



North Dandalup Primary School

2019 ANNUAL REPORT

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OUR SCHOOL



North Dandalup Primary School is situated at the base of the Darling Range, approximately 80kms from Perth. The school itself is steeped in history having been established in 1900. We are a small but growing school with 128 students enrolled from Kindergarten to year 6 by the end of 2019.

OUR VALUES

Represented by our **Community Bee**. Our four R values are:

Resilient by staying positive even if things don't go our way.

Responsible by caring for property, classrooms and our work.

Respectful by respecting the rights of others.

Resourceful by thinking ahead and using our initiative.



HIGHLIGHTS OF 2019



In 2018, our award winning environmental program continued with whole school activities and projects including: chickens, potting and shade houses, a worm farm, bird watching, veggie gardens, recycling composting, water testing at the North Dandalup River and global learning and observations to benefit the environment (GLOBE) data collection. Our students also assisted with tree planting in the local area supported by Serpentine Jarrahdale Landcare and Men of the Trees.

We incorporated STEAM (the learning of science, technology, engineering and mathematics in an integrated approach) into planning for sustainability. In term 2 we had a whole school focus on local river and Aboriginal culture. Our whole school went on an excursion to the river and participated in cultural and environmental activities. This term, we also launched our action plan to protect our 'pathway to nature'. In term 3 we had a very successful art exhibition and a twilight walk around our pathway to nature.



During the course of the year there were many incursions, excursions and *special days* that have complemented and enhanced the classroom educational programs. We also participated in community events such as 'Walk to School Day' and 'Ride to School Day'. Our dress up day and writing competition for Book Week was also very successful.

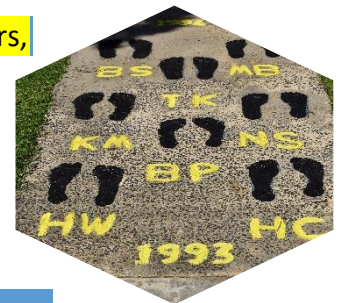
North Dandalup continued to excel in sport. This year we were involved in interschool Dancesport, tee-ball, football, netball, cross-country and athletics. At the interschool Athletics Carnival, our students once again won with the Small School Athletics Shield.



Lunchtime activities in 2018 included Choir, Homework Club and Chess. Our School Chaplain organised a number of competitive events such as a teacher vs student volleyball, parents vs students t-ball and numerous chaplains challenges, the most successful being the bee hotels.

Playgroup continued to provide a weekly opportunity for our future students to meet each other and learn through play. Playgroup is organised by parent volunteers and offers parents and carers an opportunity to build connections and support each other.

We are grateful for the continued support of parent and community volunteers, particularly our P&C. In 2019 the P&C supported the school in a number of ways: school banking, canteen and the uniform shop. Through a number of fundraising events, such as our inaugural Colour Run, the P&C was able to subsidise leavers shirts, provide graduation gifts and camp t-shirts, sponsor our year 6s to attend the Young Leaders Conference, and sponsor our end of year behaviour reward, 'Monster Ball'. The P&C also provided funds for the school to purchase resources and workbooks for the continuation of Pr1me Maths in 2020. FOOTPRINTS

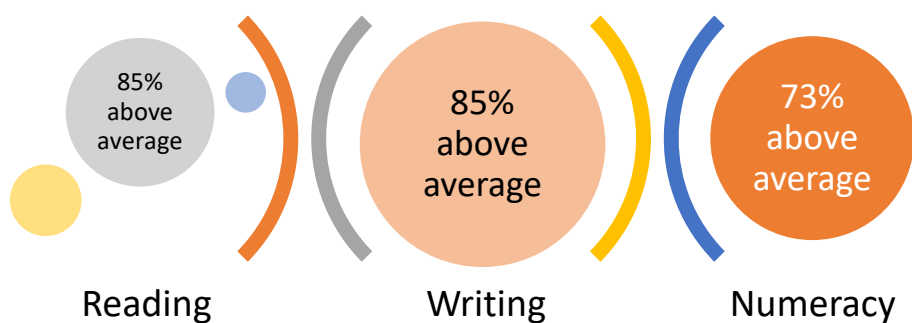


The School Council transitioned to a School Board in 2019 as we began our journey as an independent public school. The board endorsed our Delivery and Performance Agreement and provided advice, feedback and accountability for school priorities.

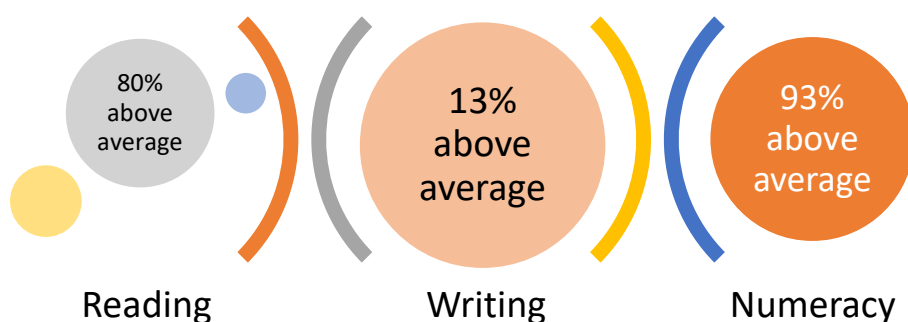
ON-ENTRY ASSESSMENT

On-Entry Assessment is a mandated assessment at the beginning of pre-primary. In 2019, we also tested students in year 1 and 2. The tests are designed to assess literacy and numeracy skills and understandings considered critical to early and ongoing educational development. Students are compared to expected scores in pre-primary, year 1 and year 2.

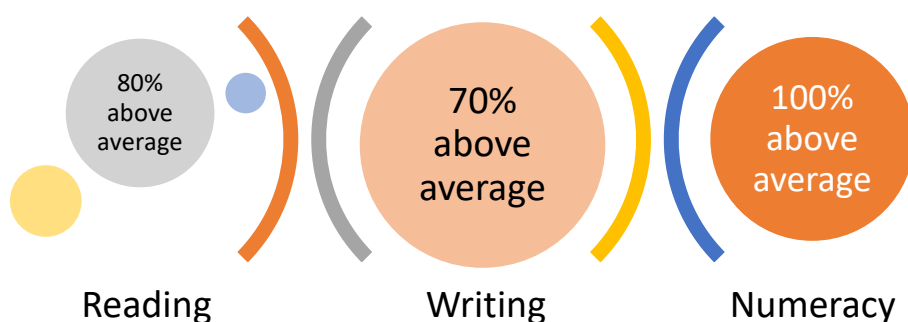
Pre-Primary



Year 1



Year 2



ACTIONS FOR 2020

Revisit target for 2020 in line with students above average and making progress between pre-primary and year 1.

Review writing test for year 1 students.

NATIONAL QUALITY STANDARD



NDPS MEETS THE REQUIREMENTS OF THE NATIONAL QUALITY STANDARD

The National Quality Standard (NQS) forms part of the National Quality Framework and sets a national benchmark for quality education that all schools strive to meet from kindergarten to year 2.

We have used the NQS to reflect on the quality of our programs at North Dandalup Primary School. Self-reflection we have determined that we are meeting all areas of the National Quality Standard.

<ul style="list-style-type: none">ensuring that the educational program and practice is stimulating & engaging and enhances children's learning and development. <p>1. EDUCATIONAL PROGRAM AND PRACTICE:</p>	<ul style="list-style-type: none">focuses on safeguarding and promoting children's health and safety. <p>2. CHILDREN'S HEALTH & SAFETY:</p>	<ul style="list-style-type: none">focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development. <p>3. PHYSICAL ENVIRONMENT:</p>	<ul style="list-style-type: none">provision of qualified and experienced educators and principals who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. <p>4. STAFFING ARRANGEMENTS:</p>
<ul style="list-style-type: none">focuses on relationships with children being responsive and respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning. <p>5. RELATIONSHIPS WITH CHILDREN:</p>	<ul style="list-style-type: none">fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration <p>6. COLLABORATIVE PARTNERSHIPS:</p>	<ul style="list-style-type: none">positive organisational culture and building of a professional learning community. <p>7. LEADERSHIP AND SERVICE MANAGEMENT:</p>	

Target on track for 2020



ACTIONS FOR 2020

Continue to monitor and self reflect against the National Quality Standard.

READING INTERVENTION – MULTI-LIT



80% OF STUDENTS IN THE MULTILIT INTERVENTION PROGRAM DEMONSTRATE AN INCREASE IN READING AGE TO LEVEL OF CHRONOLOGICAL AGE. THE REMAINING TIER 3 STUDENTS SHOW

Students from years 1 to 6 were tested using the Waddington Reading test at start of 2019. Students in need of support were placed on the Multilit program. The program lasted for 8 months of the school year and individual student progress is shown in *figure 1*.

It can be seen that all students involved in the intervention program made progress. 6 students progressed beyond 12 months in their reading age and 6 increased their spelling age beyond 12 months.

4 students who had limited progress in reading increased spelling age up to 12 months. 5 students who had limited progress in spelling increased their reading age beyond 12 months. This demonstrates that the intervention program supports students with reading and spelling and progress should continue to be measured in both areas.

