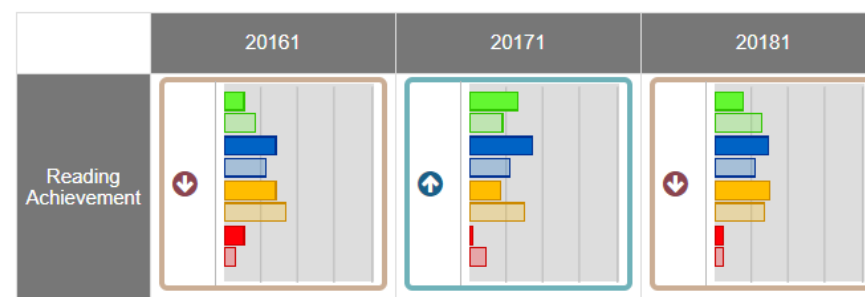
READING: Year 5



2018:

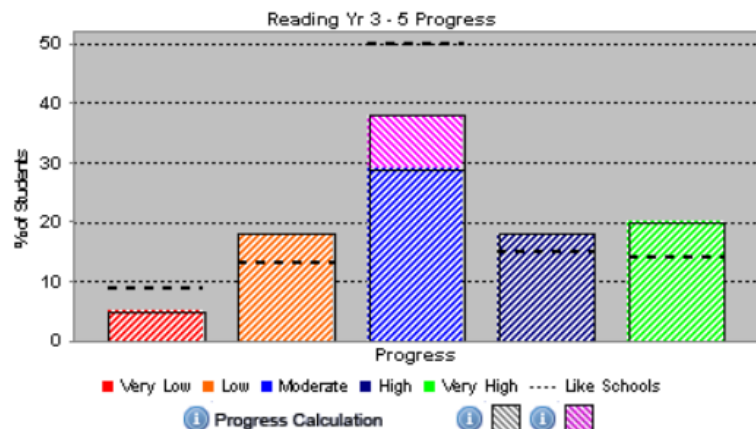
56% students in top 20%. **Below** like schools by 4%.
 38% students in middle 60%. **Above** like schools by 4%
 7% students in the bottom 20%. **Above** like schools by 2%

Achievement:

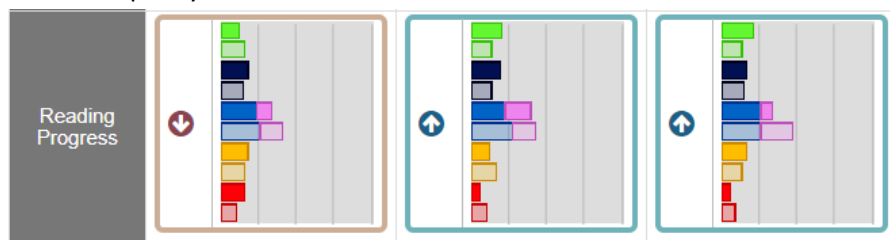


- Over the last 3 years, achievement data in Year 5 Reading has been cohort driven data instead of displaying data that reflects change and sustainable teaching practices. Achievement has been varied yearly.

Progress:



- Below 'Like Schools' in Very Low, Above in Low, well below in Moderate and below in High and Very High.
- 24% in Very Low & Low Progress
- 38% in Moderate Progress
- 38% in High & Very High Progress
- Pink indicates that progress could be higher but the assessment limited their capacity to demonstrate.

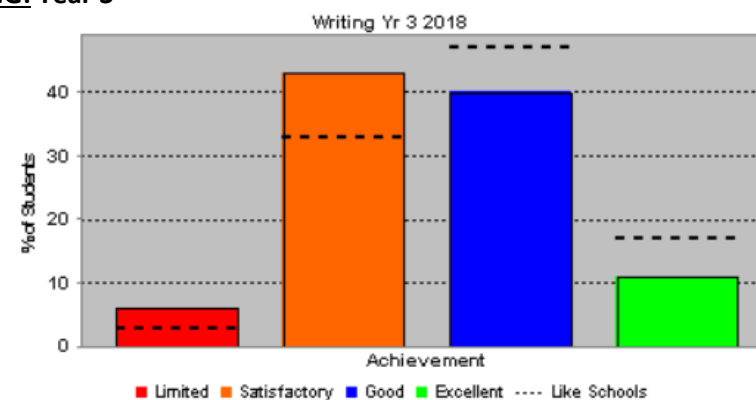


- Over time, indicates progress is high and therefore indicates that targeted teaching is ensuring the gaps identified in the Year 3 data is being targeted and closed between Year 3 to 5.
- Indicates progress from Year 3 to Year 5 is on the upward trend and we are witnessing a push up trajectory from Very Low towards to Moderate and High to Very High.

