



School Report 2023

Deanmore Primary School

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School Overview

We are proudly located on Wadjuk Noongar Boodjar. We learn and play on the land and in the water that has been cared for by Elders past, and are learning to connect with and care for our land and waterways from the traditional landowners who walk on our journey with us.

Our specialised team of staff encourage students to confidently embrace challenges and become resilient life-long learners. Our school vision is underpinned by a school community focus on challenging and supporting each student to develop academically, socially and emotionally.

Specialist programs at our school include Science, Music, Visual Arts Design, LOTE (Chinese) and Physical Education which are taught by specialist teachers with talents in these areas.

Parent involvement is a strong part of the Deanmore Primary School culture. This is seen through many activities and groups including an active School Board and P&C, who support Team Deanmore and the extended community.

Deanmore Primary School promote and teach our values of Excellence, Unity, Responsibility, Respect and Resilience.

Student Numbers

Current:

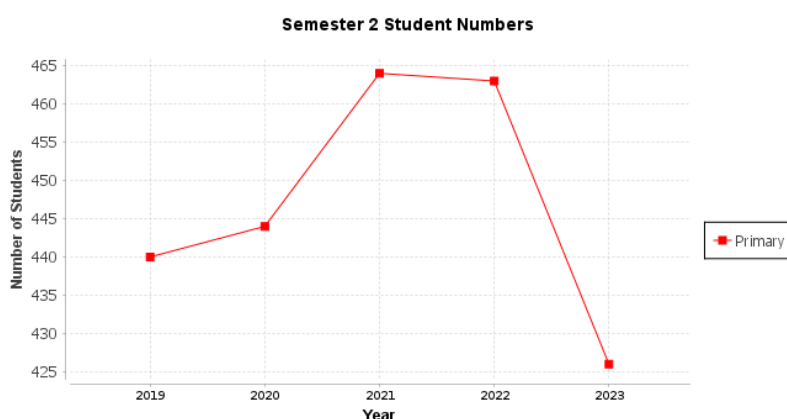
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(34)	53	59	65	70	68	59	52	460
Part Time	68								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	34	29	182		245
Female	34	24	191		249
Total	68	53	373		494

	Kin	PPR	Pri	Sec	Total
Aboriginal	3		9		12
Non-Aboriginal	65	53	364		482
Total	68	53	373		494

Trends:



Comments:

Smaller cohort sizes have impacted enrolments as they have moved through the school. Families who leave the school during the year are generally leaving to travel or pursue work in other locations, relocating their families with them. We are not losing children to other local schools, which shows a confidence in our approach and vision for learning.

Workforce composition				Comments:
	No	FTE	AB'L	
Administration Staff				Due to promotion, the school operated with 1 FTE Principal and 1 FTE Deputy for part of the 2023 school year. A successful recruitment process saw the appointment of an additional substantive Deputy to maintain consistency and ensure effective leadership across the school. Two additional teachers received level three teacher recognition in 2023, bring the total for the school to 3. The Administration team shrunk by one person, with one resigning her permanent position and another increasing her hours to make a total positive variance of 0.2FTE for the year in this employment category. Other allied professionals increased by two people over 0.9FTE for the year, which is attributed to the increase in students with additional needs, receiving schools resourcing funding.
Principals	1	1.0	0	
Associate / Deputy / Vice Principals	2	2.0	0	
Total Administration Staff	3	3.0	0	
Teaching Staff				
Level 3 Teachers	3	2.6	0	
Other Teaching Staff	29	23.0	0	
Total Teaching Staff	32	25.6	0	
Allied Professionals				
Clerical / Administrative	4	2.6	0	
Gardening / Maintenance	2	0.8	0	
Other Allied Professionals	14	9.6	0	
Total Allied Professionals	20	13.0	0	
Total	55	41.6	0	

Student Attendance									
	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	93.7%	94.0%	92.4%	71.6%	82.8%	76.8%	93.5%	93.8%	91.0%
2022	90.8%	90.8%	88.3%	81.9%	79.5%	69.5%	90.7%	90.6%	86.6%
2023	91.0%	92.2%	90.3%	84.6%	84.4%	74.3%	90.8%	92.1%	88.9%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	80.8%	17.1%	1.3%	0.8%
2022	65.8%	26.8%	6.8%	0.6%
2023	64.3%	28.0%	6.5%	1.1%
Like Schools 2023	73.3%	21.1%	4.6%	1.0%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%

Analysis and impact of evidence	
Attendance rates have increased and are now stable with like schools.	

How non-attendance is managed by the school
<p>A dedicated attendance officer has been attended to each child who is in the severe attendance risk category, through the student services team.</p> <p>Community attitudes towards attendance will be a focus in 2024 for the school, with many families booking holidays during the school terms.</p>

Student Achievement and Progress NAPLAN 2023

General Comments:

In summary, our recent NAPLAN data has provided valuable insights into our students' performance, and several key takeaways have emerged from our discussions:

- **Fostering Exceeding Achievements:**

While we have several achievements in the exceeding category, there is room for growth. We recognise the importance of encouraging more students to transition from the strong to the exceeding category. To achieve this, we are actively exploring strategies to extend and challenge our students within the classroom environment, ensuring that their learning experiences are enriching, challenging, and fulfilling.

- **Celebrating Strong Results:**

We take pride in knowing that most of our students currently fall within the strong category, indicating that they are performing at the expected standard. This serves as motivation and reaffirms the effectiveness of our instructional processes.

- **Positive Impact of Whole School Processes:**

Our whole school processes are having a positive impact on student achievement. This collective approach to education has played a role in contributing to our successes. We remain committed to utilising our Student Services Team to provide support to students identified as needing additional assistance or those in the developing level of proficiency.

