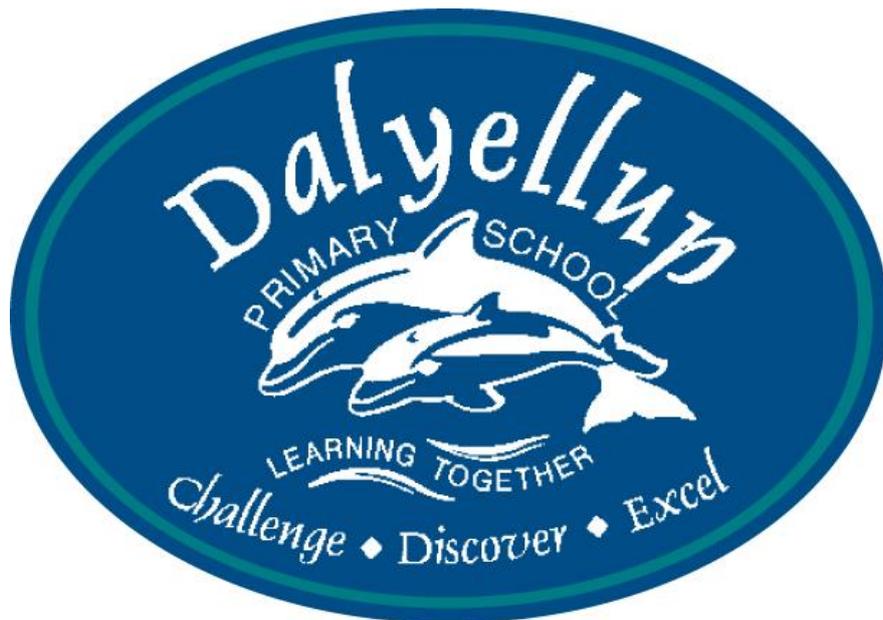




Annual Report

2015



Understanding the Annual Report

The Annual report provides parents, caregivers and members of the community an overview of Dalyellup Primary School's performance over the past year. It provides information about student attendance, academic performance, school programs and staff development. This report is a small component of the total reporting the school does, and should be read in conjunction with student reports, newsletters, school board minutes, P&C minutes and other documents.

Where a parent wishes to discuss the Annual Report in greater detail, they are requested to contact the school office on 9795 2999 to arrange an appointment with a member of the Administration team.

Dalyellup Primary School

2015 was a very busy year for Dalyellup Primary School. The school underwent an Independent Review during the year as part of the Independent Public Schools process, which affirmed many of the excellent processes in place at the school and which offered direction for future improvement. Strong links continue to be shared between Dalyellup College and Dalyellup Primary School, with 2015 being the first year that the BYOD (Bring Your Own Device) program that has operated at the primary school was extended into the secondary setting.

The growth of Tuart Forest Primary School has reduced the accommodation pressure previously experienced at Dalyellup Primary School. Student numbers (see below) are gradually decreasing and this trend is anticipated to continue in years to come.

Significant capital works occurred during 2015, with the aim of improving the facilities available to our students. Air conditioning was installed to all rooms across the school, including the Undercover area. Roller doors were installed to the wet areas in all of our teaching blocks, improving security out of hours and providing additional instructional spaces for staff. A new surface was laid on the basketball courts, bringing these up to an acceptable standard for student use, and a large number of semi mature trees were planted to provide additional shaded areas at break time. The National Broadband Network connection was completed, improving the speed with which staff and students can access data. Work was commenced on the planned nature play area and this is scheduled to be completed early in 2016.

Student Numbers

Dalyellup Primary School commenced the 2015 school year with 727 children from Kindergarten to Year 6. The breakdown of years at school and gender is included in the table below

	Male	Female	Total
Kindergarten	40	35	75
Pre Primary	34	25	59
Year 1	46	35	81
Year 2	50	42	92
Year 3	54	54	108
Year 4	48	57	105
Year 5	53	54	107
Year 6	51	49	100
Total	376	351	727

There were a total of 71 Aboriginal students enrolled.

Attendance

Attendance rates at Dalyellup Primary for the school year, although improved from 2014, were still below the average for all WA Public Schools.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2013	93.0%	92.6%
2014	91.6%	92.1%
2015	92.4%	92.7%

Attendance rates at all years of study (with the exception of Year 3) were below state averages, in some years quite significantly. There is a very strong correlation between regular school attendance, educational achievement and career prospects. Parents need to be aware that their failure to ensure that children attend school regularly is condemning their child to a lifetime of limited employment prospects and increased health issues.

Attendance % - Primary Year Levels

	Attendance Rate					
	Y01	Y02	Y03	Y04	Y05	Y06
Dalyellup P.S	91.2%	92.7%	94.3%	92.2%	92.3%	91.5%
WA Public Schools 2015	92.5%	92.8%	93.1%	93.1%	93%	93%

Demographics

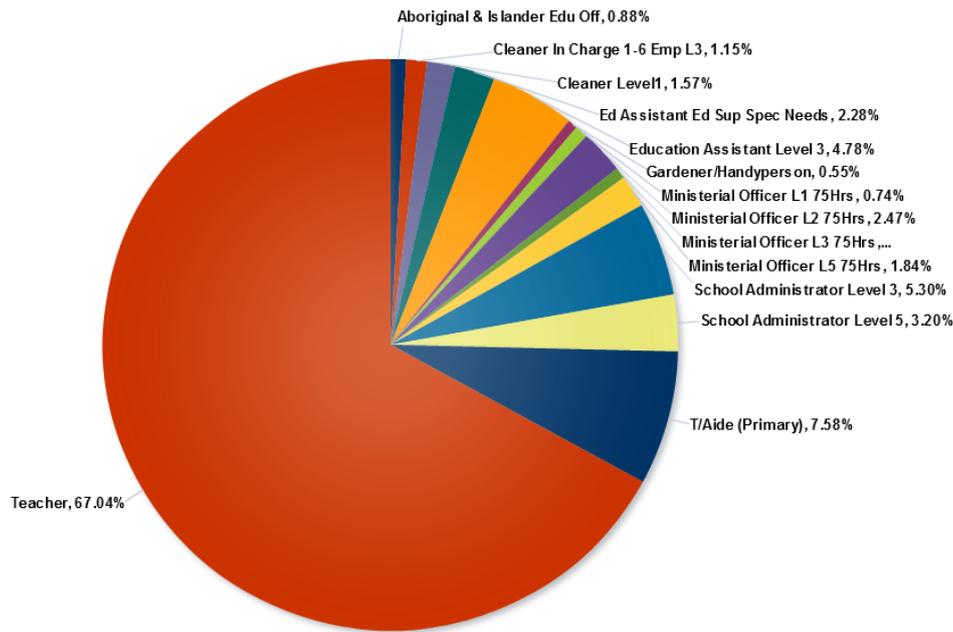
As a local intake school, Dalyellup Primary School guarantees enrolment for any child residing within our catchment area. Significant interest is received annually from children residing outside of our area, however our large student numbers and the requirement to guarantee a place for everyone who lives within our catchment area means that these applications are rarely approved. Our student demographic for 2015 was as follows:

Dalyellup Beach Estate	605	83%
Gelorup	59	8%
Stratham	19	2%
Bunbury	11	1%
College Grove	9	1%
South Bunbury	7	>1%
Usher	6	>1%
Capel	4	>1%
Other	7	>1%

Students attending Dalyellup Primary School come from 12 different countries.