Overall comments:

- Comparative performance score in 2018 was 1.5 compared to 2017, which was 0.4. A difference of 1.1.
- The percentage of students achieving at or above the Australian Minimum Standards is slightly below Like Schools (by 4%). In 2018 we were performing above like school by 25% in this area.
- The percentage of students in the bottom 20% has increased from 2017 (3%) to 2018 (7%). We have identified and funded SEN students who completed the 2018 NAPLAN assessment.
- We have slightly increased our percentage of students in the middle 60% from 2017 (21%) to 2018 (38%).
- Our tracking is slightly below Like schools in 2018 and this is a dramatic decrease compared to 2017.
- The cohort from their Yr 3 2016 to Yr 5 2018 data has seen comparative performance increase dramatically by 1.2.
- Data still appears to be cohort driven, but expectations are more targeted and developmental in comparison to the progress of On Entry to Year 3.

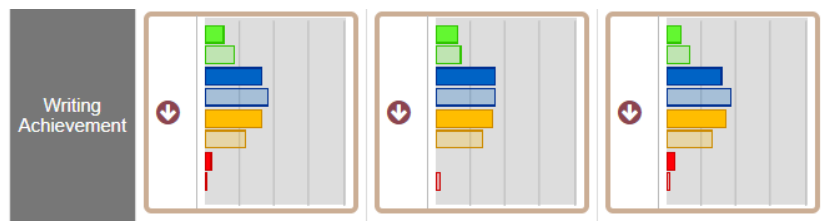
WRITING: Year 3



2018:

51% students in top 20%. **Below** like schools by 13%.
 43% students in middle 60%. **Above** like schools by 10%
 6% students in the bottom 20%. **Above** like schools by 3%

Achievement:

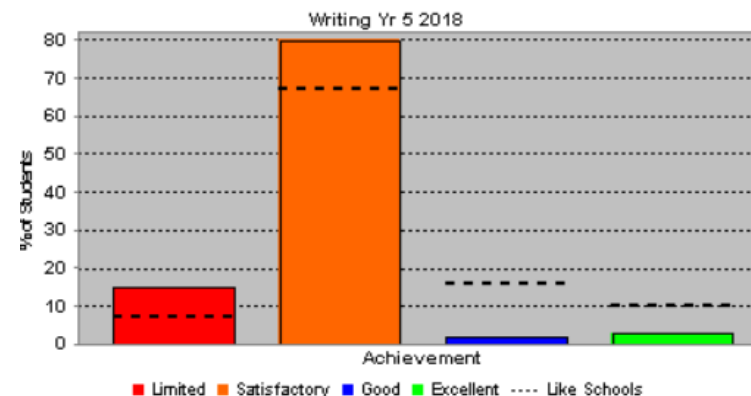


- Over the last 3 years, achievement in Year 3 Writing has on a downward trend.
- Writing Moderation indicate that the following areas need to be targeted for achievement to begin an upward trend: Language Features, Grammar and Punctuation.