FIGURE 1: PROGRESS OF STUDENTS PARTICIPATING IN MULTILIT IN 2019

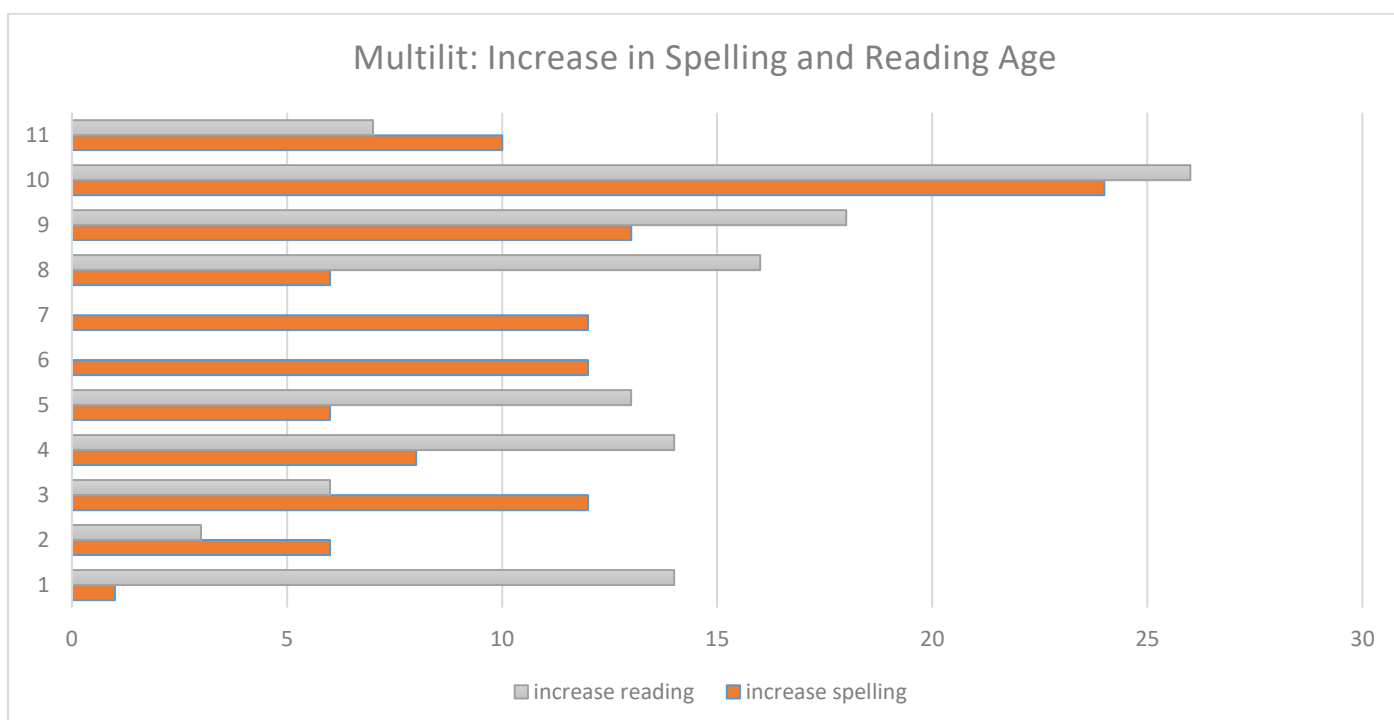


FIGURE 2: WHOLE SCHOOL ASSESSMENT OF READING 2019 -2020

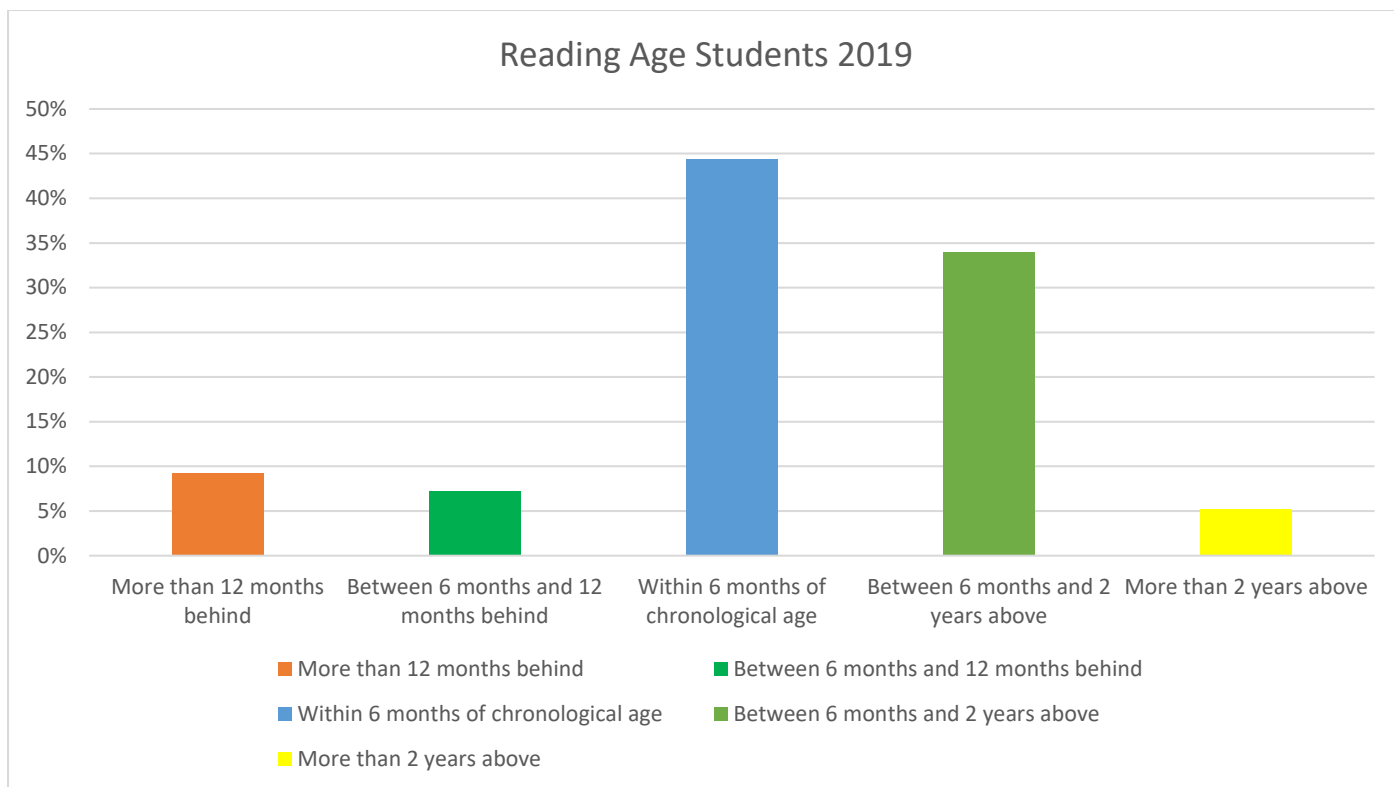


Figure 2 shows results of whole school reading assessment at the end of 2019. It is clear that the number of students achieving *below* their chronological age has decreased. The number of students in the intervention program has decreased from 26 students in 2018 to 11 in 2019. This also demonstrates the effectiveness of the program in reducing the numbers of students at risk in the areas of reading and spelling.

Levels	2017	2018	2019
Between 6 months and 3 years above their chronological age	23%	33%	39%
Within 6 months of their chronological age in reading	46%	46%	44%
More than 6 months behind	18%	13%	7%
More than 12 months behind – at risk	16%	10%	9%



ON-TRACK WITH STUDENTS MAKING SIGNIFICANT PROGRESS. And a reduction in the number of students in need of intervention

ACTIONS FOR 2020

Continue to support at risk students through the multilit program to achieve a reading age closer to their chronological age.

Continue to Monitor individual and whole school progress in reading and continue to evaluate the success of intervention.

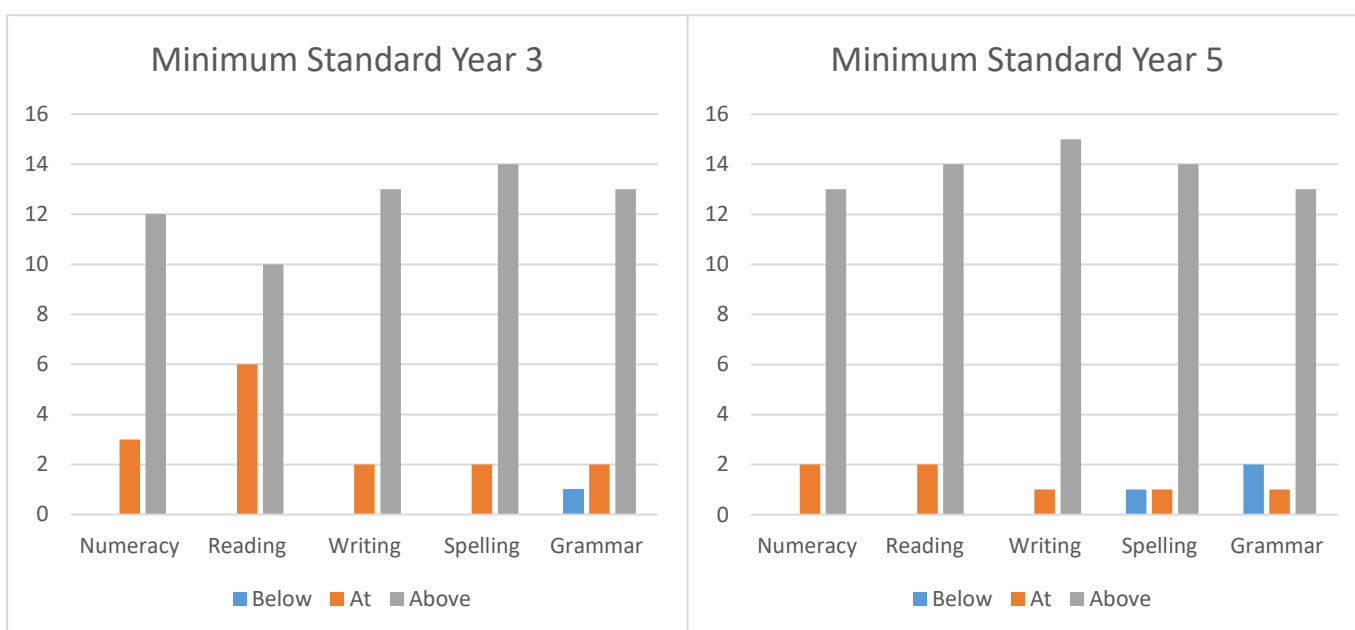
NAPLAN (NATIONAL ASSESSMENT PROGRAM: LITERACY AND NUMERACY)

Years 3 and 5 participated in the NAPLAN *online* testing in 2019. Year 3s completed the writing test on paper and the year 5s completed the online version.

At North Dandalup the small size of our cohorts can affect the reliable analysis of our overall results. However, reviewing the data from different perspectives allows us to triangulate the information and make judgements about our achievement levels.

The NAPLAN results have been analysed by comparing our achievement to that of *like* schools and all WA public schools.

MINIMUM STANDARD



Most students are at or above minimum standard in year 3 and 5. Only 2-3 students below in grammar and 1 in spelling. Reading in year 3 shows a disproportionate number of students at minimum standard rather than above.

COMPARING OUR ACHIEVEMENT TO THAT OF LIKE SCHOOLS AND ALL WA SCHOOLS.



NDPS RESULTS ARE ABOVE THOSE OF LIKE SCHOOLS IN ALL AREAS OF NAPLAN.
WHEN COMPARED TO LIKE SCHOOLS, FEWER STUDENTS IN YEAR 3 AND 5 ARE IN THE BOTTOM 20% OF NAPLAN LITERACY AND MORE STUDENTS ARE IN THE TOP 20%.

The following graphs show our school results compared to like schools and state achievement levels.