- **Focus on Consistency in Grammar & Punctuation:**

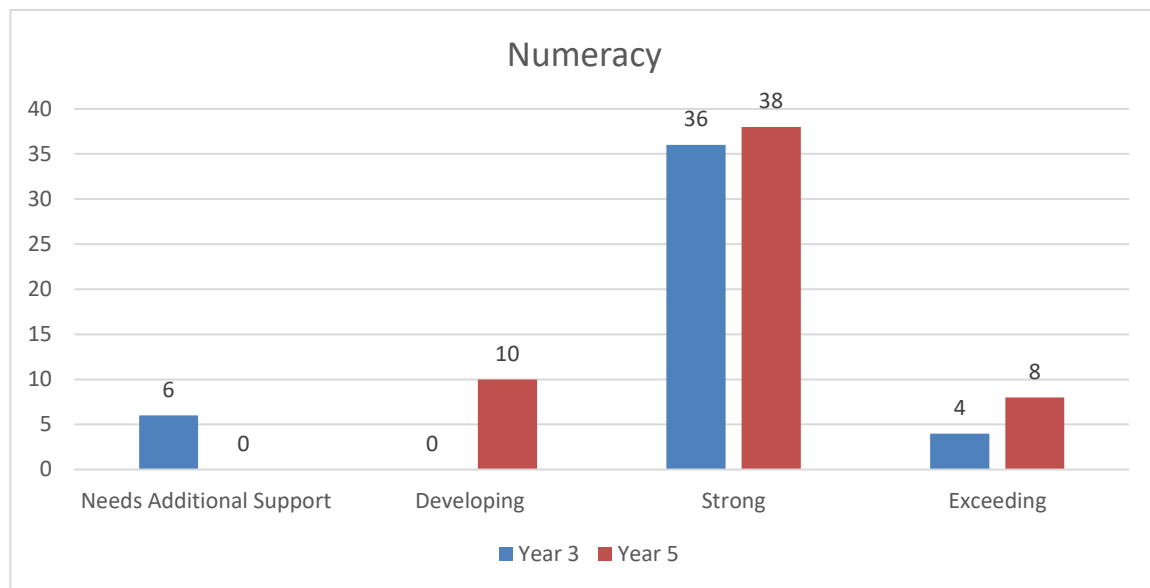
Grammar and punctuation have emerged as areas of future focus within our school. We are determined to implement a consistent approach to these areas across the school.

- **Focus on developing reading strategies:**

While we celebrate the strong performance of many students, staff discussed the possibility of implementing an evidence-based reading program in 2024. A program would ensure that both those who excel and those who require additional support benefit from targeted and effective instruction in intervention and extension.

In conclusion, our discussions have highlighted the achievements and areas for growth in our school's NAPLAN data. Our commitment to continuous improvement and providing the best possible education for our students remains constant. We are confident in our ability to further empower our students and continue their educational journey with enthusiasm and success.

Numeracy



Comments:

Numeracy Scale: The numeracy scale evaluates a student's mathematical skills and problem-solving abilities. It covers various mathematical concepts and their practical application.

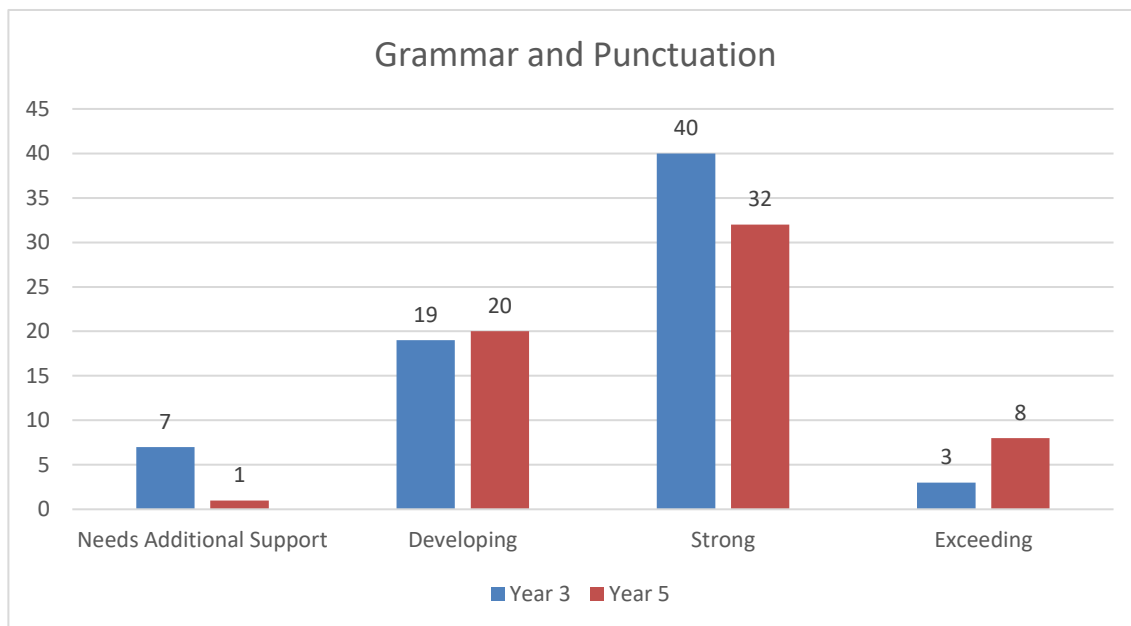
Our staff celebrated numeracy results as Numeracy has been a central focus in our school's Business Plan.

Year 3 students achieved results that place them firmly in the strong and exceeding bands. Those identified as requiring additional support in Numeracy have been previously identified and are already receiving support through our student services support team. In our Year 3 discussions, we've recognised the importance of not just supporting students who may need extra help but also those ready to excel further in the. Staff identified many students within the strong level proficiency. It's worth noting that only 4 students were identified as exceeding the expected standards. This has sparked important conversations among our staff about how we can elevate our teaching strategies to help more students reach the exceeding category.

Moving on to our Year 5 students, we're pleased to report that none of them have been identified as requiring additional support in their numeracy skills. However, we did identify 10 students in the developing band who are currently under close observation. We aim to pinpoint the specific areas within numeracy where they require targeted support, ensuring they progress and close gaps in specific areas. While a significant number of our Year 5 students have showcased strong numeracy skills, only 8 students were identified as exceeding the expected standards. Again, this has prompted us as a staff to actively explore how we can extend and challenge students who have the potential to reach an exceeding level of proficiency.

In summary, while we celebrate the absence of Year 5 students needing additional support and the strong performances of many Year 3 and Year 5 students, we remain committed to continuous improvement and development. We continue to implement strategies that will challenge and extend more of our students to progress further in Numeracy.