Overall comments:

- Comparative performance score -1.0. Increase from 2017 by 0.7.
- The percentage of students achieving at or above the Australian Minimum Standards is below Like Schools by 3%.
- In 2017, we were tracking comparative to Like Schools and in 2018 the tracking has decreased and we are no longer matching 'Like Schools'.
- We have slightly increased our percentage of students in the middle 60% from 41% to 43%.
- We decreased the amount of students performing in the top 20% from 59% to 51%.
- We have increased the amount of students in the bottom 20% from 0% to 6%.
- 2018 was the initial year of introducing the writing program 'Talk for Writing' in its purest form

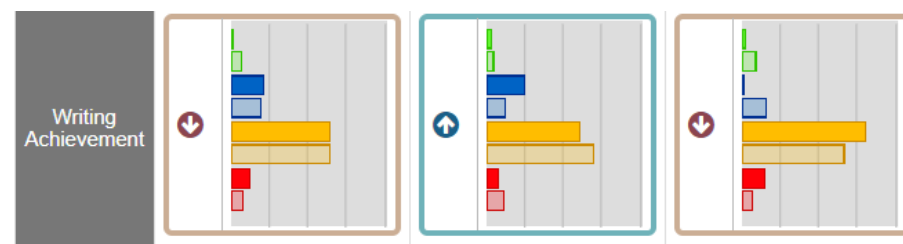
WRITING: Year 5



2018:

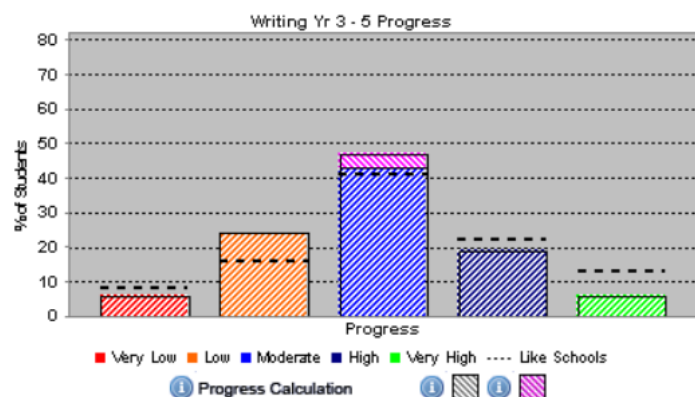
5% students in top 20%. **Below** like schools by 26%.
 80% students in middle 60%. **Above** like schools by 12%
 15% students in the bottom 20%. **Above** like schools by 8%

Achievement:

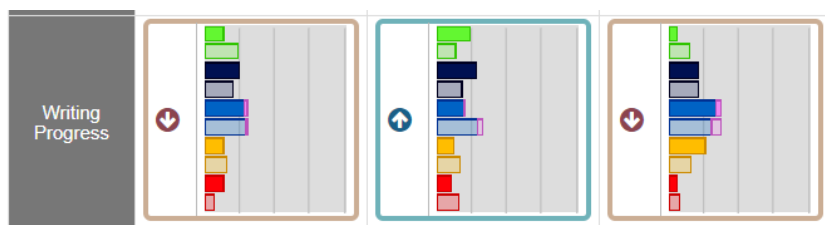


- Over the last 3 years, achievement data in Year 5 Writing has been cohort driven data instead of displaying data that reflects change and sustainable teaching practices. Achievement has been varied yearly with majority in the low percentage.

Progress:



- Below 'Like Schools' in Very Low, above in Low, slightly above in Moderate, below in High and well below in Very High.
- 30% in Very Low & Low Progress
- 46% in Moderate Progress
- 24% in High & Very High Progress
- Pink indicates that progress could be higher but the assessment limited their capacity to demonstrate.

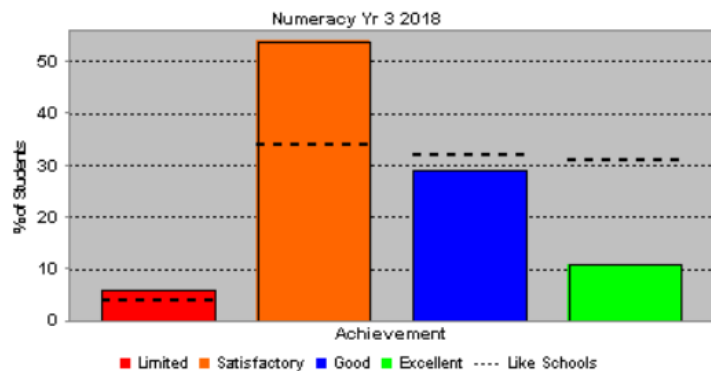


- Over time, indicates progress is varied according to the cohort. Majority of the positive progress is pushing more students into the moderate progress from low progress and vice versa for negative progress.

