



**Sutherland
Dianella** *Primary*

Annual Report 2016



Contents

Principal's Report – Jenn Allsop	3
Glossary	4
Vision and Values	5
School Staff List.....	6
School Board Report	8
NAPLAN Results	9
Mathematics – Whole-school.....	14
Literacy – Whole-school	17
Science – Literacy Assessment.....	18
Science Club.....	18
STEM – Science, Technology, Engineering and Mathematics.....	20
Music	22
Health and Physical Education	24
Visual Art	25
Language (Italian).....	27
Talk 4 Writing.....	28
Health and Wellbeing.....	29
Green Team.....	31
Growth Mindsets.....	32
Coding	33
KidsMatter.....	34
Partnership With Parents	36
Year 6 Graduates	39
Year 6 Graduation Awards	42
Year 7 Destinations 2017 School Year.....	42
Pre Primary to Year 5 Book Awards	43
Helping Hands Network – Before and After School Care	44
On Entry Testing.....	45
National Quality Standards (NQS).....	46
PEAC and EYE Students.....	48
School Survey Results.....	49
50 Year Anniversary	50
P & C Report.....	51
Financial Summary (as at 31 December 2016)	53
Voluntary Contributions	54
School Board Endorsement.....	55

Principal's Report – Jenn Allsop

In 2016, Sutherland Dianella Primary School (SDPS) continued to maintain our whole focus on school improvement. A whole-school assessment schedule for data collection and analysis ensured we strategically collected data which would confirm improvement in priority areas.

In 2016, SDPS was in its second year of the current Business Plan cycle (2015 to 2017). A regular cycle of review, reflection and setting future directions was implemented. Regular and ongoing reflection ensured that the school community collectively owned the targets, aspirations and strategies in our Business Plan.

The school continued to roll out its brand and this included Vision and Values plates in the front office, the Library, and all learning areas. The school's vision is consistently promoted in all learning areas to ensure the community own the school's vision.

The concept of Growth Mindsets was adopted and implemented in 2016. It is now embedded in school culture and the language of Growth Mindsets has seen the effort students apply to their learning and their resilience to challenges, increase.

Attendance continued to be an area of focus in 2016 and students and their families were case managed via our Student Services Team. SDPS continues to work to improve community understanding that every day at school counts and in-term vacations should be avoided.

In 2016, SDPS was a STEM (Science, Technology, Engineering and Mathematics) Teacher Development School. Staff and students continued their STEM journey, with professional learning for staff and whole-school STEM projects and showcases. The opportunity to moderate across teams and phases of learning set us up for further growth in the area of STEM in 2017. Our increased physical and human resourcing in this area, alongside the new space we have created for student use, will provide continued opportunity for students in the area of STEM.

Whole-school approaches to Literacy and Numeracy continued and staff used a range of assessment tools and practices to cater for students. A whole-school assessment schedule was implemented in 2015 and the 2016 framework reflected progress from the previous year.

Differentiation was evident in all classes across SDPS and staff embraced the concept of visible learning. Student feedback which is collected every five weeks from Kindergarten to Year 6, evidenced the student support for visible learning and a shared understanding that all students are catered for at their level.

We continued our focus on the needs of 'the whole child' and resourced a range of programs across the school to in the areas of Gifted and Talented and Student Engagement. SDPS adopted a range of higher order thinking strategies across all learning areas and have adopted the 'Solo Taxonomy' alongside the traditional 'Blooms Taxonomy'. Seven students from Year 4 to Year 6 were involved in PEAC (Primary Extension and Challenge) programs and six students from Year 1 to Year 3 participated in the EYE (Early Years Education) programs.

Strategic directions for 2017 include a continued focus on whole-school approaches to Literacy and Numeracy, continuing with non-interruption blocks and introducing common timetabling across Year 1 to Year 6, for the area of Mathematics, to allow for cross setting where appropriate. SPDS continues its focus on STEM and embedding Science Literacy's in the classroom. In 2017, the 'Talk 4 Writing' program will be implemented from Kindergarten to Year 6, following our trial in Pre-Primary and Year 1 in 2016. The data collected in 2016 has us excited at the powerful potential this program has for whole-school improvement in the area of writing.