Grammar and Punctuation



Comments:

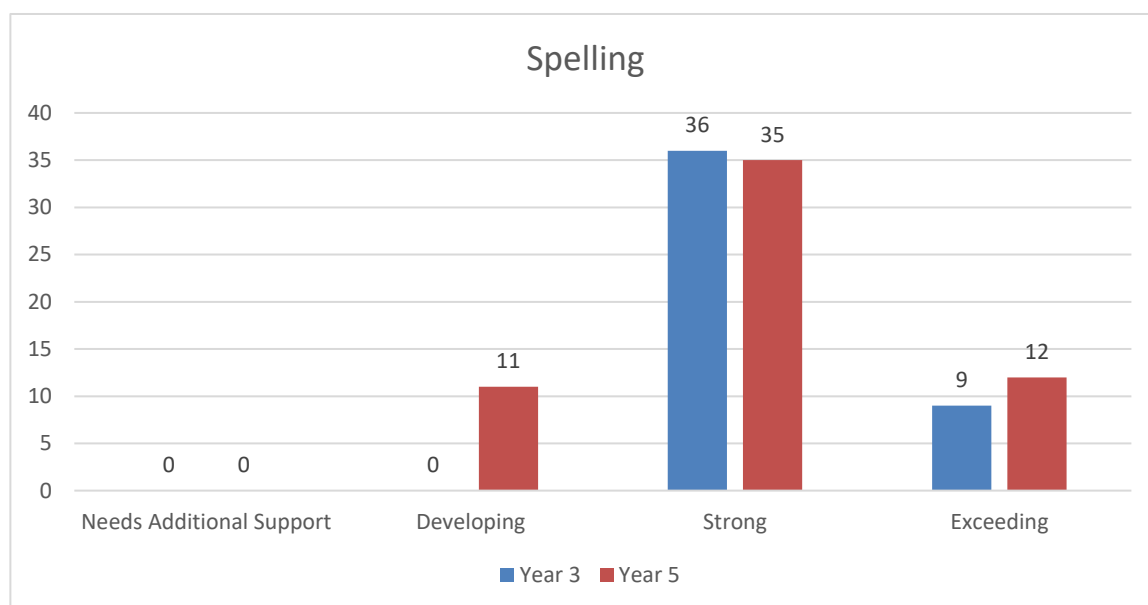
Grammar and Punctuation Scale: The grammar and punctuation scale measures a student's understanding of grammatical rules and their ability to use punctuation effectively in their writing.

Grammar and punctuation have emerged as areas of future focus within our school. Our staff has conducted a thorough examination of our students' performance in Grammar and Punctuation. We've observed a clear distribution of students across various categories, with concerns that a significant number of students are currently in the developing and needing additional support category. Currently our results reflect that student needing additional support and who are developing within these areas outweighs those who have been identified as exceeding expectations. This highlights the urgency and importance of strengthening Grammar and Punctuation at our school.

This has prompted important discussions among our staff who feel that students are being taught essential Grammar and punctuation strategies, however they may not be receiving enough of a consistent approach to effectively apply their understanding. To bridge this gap effectively, we recognise the necessity of prioritising explicit teaching in small group settings, especially in the early years, and maintaining this approach beyond Year 2. Staff also suggested bringing consistent evidence-based strategies into small group and whole class settings so that we had consistent language across K – 6.

As a collective, staff recommended that we incorporate regular warm-up activities with our classes before delivering the spelling mastery program. These warm-ups can serve as a valuable opportunity for students to reinforce and apply the strategies they've learned, ensuring a more consistent and thorough grasp of the understanding and practice.

Spelling



Comments:

Spelling Scale: This scale assesses a student's spelling skills, focusing on their ability to spell words correctly. It evaluates their knowledge of common spelling patterns and rules.

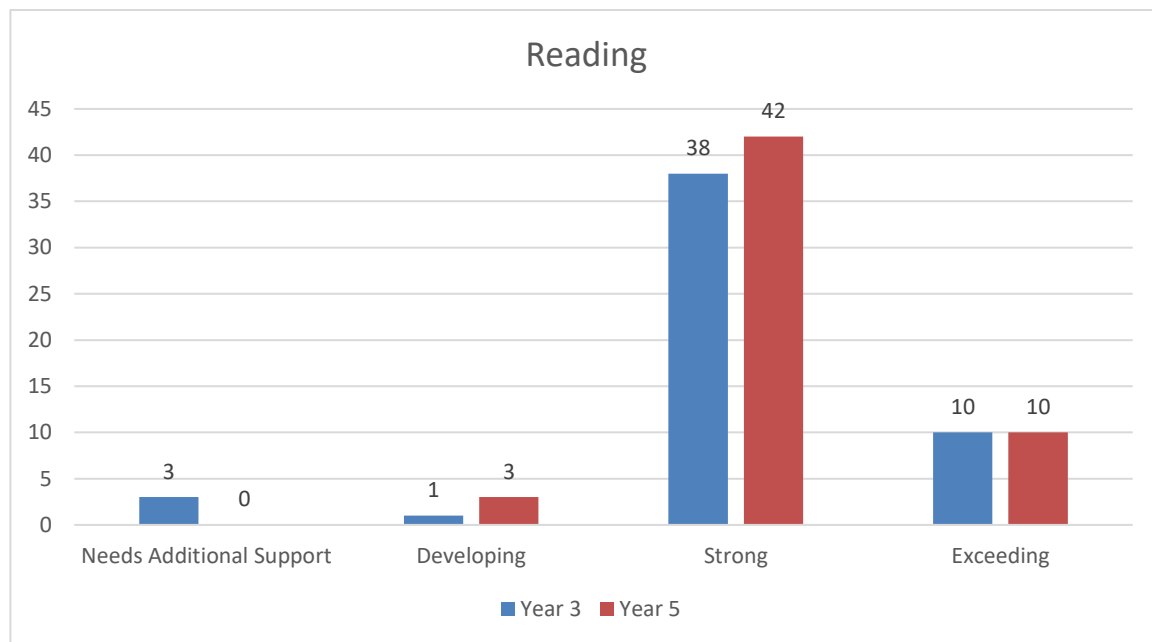
We're thrilled to share that our Spelling results have shown exceptional strength across the board. In both Year 3 and Year 5, there was a noticeable absence of students identified as needing additional support. This is validation of the effectiveness of our Spelling Mastery program, which is evidently having a substantial impact on our students' learning outcomes. During our discussions, our phonics program, "Letter's and Sounds," emerged as a crucial component of our success also. This program lays the essential foundation needed for students to excel in Spelling Mastery. The consistent daily practice and dedication to phonics across the entire school have played a crucial role in driving our impressive spelling results this year.

While celebrating our strong performance, our staff also engaged in thoughtful discussions. It was observed that while many students are performing strongly, there is a desire to see more students in the exceeding category. This has led us to contemplate how we can better support those students currently within the strong category to extend their learning even further, pushing them into the next bracket of achievement.

However, our attention has also been drawn to a specific group: the 11 students in Year 5 who didn't fall into the strong or exceeding categories. 7 of the students are currently being managed by the student services team. This has prompted us as school to take a closer look at the remaining students and their individual needs, and whether they are receiving the necessary support to help them reach a stronger level of proficiency.