Overall comments:

- Comparative performance score -1.0, which is a negative increase by 0.7. (In the red).
- In 2018, the percentage of students achieving at or above the Australian Minimum Standards is matching 'Like Schools'.
- The percentage of students in the bottom 20% is well above 'Like Schools' in 2018 which is an increase from 2017.
- The percentage of students in the middle 60% 2017 to 2018 has increased from 21% to 38%.
- The percentage of students in the top 20% 2017 to 2018 has decreased from 76% to 56%.
- The trend line has dramatically decreased from 2017 to 2018 and we are now below like schools, comparative to 2017, we were well above like schools.
- Writing moderation targets identified: Students need to be extended in their vocabulary usage, they need to make links to their prior knowledge and ensure they demonstrating their understanding of grammar and punctuation.

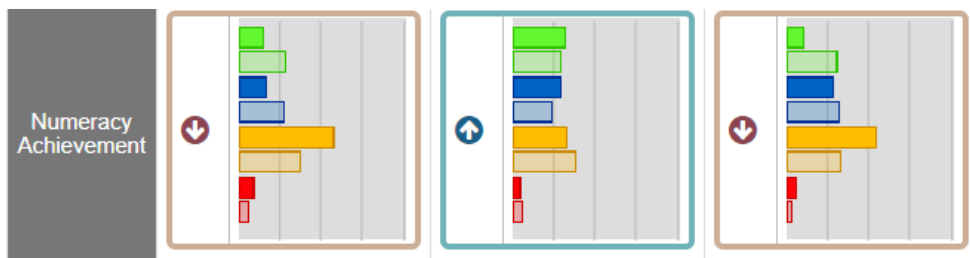
NUMERACY: Year 3



2018:

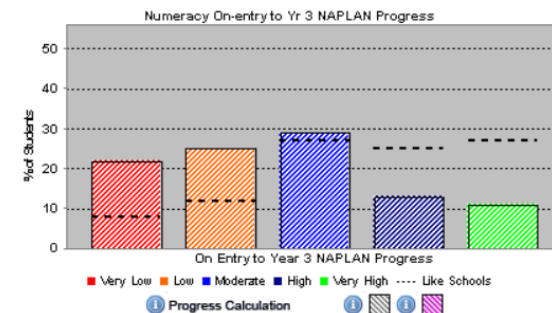
40% students in top 20%. **Below** like schools by 23%.
 54% students in middle 60%. **Above** like schools by 20%
 7% students in the bottom 20%. **Above** like schools by 3%

Achievement:

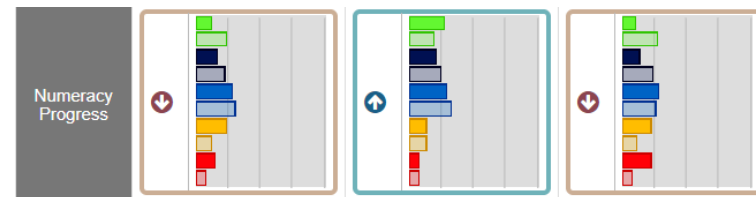


- Over the last 3 years, achievement data in Year 3 Reading has been cohort driven data instead of displaying data that reflects change and sustainable teaching practices. Achievement has been varied yearly.
- Very Low achievement has remained similar, but over the 3 years the upward and downward trend has seen shifts between the Low and Moderate achievement.

Progress: On Entry to Year 3



- Well above 'Like Schools' in Very Low and Low progress, very similar in Moderate progress and well below in High and Very High progress.
- 47% in Very Low & Low Progress
- 29% in Moderate Progress
- 24% in High & Very High Progress



- Over time, indicates progress is varied and cohort driven.
- Indicates progress from On Entry to Year 3 is limited to varied low and very low progress.

Overall comments:

- Comparative performance score -1.5 (Red), which sees a decrease by 1.9 in comparative performance from 2017 to 2018.
- The percentage of students achieving at or above the Australian Minimum Standards is below Like Schools by 3%.
- In 2017, we were performing slightly above 'Like Schools' and our 2018 performance sees a dramatic decrease the performing well below.