FIGURE 6: 2016-2018 YEAR 3 AND YEAR 5 READING COMPARED TO LIKE SCHOOLS

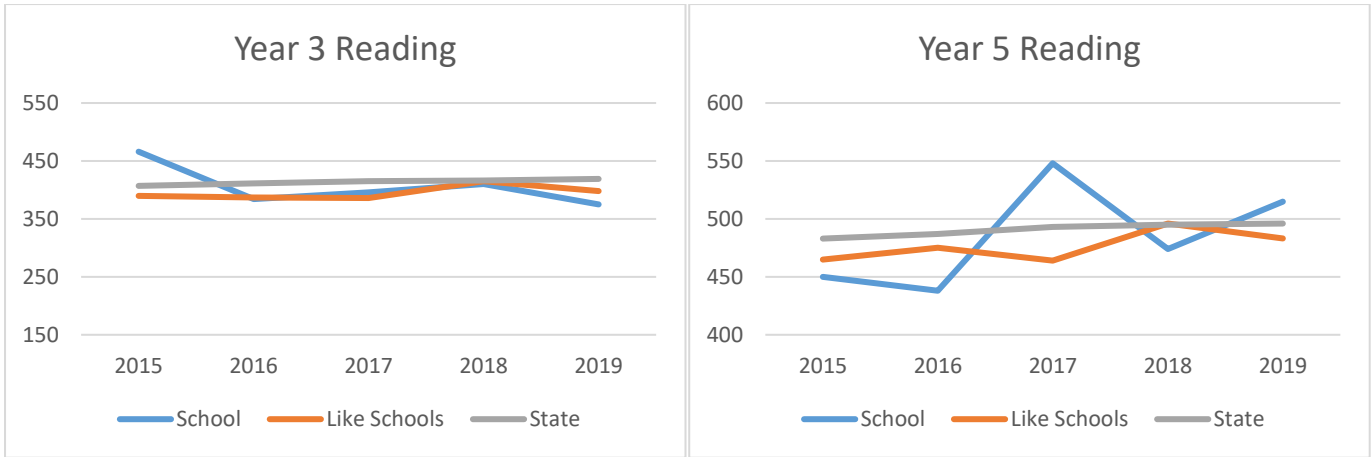
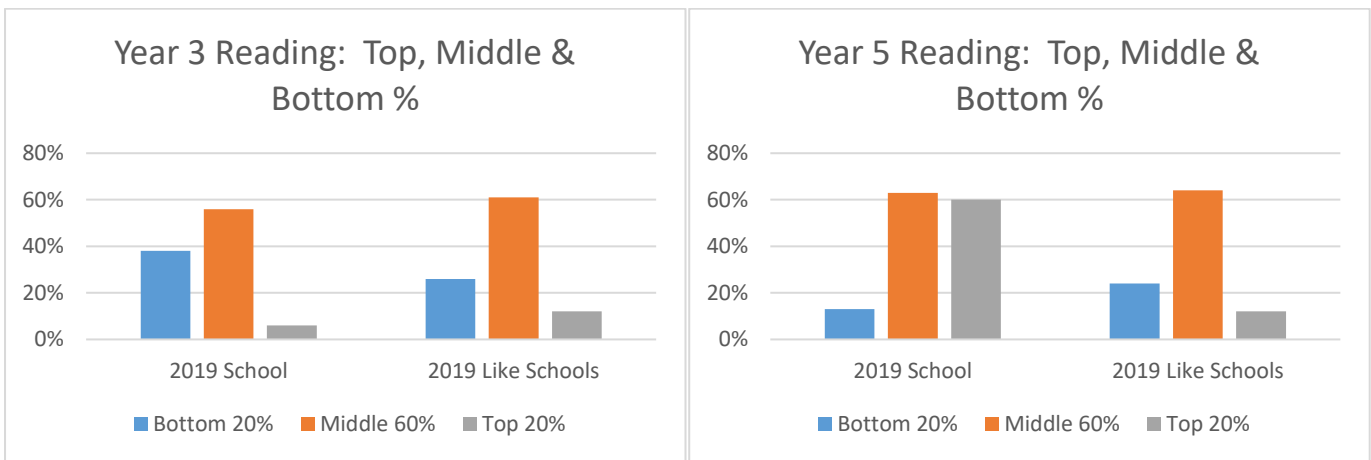


Figure 6 shows that in year 3 NDPS student achievement was below like schools and the state average. However, year 5 reading shows a different pattern as NDPS student achievement was higher than like schools, state and even National averages. There is also an upward trend in achievement since 2015.

FIGURE 8: 2016-2018 YEAR 3 and YEAR 5 READING: TOP MIDDLE AND BOTTOM 20% COMPARED TO LIKE SCHOOLS



Figures 8 show the number of students at North Dandalup in the top, middle and bottom 20% of reading achievement in year 3 and year 5 in comparison to like schools.

In year 3 NDSPS has fewer students in top 20% and more in the bottom 20% when compared to like schools. However, this pattern is reversed in year 5 where there are more students in the top 20% than like schools and fewer in the bottom.

FIGURE 11: 2016-2018 YEAR 5 WRITING: COMPARED TO LIKE SCHOOLS AND STATE

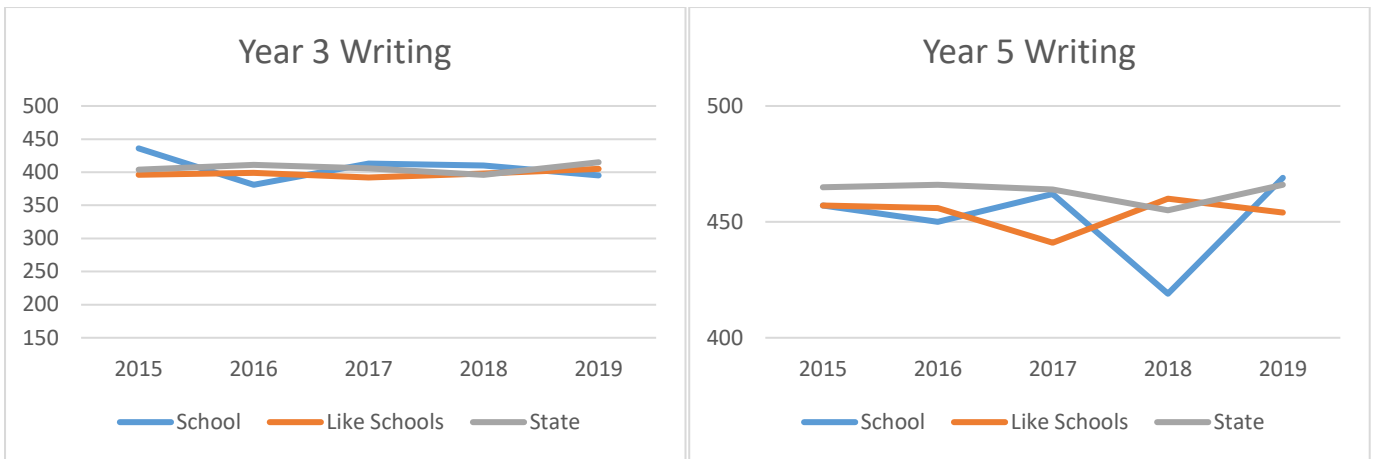
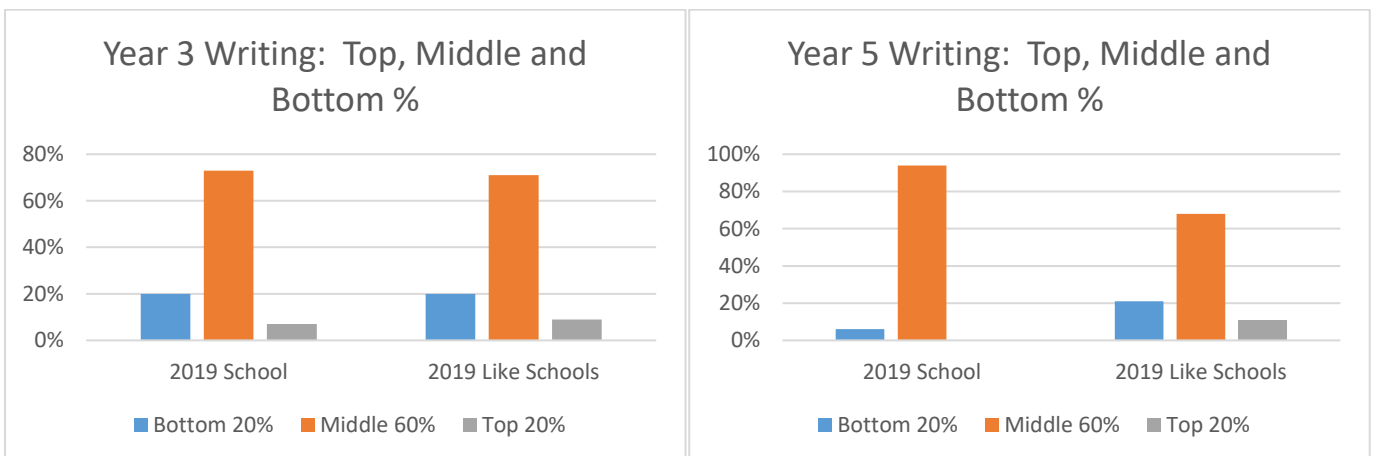


Figure 10 shows the achievement of year 3 and 5 students in writing. It can be ascertained that in year 3 our students achieved slightly lower than like schools and state averages. However, our year 5 achievement was significantly above like schools and higher than Western Australian average results.

When comparing longitudinally, writing has generally been similar results for different year 3 cohorts. Therefore writing should be monitored to confirm that there is no downward trend in this area for future year 3 and 5 students.

FIGURE 13: 2015-2017 YEAR 5 WRITING PERFORMANCE: TOP, MIDDLE AND BOTTOM 20% COMPARED TO LIKE SCHOOLS



Figures 12 and 13 show the number of students at North Dandalup in the top, middle and bottom 20% of writing achievement since 2016, compared to like schools. In year 3 there are fewer students in the top 20% than like schools, but only slightly below. There are also fewer students in the bottom 20%.

In year 5 there are no students in the top 20% and fewer in the bottom 20%. Whilst these results show that intervention for students at risk in writing is effective, there are few students achieving at the top end and this should be reviewed in 2020.

FIGURE 15: 2016-2018 YEAR 5 SPELLING: COMPARED TO LIKE SCHOOLS AND STATE

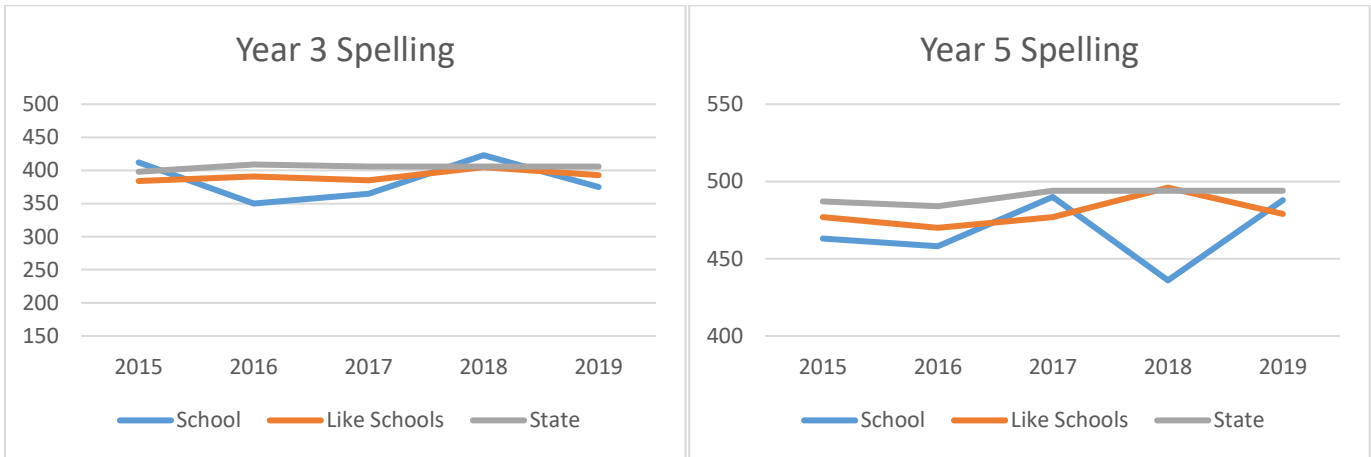


Figure 14 shows the comparison of spelling with like schools in year 3 and 5 since 2015. It can be seen that year 3 students at North Dandalup are steadily improving in spelling although still slightly behind 'like schools'. This improvement has occurred over time since 2016. Year 5 spelling is higher than like schools and just below state averages. However, when we review the same cohort as year 3s in 2017 the improvement in results there is a discernible improvement.