Staffing

The 2015 school year commenced with the following staff employed at Dalyellup Primary School.



All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board of Western Australia.

All staff are fully qualified with regard to Working with Children clearance.

Significant professional learning was undertaken by all staff, teaching and non-teaching, to ensure that the learning environment provided to children is of the highest order. During 2015, staff were involved in the following professional learning.

- Managing student behaviour – Positive Behaviour Support
- English – Grammar and Punctuation
- Mathematics
- Geography
- Data analysis
- National Quality Standards – Early Years Schooling
- Smart target documented plans

Business Plan

As an Independent Public school, Dalyellup Primary School is working from a Business Plan that sets the direction for the school for the next 3 years. Our focus for the 2013-2015 period consists of 4 areas –

Children - Central to school operations

Programs will operate at an individual, group, class, year and school level.

Curriculum – Australian Curriculum implementation

Using technology to support student learning. Introduction of Australian Curriculum areas of Science and Humanities & Social Sciences.

Culture – Innovative, committed teaching staff –shared developed leadership across the school. Develop and implement the Positive Behaviour Support (P.B.S) program.

Community – Develop and implement programs that link students to their community. Bluearth, Active After School, Waterwise, Wastewise, CHAT, P&C involvement, Open Night, etc.

During 2014 and into 2015 the following implementation of our Business Plan occurred.

Children

Students at Educational Risk and Talented and Gifted

At Dalyellup Primary School, we aim to support student's individual needs by providing specialised programs for students at educational risk (SAER) and talented and gifted students (TAGs). Our aim is to provide an inclusive learning program that caters for individual need in order to ensure that all of our students are encouraged to achieve their full potential in a safe and supportive learning environment. Identified students are catered for through our English Enrichment Program (EEP), which provides English enhancement (SAER) and extension (TAGs) at specific explicit levels to all students involved in the program.

Students at Educational Risk (SAER)

Our SAER program caters for children from years 2- 5, who are in danger of not reaching their potential or who are not achieving the major learning outcomes at an appropriate rate.

This program specifically focuses on spelling skills and decoding, understanding word patterns, word identification, reading fluency and comprehension.

Students are selected for this program based on our school data, teacher recommendations, interagency recommendations and past report grades. The aim of this program is to support SAER students' individual learning needs by providing them with extra opportunities to work at their own specific level and achieve to their full potential.

Talented and Gifted (TAGs)

Dalyellup Primary School runs an English Extension Program (EEP) for students from year 2- 6. The program aims to develop students' critical and creative thinking, and engage them in a robust, challenging and extended curriculum, which enhances the English program running in each student's classroom. It gives like-minded students the chance to work side by side, both individually and collaboratively in a creative English program that empowers students to become self-directed and life-long learners. Students are challenged and supported to be and achieve their best.

The criterion for inclusion in the program is students who have displayed an outstanding natural ability, strong skills mastery and a high academic performance in English over the past few years. There is also a strong focus on including students who have demonstrated potential but have not been able to consistently realise their potential in the classroom. The EEP endeavours to teach these students strategies to improve their performance and/or passion so as to allow their potential to be more fully realised. All students are identified through a teacher nomination process that involves current year level teachers, past teachers and school administrators.

Curriculum

English -

Dalyellup Primary School is committed to improving the English standards of all students. There is an expectation that at least 25% of each school day be assigned to developing and practising English skills.

The English leaders committee, consisting of a teacher representative from each of the year levels from Kindergarten to year 6 continues to model, monitor and evaluate the school's English plan. This committee changes slightly each year depending on the year level the representatives are currently teaching or the introduction of new staff.

English is divided into;

- Receptive language development – reading, listening, viewing
- Expressive language development – writing, speaking and digital production.

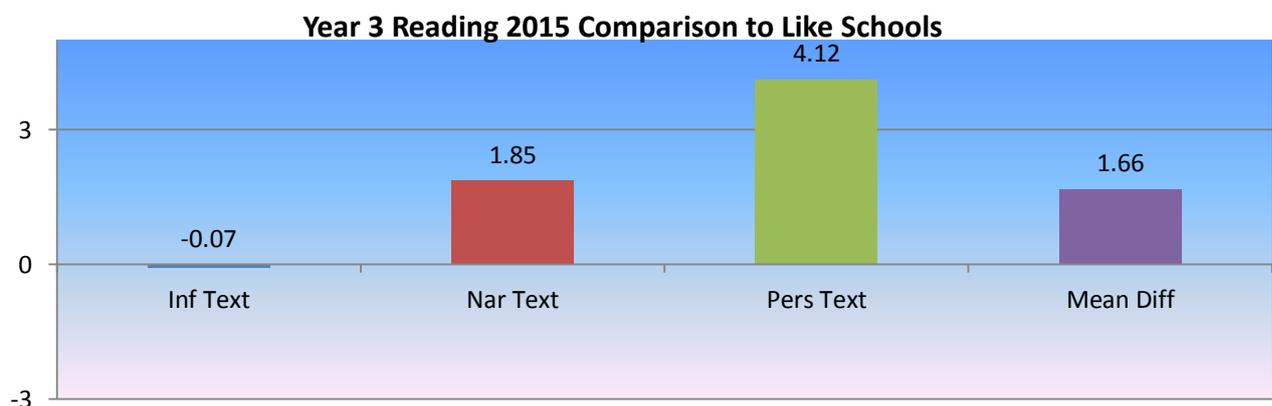
The focus for 2016 is to continue to improve reading comprehension through the development of reading skills. We use a guided reading approach across all years to achieve this goal. All staff were encouraged to attend Professional Learning in the area of Guided Reading with Jill Eggleton in May. The guided reading lessons look different in a Kindergarten setting compared to an upper primary setting due to the cognitive development of the students, however the language of teaching reading is consistent throughout the school. A range of reading resources is used to cater for the diverse range of learners. We subscribe to digital reading programs, use traditional reading texts as well as utilising the iPad program in the school. In 2015 the year 4 -6 students utilised a computer based reading program designed to encourage the reading of "real" books to improve the comprehension of text. The year 3 teachers asked to have their more competent readers included in the program as they could see the benefits of using the program. We will continue with this program in 2016 and provide Professional Learning on the March School Development Day to assist teachers.

We have also focused on spelling as part of the writing process. All primary classes are using the "Smart Words" spelling program. Parents are asked to provide a student work book for their children to use. Our spelling results according to NAPLAN have improved to be near the Australian average however the comparison of data from the Schonell and SA spelling tests indicate age appropriate progress.