- We have decreased the comparative performance percentage of students performing in the top 10% and this has caused a push down affect into the other bands, with majority of student performance being located in band 3 & 4.
- Some observations for this data are: Lack of consistent teaching, due to limitation of selected whole school support resources (ie: First Steps & Mathletics) and lack of interrogating and target setting from whole school data collection sources (ie: On Entry, First Step diagnostic tasks, Mathletics Schedule A & B, and PAT Math).

NUMERACY: Year 5

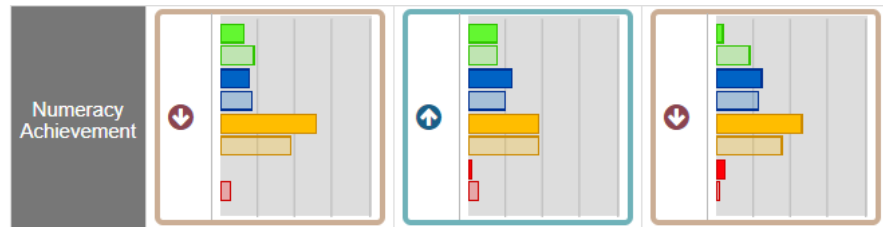
2018:

36% students in top 20%. **Below** like schools by 16%.

57% students in middle 60%. **Above** like schools by 12%

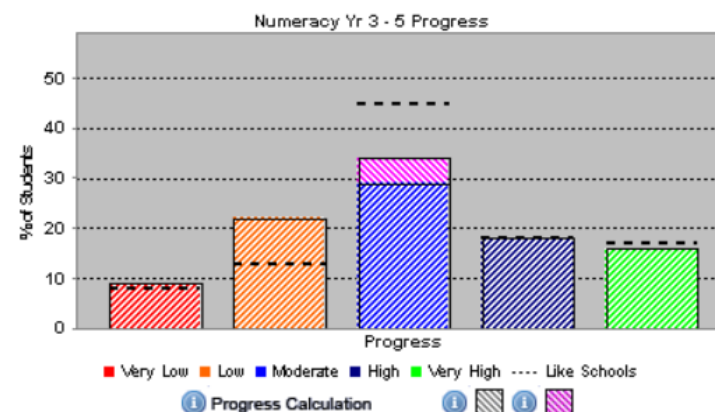
7% students in the bottom 20%. **Above** like schools by 4%

Achievement:

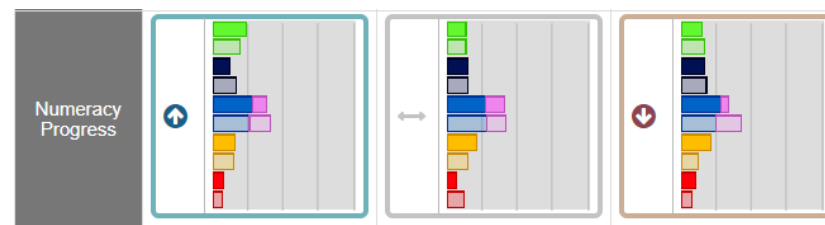


- Over the last 3 years, achievement data in Year 5 Numeracy has been cohort driven data instead of displaying data that reflects change and sustainable teaching practices. Achievement has been varied yearly with majority in the low percentage.

Progress:



- Matching 'Like Schools' in Very Low, above in Low, well below in Moderate and matching in High and Very High.
- 31% in Very Low & Low Progress
- 35% in Moderate Progress
- 34% in High & Very High Progress
- Pink indicates that progress could be higher but the assessment limited their capacity to demonstrate.



- Over time, indicates progress is varied according to the cohort.
- The positive progress, over 2016 & 2017 was due to more students moving from moderate progress to high progress.
- The negative progress over 2018, saw this progress trend reverse and we had a slight increase from moderate to low progress.

Overall comments:

- Comparative performance score -0.6, which is a decrease of 0.7.
- The percentage of students achieving at or above the Australian Minimum Standards is below 'Like Schools' (4%).
- From 2017, we have seen a dramatic decrease in students performing in the top bands. Between 2017 & 2018 the decrease has been by 14%. This has mean majority of students are now performing within the middle proficiency bands.
- In 2017, we were slightly above 'Like Schools and continuing the upward trajectory from 2016. 2018 has seen this trajectory decline and we are now performing below 'Like Schools'.
- Some observations made when staff analysed this data: Students lack of mathematical language knowledge and how to apply this to multi step word problems.

