**ANNUAL REPORT**

This Annual Report for 2016 provides a summary of the school’s performance throughout the year. It details student performance in academic and non-academic areas and outlines target areas for improvement.

**SCHOOL CONTEXT**

North Dandalup Primary School is situated at the base of the Darling Range. The school population is steadily growing with 109 students enrolled by the end of 2016. At North Dandalup Primary School, we have a strong focus on the social, emotional and academic wellbeing of children and value the achievements of all of our students.

**OUR VISION**

The vision for North Dandalup Primary School is embedded in every aspect of day to day operations of the school.

- As a school for environmental consciousness we aspire to engender a sense of community spirit both within the school and the local community.
- We encourage our students to contribute to the well-being of others and to the common good.
- We aim to develop a lifelong love of learning and a work ethic that supports students to achieve their potential.

**OUR VALUES**

Our shared values provide a solid foundation upon which our approaches to teaching and learning are built. These values are designed to develop our student’s social and civic responsibility.

- 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 and our right to have others respect us.
- Resourceful: by thinking ahead and using our initiative.
HIGHLIGHTS OF 2016

A number of events throughout 2016 reminded us how fortunate we are to be a part of the North Dandalup Primary School community.

We continued with our award winning environmental education program which connects environmental issues to real life experiences for students. Activities and projects include: chickens, potting and shade houses, a worm farm, bird watching, veggie gardens, recycling program, composting, water testing at the North Dandalup River and Global learning and observations to benefit the environment (GLOBE).

Our students assisted with tree planting at the Equestrian Centre, Beau Sovereign drive and North Dandalup River track. This was once again supported by Serpentine Jarrahdale Landcare and Men of the Trees.

ALCOA continued to be a strong supporter of the school and sponsored Enrich maths, an enrichment maths project in collaboration with SCITECH. The project involved our year 3s to 6s working with SCITECH teachers to create a collaborative maths project. The community were also involved with SCITECH hosting a maths night as well as the SCITECH bus where community members were taken on a free trip to SCITECH.

During the course of the year there were many incursions and excursions in which our classes took part. These events complemented and enhanced the classroom educational programs.

We participated in community events such as Walk to School and Ride to School days. The year 4, 5s and 6s attended our bi-annual school camp at Camp Quaranup in Albany and four of our year 6 students were chosen to attend the Halogen Young Leaders Conference.

We said goodbye to our graduating year 6s with an excursion to Rockingham and a graduation lunch. They got their feet cemented and prepared speeches and an item for the end of year presentation assembly.

Our year 3 to 6 students once again participated in oracy examinations and our years 4 to 6 participated in the University of New South Wales ICAS testing in English, Maths and Science. Pre-primary students were tested through on-entry assessment.

Our canteen was refurbished by the Department of Education and opens on Wednesdays each week, operated by P&C and staffed by parent volunteers.
HIGHLIGHTS OF 2016 (continued)

The school took part in interschool cross country, T-ball, netball and football. At the Interschool Carnival our students convincingly won the Small Schools Athletics Shield.

Playgroup was introduced and organised by parent volunteers. In their early years, playgroup is the ideal setting for children to learn through play. Playgroup also offers parents and carers an opportunity to benefit through building connections and supporting each other.

We are grateful for the continued support of parent and community volunteers, particularly our fantastic P&C. In 2016 they were busy with school banking, canteen, uniform shop and numerous fundraising activities.

The P&C supported the school in a number of ways including, subsidising school camp, leavers shirts, helping to fund the resurfacing of the car park, sponsoring end of year awards, graduation gifts and camp T-shirts.

ON-ENTRY ASSESSMENT

Pre-primary students were tested at the beginning and end of 2016. By the end of the year the average expectation is 1.0 progression points for PP students.

Analysis shows that in literacy 60% of students moved 0.5 progression points or more. In reading 66% of students moved 0.5 progression points or more. In speaking and listening 40% of students moved 0.5 progression points or more. In writing 26% of students moved 0.2 progression points or more. In numeracy 100% of pre-primary students reached 1 progression point or more.

