



2024 Annual Report



Contents

A message from the Principal	3
2024 at a Glance	4
Student Information	4
Staff Information	4
Governance	5
School Board report	5
School P & C President report	5
North Dandalup Primary School in Focus	6
Business plan / Improvement Plan	6
Student Achievement	7
National Quality Standards	7
Recommendations	7
PAT	8
Reading	8
Spelling	8
Maths	8
NAPLAN	9
Year 3	9
Comments:	9
Recommendations:	9
Year 5	10
Comments:	10
Recommendations:	10
Tier 2 Intervention	11
Student Attendance	12
Financial Summary	13

A message from the Principal

It is with great pride that I present the 2024 Annual Report for North Dandalup Primary School. The year saw our school go from strength to strength as we continue to focus on our priority areas and continue our commitment to school improvement. Our plans inform and steer our team across the domains of The Standard, including rigorous review processes. Our School Board maintained strong governance and remained an integral part in providing a voice for the community.



Quality teaching remains the top priority for our staff and the leadership of the school. The focus areas for the Department of Education align closely with our school's instructional approach, the Teaching for Impact resource and Quality Teaching Strategy inform our high impact teaching practices. All staff, including our non-teaching staff have continued to build capacity in our explicit teaching model to maintain continuity and low variance in the delivery of the curriculum.

Significant investment has been made this year to support students with additional needs. The appointment of a student services coordinator has ensured quality care for those students who require additional support. This consistent approach of identifying students and supporting teachers, while working with parents and carers gives our students the best chance of success here at North Dandalup PS.

During 2024 the staff undertook a process of refining our Positive Behaviour Policy, as recommended in our 2022 Public School Review. The staff examined the role of the strongly embedded values (the four Rs) and created an expectations matrix (The Dandy Way) to help our students and community to identify what our school looks like when we are demonstrating these high expectations. This process helped us to understand some of the complexities our school is experiencing with our growing community.

Our parent community continue to be the biggest advocates of our school, demonstrating pride in the community. This is evident in the way that our School Board govern and the manner in which our P&C members passionately contribute in a number of ways. This community engagement contributes strongly towards our positive school culture and is highly valued by the students and staff within our school.

Todd Clark
Principal

2024 at a Glance

Situated at the base of the Darling Range, approximately 80kms from Perth, you'll find North Dandalup Primary School 1km north of the townsite in a unique natural setting with a population of 172 students spanning Kindergarten to Year 6.

Established in 1900, the school preserves and respects its rich history; however, endeavours to enrich the lives of its students preparing them for their future.

Student Information

2024 STUDENT CHARACTERISTICS	
ICSEA (Decile 6)	1024
Fulltime Students (PP-6)	148
Students with Disability	11 (6%)
Aboriginal Students	4
Part time students (K)	20

Staff Information

		No.	FTE	AB'L
Administration Staff	Principal	1	1.0	0
	Total Administration Staff	1	1.0	0
Teaching Staff	Level 3 Teachers	1	1.0	0
	Other Teaching Staff	10	8.0	0
	Total Teaching Staff	11	9.0	0
School Support Staff	Clerical / Administrative	2	1.4	0
	Gardening / Maintenance	1	0.5	0
	Allied Professionals	7	4.5	0
	Total School Support Staff	10	6.4	0
TOTAL STAFF		22	16.4	0

Governance

School Board report

2024 saw the successful re-nominations of Marion Drysdale and after a short break from the board, Sophie Stacey. Emma Bennett's tenure came to an end, we thank her very much for the time and effort given to the board. The school board welcomed new member Chris Burgess. This year, the board continued with the implementation of a new educational focus within each meeting, giving board members an increased awareness of the learning initiatives and assessments taking place within the school. We continue to strive to raise the profile of the school board and enhance links with the wider school community. Moving forward, we endeavour to refine our discussion topics, ensuring that focus remains on key and current priorities while maintaining long term objectives to help our school achieve the best outcomes for our students.

Congratulations and thank you to our 2024 board members.