In 2017, we continue our partnership with Notre Dame University's pre-service students. We also expand our partnerships to include Curtin University's Social Work, Occupational Therapy and Psychology students.



Glossary

ANZAC	Australian and New Zealand Army Corps
BMIS	Behaviour Management in Schools
BYOD	Bring Your Own Device
EALD	English as an Additional Language or Dialect
EYLF	Early Years Learning Framework
FOP	Forward Operational Plan
FPD	Forward Planning Documents
GATE	Gifted And Talented Education
HOM	Habits Of Mind
ICT	Information Communication Technologies
IEP	Individual Education Plan
IWB	Interactive White Board
K	Kindy
LOTE	Language Other Than English
LTP	Long Term Planning
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
NQS	National Quality Standard
OSHC	Outside School Hours Care
P & C	Parents & Citizens
PATHS	Promoting Alternative Thinking Strategies
PEAC	Primary Extension And Challenge
PEX	Physical Education Excellence
PL	Professional Learning
PMI	Plus Minus Interesting
PP	Pre Primary
PWP	Partnership With Parents
SCSA	School Curriculum & Standards Authority
SDLAN	Sutherland Dianella Literacy And Numeracy
SDPS	Sutherland Dianella Primary School
SIM	School Instrumental Music
SSEN	Students with Special Education Needs
STEM	Science, Technology, Engineering & Mathematics
STEAM	Science, Technology, Engineering, the Arts & Mathematics
T4W	Talk 4 Writing
WAGSMS	WA Government Schools Music Society

Sutherland
Dianella
Primary

Vision

Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best.

Core Values

Respect

By respecting ourselves first, we are accepting and considerate, treating others with appreciation and encouragement.

Commitment

We always persevere, taking pride and responsibility to meet challenges and achieve our best.

Responsibility

We seek to be confident, responsible students and members of the greater community, by actively listening and modelling the right behaviours.

Citizenship

We promote equal voice and express any differences without fear, always demonstrating compassion, integrity and kindness within the school and the community.

School Staff List

Administration		
Principal		Jenn Allsop
Deputy Principal		Blake Ingersole
Learning Support Co-ordinator		Tricia Mitchell
Manager Corporate Services		Michelle Warren
School Officer		Louise Goodall
Teaching Staff		
K	C4A	Bianca Arbuckle
K	C4B	Katherine Herne
PP	C2	Alyse Hutchings
PP	C3	Serrina Deas & Samantha Palmer
1	B4	Vicky Bambaci & Chrissie Hatzon
1	C1	Naomi Fotheringham
2	B2	Anthea Stark & Jo Griffiths
2	B3	Amy Frichot
3	A4	Vanessa Trinca
3	B1	Tim Goulter
4	A2	Jo Russell
4	A3	Angela Panting
5	A1	Candice Louise & Alexis Francke
6	A5	Felice Mack, Alexis Francke & Felicity Plant
Specialist Teachers		
Physical Education		Ben Matheson
Art		Candice Louise
Music		Steven Rea
Italian		Angela Panting
Science		Ian Wilson
EALD		Robyn Wheatley

Non-Teaching Staff	
Education Assistant	Linda Field
Education Assistant	Patricia Lee
Education Assistant	Roz Wallace
Education Assistant	Ryn Chuah
Special Needs Education Assistant	Desiree Smith
Special Needs Education Assistant	Felicity Caporn
Special Needs Education Assistant	Heidi Domondon
Special Needs Education Assistant	Neesha Herath
Special Needs Education Assistant	Rachel Hunter
Library Officer	Georgia Johnson
Community Officer	Shannon Davies
Gardener	Aniello Pizzolante
Cleaner In Charge	Carl Pizzolante
Cleaner	Georgina Phillips
Cleaner	Sudesh Kumari
Cleaner	Dinesh Malik



School Board Report



2016 SDPS Board Report

The Sutherland Dianella Primary School Board had another busy year as we continued our transition as an Independent Public School and worked towards achieving our business plan objectives. From a membership perspective we had a significant turn over and said farewell to Dominic Youel, Donna Martin, Ru Somaweera, Serina Deas and Ian Wilson, and welcomed Anna Charlett, Ginetta Papaluca, Dean Tollis, Tricia Mitchell and Jo Griffiths. Despite some unplanned exits from the board, we are confident that our tenure position now allows for continuity of experience going forward.