SPELLING: Year 3

2018:

49% students in top 20%. **Below** like schools by 14%.

41% students in middle 60%. **Above** like schools by 10%

10% students in the bottom 20%. **Above** like schools by 5%

Achievement:

- After reversing the downward achievement trend in 2017, 2018 has seen achievement begin another downward trend.

Overall comments:

- 2018 Comparative performance score -0.8, which is a decrease in performance by 0.6.
- The percentage of students achieving at or above the Australian Minimum Standard is below 'Like Schools' (4%).
- Our scores appear to be cohort driven and after a slight increase in performance in 2018, we have again decreased in our trend line.
- Between 2017 and 2018, our percentage of students performing within all proficiency bands has remained similar but 'Like Schools' has increased in the top band and dramatically decreased in band 3 & 4.

- Staff identified: Transition between the resources Letters and Sounds and Words their Way needs to be investigated, Inconsistence practice could be a contributing factor and student's inability to apply their knowledge about rules/patterns to different words.

SPELLING: Year 5

2018:

36% students in top 20%. **Below** like schools by 16%.

58% students in middle 60%. **Above** like schools by 15%

7% students in the bottom 20%. **Above** like schools by 2%

Achievement:

- In comparison to 'Like Schools': After reversing the downward achievement trend in 2016 and continuing the upward trend in 2017, 2018 has seen achievement begin another downward trend and we are longer tracking similar to 'Like Schools'.
- School Performance Achievement: Continuing an upward trend, which sees our comparative performance go from negative into positive

Progress: Year 3 to Year 5

- High Progress – Low Achievement

Overall comments:

- 2018 Comparative performance score 0.5, which is an increase in performance by 0.8.
- The percentage of students achieving at or above the Australian Minimum Standard is similar to 'Like Schools', with 1% difference.
- Between 2017 and 2018, our percentage of students performing within the top proficiency bands has decreased and not comparative to 'Like Schools'. This has seen a dramatic increase in the students performing within Band 5.

GRAMMAR & PUNCTUATION: Year 3

Achievement:

- Cohort driven, with dramatic yearly variation trend line.
- Well below 'Like Schools', which is a reverse in the trend from 2017.

Progress: On Entry to Year 3

- Unable to track progress from On Entry to Year 3.

Overall comments:

- 2018 Comparative performance score -1.6 (Red), which is a dramatic decrease in performance by 1.1.
- Staff have identified: Inconsistent practice, need to utilise collaborative DOTT to work with colleagues to develop understandings and address targets and learning sequence in the School's Learning Area Operational Plan, and it was the initial year of supplying support through the resource "Jumpstart to Grammar".

GRAMMAR & PUNCTUATION: Year 5

Achievement:

- Cohort driven, with yearly variations in trend line.
- Below 'Like Schools', which is a reverse in the trend from 2017.
- School performance is still on the upward trajectory from 2016, just the trajectory isn't as dramatic in comparison to 2017.

Progress: Year 3 to Year 5

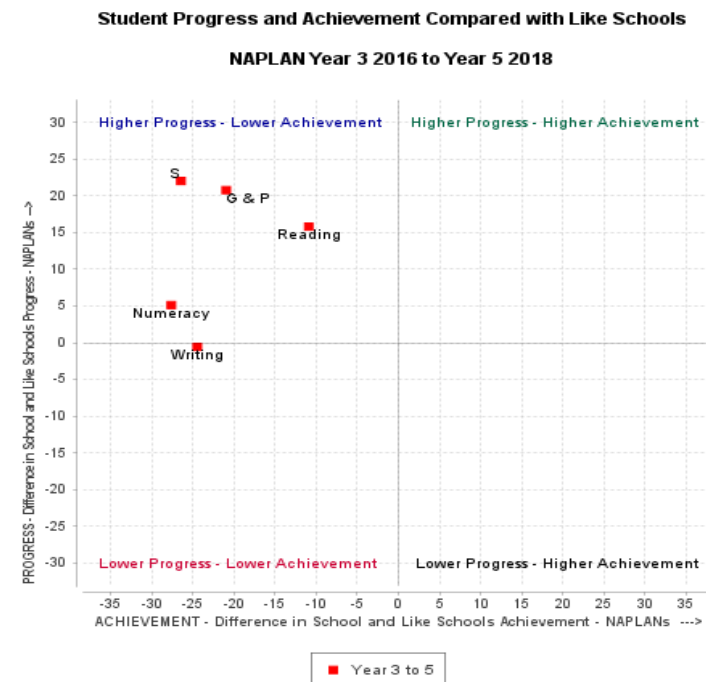
- Higher Progress – Lower Achievement.