Staff representatives	Todd Clark, Marion Drysdale, Mike Black
Parent representatives	Bec Miller, Gemma Dingle, Chris Burgess, Sophie Stacey
Community representative	Gemma Carruthers

Gemma Dingle

Board Chair

School P & C President report

The success achieved by our 2024 NDPS P&C Committee was phenomenal, but it simply would not have been possible without the individuals that volunteered their time and took on roles within the committee, all our members, the NDPS staff, and the wider community; be it with their time and/or donations. An honourable mention must go to our office bearers and executive committee, within which is Fran Bennett, the school's Manager of Corporate Services extraordinaire, who once again with grant applications.

Vice President	Karis Turner
Secretary	Emma Bennett
Treasurer	Josie Cudmore
Executive Committee	Karis Turner, Emma Bennett, Josie Cudmore, Fran Bennett, Gemma Dingle, Lauren Rose, Silvia DeWorboies
Fundraising Coordinator	Gemma Dingle
Canteen Coordinators	Silvia DeWorboies & Sharifah Farhana
Uniform Coordinator	Lauren Rose
Members	Azynee Duncan, Sophie Stacey, Ashleigh Stevenson, Dawn Quinn

In 2024 the North Dandalup Primary P&C has:

- o Maintained a crucial link between our parents/carers and our school, as well as the wider community of North Dandalup.
- o Continued applying for grants (a successful Doral grant went towards the blinds around the Carnaby Café area where our children sit for Breakfast Club) and held fundraising events (such as taking part

- in the Mandurah Rotary Duck Race where we were the top fundraiser) to assist in the provision of resources, facilities and amenities for the benefit of our children and their learning environment.
- o Encouraged and supported positive community relationships through meetings and events.
 - o Upheld strong parent/carer and community engagement with our events, such as the Bunnings Sausage Sizzle (which necessitates a very big thank you to our wonderful school Chaplain, Celine Shadlow, who was able to get the supplies needed for this event donated by Coles Pinjarra), contributed to funding for busses for school excursions and events (such as swimming lessons).
 - o Positively promoted our school and its staff, for the best possible experience for our children during their time at North Dandalup Primary School.
 - o On this note, over the course of 2024, the NDPS P&C donated a total of \$12,500 to the school in order to benefit our children.

Finally, I would like to thank all those who continued to support me in my role as President throughout 2024, and, as our school continues to increase in number students, I am hopeful that our P&C will continue to grow in return. I look forward to continuing in this role in 2025, my final year with a child at NDPS.

Gemma Carruthers
P&C President

North Dandalup Primary School in Focus

Business plan / Improvement Plan

2024 saw our school continue to work collaboratively towards the outlined priorities in our 2023 – 2025 Business Plan. The review of the current Improvement Plan provided clear direction for what would be our specific areas of focus for the 2024 – 2025 Improvement Plan.

The staff utilised dedicated staff meetings and School Development Days to reflect on the different focus areas of the 2023 – 2024 Improvement Plan, and how effectively we felt we have addressed the areas. We were able to pull our ideas together, as a staff, to create the contents of our subsequent plan that will see us through to mid-2025. By employing a collaborative and inclusive approach, all members of staff have contributed to setting targets for us to strive towards.

We continue to work in accordance with our Effective Teaching Model, that was created by our staff. The focus on our instructional model ensures that all teachers are delivering the curriculum via a low variance approach, including daily review and engagement norms.

A school plans that our staff refined during the 2024 school year was our Positive Behaviour Policy, including the creation of an Expectations Matrix – The Dandy Way. We also strengthened our Good Standing Policy and ensured this was communicated clearly to our community.

Our SAER Policy was also a document that underwent review in 2024. Led by our Student Services Coordinator, our staff developed a new-look 'Request for Support' process and a flow chart that guides staff through the steps of identifying and supporting students at education risk. Professional learning was delivered to support staff through this process.

Student Achievement

National Quality Standards

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: Our K-2 team collaboratively self-assessed our Early Childhood practices with a focus on high expectations on quality early childhood practices.