ACTIONS FOR 2017

Introduce year 1 and 2 on-Entry Assessment to monitor the individual progress of students. Expectation is that Pre-primary will be at 1.0 progression point at the end of the year, with year 1 and year 2 students at 1.5 and 2.0 progression points respectively.
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. The NQS is focussed on continuous self-improvement and embedding a reflective and educative process for staff. We have used the NQS to reflect on the quality of our programs. Provided below is a summary of the key strengths and some of the focus areas for improvement in 2017.

<table>
<thead>
<tr>
<th>Quality Area</th>
<th>Working towards</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational program and practice: ensuring that the educational program and practice is stimulating &amp; engaging and enhances children’s learning and development.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Children’s Health &amp; Safety: focuses on safeguarding and promoting children’s health and safety.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Physical Environment: 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.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Staffing Arrangements: 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.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Relationships with Children: 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.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Collaborative partnerships with families and communities: fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Leadership and service management: positive organisational culture and building of a professional learning community.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Actions for 2017

<table>
<thead>
<tr>
<th>Quality Area</th>
<th>Outcome</th>
<th>Comment</th>
<th>Action for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.3</td>
<td>Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</td>
<td>Space around the school is limited as the student population grows.</td>
<td>Designated nature play areas Schedule of works and maintenance Apply to Department for additional buildings.</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Premises, furniture and equipment are safe, clean and well-maintained.</td>
<td>The older buildings in the school need painting and carpeting.</td>
<td>Carpets, shelving, fresh paint, furniture replacement schedule.</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Professional standards guide practice, interactions and relationships</td>
<td>All staff have a professional approach to their teaching and relationships. Reflection against the AITSL teacher standards is not yet formalised within the school.</td>
<td>Introduce reflection against AITSL Teacher Standards as part of performance management processes.</td>
</tr>
<tr>
<td>7.1.2</td>
<td>The induction of educators, coordinators and staff members, including relief educators is comprehensive.</td>
<td>Due to the lack of staff turnover there is no induction package for new staff or relief staff.</td>
<td>Create a comprehensive induction program for new staff and a relief file with all the relevant information that might be required.</td>
</tr>
<tr>
<td>7.22</td>
<td>The performance of educators and staff members is evaluated and individual development plans are in place to support performance improvement.</td>
<td>Staff do not currently have school initiated development plans linked to the school priorities and direction.</td>
<td>Performance management processes in 2017 to focus on student improvement and individual development plans.</td>
</tr>
</tbody>
</table>
NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN)

Years 3 and 5 participated in the NAPLAN testing in 2016. The tests were carried out in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

At North Dandalup the small size of our cohorts can affect the reliable analysis of our overall results. However reviewing the data from three different perspectives allows us to triangulate the information and make sound judgements about our achievement levels. The NAPLAN results have been analysed by:

1. Comparing our achievement to expected achievement levels.
2. Comparing our progress and achievement to that of like schools.
3. Analysing patterns in student ability across cohorts and over time.

1. COMPARING OUR ACHIEVEMENT TO EXPECTED ACHIEVEMENT LEVELS.

The Department of Education calculates expected achievement levels using the school ICSEA value (Index of community socio-educational advantage). The ICSEA is determined by socio-educational elements such as average income, level of education, and types of employment for the households of students enrolled in the school, it has nothing to do with the staff, school facilities or teaching programs at the school. A higher ICSEA value translates to a higher expectation of performance. North Dandalup has an ICSEA value of 987 which is very close to the average value of 1000.

Expected levels of achievement year 3 (figure 1) are based purely on the school’s ICSEA value. For year 5, Expected levels of achievement (figure 2) are calculated using the school’s ICSEA value and the previous NAPLAN performance of the cohort in Year 3. Figure 1 and 2 shows where the school performed above, at or below expected achievement levels since 2011.

Figure 1: 2011 – 2016 YEAR 3 PERFORMANCE SHOWING EXPECTED LEVELS

![Figure 1](image)

Year 3 cohorts have consistently performed above expected levels in numeracy with three cohorts being one standard deviation above expected achievement.
Reading results show that two cohorts have achieved one standard deviation above expected achievement and three within expected. One group performed below expected achievement.