In summary, our staff had plenty of reasons to celebrate, as our Spelling data highlights the impact that our spelling mastery program and the foundational work in phonics within the early years is having on our students. While we celebrate the absence of students needing additional support, our commitment to continuous improvement remains. We are dedicated to finding ways to further elevate our students' achievements in spelling, ensuring that even more of them move into the exceeding category and reach their full potential.

Reading



Comments:

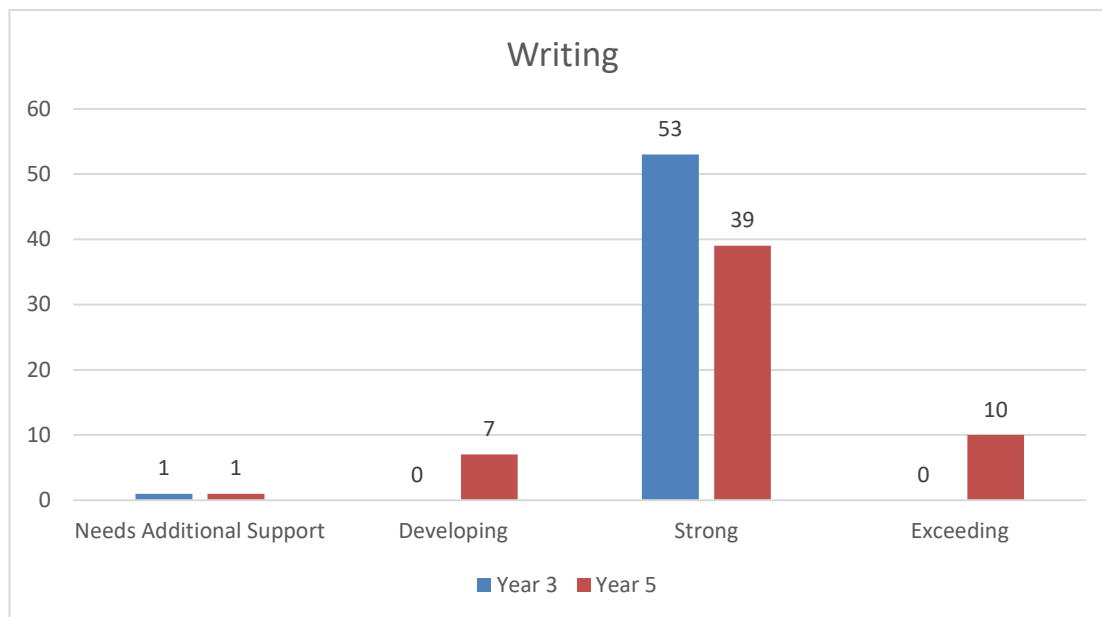
Reading Scale: This scale measures a student's reading skills and comprehension. It assesses their ability to understand and interpret various types of texts, such as narratives, persuasive texts, and informational materials.

We are excited to share that this year's Reading results have showcased significant achievement in our students' performance, with a considerable number of them achieving strong and exceeding levels. A highlight for Year 5 is that there were no students identified as needing support, and only 3 students were placed in the developing category. These 3 students are receiving close attention, with monitoring taking place at both the classroom and student services levels to ensure they receive the necessary support and guidance.

While we celebrate the strong performance of many students, our dedicated staff is fully committed to fostering the potential of our high-achieving students and closing the gap for those in the developing category. Our staff engaged in collaborative discussions and discussed the possibility of implementing an evidence-based reading program in 2024. Such a program would cater to students across the full spectrum of abilities, ensuring that both those who excel and those who require additional support benefit from targeted and effective instruction.

The conversations among our staff and the consideration of investing in an evidence-based reading program highlight our commitment to constant progress and support in assisting these students in bridging the gap between their current performance and the strong category.

Writing



Comments:

Writing Scale: The writing scale evaluates a student's writing proficiency. It considers their ability to craft well-structured and coherent written pieces, including narratives, persuasive essays, and informative texts.

Our recent Writing results reflect steady and consistent data with both Year 3 and Year 5 students demonstrating strong overall performance. While this is certainly an accomplishment to be proud of, it has also sparked productive discussions among our staff about how we can further enhance the educational experience for all our students. One specific area of focus during these discussions was the absence of students identified as exceeding in Year 3 writing. While we celebrate the strong performances of our students, we are equally determined to provide opportunities for our high-achieving students to push their boundaries further. Our staff are actively exploring various strategies and approaches to challenge and enrich the learning experiences of these students, ensuring they have the chance to reach the exceeding level of proficiency in Year 3 and Year 5.

Students who are in the developmental stage or require additional support already receive intervention support from our student services team. Our staff were deeply engaged in discussions about how we can continue to assist these students in bridging the gap between their current performance and the strong category.

While we take pride in our strong results, we acknowledge that our journey towards excellence in writing is an ongoing process. Our dedication to improvement and our commitment to providing tailored support for all students remain at the core of our school's business plan.

National Quality Standard

Date: 10/11/23

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice		
Quality Area 2	Children's health and safety		
Quality Area 3	Physical environment		
Quality Area 4	Staffing arrangements		
Quality Area 5	Relationships with children		
Quality Area 6	Collaborative partnerships with families and communities		
Quality Area 7	Governance and Leadership		

Comments:

The National Quality Standard is comprehensive and sets a 'high bar' for early childhood education and care. To be considered as 'meeting' the National Quality Standard, it is necessary to meet every element that makes up every standard within all seven quality areas.

Standard 1

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE			
STANDARD 1.1 PROGRAM: The educational program enhances each child's learning and development.			
ELEMENTS		Determination	
Element 1.1.1 Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	WT	M
Element 1.1.2 Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.	WT	M
Element 1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	WT	M
Determination STANDARD 1.1		WT	M
ELEMENTS		Determination	
Element 1.2.1 Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	WT	M
Element 1.2.2 Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.	WT	M
Element 1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	WT	M
Determination - STANDARD 1.2		WT	M
STANDARD 1.3 ASSESSMENT AND PLANNING: School administrators and educators take a planned and reflective approach to implementing the program for each child.			
ELEMENTS		Determination	
Element 1.3.1 Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection.	WT	M
Element 1.3.2 Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	WT	M
Element 1.3.3 Information for families	Families are informed about the program and their child's progress.	WT	M
Determination - STANDARD 1.3		WT	M
QUALITY AREA 1 DETERMINATION		WT	M

Comments:

Focus for improvement : Element 1.2.2 - Responsive teaching and scaffolding

Over the past year, our school has successfully enhanced the incorporation of intentional play-based learning in Year 1 and Year 2, resulting in positive outcomes. In each classroom, you will find a designated investigation area which is changed on a weekly basis. Our curriculum leader responsible for "Play," continues to work closely with classroom teachers to enhance the differentiation of intentional teaching and learning spaces linked to the ideas and interests of students. We recognise that this is an area of improvement and remain committed to actively engaging with students' ideas and interests to create adaptable investigation areas that directly align with students' input, feedback, and prior knowledge of curriculum areas. Our staff continue to employ open-ended questions, interactions, and feedback as tools to extend students' learning, enriching their educational journey.