Recommendations:

- Reintroduce Parent liaison group (PALS parents who assist liaise and support)
- Parent Education Sessions eg parenting skills, healthy eating to be provided by external professionals at the school
- Survey parents to find what skills they have and would like to share with the class, school..
- Current PL in the use of Seesaw as a tool for communicating and sharing with our families
- Parent survey regarding the education process and our school.
- Work out ways to continue to support new families after they have enrolled and started at the school eg a welcome package.
- Welcoming and involvement activities eg BBQ, sausage sizzle, picnic.
- Encourage and support parents to volunteer at school for activities such as helping with the Environment Program, listening to children read,



PAT

Reading

	Normed referenced group median scale score	Expected progress	NDPS median scale score	Progress points
Year 2	101.1		74	
Year 3	113		102.1	
Year 4	120.9		107.9	
Year 5	125.8		112.1	
Year 6	128.8		124.8	

Spelling

	Normed referenced group median scale score	Expected progress	NDPS median scale score	Progress points
Year 2	82		96.6	
Year 3	97		100.5	
Year 4	112		113.8	
Year 5	124		126.2	
Year 6	132		139.4	

Maths

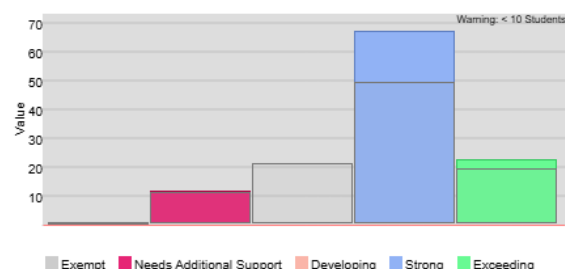
	Normed referenced group median scale score	Expected progress	NDPS median scale score	Progress points
Year 2	108.3		89.9	
Year 3	115.4		111.4	
Year 4	121.1		111.1	
Year 5	125.5		118.1	
Year 6	128.9		128.8	

NAPLAN

Year 3

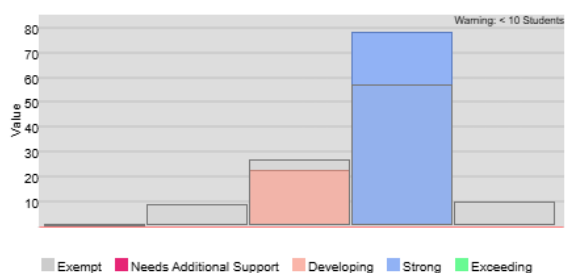
Reading - Proficiency

Filters : Stable Cohort



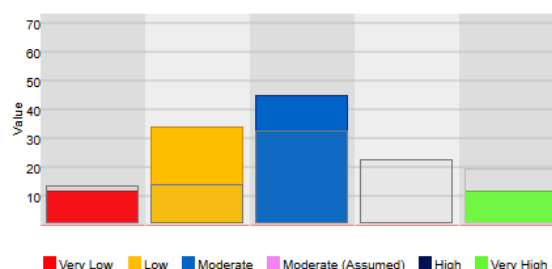
Numeracy - Proficiency

Filters : Stable Cohort



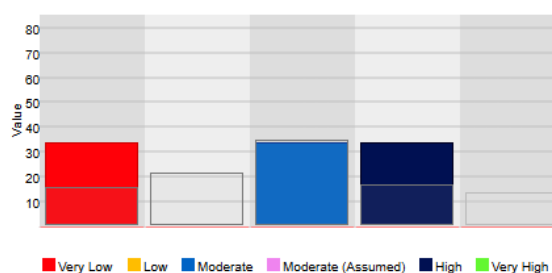
Reading - Progress

Filters : Stable Cohort



Numeracy - Progress

Filters : Stable Cohort



*All data shown is for our stable cohort

Comments:

- The number of Year 3 students in the 'Strong' and 'Exceeding' proficiency levels for Reading was higher than like schools.
- 11% of Year 3 students were in the 'Needs Additional Support' proficiency level.
- In Numeracy, Year 3 students achieved better than like schools in the 'Strong' proficiency level.