FIGURE 17: 2016-2018 YEAR 5 SPELLING PERFORMANCE: TOP, MIDDLE AND BOTTOM 20% COMPARED TO LIKE SCHOOLS

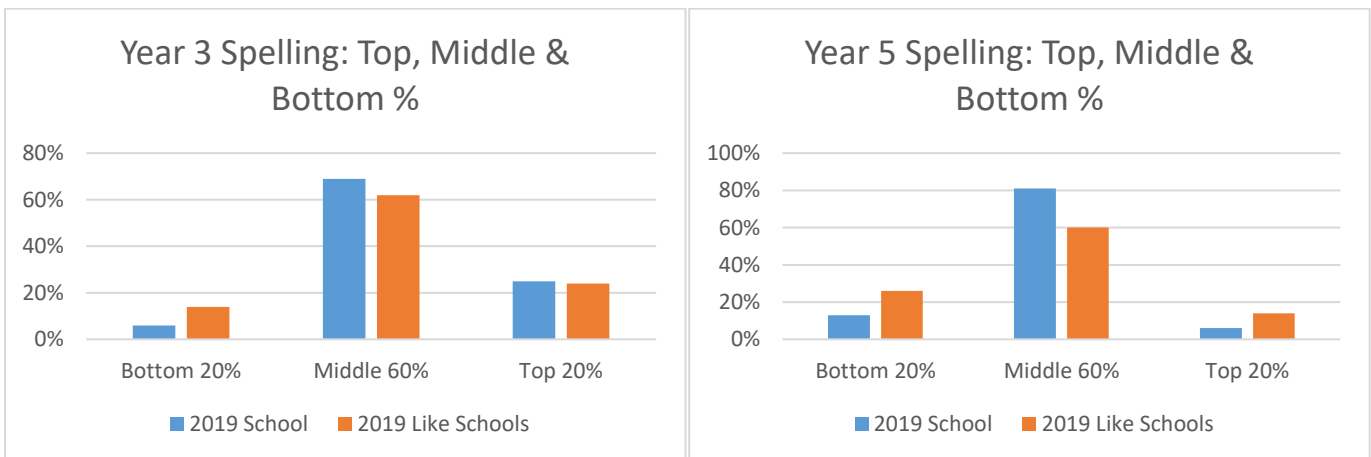
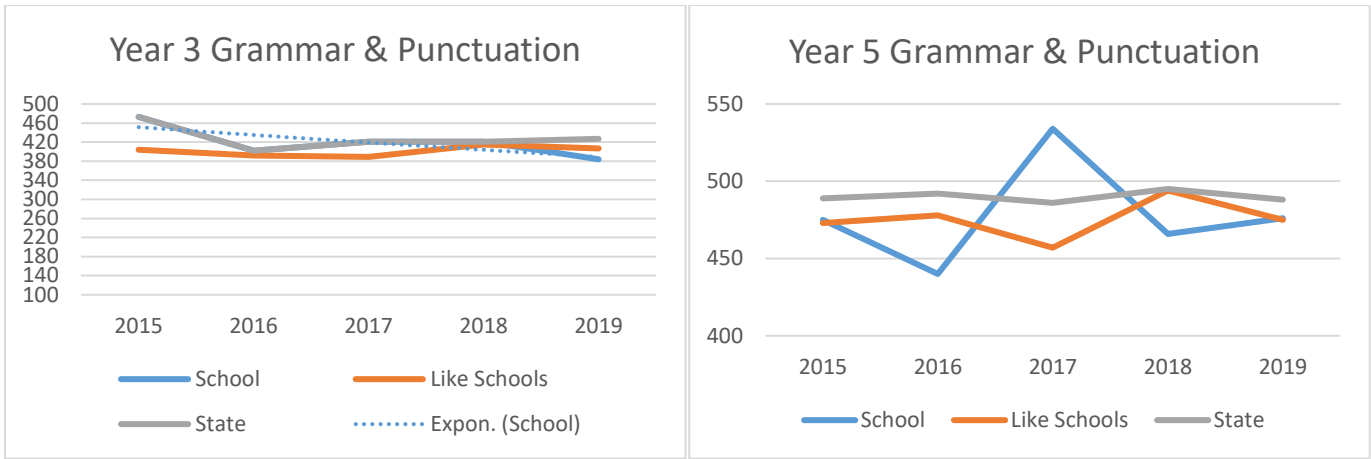


Figure 16 shows that in 2019 there were fewer year 3 students in the bottom 20% of performance than like schools and fewer in the top 20%. Year 5 spelling also shows fewer students in the bottom 0% of performance when compared to like schools. There are fewer students in the top 20% the middle 20% and with like schools. There are similar numbers in the top 20% in year 3, but slightly less in year 5.

FIGURE 19: 2016- 2018 YEAR 5 GRAMMAR & PUNCTUATION COMPARED TO LIKE SCHOOLS AND STATE



From figure 18 it can be ascertained that our year 3 cohort achieved below like schools in grammar and punctuation. Year 5 students achieved above like schools and just below state average.

FIGURE 20: 2016-2018 YEAR 3 and YEAR 5 GRAMMAR & PUNCTUATION PERFORMANCE: TOP, MIDDLE AND BOTTOM 20% COMPARED TO LIKE SCHOOLS

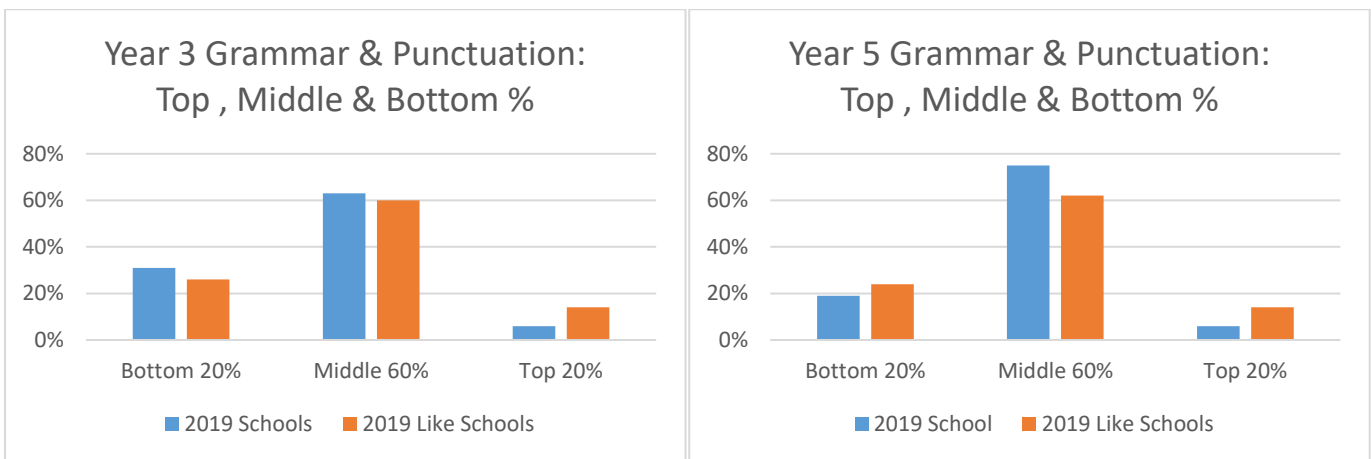


Figure 20 shows that in grammar and punctuation there are more year 3 NDPS students in the bottom 20% of like schools and fewer in the top. This trend is also apparent in year 5 results.

Grammar and punctuation should be a continued focus for the school, in the context of writing support.

FIGURE 23: 2016- 2018 YEAR 5 NUMERACY COMPARED TO LIKE SCHOOLS AND STATE

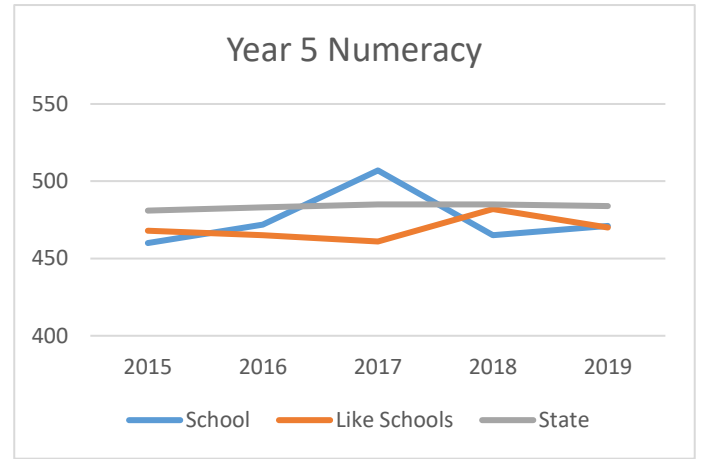
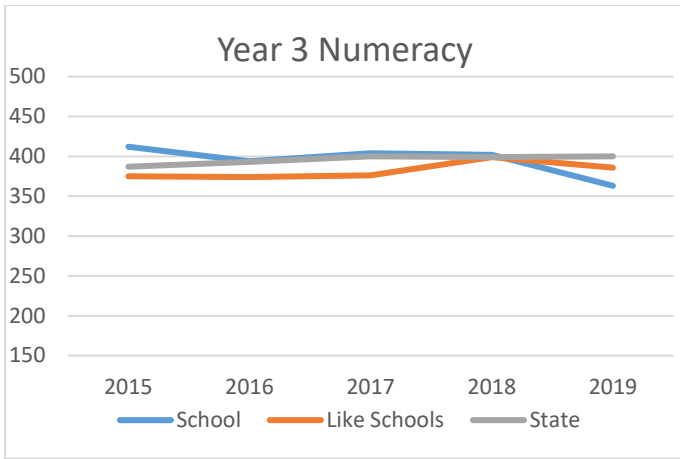
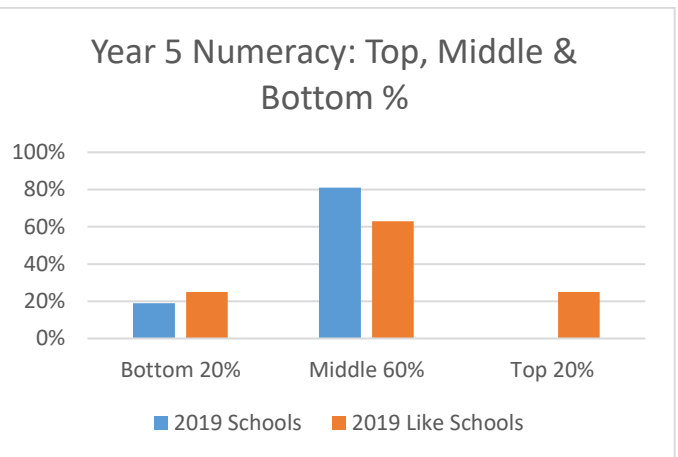
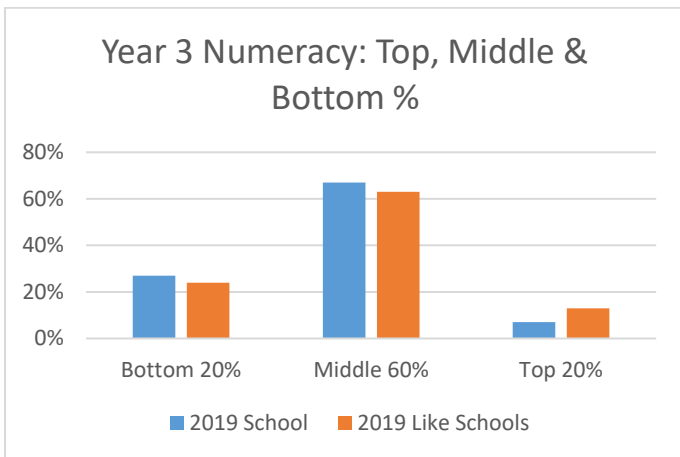


Figure 22 shows year 3 numeracy achievement is below like schools and state averages. Year 5 is slightly above like schools and below state averages.