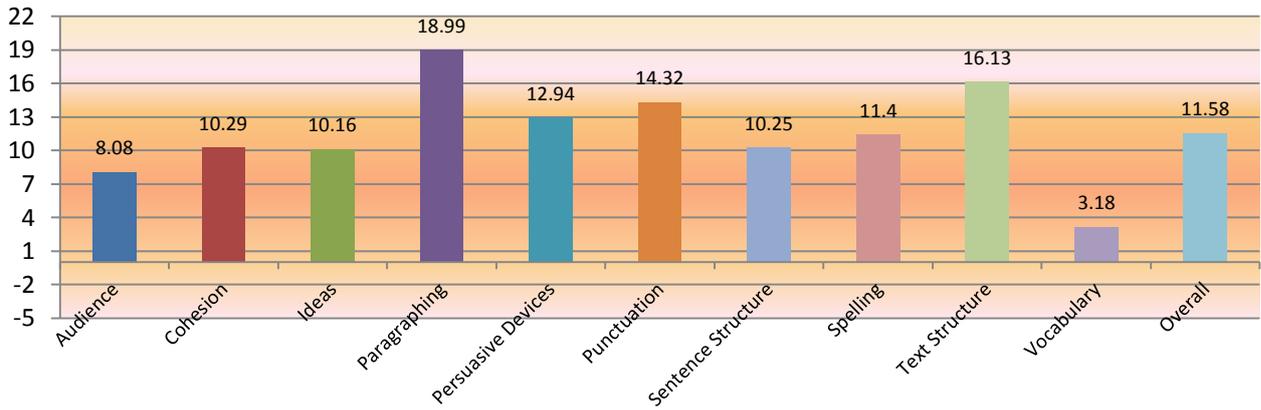
In 2015 the English committee developed a Whole School Plan including a Scope and Sequence for Grammar and Punctuation. The draft plan was presented to staff for their input and the plan is in operation in 2016.

An area for further development has been identified as vocabulary improvement among all students. Professional learning was given at the January School Development Day on improving student vocabulary through short, fun games or activities

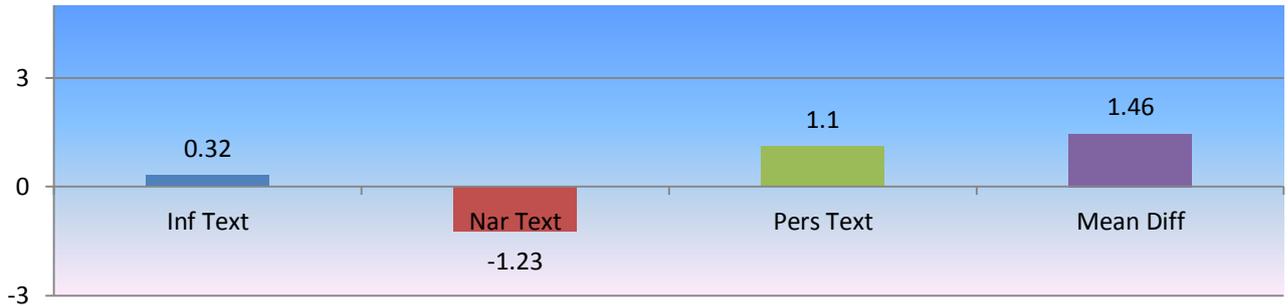
Our results in the English area from the 2015 NAPLAN testing program were as follows:-



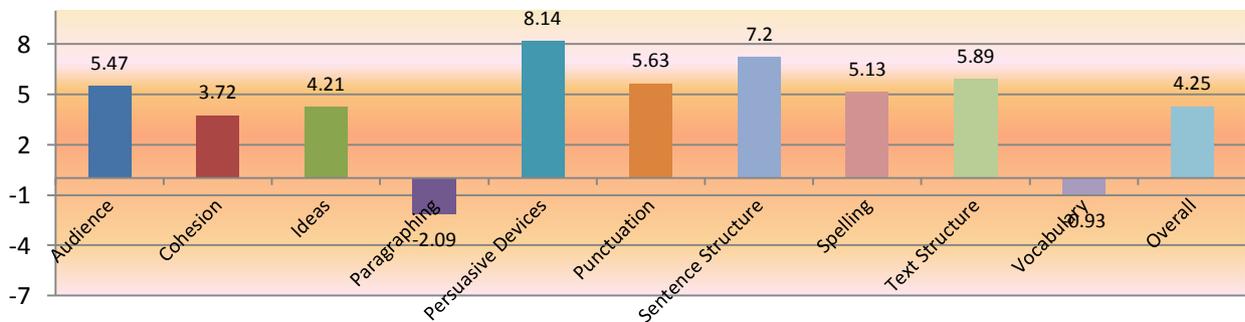
Year 3 Writing 2015 Comparison to Like Schools



Year 5 Reading 2015 Comparison to Like Schools



Year 5 Writing 2015 Comparison to Like Schools

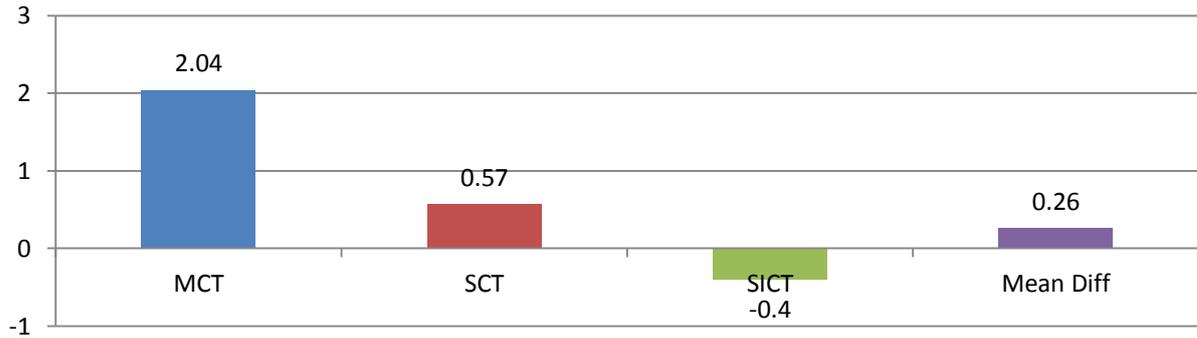


Recommendations arising from NAPLAN results analysis:

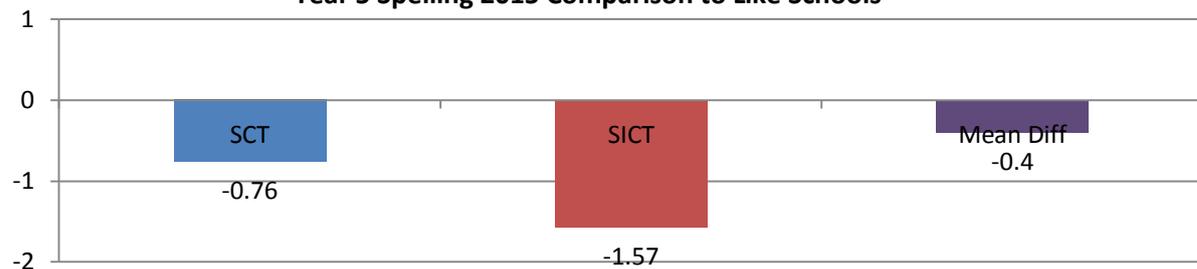
- NAPLAN Results indicated a need to improve in the following key areas:
 - **Year 3 Writing** – Sentence Structure, Vocabulary and Audience.
 - **Year 3 Reading** – Informational Text and Narrative Text
 - **Year 5 Writing** – Cohesion, Vocabulary and Paragraphing
 - **Year 5 Reading** – Narrative Text, and Informational Text