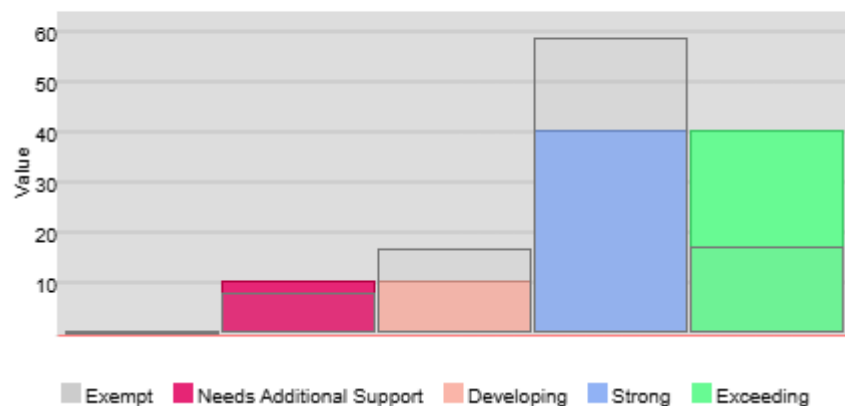
Recommendations:

- Continue the implementation of Letters & Sounds across K-2 with the support of Education Assistants for targeted intervention to address percentage of students in 'Needs Additional Support' proficiency.
- Continue to implement Multi-Lit reading intervention for targeted students.
- Continue implementation of High Impact Teaching strategies including learning intentions and success criteria, daily reviews and worked examples across the school.

Year 5

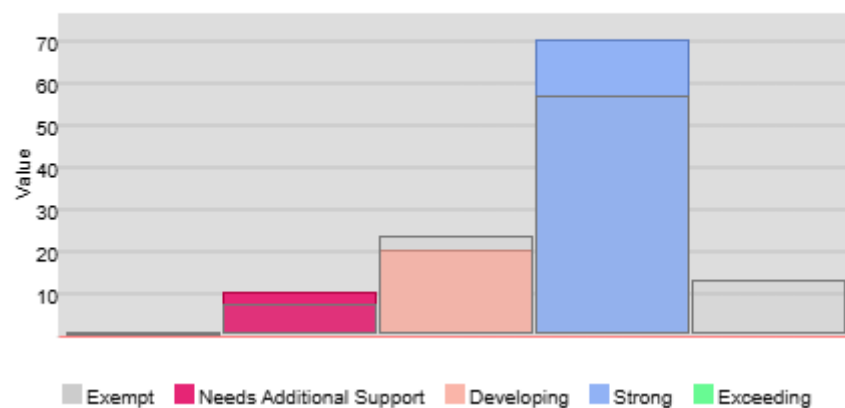
Reading - Proficiency

Filters : Stable Cohort



Numeracy - Proficiency

Filters : Stable Cohort



*All data shown is for our stable cohort

Comments:

- NAPLAN progress is unable to be measured for Year 5 due to the change to Proficiency level.
- In Year 5 Reading the number of students achieving 'Exceeding' is significantly higher than like schools.
- In Year 5 Numeracy the number of students achieving 'Strong' is significantly higher than like schools..

Recommendations:

- Continue the implementation of Multi-Lit intervention for students requiring support.
- Continue to identify students to engage in extension interventions.
- Continue implementation of High Impact Teaching strategies including learning intentions and success criteria, daily reviews and worked examples across the school.

Tier 2 Intervention

Targeted intervention plays a key role in supporting all students to achieve to their potential at North Dandalup Primary School. Data analysis and teacher judgement combine to identify students, create targeted intervention learning experiences and monitor progress.

The appointment of a Student Services Coordinator (SSC) had an immediate impact on our ability to identify and cater for students with additional needs. Weekly meetings between the SSC, Principal and School Psychologist allows for regular sharing of information and a coordinated approach. The student services team consists of the SSC, the Principal, School Psychologist, Level 3 Classroom Teacher and School Chaplain. The creation of a documented distributed leadership model has assisted with clarity of roles and responsibilities.

During Semester 1, our school maintained our intervention strategy where teachers used data from relevant sources, triangulated in Elastik, along with observations to identify suitable students for extra support across the curriculum. Education Assistants facilitated 'daily review style' intervention sessions to small groups of six or less and focus on specific identified needs.