Writing has seen consistent performance with students achieving within or above expected levels of working within expected with two groups above until the 2016 testing. Since 2012 Grammar and punctuation has been within or above expected level.

Spelling results show the school being below expected achievement in 4 out of the last 6 years. In two of these years other areas of the testing resulted in achievement above or within expected achievement.

Figure 2: 2011 – 2016 YEAR 5 PERFORMANCE SHOWING EXPECTED LEVELS

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Performance</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>0.5</td>
<td>0.4</td>
</tr>
<tr>
<td>Reading</td>
<td>0.3</td>
<td>0.1</td>
</tr>
<tr>
<td>Writing</td>
<td>2.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>-0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0.9</td>
<td>1.4</td>
</tr>
</tbody>
</table>

**Legend:**
- **1** Above Expected - more than one standard deviation above the predicted school mean
- **2** Expected - within one standard deviation of the predicted school mean
- **3** Below Expected - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6

Year 5 cohorts have consistently achieved within expected levels in numeracy.

Reading results show that only one cohort achieved below expected with the remainder achieving within expected performance. Writing has been consistently above or within expected level. Spelling results show that apart from 2013 student performed above or within expected achievement. Grammar and punctuation is above in all years excepting 2016.
2. COMPARING OUR PROGRESS AND ACHIEVEMENT TO THAT OF LIKE SCHOOLS

Like schools are those with a similar level of advantage to us which is determined by their ICSEA. Figures 3 and 4 show the number of students in the top, middle and bottom 20% of achievement at North Dandalup compared to like schools.

Figure 3: 2014 – 2016 YEAR 3 READING PERFORMANCE COMPARED TO LIKE SCHOOLS

In both 2014 and 2016 there were more students in the bottom 20% and fewer in the top 20% of achievement than those in like schools. The reversal of this pattern in 2015 is likely to be cohort based.

In 2014 there were similar numbers of students in the middle 60% as like schools. More students in the middle 60% were apparent in 2015 and 2016.

Figure 4: 2014 – 2016 YEAR 5 READING PERFORMANCE COMPARED TO LIKE SCHOOLS

Figure 4 shows that in 2014 and 2015 there were no year 5 students in the top 20% of reading with most students sitting in the middle 60%. Fewer students were in the bottom 20% in 2014 and 2015. However in 2016 there were more students in the bottom 20% of achievement than like schools.
It can be determined from figure 5 that in 2014 and 2015 more students were in the top 20% of achievement than like schools in year 3 writing. This was higher than like schools in both cases. In 2014 there were fewer in the bottom 20% than like schools with no students in the bottom 20% in 2015. In 2016 more students were in the bottom 20% than in like schools and fewer in the top 20%.

In year 5 writing, as shown in figure 6, there are consistently fewer students in the bottom 20% of writing than like schools. However, there are also fewer in the top 20% in the 2015 and 2016 testing.
Comparing year 3 spelling to like schools as seen in figure 7, it is apparent that North Dandalup students have more students in the bottom 20% 2014 and 2016. In both years there are fewer students in the top 20%. 2015 shows a differing trend with more students in the top 20% than like schools.

Figure 8 shows that in 2014 and 2016 more students performed in the top 20% than in like schools with fewer students in the bottom 20%.
From figure 9 it is clear that in year 3 numeracy the number of students in the top 20% of achievement are consistently higher than like schools. The number of students in the bottom 20% have decreased and are fewer than like schools.

Figure 10: 2014 – 2016 YEAR 5 NUMERACY PERFORMANCE COMPARED TO LIKE SCHOOLS
In year 5 numeracy, as seen in figure 10, there are fewer students in the bottom 20% and more in the top 20% than that of like schools. In 2015 there were no students in either the bottom 20% or the top 20% with all students in the average levels.