Overall comments:

- 2018 Comparative performance score -0.1, which is similar to last year, a slight increase by 0.1.
- Staff have identified: Inconsistent practice, need to utilise collaborative DOTT to work with colleagues to develop understandings and address targets and learning sequence in the School's Learning Area Operational Plan, and it was the initial year of supplying support through the resource "Jumpstart to Grammar".

Grade Comparison

- In all learning areas and year levels, grade allocation has become more aligned since 2016.



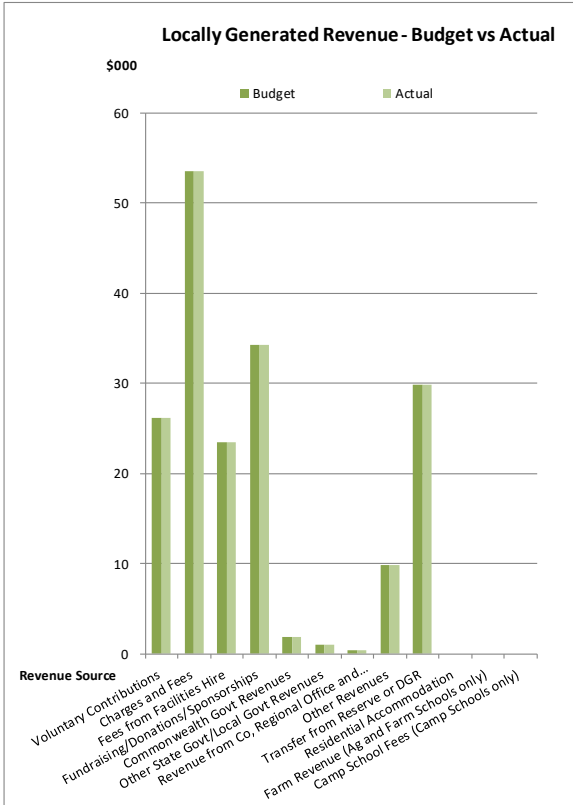
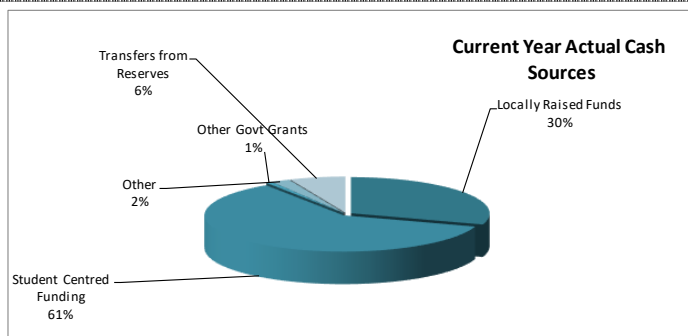
Although the achievement of the 2018 Year 5 cohort was lower, the progress from Year 3 (2016) to Year 5 (2018) was higher for four of the five assessments. Spelling progressed by 2.1 standard deviations; Reading by 1.6 standard deviations; Grammar and Punctuation by 1.1 standard deviations; and Numeracy by 0.6 standard deviations.