FIGURE 25: 2016-2018 YEAR 3 AND YEAR 5 NUMERACY PERFORMANCE: TOP, MIDDLE AND BOTTOM 20% COMPARED TO LIKE SCHOOLS



It can be ascertained from figure 24 that there were slightly more NDPS year 3 in the bottom 20% of numeracy compared to like schools. In year 5 there were fewer students in the bottom 20%. In the top 20% there were few students in year 3 and none in year 5.

SUMMARY OF TARGETS



Fewer in bottom 20% than like schools

- Reading:
- Writing:
- Spelling:
- Grammar & Punctuation:
- Numeracy:

More in top 20% in like schools

- Reading:
- Writing:
- Spelling:
- Grammar & Punctuation:
- Numeracy:

NAPLAN: REVIEW

It is evident from the review that a consistent concern is achievement levels in spelling which is a priority area for the school. There is also a need for us to continue the focus on real world problem solving and higher order thinking skills such as synthesis and evaluation. Writing has become a focus for year 5 and we will need to investigate whether this is cohort specific, whether the on-line impacted achievement, whether a review of writing across the school needs to take place.

ACTIONS FOR 2019

Continue with letters and sounds as improvement in writing and spelling is evidence in the younger years.

Continue to review Spelling in upper years and follow explicit expectations of teaching.

Continue with whole school approach to problem solving and real world applications of mathematics through Pr1me Maths in 2019.

The Multilit intervention program, to continue in 2019. Improvement in numbers of students in bottom 20% of reading is testament to its effectiveness.

Continue focus on critical and creative thinking, problem solving and higher order thinking.

Continue with classroom differentiation to ensure opportunities for extension and support of students within the class.

Investigate writing achievement and alternative whole school approaches to teach grammar and punctuation in context.

TEACHER JUDGEMENTS



75% OF STUDENTS REACH ACHIEVEMENT TARGETS BASED ON THE NUMBER OF C GRADES AND ABOVE IN SEMESTER 2 REPORTS.

FIGURE 26: ENGLISH SEMESTER 2 REPORTS 2019



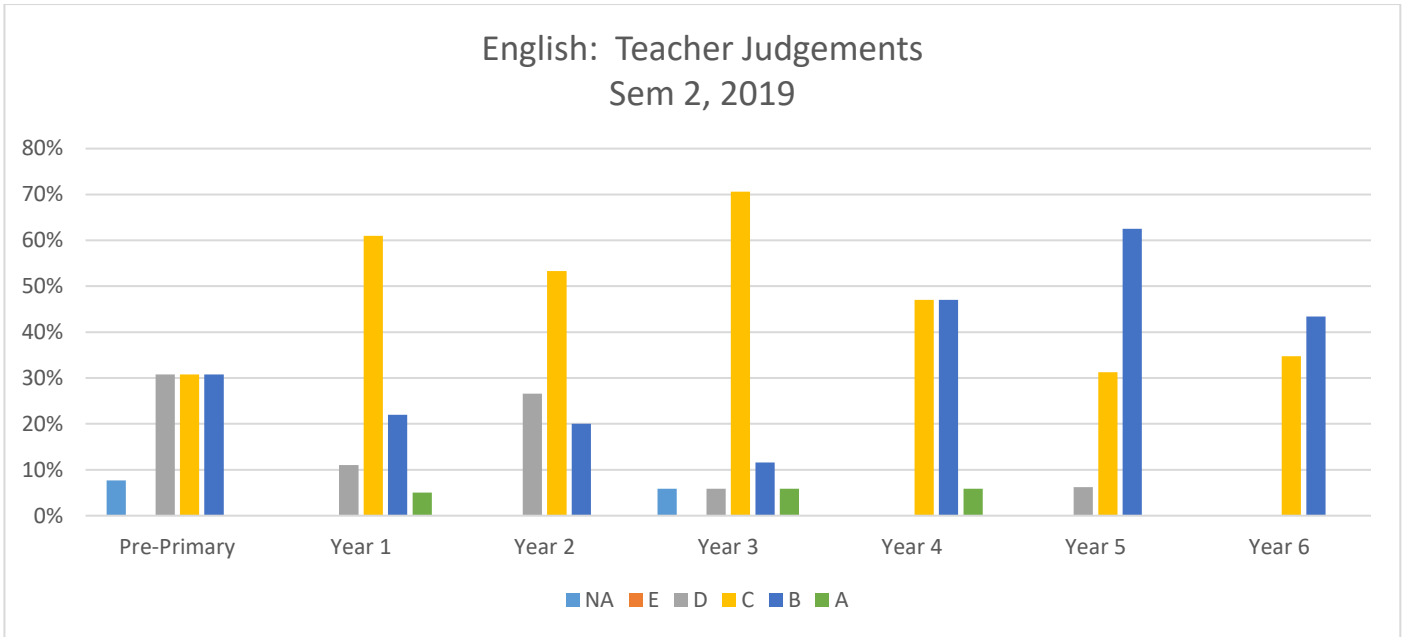


Figure 26 shows the percentage of students who received a C grade or above in English from pre-primary to year 6 in semester 2 reports. This indicates that 88% of all students reached the achievement target for their year level in in 2019. Of these students, 37% were above the achievement target.

FIGURE 27: MATHEMATICS SEMESTER 2 REPORTS 2018

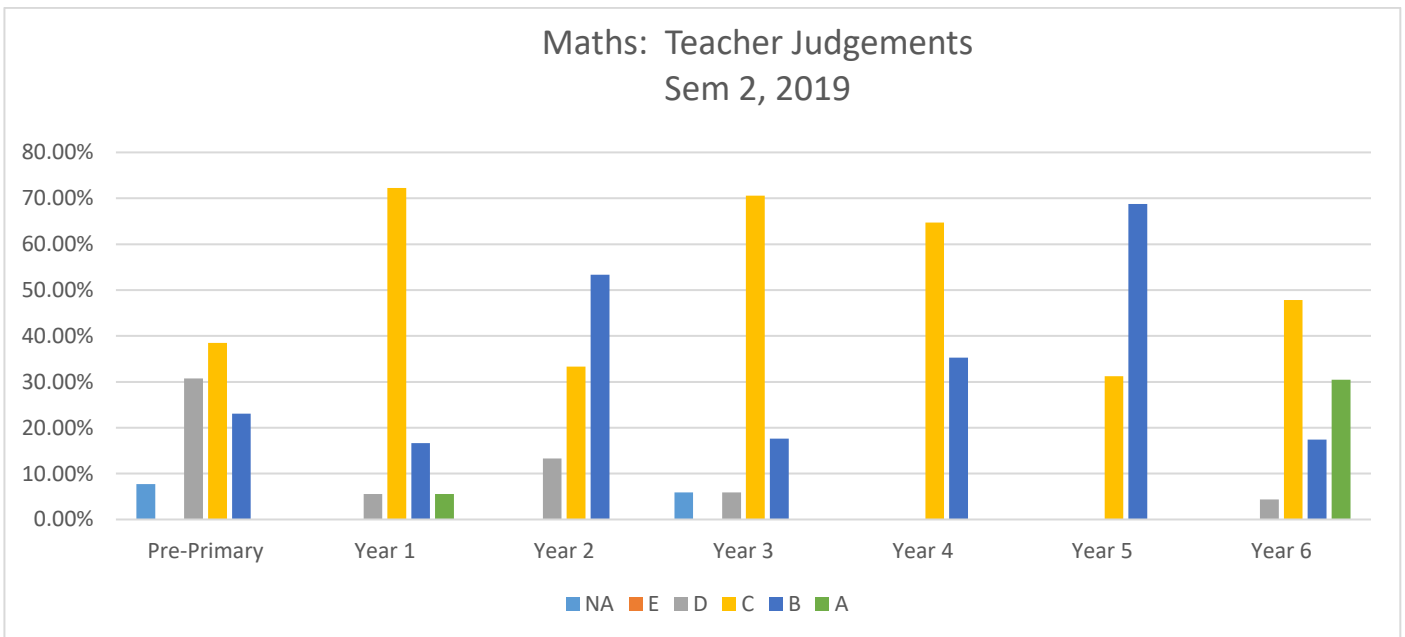


Figure 27 shows the percentage of students who received a C grade or above in mathematics from pre-primary to year 6 in semester 2 reports. This indicates that 90% of all students reached the achievement target for their year level in in 2019. Of these students, 38% were above the achievement target.

FIGURE 28: SCIENCE SEMESTER 2 REPORTS 2018



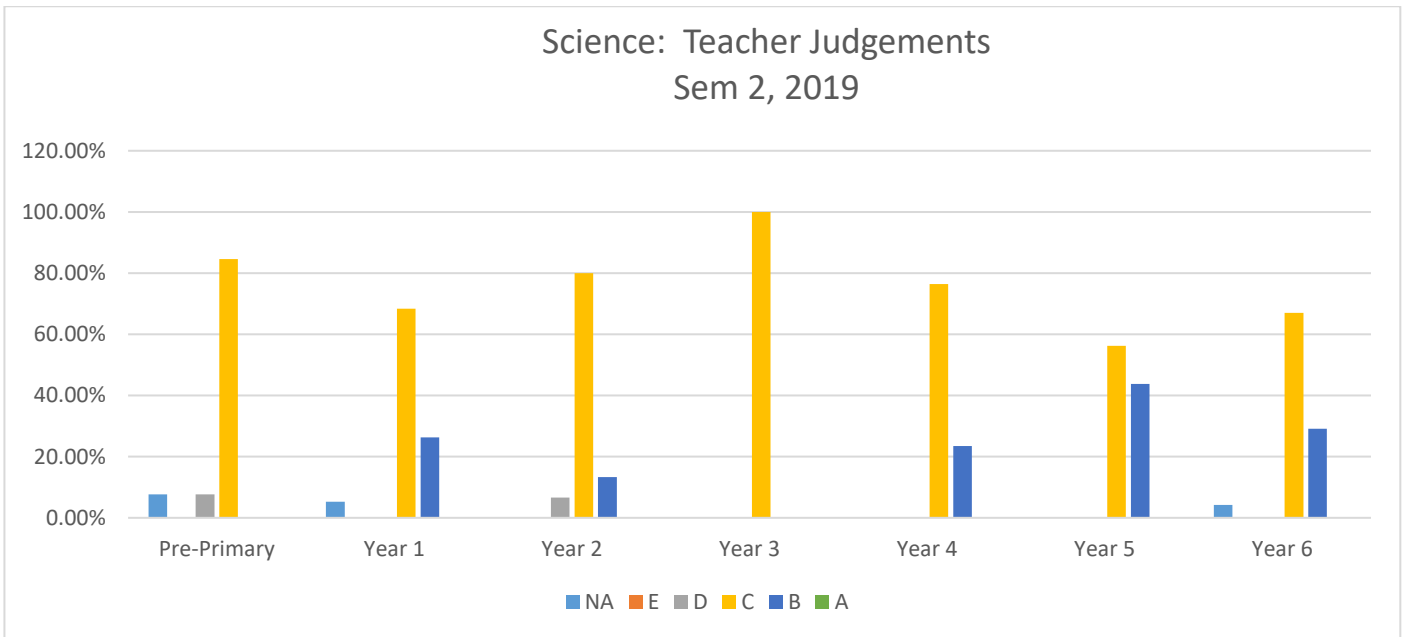


Figure 28 shows the percentage of students who received a C grade or above in science from pre-primary to year 6 in semester 2 reports. This indicates that 96% of all students reached the achievement target for their year level in in 2018. Of these students, 19% were above the achievement target.