NAPLAN SPELLING

Year 3 Spelling 2015 Comparison to Like Schools



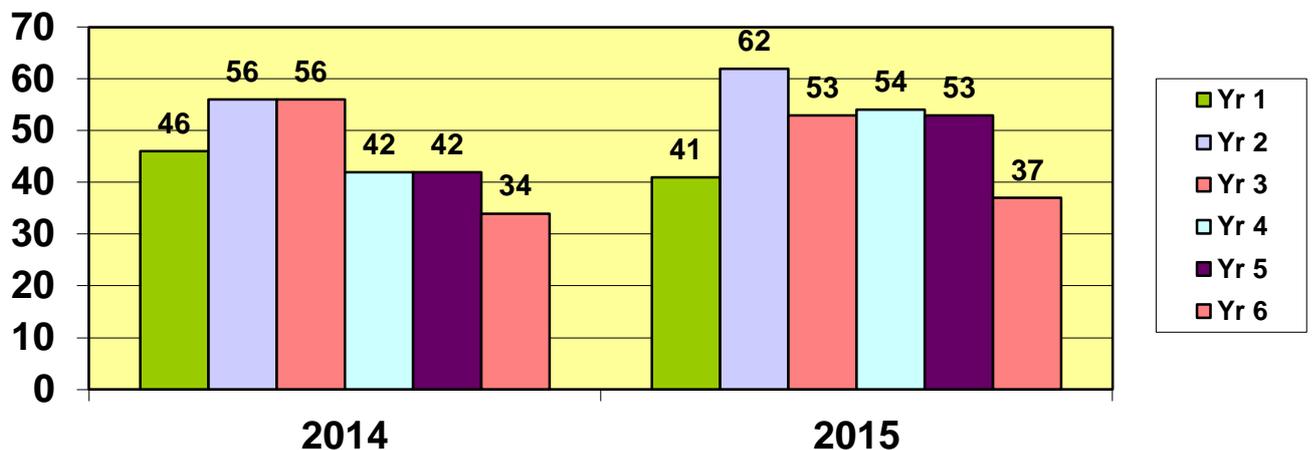
Year 5 Spelling 2015 Comparison to Like Schools



SCHONELLE SPELLING

PERCENTAGE OF STUDENTS AT OR ABOVE EXPECTED SPELLING AGE BY YEAR LEVEL

COMPARISONS BETWEEN 2014 AND 2015

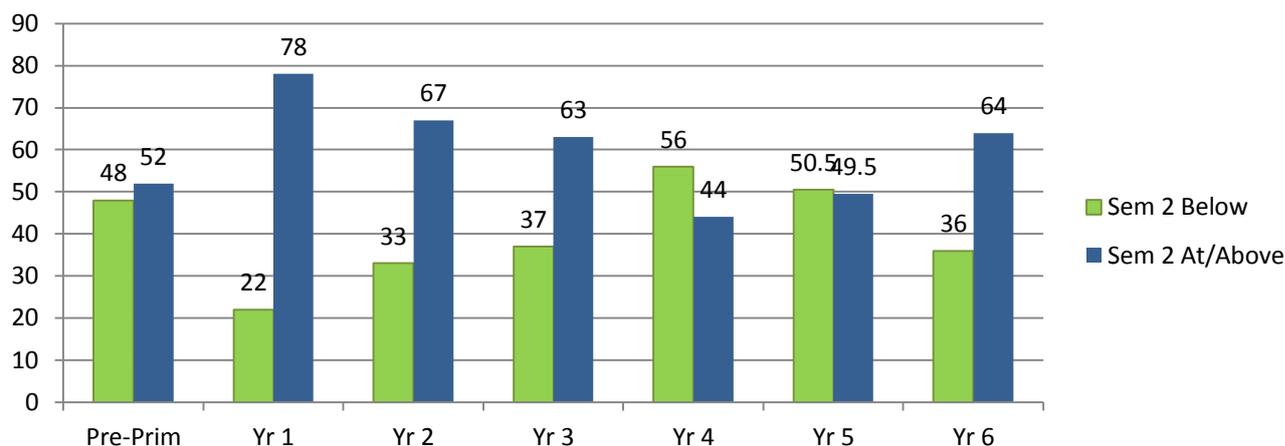


Recommendations arising from the results analysis of all years:

- *All Years to focus on Spelling in Context and Spelling Correction in text.*
- *Continuation of the school-wide Smart Words Program in 2015*
- *Continued use of Schonelle Spelling Test into 2016.*
- *Review of Smart Words spelling program at the end of 2015 by examining baseline data from Schonelle Spelling Test results from the beginning of 2015 to the end of 2015.*

PM READING BENCHMARK ANALYSIS OF 2015 RESULTS

PERCENTAGE OF STUDENTS BELOW, AND AT OR ABOVE EXPECTED READING BENCHMARK BY YEAR LEVEL



Recommendations arising from the results analysis of all years:

- *The continued use of Home Readers in Pre-Primary has improved the PM Benchmark levels of the students.*
- *Rewards for Home Reading Targets have continued to support attainment levels across all year levels. This initiative needs to continue into 2016 and beyond.*

Mathematics -

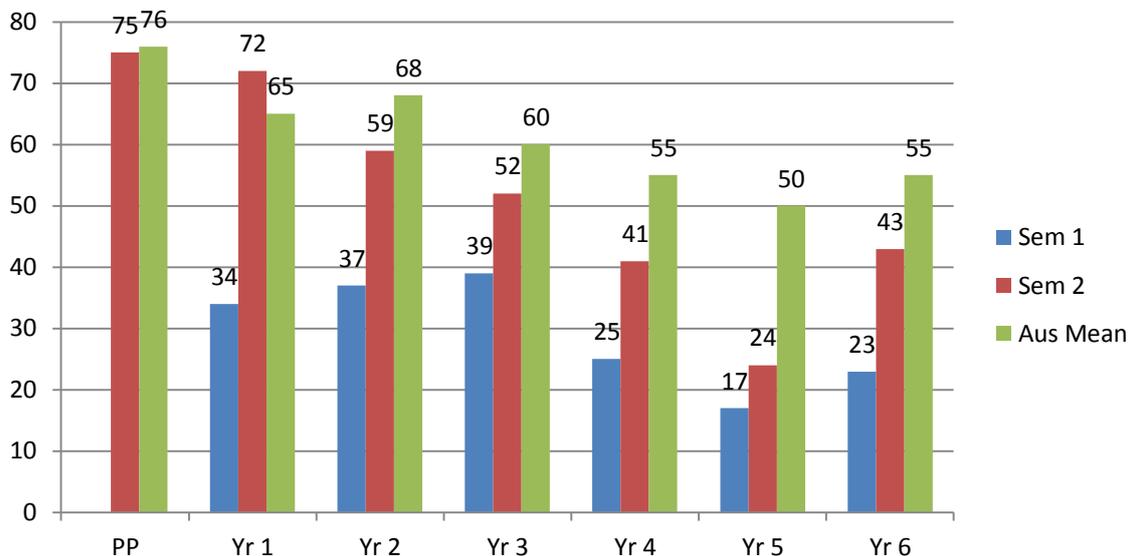
The Mathematics Learning Area has been one of Dalyellup Primary School's priorities for the past 4 years. In 2013 the school commenced the implementation of the Australian Curriculum in Mathematics, focussing on the following key aspects:

- The development of school specific scope & sequence documents for all year levels in the area of Mental Calculation Strategies for: Counting Skills; Addition & Subtraction; and Multiplication & Division.
- A focus on targeted Professional Learning aimed at the development of staff skills and abilities in relation to Australian Curriculum implementation.
- The establishment of a Mathematics Steering Committee consisting of teacher representatives from each of the year levels from Kindergarten to Year 6; continues to model, monitor and evaluate the school's Mathematics Plan.
- The establishment of data collection and analysis processes to enable the school to track student progress throughout the year and from year to year. Data collection methods include the following: On Entry Assessment (ECE), NAPLAN (Yr 3 & 5) and EasyMark Maths (PP to Yr 6).

Student concept and skill development continued to be supported by the following initiatives:

- The development of Year Level recommendations for Improvement Focus Areas in Mathematics, based on results from analysed NAPLAN and EasyMark test data and staff feedback.
- The use of Mathletics as a program to support students with their Mathematical understandings using digital technologies (Yr 1 to 6).
- The regular use of a significant number of purchased Educational Maths Games and iPad Apps, linked to the Scope & Sequence Documents developed from the Australian Curriculum for students to use in conjunction with other resources to support their learning. This is celebrated with an annual 'School Maths Hour' where Parents and Community Members are invited to join children in classroom to play these Maths Games

EASYMARK MATHEMATICS RESULTS



Recommendations arising from results analysis of all years:

- *Continuation of Australian Curriculum Implementation and development of Scope & Sequence and Mathematical Language & Terminology.*
- *Continued Teacher use of analysed EasyMark data to determine trends and focus areas for Student improvement and academic extension.*
- *EasyMark data to continue to be used in conjunction with NAPLAN Data to validate trends and determine a basis for on-going conceptual development planning.*
- *EasyMark Testing to continue in 2016 with a focus now continuing on Australian Curriculum Standards.*

Science -

Science continued to be a focus for 2015. Staff had access to the Primary Connections Kits to support their teaching in addition to the range of hands on equipment previously purchased. The school also purchased sets of Science based information books to be used for guided reading. A Science based incursion allowed middle and upper primary students to explore forensic activities to solve a 'murder mystery' which was well received. Staff are encouraged to use the Primary Connections resources to develop their confidence and competence in delivering the Science curriculum. An Edmodo group is available for queries and informal professional learning.



History -

During 2015 many resources were purchased to assist teachers with the implementation of the History Curriculum. This included sets of nonfiction history books suitable for middle primary, which could be used for guided reading, allowing cross-curricular planning. Extra Year group box sets of "Discovery History" purchased allowed easier access for teachers. DVD's, National Geographic Books and time lines for class displays were also purchased. Sets of Aboriginal fiction and non fiction books have also been added to the school library, in the teacher resource section. Each year resources are being added to support the teaching and learning for all year levels.

Performing Arts -

The Performing Arts program operates from Year 1 to 6 and is conducted by Mr. Snelling and Mr. Robinson. The program covers all aspects of performing arts (Dance, Music and Drama). Children are exposed to and taught to use a range of instruments including ukulele, guitar, drums, marimba and keyboard, as well as a range of handmade percussion instruments. The Performing Arts program has a "Literature in Music" focus, supporting the school's English priorities by linking music and performing to Literature.

Extension activities are offered to talented or enthusiastic students, who are able to access a range of optional programs including SIMS (School of Instrumental Music), choir (Yr 5/6), rock band, big band and a lunchtime immersion program that allows students greater freedom of expression. Students are able to perform at assemblies, as well as participating in community events (eg. Biggest morning tea, Carols in the Park, Bethany Retirement village, etc.)

In 2015 we held our first theatre performance with the Production of "Hoodwinked".

Approximately 60 students performed two evenings and two matinee shows. Parents and staff were also involved in a range of costuming and stage management tasks.

Visual Arts -

The Visual Arts program in 2015 started with a summer beach scene based around the art elements of line, shape and space. Texture was explored through the making of a recycled paper animal collage. Value and form came together as students turned a circle into a sphere after identifying a light source and use their learnt knowledge on shade to create the sphere's shadow. Mixing Primary colours to create Secondary colours and looking at the colour wheel helped to create a Google Maps inspired Colour Town artwork. The students were introduced to the artists Paul Klee and May Gibbs. After learning about the history and styles of these artists, the children then created an art piece based on the studied artist's style.

2015's community art project "The Picket Fence" had the whole school community come together creatively. Parents, students and teachers all contributed to the painting of beautifully individually designed hand painted fence pickets. The pickets are proudly displayed on a fence lining the schools pre-primary playground.

Physical Education -

2015 was another very busy sporting year for the students and staff of Dalyellup Primary school. As always, the focus being; "participate if you can and to be the best you can be when you do". The sporting year also gave 8 very deserving year 6 students the opportunity to develop as outstanding young leaders for their respective factions. Well done and thank you faction captains. Finally, 2015 was another terrific sporting year for our family and parent helpers with our carnival programs and the huge spectator attendance at all of our carnival events. Thank you and well done to the Dalyellup Primary School sporting community.

Swimming:

2015 Faction Swimming	101 students Yr 3-6
2015 Swim Champions	Oxley
2015 Interschool Swimming	31 students Yr 4-6

Cross Country:

2015 Faction Cross Country	Yr 1-6
2015 Senior Champions	Yr4-6 Dampier
2015 Junior Champions	Yr1-3 Dampier
2015 Interschool Cross Country	28 students Yr4-6
2015 WA State Schools Championships	26 students Yr 5-6

Winter Sports Carnival:

Soccer, Football and Netball teams	92 students Yr 6
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Athletics:

2015 Faction Athletics-track & field team games	All students Yr4-6
2015 Champions	Hartog
2015 Interschool Jump & Throws	43 students Yr 4-6
2015 Interschool Track & Team Games	59 students Yr 4-6

LOTE –

The Dalyellup cluster of state schools have elected to deliver Mandarin to students attending our schools, and this is delivered to Year 3 to Year 6 Dalyellup Primary students. The program has a strong focus on oracy and attempts to expose our students to the cultural norms of the Chinese people. Students study elements of Chinese history, geography, cuisine, art, music, sports and protocols, associating key Mandarin words with significant events on the Chinese calendar and about contemporary China. Work is also done in senior grades on encoding and decoding Mandarin characters and basic sentence structures including pinyin (sounds and tones). The program makes connections between language and culture, comparing different ways of communication in familiar contexts across cross curriculum areas and school priorities. Where appropriate, the program is enhanced with support from state, national or international educational agencies advocating Intercultural cooperation in communication and understanding.

iPad Integration Program -

The journey for the staff at Dalyellup Primary School commenced in July of 2012, when, after doing significant research on the use of portable technologies in Education, including schools in the US and the UK, we became acutely aware of the fact that existing school technologies were fast becoming obsolete. As society rapidly moves into an age of touch screen technology and portability of devices, we recognised that today's students are visual learners more than ever before, and their capacity to adapt to and manipulate new technologies, including the use of social media, is far greater than most adults. Keeping this in mind, we saw the inherent need to capture this and so provide our school community with opportunities to enhance their learning using modern day technologies that are easily accessible, and more importantly, portable.