Standard 2

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY			
STANDARD 2.1 HEALTH: Each child's health and physical activity is supported and promoted.			
ELEMENTS		Determination	
Element 2.1.1 Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation.	WT	M
Element 2.1.2 Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	WT	M
Element 2.1.3 Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	WT	M
Determination STANDARD 1.1		WT	M
Standard 2.2 SAFETY: Each child is protected.			
ELEMENTS		Determination	
Element 2.2.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	WT	M
Element 2.2.2 Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	WT	M
Element 2.2.3 Child protection	School administrators, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	WT	M
Determination STANDARD 2.2		WT	M
QUALITY AREA 2 DETERMINATION		WT	M

Comments:

Focus for improvement: Element 2.2.1 - Supervision

Deanmore Primary School takes the safety and well-being of our students very seriously. While we strive to adhere to supervision guidelines, it's essential to acknowledge that, at times, we face challenges in maintaining the ideal staff-to-student ratio when overseeing students in outdoor environments. We consistently maintain the current processes and ensure that all new staff and casual staff are inducted on these processes and procedures to ensure we provide adequate supervision to all students. We continually review and refine our existing processes to ensure that we can deliver the highest level of supervision to all our students, even in situations that may pose staffing challenges.

Standard 3

QUALITY AREA 3: PHYSICAL ENVIRONMENT			
STANDARD 3.1 DESIGN: The design of the facilities is appropriate for the operation of a school.			
ELEMENTS		Determination	
Element 3.1.1 Fit for purpose	Outdoor and indoor spaces, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.	WT	M
Element 3.1.2 Upkeep	Premises, furniture, and equipment are safe, clean, and well maintained.	WT	M
Determination STANDARD 3.1		WT	M
STANDARD 3.2 USE: The school environment is inclusive, promotes competence and supports exploration and play-based learning.			
ELEMENTS		Determination	
Element 3.2.1 Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	WT	M
Element 3.2.2 Resources support play-based learning	Resources, materials, and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	WT	M
Element 3.2.3 Environmentally responsible	The school cares for the environment and supports children to become environmentally responsible.	WT	M
Determination STANDARD 3.2		WT	M
QUALITY AREA 3 DETERMINATION		WT	M

Comments:

Play is a priority in whole school strategic planning. The whole of the staff engages in weekly planning sessions where they are seen to plan outdoor play opportunities. Staff in K & PP plan for indoor and outdoor environments and incorporate play into their teaching and learning program for the early years.

Standard 4

QUALITY AREA 4: STAFFING ARRANGEMENTS			
STANDARD 4.1 STAFFING ARRANGEMENTS: Staffing arrangements enhance children's learning and development.			
ELEMENTS		Determination	
Element 4.1.1 Organisation of educators	The organisation of educators across the school supports children's learning and development.	WT	M
Element 4.1.2 Continuity of staff	Every effort is made for children to experience continuity of educators at the school.	WT	M
Determination STANDARD 4.1		WT	M
STANDARD 4.2 PROFESSIONALISM: School administrators, educators and staff are collaborative, respectful, and ethical.			
ELEMENTS		Determination	
Element 4.2.1 Professional collaboration	School administrators, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	WT	M
Element 4.2.2 Professional standards	Professional standards guide practice, interactions, and relationships.	WT	M
Determination STANDARD 4.2		WT	M
QUALITY AREA 4 DETERMINATION		WT	M

Comments:

Although we are meeting all areas in this domain, our school has an ongoing commitment to working collaboratively to continually improve practice and to ensure that all students are accessing consistent learning opportunities in a safe and supportive environment. This aligns with our whole school approach and School's business plan.

Standard 5

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN			
STANDARD 5.1 RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN: Respectful and equitable relationships are developed and maintained with each child.			
ELEMENTS		Determination	
Element 5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.	WT	M
Element 5.1.2 Dignity and rights of the child	The dignity and rights of every child are maintained.	WT	M
Determination STANDARD 5.1		WT	M
STANDARD 5.2 RELATIONSHIPS BETWEEN CHILDREN: Each child is supported to build and maintain sensitive and responsive relationships.			
ELEMENTS		Determination	
Element 5.2.1 Collaborative learning	Children are supported to collaborate, learn from, and help each other.	WT	M
Element 5.2.2 Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.	WT	M
Determination STANDARD 5.2		WT	M
QUALITY AREA 5 DETERMINATION		WT	M

Comments:

Relationships are a priority in whole school strategic planning. We believe that successful learning cannot take place without positive relationships. Staff always take the time to build relationships with their students.

Standard 6

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES			
STANDARD 6.1 SUPPORTIVE RELATIONSHIPS WITH FAMILIES: Respectful relationships with families are developed and maintained and families are supported in their parenting role.			
ELEMENTS		Determination	
Element 6.1.1 Engagement with the school	Families are supported from enrolment to be involved in the school and contribute to school decisions.	WT	M
Element 6.1.2 Parent views are respected	The expertise, culture, values, and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.	WT	M
Element 6.1.3 Families are supported	Current information is available to families about the school and relevant community services and resources to support parenting and family wellbeing.	WT	M
Determination STANDARD 6.1		WT	M
STANDARD 6.2 COLLABORATIVE PARTNERSHIPS: Collaborative partnerships enhance children's inclusion, learning and wellbeing.			
ELEMENTS		Determination	
Element 6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	WT	M
Element 6.2.2 Access and participation	Effective partnerships support children's access, inclusion, and participation in the program.	WT	M
Element 6.2.3 Community engagement	The school builds relationships and engages with its community.	WT	M
Determination STANDARD 6.2		WT	M
QUALITY AREA 6 DETERMINATION		WT	M

Comments:

Relationships are a priority in whole school strategic planning. We promote strong communication practices with families to connect and to share current learning and student outcomes. We promote parent involvement through parent help and directed roles to support classroom learning.