FIGURE 29 HUMANITIES & SOCIAL SCIENCES SEMESTER 2 REPORTS 2018

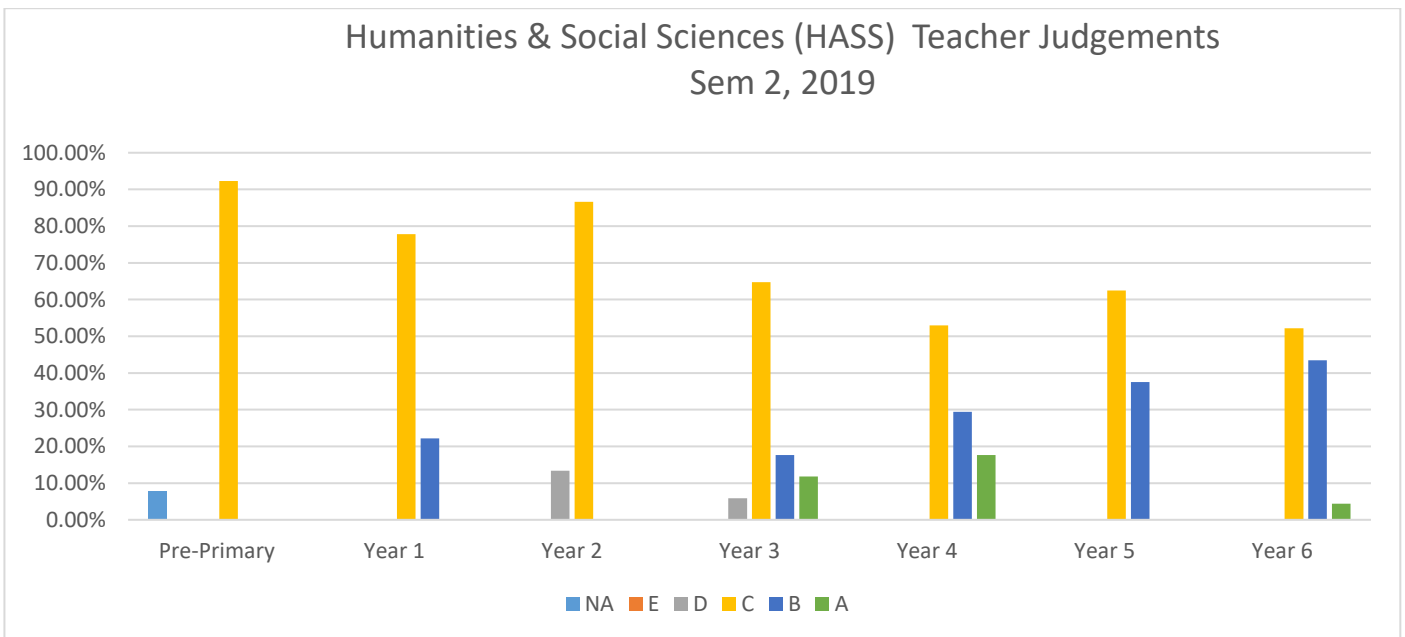


Figure 29 shows the percentage of students who received a C grade or above in Humanities and Social Science from pre-primary to year 6 in semester 2 reports. This indicates that 96% of all students reached the achievement target for their year level in in 2019. Of these students, 26% were above the achievement target.

SUMMARY OF TARGETS



Targets a

STUDENTS BECOME CONFIDENT USERS OF TECHNOLOGY

STEM

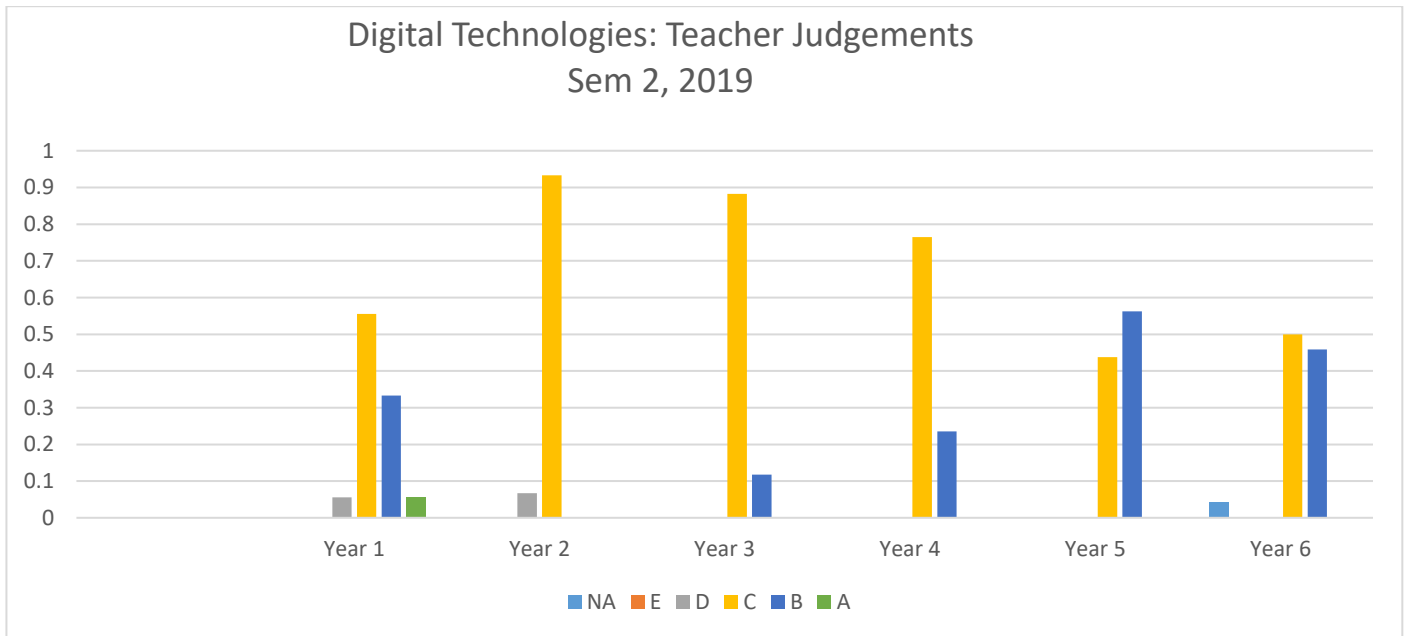


Figure 29 shows the percentage of students who received a C grade or above in Digital Technologies from Year 1 to Year 6 in 2019 semester 2 reports. This indicates that 97% of all students reached the achievement target for their year level in in 2019. Of these students, 29% were above the achievement target.



ACTIONS FOR 2020

Develop a K-6 scope and sequence for digital technologies and ICT K-6.

Continue to support teachers to integrate ICT and digital technologies through collaboration, and professional learning.

Continue to monitor achievement target attainment through semester reporting.



Target on track for 2020

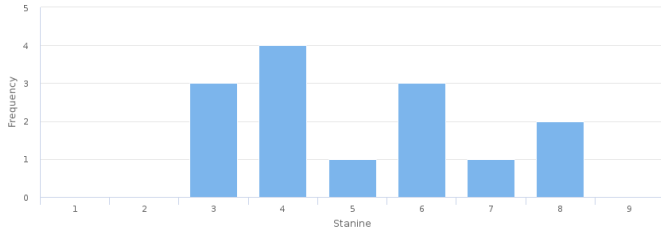


PROGRESSIVE ACHIEVEMENT TESTING

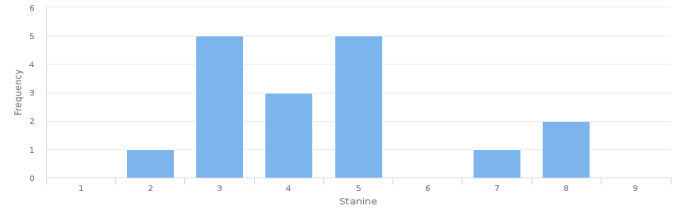
Reading



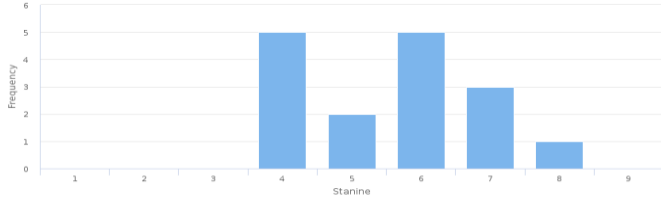
PAT Reading 5th Edition / Group Report / PAT Reading Test 2 - Student Stanine Distribution
Compared to Year 2 Norm Data between 17-10-2019 and 15-11-2019



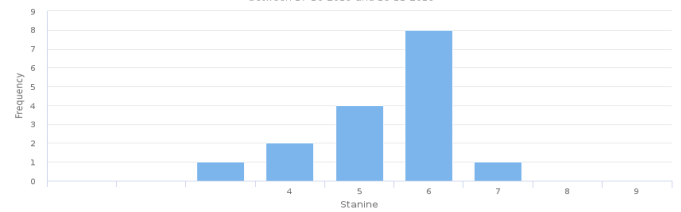
PAT Reading 5th Edition / Group Report / PAT Reading Test 3 - Student Stanine Distribution
Compared to Year 3 Norm Data between 17-10-2019 and 15-11-2019



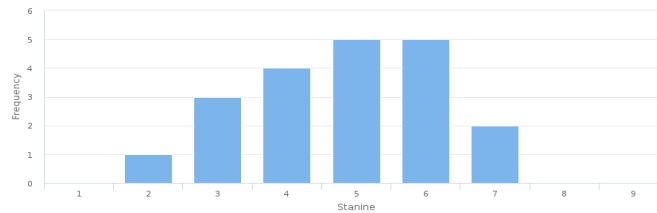
PAT Reading 5th Edition / Group Report / PAT Reading Test 4 - Student Stanine Distribution
Compared to Year 4 Norm Data between 17-10-2019 and 15-11-2019



PAT Reading 5th Edition / Group Report / PAT Reading Test 5 - Student Stanine Distribution
Compared to Year 5 Norm Data between 17-10-2019 and 15-11-2019

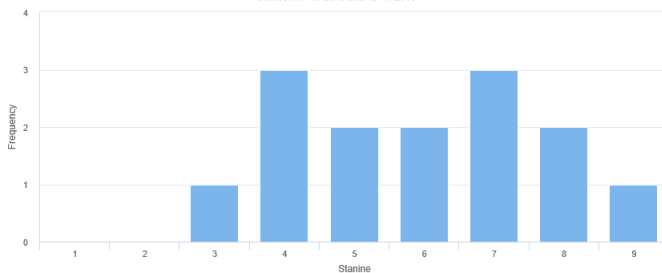


PAT Reading 5th Edition / Group Report / PAT Reading Test 6 - Student Stanine Distribution
Compared to Year 6 Norm Data between 17-10-2019 and 15-11-2019