3. ANALYSING PATTERNS IN STUDENT ABILITY ACROSS COHORTS AND OVER TIME.

The types of questions in the NAPLAN tests that students answer both successfully and unsuccessfully provide us with valuable information, particularly if there is a pattern over time and across year levels. The answers given by all students in the reading and numeracy tests have been analysed for both year 3 and 5 over the last three years.

Reading
Most students were able to answer literal comprehension questions and find facts within text. However when the questions required higher order comprehension skills more than 70% of students were unable to answer the question to the required standard. These types of skills include:

- Interpret information to make an inference.
- Synthesise information to create new ideas.
- Evaluate characters or information in text.

Numeracy
Students were able to solve basic mathematical problems to a high standard. The questions that over 70% of students over the last 3 years had difficulty in answering were skills such as:

- Problems solving with real world problems.
- Finding patterns
- Fractions and decimals
- Percentages – real world application
- Reasoning

ACTIONS FOR 2017

Whole school literacy and numeracy planning with a focus on consistent approaches across the school.

Implement an evidenced based intervention program for reading and spelling to support larger numbers of students in the in bottom 20% of achievement levels in literacy.

A focus on effective classroom differentiation strategies to ensure opportunities for extension and support of students within the class.

A focus on critical and creative thinking, problem solving and higher order comprehension skills to increase numbers of students in the top 20% of achievement levels in both literacy and numeracy.
ORACY

At North Dandalup we have a strong focus on oral language and have external adjudicators for the students in year 3 to 6 to undertake oracy examinations. The results as shown in figure 11 overwhelmingly indicate that overall results were outstanding, very high and high, with more students in the upper range. Particular strengths appeared to be in presentation and discussion.

Figure 11: 2016 Oracy Results

![Oracy Results Chart]

ACTIONS FOR 2017
Extend public speaking opportunities for students.
Introduce debating ideas and concepts.
Continue with Oracy examinations.
Selected students take part in the ‘Speak Up’ public speaking competition.

ABORIGINAL CULTURAL STANDARD

The framework sets expected standards for staff when working with Aboriginal students, their families and communities. It also guides us to incorporate culturally responsive attitudes, values and behaviours into our everyday work. The staff at North Dandalup have reflected on where our collective understanding sits on the continuum and have determined that we are at a level of understanding.

ACTIONS FOR 2017
Include Aboriginal Cultural Standards in the 2017 – 2019 Strategic Plan.
Create a clear direction for the school in support of Aboriginal students and incorporating Aboriginal Culture and history in programs to support development of a positive identity.
ATTITUDE BEHAVIOUR EFFORT

Information in figure 12 and 13 is based on attitude, behaviour and effort. Teacher judgements in semester 2 school reports. Figure 12 indicates that our pre-primary to year 2 students are predominantly consistently or often in all 9 areas. Areas that have more students with sometimes as a response are in “perseverance” and “reflects on and talks about own learning”. Figure 13 shows that with the year 3 to 6 students there were more students with a mark of “sometimes” in the areas “is enthusiastic about learning”, “sets goals and works towards them with perseverance” and “shows confidence in making positive choices and decisions”.

Figure 12: Attitude, Behaviour & Effort PP – Year 2

```
1. Displays Independence
2. Makes positive choices with confidence
3. Reflects on and talks about own learning
4. Displays perseverance
5. Expresses emotions appropriately
6. Respects the ideas, feelings and needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers and adults in acceptable ways
9. Collaborates in group activities
```

Figure 13: Attitude, Behaviour & Effort Years 3 – 6

```
1. Works to the best of his/her ability
2. Shows self respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships...
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
```

ACTIONS FOR 2017

Encourage enthusiasm, positive choices and perseverance – through our four Rs values. A focus on reflects on work, setting goals and talks about own learning through creative and critical thinking priority and a focus on metacognition.
ATTENDANCE

Attendance rates at North Dandalup Primary School are consistently above that of WA public schools. As seen in figure 14, in 2016 93.5% of our students were regular attenders compared to 92.6% in the rest of the state. Figure 15 indicates that there are some concerns with around 20% of students with attendance rates between 80% and 90%. This is below the cut-off for accepted attendance rates as set out in the Department of Education Attendance Policy.