Standard 7

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP			
STANDARD 7.1 GOVERNANCE			
Governance supports the operation of a quality school.			
ELEMENTS		Determination	
Element 7.1.1 School philosophy and purpose	A statement of philosophy guides all aspects of the school's operations.	WT	M
Element 7.1.2 Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality school.	WT	M
Element 7.1.3 Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the school.	WT	M
Determination STANDARD 7.1		WT	M
STANDARD 7.2 LEADERSHIP			
Effective leadership builds and promotes a positive organisational culture and professional learning community.			
ELEMENTS		Determination	
Element 7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.	WT	M
Element 7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	WT	M
Element 7.2.3 Development of professionals	School administrators and educators' performance is regularly evaluated, and individual plans are in place to support learning and development.	WT	M
Determination STANDARD 7.2		WT	M
QUALITY AREA 7 DETERMINATION		WT	M

Comments:

Leadership is a focus in the whole school strategic planning. We strive to build the capacity of leaders in our school and in our system. We have several expert staff who make up the Curriculum Leaders' team and who manage a particular portfolio.

Post School Destination

Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	19	14	33
1259 Newman College	7	9	16
4057 Carine Senior High School	3	7	10
1193 Hale School	4		4
1157 St Mary's Anglican Girls' Sch		3	3
4004 Balcatta Senior High School		2	2
4206 Fremantle College	1		1
1121 Iona Presentation College		1	1
1249 John Xxiii College	1		1
1149 Mercedes College		1	1
4042 Perth Modern School		1	1

Comments:

Of the students who left year 6 in 2022, 46 students went to a public school and 27 went into the private school system. We continue to work with our local public school to raise their profiles in our community.

School Funding 2023

Student Centred Funding 2023

Per Student Funding	\$	4,093,762.00
Student and School Characteristics	\$	442,414.10
Disability Adjustments	\$	19,102.32
Targeted Initiatives	\$	158,382.62
Operational Response Allocation	\$	5,698.00
Regional Allocation	\$	0.00
Total 2023	\$	4,719,359.04
Transition Adjustment	\$	0.00
Total After Transition Adjustment	\$	4,719,359.04

Comments:

Student Centred Funding increased 30,000 from the previous year. This is due to the increased rates for students for the 2023 school year.

Per Student Funding – At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	70	0	\$369,810.00
Pre-primary	52	0	\$477,256.00
Year 1	61	0	\$559,858.00
Year 2	66	0	\$605,748.00
Year 3	73	0	\$669,994.00
Year 4	72	0	\$552,168.00
Year 5	59	0	\$452,471.00
Year 6	53	0	\$406,457.00
Total	506	0	\$4,093,762.00

Comments:

The decision to open four kindy groups allowed for 10 more students in the Kindergarten program. This number of additional students was not cost effective for the school and a return to three groups is planned for 2024.

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	12.00	\$23,163.00
Disability	13.71	\$251,606.01
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	20.24	\$15,360.59
Sub Total		\$290,129.60
School Characteristics		
Enrolment-Linked Base		\$152,284.50
Locality		\$0.00
Sub Total		\$152,284.50
Total		\$442,414.10

Comments:

We are increasing enrolments of students who identify as Aboriginal as well as those with a diagnosed disability. This attracts additional funding to the school to meet the needs of the changing demographic.

Targeted Initiatives

	Amount
Targeted Initiative: In School State Funded Chaplaincy Program	\$23,211.84
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,369.24
Targeted Initiative: Preschool Reform Agreement	\$73,920.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$36,512.30
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,369.24
Total	\$158,382.62

Comments:

Although the school received funding for the Chaplaincy Program, we were unable to secure someone in the role and therefore returned the funding to the program at the end of 2023. Recruitment for a suitable applicant is a priority for 2024.

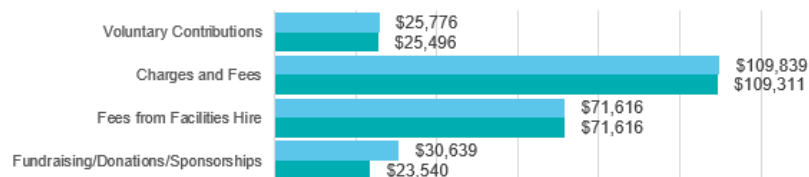
One Line Budget Summary

ONE LINE BUDGET - 0		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	71,577	71,577
Carry Forward (Salary):	84,121	84,121
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,785,544	4,785,544
Locally Raised Funds:	314,064	321,972
Total Funds:	5,255,305	5,263,213
EXPENDITURE		
Salaries:	4,641,679	4,641,679
Goods and Services (Cash):	540,727	434,645
Total Expenditure:	5,182,406	5,076,323
VARIANCE:	72,899	186,890

Comments:

The School raised higher-than-expected local funds which contributed to the increased variance in the budget. The large discrepancy in the budgeted funds and actual funds was due to credit card clearing processes, meaning the December spend was not yet paid for at the close of year. These funds will be rolled over and allocated to the credit card clearing account to start the 2024 school year.

Locally Generated Revenue – Budget vs Actual



Comments:

This graph demonstrated our ability to accurately predict collection rates on Voluntary Contributions and facility hire. Our main variance is in the fundraising and donations collected, which is dependant on the billing and invoice cycle of the P&C. At the close of the

budget there were a number of items the P&C had outstanding for end of year graduation events.

Operational Response Allocation (Detail)

	Amount
Operational Response: Dental Therapy Clinics	\$5,698.00
Total	\$5,698.00

Comments:

The school continues to host the Dental Therapy Clinic on site and therefore receive the appropriate operation response allocation for the additional cost to financial resources in the school.

School Improvement

Deanmore Primary School Board is happy to deliver the outcomes of the school business plan. Our Plan 2021 - 2023.

See Appendix A – End of Cycle Review (attached)

School Celebrations 2023

Deanmore Primary School continued to grow the positive culture of Team Deanmore throughout the year. The following are some of the achievement from this year:

- Addition of Resilience as a whole school value
- Successful Team Deanmore Day, including Colour Run
- Year 6 School Camp and Excursions
- Representation in the Solar Car Challenge
- Interschool Spelling Bee Champions from several year groups
- Interschool Athletics overall winners
- Numero Competition Representation
- Mass Choir Festival Representation
- Parent and Staff Band performances
- Interschool Surfing Competition
- Deepening of Cultural Understanding among the staff group
- Addition of Authentic Acknowledgements of Country to school events

Our Plan 2021 - 2023

End of Cycle Review



Our Plan 2021 - 2023

November 2023 Review

I Identify and Develop Expert



Using data, we identify areas of need across the school and then develop an expert to lead change.