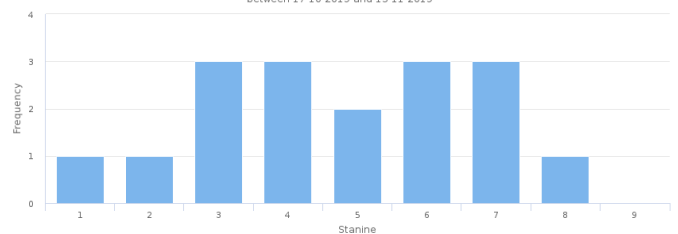


Numeracy

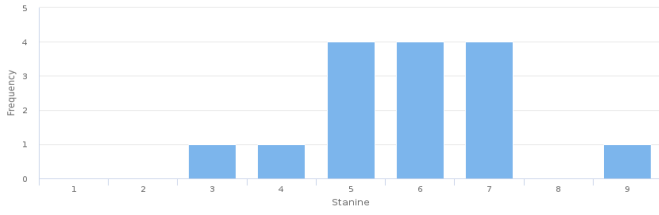
PAT Maths 4th Edition / Group Report / Test 1 - Student Stanine Distribution
Compared to Year 2 Norm Data between 17-10-2019 and 15-11-2019



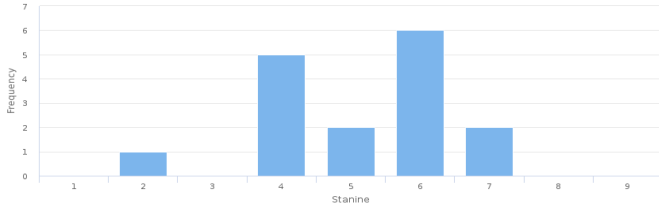
PAT Maths 4th Edition / Group Report / Test 2 - Student Stanine Distribution
Compared to Year 3 Norm Data between 17-10-2019 and 15-11-2019



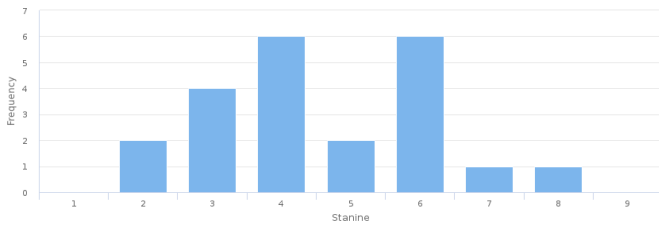
PAT Maths 4th Edition / Group Report / Test 3 - Student Stanine Distribution
 Compared to Year 4 Norm Data
 between 17-10-2019 and 15-11-2019



PAT Maths 4th Edition / Group Report / Test 4 - Student Stanine Distribution
 Compared to Year 5 Norm Data
 between 17-10-2019 and 15-11-2019

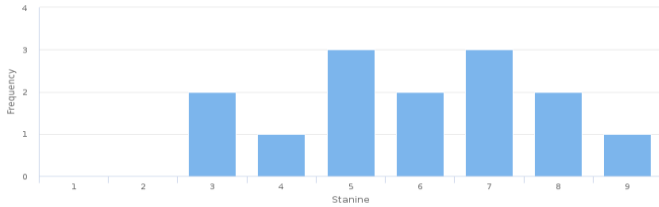


PAT Maths 4th Edition / Group Report / Test 5 - Student Stanine Distribution
 Compared to Year 6 Norm Data
 between 17-10-2019 and 15-11-2019

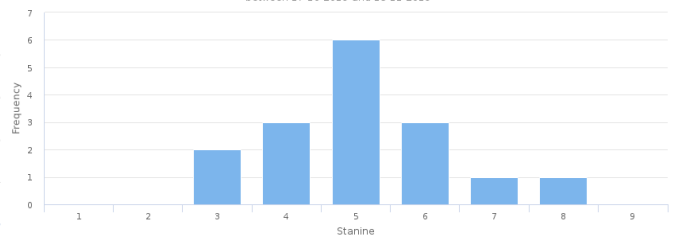


Spelling

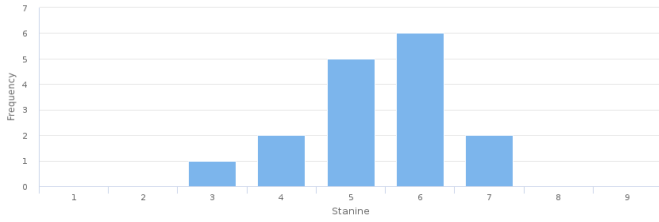
PAT Spelling / Group Report / Test 3 - Student Stanine Distribution
 Compared to Year 2 Norm Data
 between 17-10-2019 and 15-11-2019



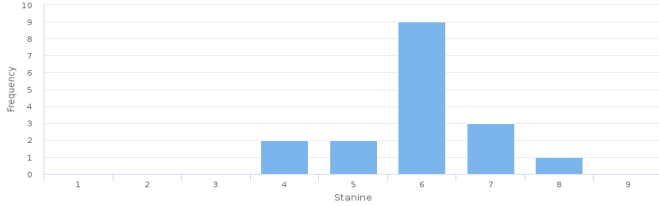
PAT Spelling / Group Report / Test 4 - Student Stanine Distribution
 Compared to Year 3 Norm Data
 between 17-10-2019 and 15-11-2019



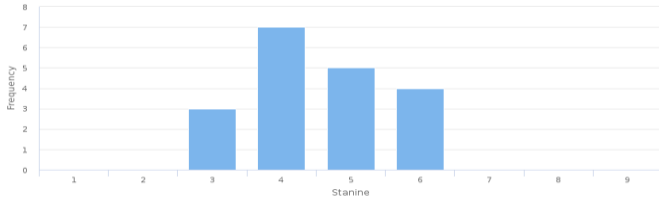
PAT Spelling / Group Report / Test 6 - Student Stanine Distribution
 Compared to Year 5 Norm Data
 between 17-10-2019 and 15-11-2019



PAT Spelling / Group Report / Test 5 - Student Stanine Distribution
 Compared to Year 4 Norm Data
 between 17-10-2019 and 15-11-2019



PAT Spelling / Group Report / Test 7 - Student Stanine Distribution
 Compared to Year 6 Norm Data
 between 17-10-2019 and 15-11-2019



SUPPORTIVE LEARNING ENVIRONMENT



Based on ABE student reporting data, increase the % of students who consistently reflect on work, set goals and talk about own learning. Continue to strive for a positive school culture with high expectations for students and positive relationships.

Information in figure 33 and 34 is based on the Attitude, Behaviour and Effort section of the 2018 semester 2 student reports. Figure 33 indicates that our pre-primary to year 2 students are **consistently** or **often** in most areas. Behaviours with more students marked as **'sometimes'** are **'sets goals and works towards them'**, **'reflects on and talks about own learning'** and **'displays perseverance'**.