As a result of this, we saw the need to embrace these changes within our school, all while working within the structure of DOE Policies and ICT Support Service available.

We initially began the program in **Semester 1 of 2013** by issuing staff with an iPad and a MacBook for use within their classes. All classrooms in Pre-Primary to Year 2 were identified as a trial group and were issued with banks of iPads to be shared and used in **Spelling** and **Writing** lessons to support skill development and concept attainment.

Commencing in Semester 2, 2013 and continuing into 2014 & 2015:

- **Pre Primary to Year 2** Teachers continued to use iPads to support student concept attainment in the areas of **Spelling** and **Writing, and expanding into the area of Mathematics**. Apps and future directions were reviewed by teachers when they met each term as part of their Action Learning.
- Classrooms in **Years 3-6** were issued with iPads (minimum 4 per class) pre-loaded with prescribed **Drill & Practice** and **Creativity/Productivity Apps** to support student concept attainment in identified focus areas as per the School Plan.

Commencing in 2014:

- A 1:1 Parent Funded iPad Program began for the students in **Years 4, 5 & 6**.
- An initial participation rate in 2014 of around **60%** had grown to just over **85%** by the end of 2015. Classrooms in **Years 4, 5 & 6** have been issued with school purchased iPads to supplement this program, filling the gaps left by students who did not purchase a personal device. This has enabled all classrooms in **Years 4, 5 & 6** to participate in a genuine 1:1 iPad Program without being required to share a device.

Cultural

Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is a philosophy and practice of recognising the importance of positive relationships among all members of our school community for the purpose of enhancing learning. With this in mind the emphasis over the past three years of PBS at Dalyellup Primary has been on:

- Establishing and teaching clear expectations for all students in all settings
- Establishing and teaching clear expectations for all staff
- Modeling and rewarding these expectations
- Supporting the whole school community to understand and support the diversity of students
- Understanding the physical and social contexts of behaviour
- The shift is from punishing to teaching and learning to build relationships
- Using data to guide decisions regarding change.

2015 was the third year of the major school priority to introduce PBS (Positive Behaviour Support) into Dalyellup Primary School. All committee members (including parents) received significant training, both on and off site, to prepare them to lead at the classroom level. All staff were involved in regular training, planned, prepared and delivered by members of the PBS team and designed to get them to reflect upon existing practice and to promote a whole school behaviour focus.

At a school level, after consultation with the whole school community, visual aids, posters and characters were finalised. ALL classrooms across the school now have a PBS station or centre with visual aids, display boards and gold slip reward data on display at all times. Teaching staff, students and parents are able to view and access these stations at all times. A whole school approach to managing minor behaviours was trialled and introduced, and data collected was used to identify areas of concern. This data has also been used to direct explicit teaching of expected behaviours.

The detention of students for poor behaviour has been replaced with a “Time-In” room. Staff are using PBS reflection and teaching strategies to counsel students in positive behaviour choices and behaviours rather than a punishment model.

Emphasis was placed upon opening up effective communication channels between the classroom, home and Administration. A key organisational structure that occurred for the PBS committee was the development of component managers. Committee members identified a component of interest/expertise and committed to manage this across the whole school. The use of this devolved leadership model has seen a more effective management of PBS within our school.



Student Leadership 2015

In 2015, approximately thirty students from year 6 presented speeches to the Dalyellup Primary School community. Subsequently, eight students were voted in by their peers and chosen to represent our school as their Student Leaders. A Head Boy and Head Girl were selected from these students. In second semester, the Head Boy and Head Girl remained on the committee and six new students were voted for and selected using a similar process.

As leaders they had a range of responsibilities that included;

- Displaying a high standard of behaviour in class, the school grounds and in the community.
- Wearing the school uniform with pride.
- Promoting our Positive Behaviour Support program by managing the Gold Slips.
- Striving to be a good leader and role model for all students in academic, sporting and social events.
- Acting as an ambassador for our school.
- Assisting with and delivering reports to assemblies.
- Managing the running of special assemblies. E.g. ANZAC ceremony / Performing Arts
- Organising student activities.
- Organising one whole school fundraiser each term. A focus on local concerns is encouraged
- Meeting with students to gather concerns and ideas.
- Weekly meetings with the Student Leader Coordinator.
- Duties as required by Principal and Student Leader Coordinator.
- Assisting duty teachers when required.

At the end of the year the Student Leaders from Semester 1 and 2, travelled to Perth for a tour of Parliament House. This was as a reward for their efforts during the year and to further promote leadership skills and the importance of good leadership in our community

Community

School Board –

2015 was a very busy year for the Dalyellup Primary School Board. 2015 saw the school undergo its triennial review, conducted externally by the Department of Educational Services. As part of the review process, School Board members spent significant time with the reviewers, commenting on school initiatives, programs and performance.

As well as being part of the school review process, the Dalyellup Primary School Board also

- Reviewed and endorsed the 2015 school budget prepared by the school executive
- Endorsed the contributions and charges for 2016
- Endorsed key performance targets and strategies for priority areas – English, Mathematics, PBS and ICT.
- Reviewed and endorsed analysis for student performance data, including NAPLAN
- Reviewed and endorsed school communications strategies (newsletter, Skoolbag app, school website, etc)
- Identified a highly suitable community member for inclusion on the Board from 2016

The initial 3 year term for all Board members ends at the end of the 2015 school year. Nominations for Board members for the period 2016-2018 will be called early in the 2016 school year.

Susie Carter
School Board, Chairperson

School Survey-

Dalyellup Primary School Survey 2014 - Analysis

Staff, parents and students were invited to complete a survey on school operation during Term 3 2014. Responses were recorded using a 5 point scale. The Dalyellup Primary School website contains the graphs of responses received from parents and students.

As per these graphs, the average mark received on each item is recorded at the end of the item – it is these marks that are recorded in the analysis below.

Parents

Responses were received from 50 parents. Responses were generally positive and reflected a belief amongst parents that they are satisfied with the overall standard of education achieved at the school and that they believe that the school was well led.

There was strong support for the move by the school away from paper based communications to digital, and for the introduction of iPads into the learning environment. Reflective of the concerns that parents have about student behaviour was the overwhelming support for the introduction of our Positive Behaviours in School strategies.

Parents were most positive about

- high teacher expectations (4.5)
- their capacity to talk to teachers about their concerns (4.4)
- their child/ren feel safe at school (4.3)
- the progress their child/ren are making at school (4.2)

Parents were most concerned about

- student behaviour (3.8)
- teachers providing feedback to children (4.0)
- teachers meeting the individual learning needs of children (4.0)
- teachers taking parent opinions seriously (4.0)
- teachers motivating students to produce their best (4.0)
- teachers treating students fairly (4.1)

Students

Responses were received from 154, Year 5 and 6 students. As with the parental responses, students were generally very positive about their school.