B Build Capacity and Change Practice



We build the capacity of the leaders and staff to support the change in practice across the school.

E Embed in School Expectations



We fine tune our expectations and embed these across the school.

C Evident in Whole School Consistent Practice



Our changes are complete when it is evident they are embedded in whole school practice and monitored through school self-assessment.



Celebrations



When asked our staff were proud of the following achievements in this planning cycle:

- Leadership opportunities provided amongst staff members
- Implementation of the new school value, Resilience, among staff and students
- Improvements in Mathematics, with the introduction of explicit warm-ups in each class
- Staff supporting one another to maintain a positive staff culture
- Effort to understand the Aboriginal and Torres Strait Islander cultures and embed this within teaching and learning
- Embedded personal acknowledgement of country into assemblies from both staff and year 6 leadership.
- Phase of Learning teams showing a consistent approach to teaching and learning.
- Continuation of the F+ Spelling Mastery class to extend our gifted students.
- Every student identified as being at risk is placed on individual documented plans through the SEN platform, and staff are supported by our learning support coordinator with conferences with parents. WEBEX meetings are also provided for parents who can not attend meetings.
- 2022-2023 - cross country distance run champion. Clear evidence of the effective and explicit teaching of FMS and run club.
- Consistence excursions, Collaborative planning
- Curriculum leaders in place
- Organisation of resources

Recommendations

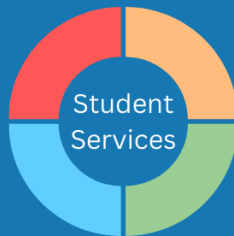
The leadership team and staff collaborated on the following recommendations for the next planning cycle.

1. Continue a leadership growth strategy
2. Continue to fund the LSC role to oversee student services
3. Introduce new approach to reading
4. Continue to develop staff understanding of teaching Mathematics
5. Introduce common approach to the teaching of Grammar
6. Continue with the school RAP plan
7. Introduce whole school morning fitness
8. Develop staff understanding of Gifted and Talented students
9. Develop staff understanding of Critical and Creative thinking





We've enhanced the leadership capabilities within our school and system. Staff members nominated for a program underwent 18 months of study with Dr. Tara Smith, focusing on change management and effective people management. Notably, eight participants from the program have secured promotions in leadership roles, including Principal and Deputy positions, as well as those who achieved their Level Three Teacher Status.



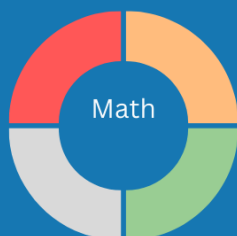
We strategically plan and address the needs of students by employing best practice strategies. Every student identified as being at risk is placed on individual documented plans through the SEN platform, which also serves as the formal reporting tool for these students. We have established processes to ensure that new staff members acquire the necessary skills for this level of planning. The Speech partnership has proven to be valuable in assessing and assisting students with speech and language needs, facilitating referrals for those requiring more intensive intervention. Our support staff undergo training in the implementation of both SoundsWrite and MacLit, a highly successful program that effectively narrows the achievement gap for students. The school has appointed a substantive Psychologist, who is a valued member of the student services team. Additionally, we collaborate with external agencies, including SEN, to provide support for students with diverse needs.



Music has evolved into a cornerstone of our school culture and an integral component of our teaching and learning program. We actively seek and create opportunities for performances and celebrations, which occur multiple times a year and involve diverse groups of students, staff, and community members. The school choir has experienced significant growth, with a notably larger proportion of boys participating. Our comprehensive music program empowers students to explore various tuned instruments throughout their primary school journey, including the recorder, glockenspiel, and ukulele. This approach ensures a rich and varied musical education for our students.



The alignment of beliefs and practices within the Early Childhood area has significantly bolstered the teaching and learning program. This cohesion is evident in the consistency observed across whole school programs and approaches to learning. Striking a balance between academic pace and rigor, social skills, and inquiry learning is a key focus. Synthetic phonics instruction is methodically delivered and tracked from Kindergarten to Year 1, ensuring a seamless progression in literacy skills. Furthermore, the Talk for Writing program is consistently implemented throughout Early Childhood, building upon its foundations each year until students reach Year Three. This integrated and progressive approach contributes to a comprehensive and coherent educational experience for our young learners.



Consistency in the teaching of mathematics has demonstrated marked improvement across the school throughout the life of the business plan. This accomplishment stems from the collaborative efforts of numeracy teacher experts who have worked diligently alongside their peers, engaging in collaborative planning for mathematics learning programs. The school has embraced a comprehensive approach to teaching mental mathematics, ensuring a uniform method is applied throughout. Additionally, a consistent approach to teaching mathematical vocabulary has been implemented across all grades. Staff members have actively enhanced their abilities to administer and analyze mathematical data, with a particular focus on tools like PAT-M. This skill development equips them to better support numeracy learning across the entire school.



The introduction of Spelling Mastery has marked a remarkable improvement in spelling results across the entire school. Teachers have demonstrated a heightened understanding of whole school programs, including Talk 4 Write, Letters and Sounds, and 7 Steps for Writing. Additionally, they confidently utilize BrightPath for assessing and monitoring student progress. The implementation of PAT-R has streamlined assessment requirements for teachers, offering a more nuanced analysis of student reading abilities. However, it was noted that Guided Reading did not yield the desired outcomes, prompting a renewed focus on Reading as a priority area in the upcoming planning cycle. This reflective approach underscores the school's commitment to continuous improvement and the ongoing refinement of instructional practices.



The staff, students, and community have actively engaged in substantial learning regarding Aboriginal culture. The school has established and implemented a Reconciliation Action Plan, collaborating with experts from both our local community and beyond to deepen our understanding of Aboriginal culture. This ongoing effort includes exploring ways to adapt our practices to be more inclusive. Despite encountering resistance from a small number of parents opposed to the focus on Aboriginal culture, the school has persevered. As a result, authentic practices rooted in cultural awareness are now embedded across various facets of the school, reflecting a commitment to fostering inclusivity and cultural understanding. Continuing to learn and take action on Cultural Understandings will remain a focal point in the school over the next planning cycle and beyond.



Staff members participated in a series of professional learning sessions facilitated by key personnel, aimed at enhancing their understanding of play and its significance in the learning process. Resources have been developed to facilitate seamless implementation of these insights into the curriculum. The approach and expectations for students engaging in play have been seamlessly integrated into the school's Team Deanmore (PBS) program. Designated play spaces have been strategically incorporated within classrooms and throughout the school grounds, providing students with ample opportunities for constructive and enriching play experiences.