FIGURE 33: ATTITUDE BEHAVIOUR AND EFFORT – SEMESTER 2 REPORTS - PP-YEAR 2



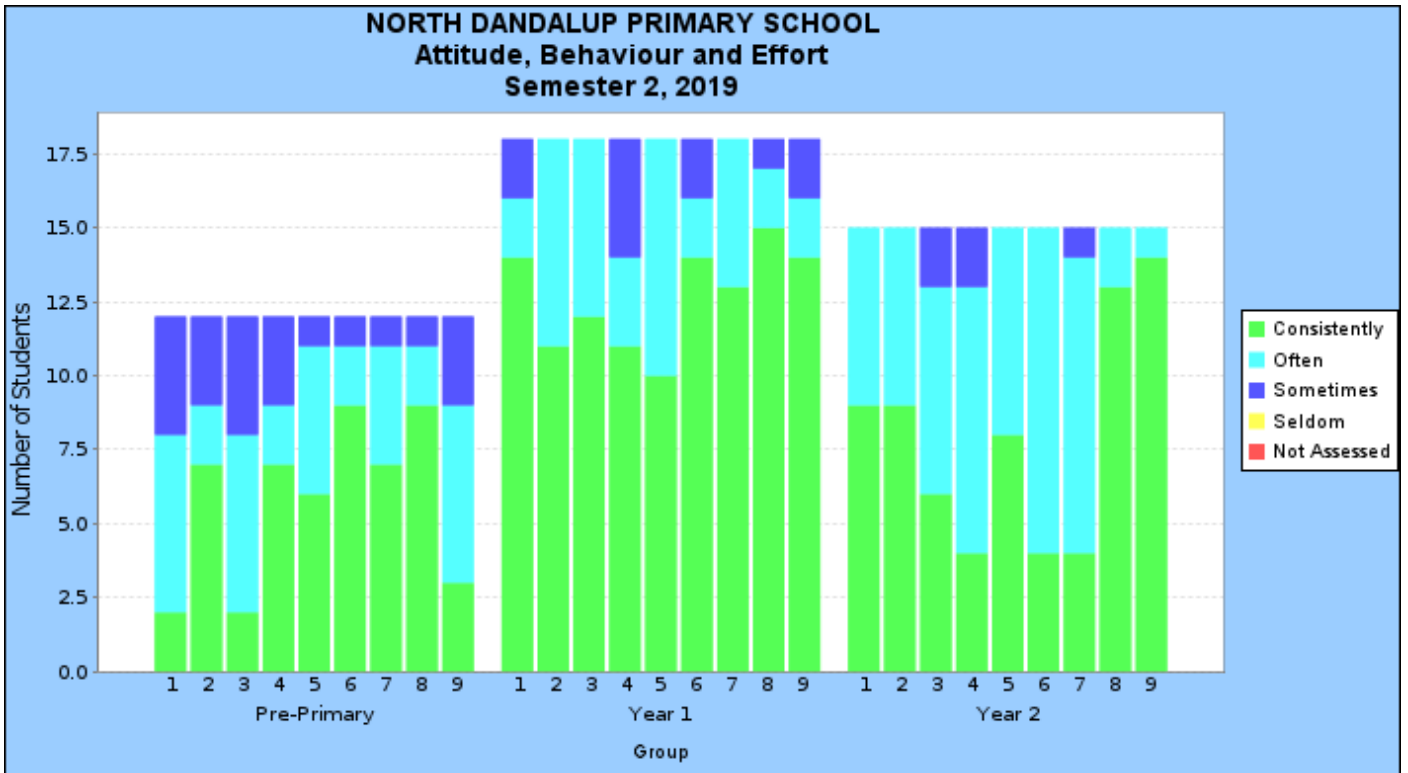


FIGURE 34: ATTITUDE BEHAVIOUR AND EFFORT – SEMESTER 2 REPORTS - YRS 3-6

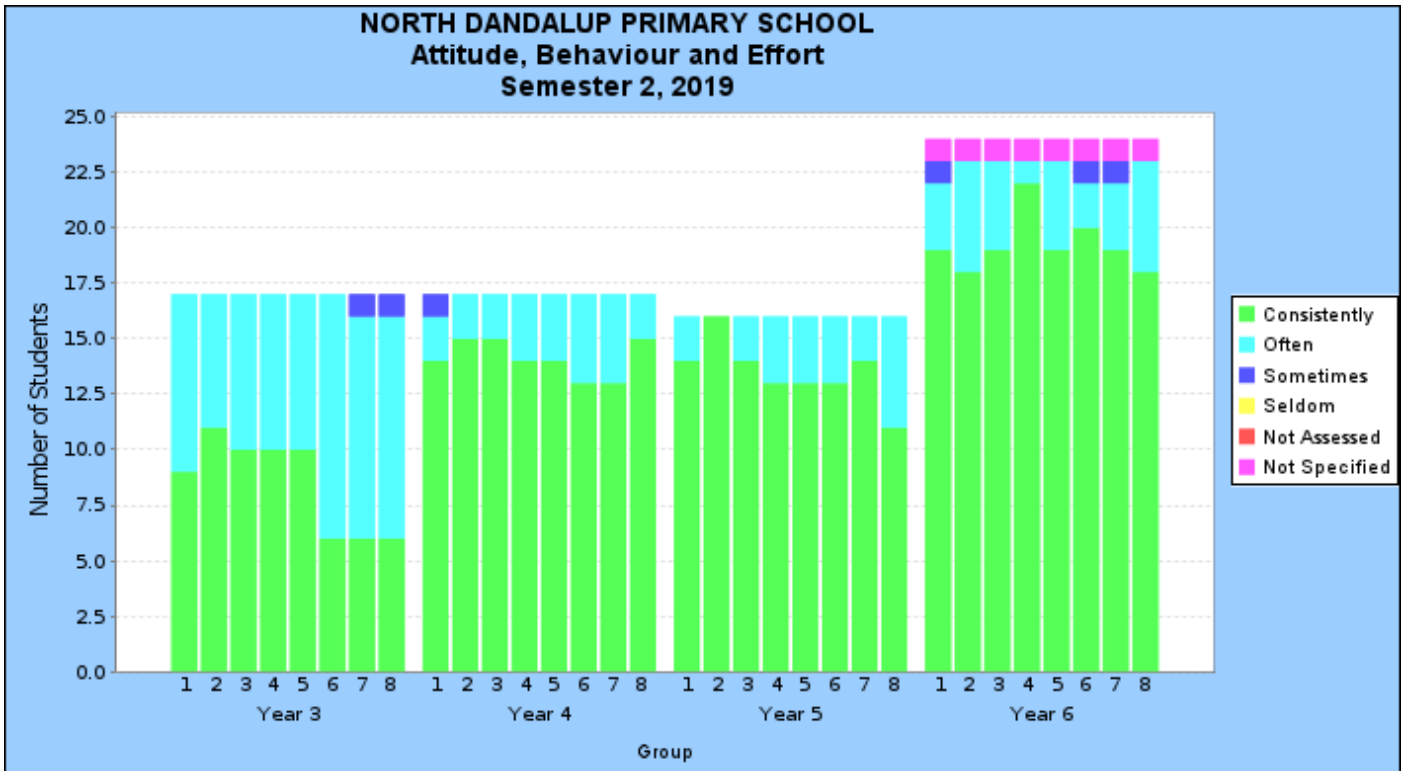


Figure 34 shows that there were more year 3 to 6 students with *'sometimes'* in the areas of *'sets goals and works towards them with perseverance'*.



ACTIONS FOR 2020

Continue with the whole school social & emotional program – Rock and Water.

Continue to promote positive behaviours and values through leadership of Mental Health level 3 teacher.

Explore additional ways to introduce mindfulness activities across the school.

Introduce Zones of Regulation to complement the Rock and Water Program

ATTENDANCE



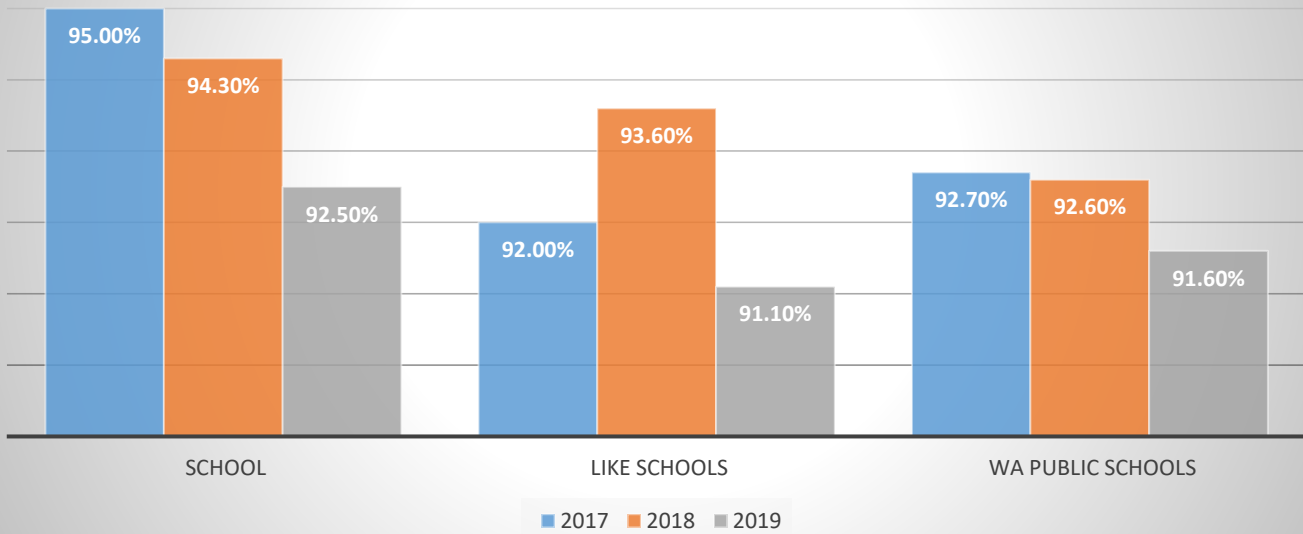
School attendance levels continue to be above like schools and all WA public schools.

Attendance rates for North Dandalup Primary School are consistently above like schools and WA public schools. As seen in figure 35, in 2018 92.8 % of our students attended school regularly compared to 92.7% of students in the rest of the state.

FIGURE 35: ATTENDANCE 2019 COMPARED TO LIKE SCHOOLS AND ALL WA SCHOOLS



Attendance 2017-2019



	School	Like Schools	State
2019	92.8%	91.7%	92.7%

Dropping over time from 95.2 in 2017 to 92.8 in 2019



Target achieved.

ACTIONS FOR 2019

Continue to strive for a positive school culture with high expectations for student attendance.



SUMMARY

Recommended priorities for the school Business Plan 2020-2022.

PRIORITIES FOR 2020 AND BEYOND

- Continue with the Letters and Sounds synthetic phonics program from P-2.
- Continue to provide intervention for reading through the Multilit and Minilit programs
- Continue to monitor student achievement and progress particularly in reading and writing.
- Explicit teaching of strategies for higher order reading comprehension reviewed and strengthened in the literacy plan.
- Develop and implement whole school operational plan and scope and sequence for the implementation of higher order thinking, instructional skills and problem solving.
- Develop and implement whole school operational plan and scope and sequence for the implementation of ICT and Digital Technologies.
- A focus on skills required for NAPLAN on-line particularly writing on the computers.
- Continue to monitor and review spelling in upper years.
- Continue whole school approach to problem solving and real world applications of mathematics through Pr1me Maths in 2019.
- Consistency across the school in English, Maths and Science approaches.
- Investigate additional strategies for a whole school approach to writing.

Supportive Learning environment

- Continue to strive for a positive school culture with high expectations of students and positive relationships.
- Review school behaviour management processes and ensure the whole community is aware of expectations, processes and consequences.
- Continue with the school wide focus on our 4R values.
- Student leadership opportunities – student voice.
- Continue with Rock and Water as whole school social and emotional program.
- Explore additional ways to introduce mindfulness activities across the school.

Environmental responsibility and sustainability

- Continue the environment program with a STEAM focus on whole school approaches to sustainability education.

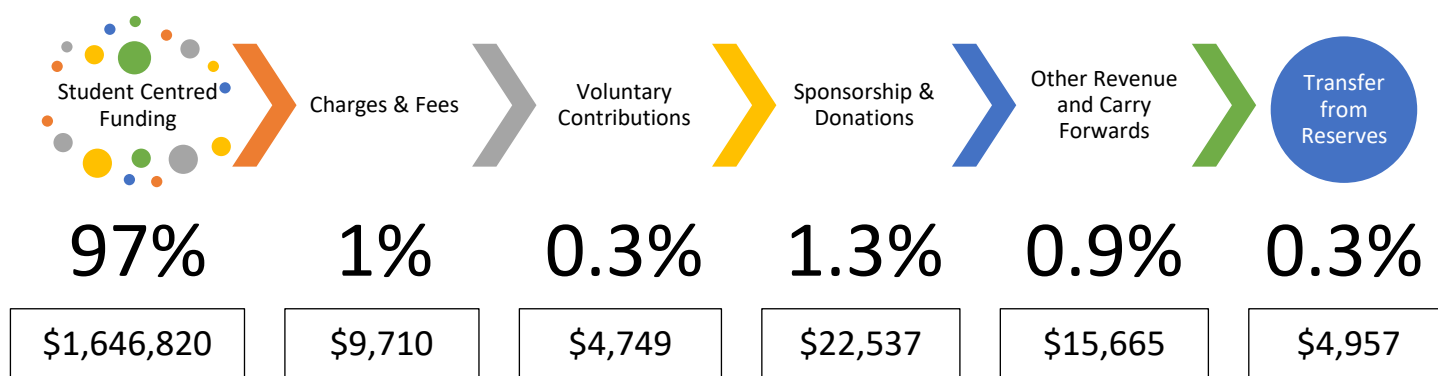
Community and social responsibility


- Promote and welcome the input of parents and community members.
- Improve academic image of the school and keep parents informed of evidence based curriculum approaches.



Financial Overview

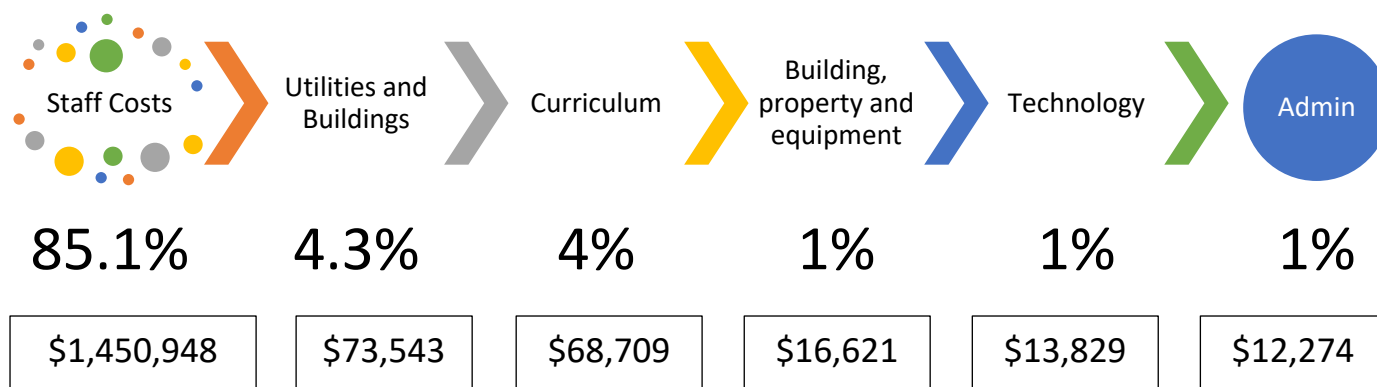
Revenue




 **\$1,704,439**
operating budget 2019


 **Voluntary contributions collection rate of 79%**

Expenditure



 **99% of total budget spent in 2019**

 **Carry forward of cash and salaries \$68,512**

 **Reserve accounts for asset replacement \$7,684**