Students were most positive about

- teachers expecting them to do their best (4.6)
- teachers motivating them to learn (4.3)
- teachers treating students fairly (4.3)
- the fact they felt safe at school (4.3)

Students were most concerned about

- students behaviour being well managed (3.6)
- students opinion being taken seriously (3.8)
- talking to teachers about concerns (3.9)
- teachers providing useful feedback about work (4.0)

Staff

There were 40 staff who responded to the survey. 85% of the responses received came from teaching members of staff. As with parents and students, staff were generally proud of their school and prepared to recommend it to others (4.5) and felt that the school was well led (4.5).

Staff were most positive about

- staff at this school expect students to do their best (4.8)
- staff treat students fairly (4.6)
- students can talk to their teachers (4.6)
- parents can talk to their teachers (4.6)
- the school looks for ways to improve (4.6)

Staff were most concerned about

- receiving useful feedback about their work (4.0)
- feeling supported by the school (4.2)
- student behaviour being well managed at the school (4.2)
- the school being well maintained (4.2)

Conclusion

Examination of the results of the survey completed by parents, students and staff indicate some areas of common concern and provide direction for future intervention.

Student Behaviour

Student behaviour was the most important issue identified by parents and students, and was the third greatest concern identified by staff. This reinforces the concern that Administration have raised in recent times and adds greater importance to the PBS (Positive Behaviour in School) priority operating within the school. Targeted roll out of this program to all classrooms commenced in 2015.

High Teacher Expectations

All three survey groups rated this as the highest scoring item. It was pleasing that this was strongly identified by all parties and is acknowledgement of the work the school has done in recent years on pedagogy and whole school planning. It is important that the high expectations that teachers have for student achievement continues in to the future.

Taking opinion seriously

Parents and students expressed concern that teachers do not take their concerns seriously. This is at odds with staff perception, which is that a strength of staff that parents and students can talk to their teacher. This is an area that will be raised with staff as something to be addressed in 2015 and beyond.

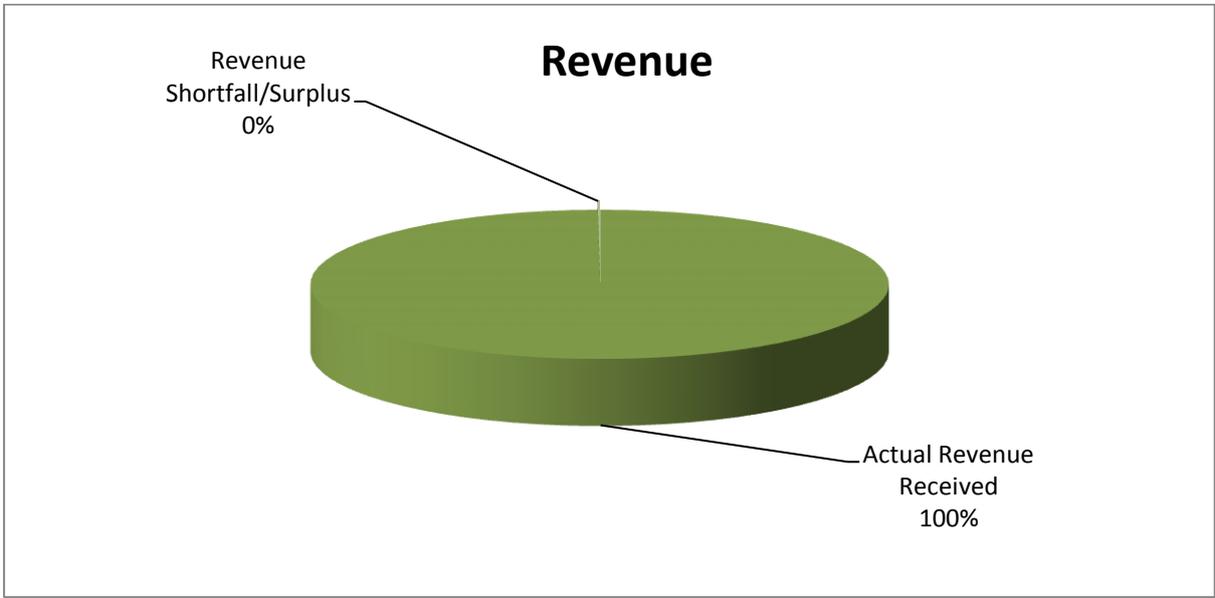
School Finances –

Dalyellup Primary School revenue is derived from a number of sources with the majority received from Government grants. Other minor sources of income are from student voluntary contributions, Dalyellup Primary School P&C Association and donations. The school's budget and planning are managed in accordance with the Financial Management Act 2006 (WA) and the School Education Act 1999 (WA) along with relevant Legislation and other related Department of Education policies. The Annual Budget is the major tool used to develop and implement a financial plan to maximise the application of resources to meet the school's educational priorities and Department of Education Focus. As an Independent Public School this included the One Line Staffing Budget that was managed through the Department of Education Schools Resourcing System. Rigorous financial management practices are in place with regular reporting of the school's financial position being delivered to the school board, P&C Association, staff and school community. Appropriate internal controls are established to protect school assets and resources and minimise losses along with authorisation and certification for financial transactions. Dalyellup Primary School improved efficiency through the implementation of information and communication technology and reduced Administration expenses. Please refer to the graphs and information on the following pages.

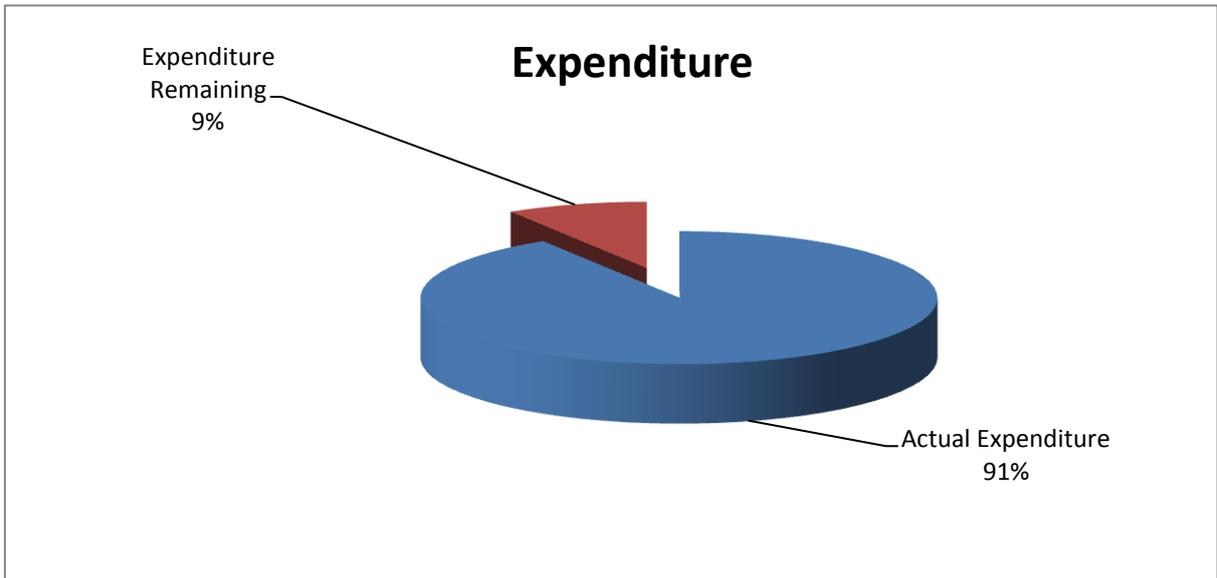


Dalyellup Primary School Financial Summary as at 31 December 2015

Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 213,922.77
Current Year Budgeted Revenue	\$ 664,127.70
Actual Revenue Received	\$ 663,274.60
Revenue Shortfall/Surplus	\$ 853.10
Revenue Collected as a % of Current Budget	99.9%
Total Funds Available	\$ 877,197.37