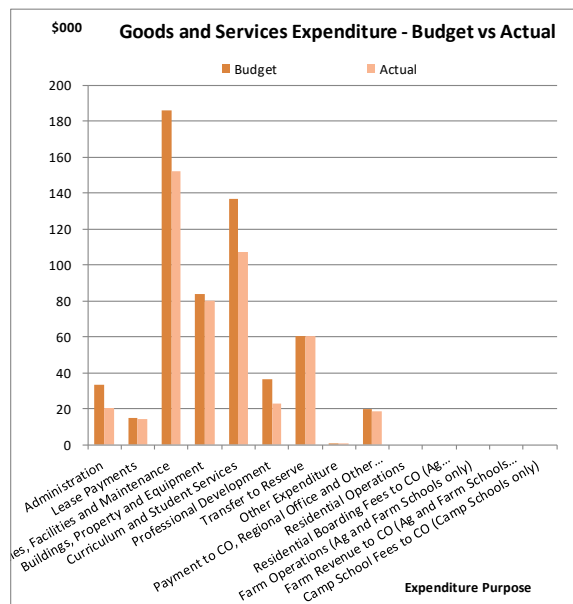
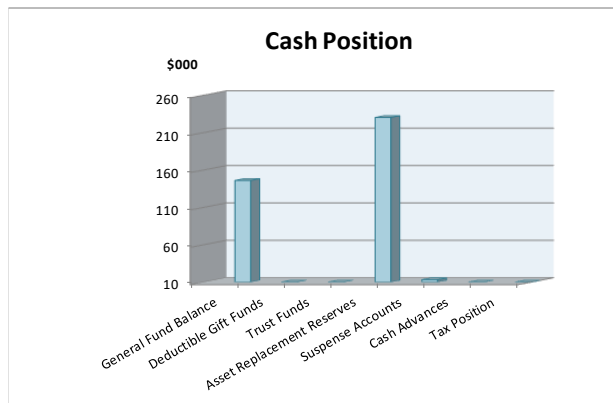
Deanmore Primary School

Financial Summary as at
12 March 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 26,145.00	\$ 26,145.50
2	Charges and Fees	\$ 53,523.00	\$ 53,523.50
3	Fees from Facilities Hire	\$ 23,510.00	\$ 23,509.10
4	Fundraising/Donations/Sponsorships	\$ 34,232.00	\$ 34,232.05
5	Commonwealth Govt Revenues	\$ 1,891.01	\$ 1,890.92
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 424.00	\$ 424.00
8	Other Revenues	\$ 9,863.00	\$ 9,863.34
9	Transfer from Reserve or DGR	\$ 29,849.09	\$ 29,848.69
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 180,437.10	\$ 180,437.10
	Opening Balance	\$ 164,328.31	\$ 164,328.31
	Student Centred Funding	\$ 277,192.19	\$ 277,192.19
	Total Cash Funds Available	\$ 621,957.60	\$ 621,957.60
	Total Salary Allocation	\$ 3,870,328.00	\$ 3,870,328.00
	Total Funds Available	\$ 4,492,285.60	\$ 4,492,285.60



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 32,963.00	\$ 20,256.09
2	Lease Payments	\$ 14,500.00	\$ 14,427.92
3	Utilities, Facilities and Maintenance	\$ 185,685.91	\$ 152,297.81
4	Buildings, Property and Equipment	\$ 83,464.09	\$ 79,795.57
5	Curriculum and Student Services	\$ 136,824.70	\$ 107,168.36
6	Professional Development	\$ 36,437.00	\$ 22,901.01
7	Transfer to Reserve	\$ 60,500.00	\$ 60,500.00
8	Other Expenditure	\$ 180.00	\$ 185.05
9	Payment to CO, Regional Office and Other Schools	\$ 19,622.25	\$ 18,417.28
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	\$ 570,176.95	\$ 475,949.09
	Total Forecast Salary Expenditure	\$ 3,810,074.00	\$ 3,810,074.00
	Total Expenditure	\$ 4,380,250.95	\$ 4,286,023.09
	Cash Budget Variance	\$ 51,780.65	



Cash Position as at:	
Bank Balance	\$ 388,653.11
Made up of:	
1 General Fund Balance	\$ 146,008.51
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 230,151.60
5 Suspense Accounts	\$ 13,194.00
6 Cash Advances	\$ -
7 Tax Position	\$ 701.00
Total Bank Balance	\$ 388,653.11