Figure 14 Primary Attendance Rates

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>School</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>92.6%</td>
<td>92.1%</td>
</tr>
<tr>
<td>2015</td>
<td>94.2%</td>
<td>92.7%</td>
</tr>
<tr>
<td>2016</td>
<td>93.5%</td>
<td>92.6%</td>
</tr>
</tbody>
</table>

Figure 15: Attendance profile 2016 semester 1 and 2

**ACTIONS FOR 2017**

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

Use student attendance toolkit to monitor attendance rates.

Ongoing case management of students who continue to show indicated moderate or severe attendance rates. Working with parents to reduce the absences.
PARENT, STUDENT AND STAFF SATISFACTION

In 2016 we carried out our biannual survey of community, staff and students. The results were very positive with responses that show support for our school, as well as ideas for ways we can be even better. Parents responses as seen in figure 16 show that in every question the school was rated above 4.0. The lowest result was that student behaviour is well managed and that we take parent opinions seriously.

The staff survey results shown in figure 17 are also overwhelmingly positive with all questions rated above 4. The staff also rated behaviour management as their lowest response.

Students as seen in figure 18, also rated behaviour management as the low and taking student opinions seriously. Students also indicated that they would like more feedback about their work.

Figure 16: Parent survey responses

![Parent Survey (22 families)](chart)

- Teachers at this school expect my child to do his or her best: 4.6
- Teachers at this school provide my child with useful feedback: 4.4
- Teachers at this school treat students fairly: 4.6
- This school is well maintained: 4.8
- My child feels safe at this school: 4.8
- I can talk to my child’s teachers about my concerns: 4.5
- Student behaviour is well managed at this school: 4.1
- My child likes being at this school: 4.9
- This school looks for ways to improve: 4.5
- This school takes parents’ opinions seriously: 4.3
- Teachers at this school motivate my child to learn: 4.5
- My child is making good progress at this school: 4.4
- My child’s learning needs are being met at this school: 4.4
- This school works with me to support my child’s learning: 4.5
Staff Survey (13 staff members)

Figure 17: Staff survey responses

Student Survey (39 students years 3 – 6)

Figure 18: Student survey responses
Comments by staff, students and parents included the following in figure 19

Figure 19 General comments by parents, staff and students

<table>
<thead>
<tr>
<th>What the school does well</th>
<th>Even Better If........</th>
</tr>
</thead>
<tbody>
<tr>
<td>The environment program</td>
<td>Increase collaboration across teachers and classes.</td>
</tr>
<tr>
<td>Balance between the academic/outdoor</td>
<td>More leadership opportunities for the older students</td>
</tr>
<tr>
<td>Supportive to families</td>
<td>Whole school literacy and numeracy programs</td>
</tr>
<tr>
<td>Allow students to excel in many different areas.</td>
<td>Improve academic image and focus</td>
</tr>
<tr>
<td>Positive relationships</td>
<td>More support for weaker students.</td>
</tr>
<tr>
<td>Take pride in the school</td>
<td>Build on oral language competence.</td>
</tr>
<tr>
<td>Oral language and public speaking</td>
<td>Improve computer system and develop ICT skills.</td>
</tr>
<tr>
<td>Students feel valued</td>
<td>More iPads and lessons involving coding and robotics</td>
</tr>
<tr>
<td>Community involvement</td>
<td>STEM through ICT and environment program – problem solving</td>
</tr>
<tr>
<td>Great behaviour</td>
<td>Continuity of programs – consistency across the school</td>
</tr>
<tr>
<td>Friendly environment</td>
<td>Specific training of Education Assistants</td>
</tr>
<tr>
<td>Sports program</td>
<td>The birds are tweeting and it is close to nature</td>
</tr>
<tr>
<td>Older students play a role in learning of younger</td>
<td></td>
</tr>
<tr>
<td>Staff uphold school values</td>
<td></td>
</tr>
<tr>
<td>Feel safe</td>
<td></td>
</tr>
<tr>
<td>Like being at school</td>
<td></td>
</tr>
<tr>
<td>Looks for ways to improve</td>
<td></td>
</tr>
<tr>
<td>Opportunities to do interesting things</td>
<td></td>
</tr>
</tbody>
</table>

The feedback from parents, staff and students is very positive and is a testament to the community support that is evident. There are areas in which we can aspire to be better and based on the survey results, our focus areas summarised below.