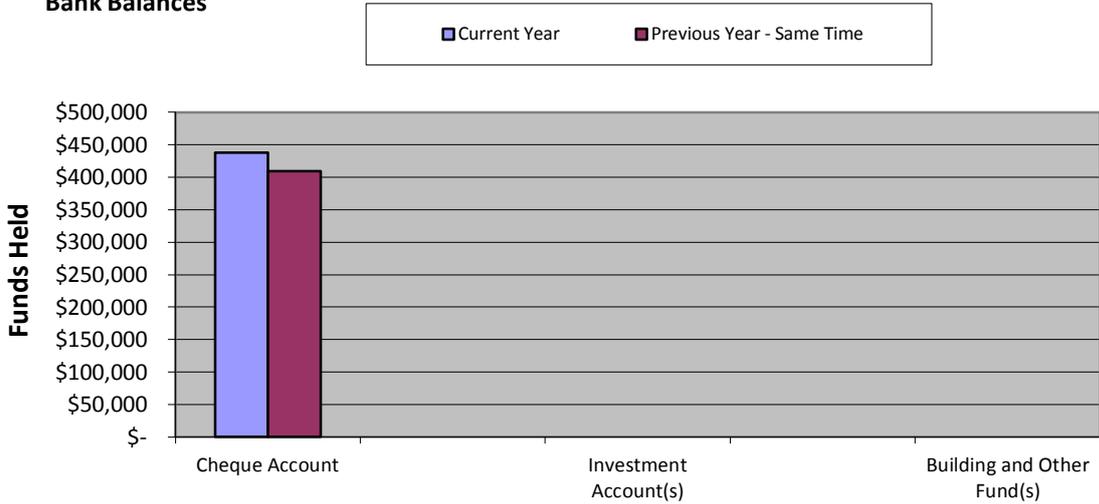
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 868,018.15
Actual Expenditure	\$ 791,328.06
Expenditure Remaining	\$ 76,690.09
Unallocated Expenditure Budget	\$ 10,032.32
Unallocated as a % of Total Funds Available	1.1%
Actual Expenditure as a % of Budgeted Expenditure	91.2%



Reconciled Bank Balances:

	Current Year as at: 31-Dec-15	Previous Year - Same Time
Cheque Account	\$ 437,839.61	\$ 409,558.67
Investment Account(s)	\$ -	
Building and Other Fund(s)	\$ -	
Total	\$ 437,839.61	\$ 409,558.67

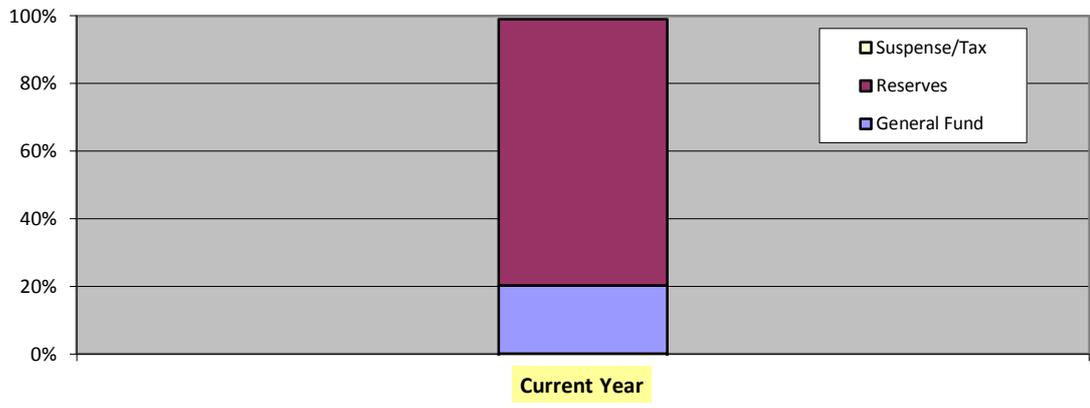
Bank Balances



Bank Account Composition

General Fund	21%
Reserves	80%
Suspense/Tax	-1%

Bank Account Composition



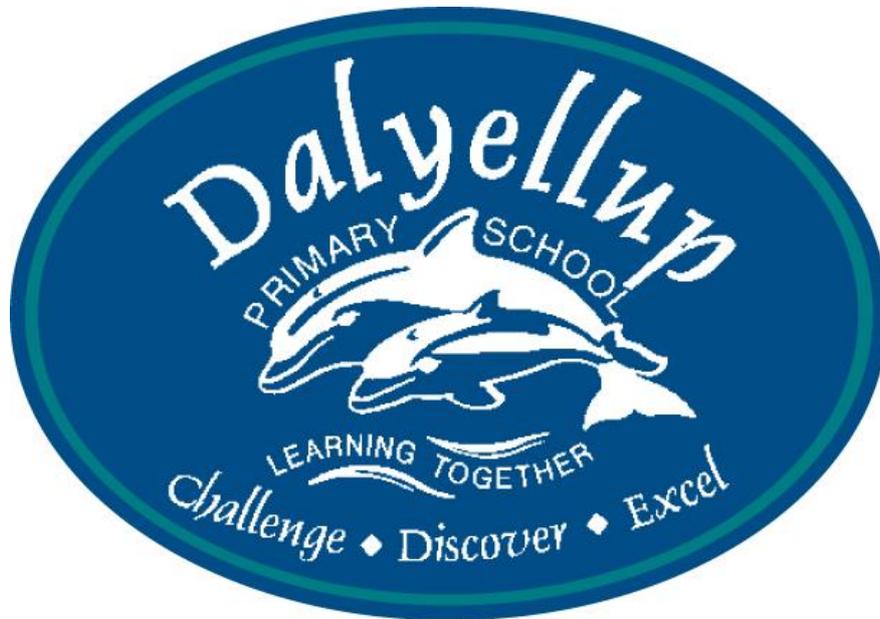
Mission Statement

Dalyellup Primary School,

In partnership with the community, will provide an environment that is:

- Inclusive and nurturing
- Educative and challenging
- Encouraging and affirming

To develop lifelong learners able to participate successfully in our
changing world.



Please contact the school on 9795 2999 should you wish to discuss an aspect of the Annual Report in greater depth.