Semester 2 saw a change in the approach to intervention. Priority was placed on students attending Multi-Lit to address student needs in reading. The planned flow on effect of this was to have a positive impact on other areas of the curriculum, by focusing on improving reading levels.

Student Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	93.9%	92.3%	93.2%	76.6%	81.5%	77.6%	93.4%	91.4%	91.9%
2021	92.3%	91.1%	92.4%	null%	null%	null%	92.3%	90.5%	91%
2022	87.7%	87%	88.3%	null%	null%	null%	87.7%	86.1%	86.6%
2023	91%	89.5%	90.3	null%	null%	null%	91%	88.8%	88.9%
2024	91.2%	91.6%	91.0%	91.9%	79.7%	74.3%	91.2%	91.0%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	81.0%	12.1%	6.9%	0.0%
2021	75.7%	15.3%	8.1%	0.9%
2022	45.4%	38.0%	15.7%	0.9%
2023	66.1%	24.2%	8.1%	1.6%
2024	67.9%	25.0%	5.7%	1.4%
Like Schools 2024	69.2%	21.1%	7.4%	2.3%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

2024 attendance rates are better than both like schools and WA Public Schools. In 2025, the focus will be increasing the percentage of students in the 'regular' attendance category to meet like schools.

Attendance action plan.

- Individual case management – moderate/severe categories
- Chaplain support

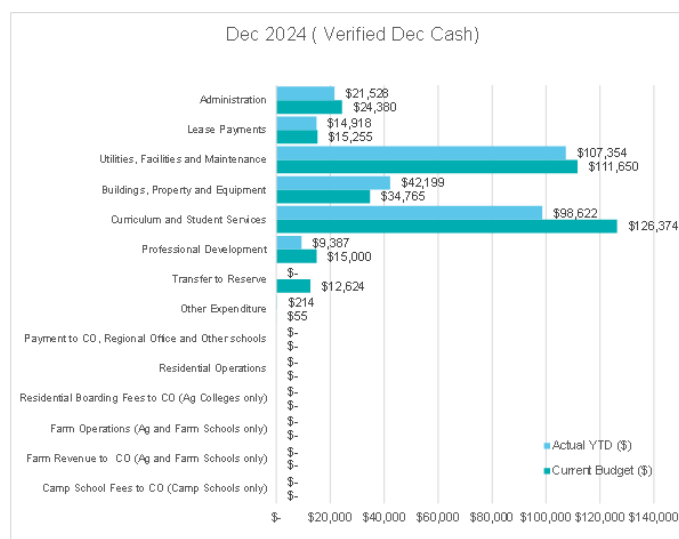


Financial Summary

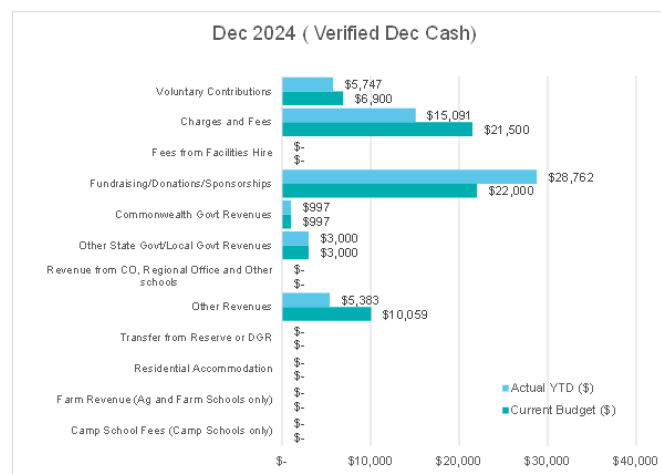
One Line Budget

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	47,398	47,398
Carry Forward (Salary):	154,229	154,229
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	2,177,740	2,177,740
Locally Raised Funds:	64,456	58,980
Total Funds:	2,443,822	2,438,346
EXPENDITURE		
Salaries:	1,865,134	1,865,134
Goods and Services (Cash):	340,103	294,222
Total Expenditure:	2,205,237	2,159,356
VARIANCE:	238,586	278,991

Goods and services expenditure – budget vs actual



Locally generated revenue – budget vs actual



nurturing  **excellence** naturally



North Dandalup
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