**ACTIONS FOR 2017**

Review behaviour policy and procedures.
STEM focus for environment program.
Support for weaker students.
Training for education assistants.
Increase student leadership opportunities.
Improve academic image.
Consistency across the school in English, Maths and Science approaches.
Increase opportunities for feedback – students and staff.
SUMMARY

Recommended priorities for the school strategic plan 2017-2019.

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>PRIORITIES FOR 2017 AND BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning</td>
<td>• Complete WA curriculum implementation by 2018 with a</td>
</tr>
<tr>
<td>HIGH PERFORMANCE</td>
<td>• Particular focus on:</td>
</tr>
<tr>
<td></td>
<td>○ Digital technologies and ICT</td>
</tr>
<tr>
<td></td>
<td>○ Critical and creative thinking, problem solving and higher order</td>
</tr>
<tr>
<td></td>
<td>thinking skills.</td>
</tr>
<tr>
<td></td>
<td>○ STEM integration</td>
</tr>
<tr>
<td></td>
<td>• Whole school approaches to teaching literacy and numeracy</td>
</tr>
<tr>
<td></td>
<td>• Evidence based intervention program to support students at educational risk.</td>
</tr>
<tr>
<td></td>
<td>• Classroom differentiation to ensure opportunities for extension and support of</td>
</tr>
<tr>
<td></td>
<td>students within the class.</td>
</tr>
<tr>
<td></td>
<td>• Meet the requirements of the National Quality Standard</td>
</tr>
<tr>
<td></td>
<td>• Continue to monitor student achievement and progress adjusting to respond</td>
</tr>
<tr>
<td></td>
<td>to changing needs.</td>
</tr>
<tr>
<td></td>
<td>• Strong and supportive performance management processes developed aligned</td>
</tr>
<tr>
<td></td>
<td>with student needs and school priorities.</td>
</tr>
<tr>
<td>Supportive Learning</td>
<td>• Continue to strive for a positive school culture with high expectations for</td>
</tr>
<tr>
<td>environment</td>
<td>students and positive relationships.</td>
</tr>
<tr>
<td>HIGH CARE</td>
<td>• Behaviour policy review with a focus on the school code of conduct, clear</td>
</tr>
<tr>
<td></td>
<td>consequences in class and in the playground, with in school positive rewards.</td>
</tr>
<tr>
<td></td>
<td>• School wide focus on our 4R values – in particular positive choices, enthusiasm</td>
</tr>
<tr>
<td></td>
<td>and perseverance.</td>
</tr>
<tr>
<td></td>
<td>• Whole school social and emotional development focus.</td>
</tr>
<tr>
<td></td>
<td>• Student leadership opportunities</td>
</tr>
<tr>
<td>Environmental responsibility</td>
<td>• Continue the environment program with a problem solving approach.</td>
</tr>
<tr>
<td>and sustainability.</td>
<td>• Science investigation focus through environment program</td>
</tr>
<tr>
<td>Community and social</td>
<td>• Promote excellence in all areas both, environmental, academic and sporting.</td>
</tr>
<tr>
<td>responsibility</td>
<td>• Meet the requirements of the Aboriginal cultural standards</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We the members of the North Dandalup
School Council do hereby endorse
the North Dandalup Primary School 2016 Annual Report

Marie Auvache
PRINCIPAL

Sheree Chapman
PARENT REPRESENTATIVE

Fran Bennett
CHAIR

Nicolette Alchin
PARENT REPRESENTATIVE

Marion Drysdale
SECRETARY

Zowie Sagers
PARENT REPRESENTATIVE