The teaching and learning of Physical Education have experienced notable improvements through the introduction and integration of the Kiddo program. Several staff members, including non-teaching personnel in the early childhood area, have received training in this initiative. The fine-grain teaching of fundamental movement skills has resulted in a measurable increase in student performance, evident in personal best records and the school's success at various carnivals. Looking ahead, a goal for the next planning cycle is to expand this success to include morning fitness programs. Challenges posed by health directives and restrictions, made our attempts to involve more parents in the Running Club unattainable. In response, we adjusted our approach, refocusing the purpose of the Running Club to make it more manageable for staff with reduced parent support.



Through a deliberate and intensive series of lesson observations and constructive feedback, staff members have significantly enhanced their delivery of learning experiences, adhering to the set Deanmore lesson design. This has led to a very consistent approach to teaching and learning throughout the school. New staff members undergo a comprehensive induction process facilitated by their experienced colleagues. In addition, they receive specialized support from the Impact Coach, ensuring a smooth assimilation into the school's instructional framework and fostering a collaborative and supportive learning environment.



Following the departure of the key staff member driving the Be You project, there was a critical reassessment of the program's necessity. With the backing of the School Board, a collective decision was made to prioritize building resilience and seamlessly integrating it into our existing programs, notably Team Deanmore (PBS) and the Zone of Regulation. This strategic shift led to a strengthening of the implementation methods for both programs, fostering a renewed focus on holistic well-being within the school community.



Children were extended invitations to participate in a diverse array of lessons aimed at exploring their unique talents. These opportunities encompassed various domains such as visual arts, specialist guitar, band, science competitions, numero, and running club. While notable progress has been achieved in certain areas of Gifted and Talented Education, this will persist as a central focus in the upcoming cycle of school planning. Some staff members attended professional learning sessions to enhance their ability to identify and provide better support for students identified as gifted or with identified talents. The commitment to nurturing and developing the unique strengths of each child will remain a focus in the coming years.



The teaching of digital technologies has improved across the school with staff receiving coaching and working alongside in-school experts to enhance their skills and confidence. A bank of devices is available for teachers to use in lessons, ensuring the effective delivery of the digital technologies curriculum. The school's BYOD program has evolved to provide greater access for students in grades 4 to 6. Changes of leaders in this area have been the biggest barrier to us realizing the full potential of our planning efforts. Additionally, science education has flourished, experiencing growth and strength through well-established cross-school collaboration practices.



Two key staff were identified and completed training to upskill in the area of Critical and Creative Thinking. These staff implemented the program in their classrooms (Kindergarten and year 5/6) and both experienced success. More staff were identified to complete the training. Unfortunately due to COVID-19 the course did not run the following year and took some time to reestablish. One of the original staff members trained has also left the school in this time. By the time the program was reestablished, we felt it wasn't the right time to reengage with the program and put this on hold in 2023.

Achievement of Strategic Intents

Establish a group of identified team leaders ready and able to take up leadership positions in 2021.

Build the leadership capacity of staff at various levels and stages.

Enable succession planning within the school.

Build the capacity of leaders in the system.

Staff will have a shared understanding of critical and creative thinking

Elements of critical and creative thinking will be utilised in every classroom every day

Engage individual students gifts and promote their talents in all areas

An established development sequence for all staff

Teachers use a set of lesson design across all learning areas

Impact coaches working with teachers to improve their effectiveness in whole school priority areas

Staff have a shared understanding of significant local indigenous sites and connections to culture

Community education of local indigenous sites and culture

Staff teach students about local sites and school connections to culture. E.g. faction names and history

All K-1 teachers collaboratively and confidently planning, teaching and assessing Letters and Sounds

All K-3 teachers collaboratively and confidently planning, teaching and assessing Talk 4 Writing.

Year 3-6 planning, teaching and assessing Seven steps for Writing success.

Spelling Mastery levels match or above appropriate year level for years 1-4.

K-6 teachers use Brightpath to assess and moderate writing samples.

Common expectations for administration and assessment of all Deanmore Literacy teaching programs.

K-6 teachers have a common language and shared understanding of Guided Reading implementation.

Established team of technology for learning experts to support staff to plan, teach and assess with and for technologies.

Students have ongoing access to devices to support authentic learning opportunities.

A low variation Digital technologies curriculum is delivered from K-6.

Enhance student creativity, problem-solving, self-direction and collaboration skills.

Establish sustainable staff/parent lead weekly running club.

Established Intergenerational Choir

School Performing Choirs

All students have the opportunity to play a variety of tuned instruments by the end of primary school.

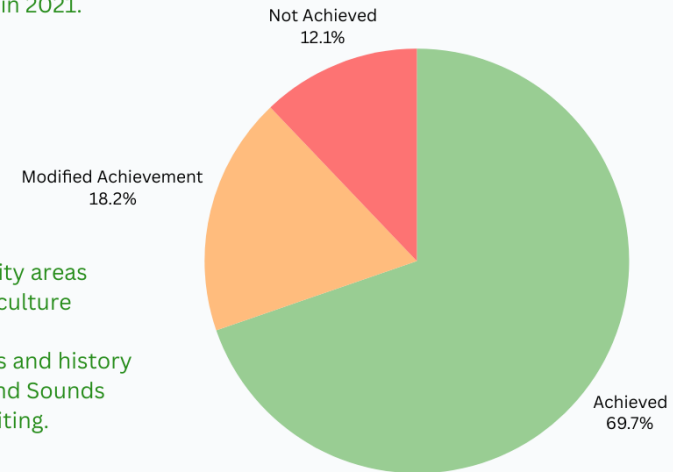
Established String Ensemble and or School Band.

Classroom teachers will have a developed understanding of the Australian Curriculum Proficiencies in Mathematics and apply them to their teaching.

Maths Literacies (vocabulary, symbols, graphical images) will feature in all Mathematics lessons.

Planned intervention in the teaching and learning of basic facts, leading to improved mental computation and fluency.

Use data to inform the teaching of Mathematics.



Identified Failure Indicators and Their Actual Impact



Resources not Purchased



Negative Attitudes



Lack of Training and Support



Wrong Goals Set



Staff Turnover



Lack of Staff



Workload Management



Financial Constraints



Unwillingness to change



Poor Communication



Time Restraints



Global Events



Poor Relationships



Inconsistent Data



Community Interference



Lack of Participation



Staff Overwhelmed



Lack of Follow Through



Lack of Accountability