In addition to tracking of our 2015-2017 business plan, the board reviewed policy around "Whole of school behaviour", "Cultural standards" and "Student services" amongst others. We appraised results of school initiatives like the BYOD, Student engagement program, NQS and Talk for writing.

The board received presentations on NAPLAN data, on entry testing results and examined school survey results, budget allocations and other policy matters. The board regularly considers proposals from external agencies, funding opportunities and expenditure plans in addition to required approvals around school closures and costing arrangements.

The board considers a range of information and assists the school in policy decisions to enable Sutherland Dianella Primary school to meet its governance requirements, but importantly to ensure that our spending and direction meets the needs of our children in line with the approved business plan objectives. As the board chair, I am continually impressed with the volume and level of activity going on which largely goes unnoticed and contributes to making all students successful. Whilst most parents only ever see what is on the surface, let me assure you all that the robust framework underpinning our children's education is extensive and well managed, and that we are well on our way to achieving our DPA with the education department.

Thank you to those who have assisted the board either by representation, presentation or support. We remain committed to ensuring the high standards to date are maintained and encourage anyone interested in being involved to nominate next year when school board positions will again become vacant.



Paul Steel APM
SDPS Board Chair

Sutherland Dianella Primary School

5 Sutherland Ave DIANELLA WA 6059

T: 08 9375 1133 | F: 08 9276 9246

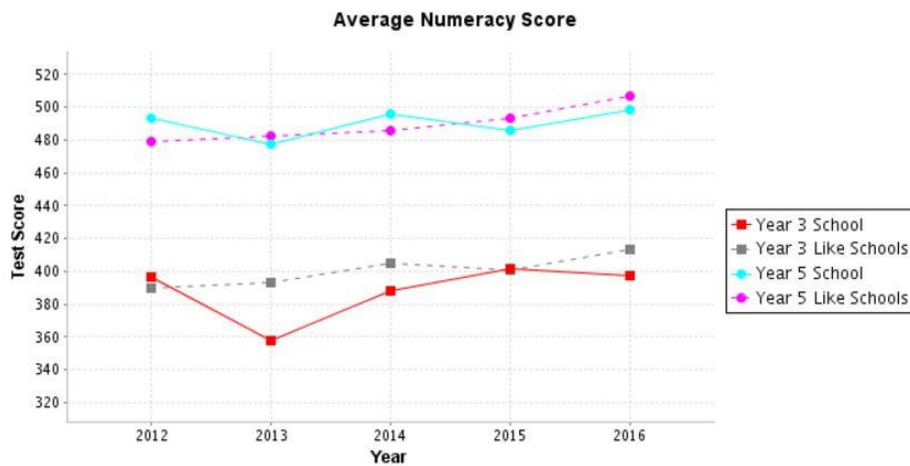
E: SutherlandDianella.PS@education.wa.edu.au

ABN: 12 345 678 912

NAPLAN Results

NUMERACY	2014	2015	2016
Improve or maintain results in NAPLAN against like schools	Year 3: Below like schools (17 NAPLAN points)	Year 3: Equal to like schools	Year 3: Below like schools (16 NAPLAN points)
	Year 5: Above like schools (10 NAPLAN points)	Year 5: Below like schools (7 NAPLAN points)	Year 5: Below like schools (8 NAPLAN Points)
Reduce the percentage of students below the National Minimum Standard	Year 3: 8% below National Minimum Standard (3 Students) Year 5: 6% below National Minimum Standard (2 students)	Year 3: 3% below National Minimum Standard (1 Student) Year 5: 0% below National Minimum Standard (all students above NMS)	Year 3: 2% below National Minimum Standard (1 student) Year 5: 5% below National Minimum Standard (2 students)
Increase the % of students who fall into the category high progress/high achievement in NAPLAN	18% of students who participated in testing in Year 3 (2012) and Year 5 (2014) demonstrated high progress/high achievement between assessments. Total 6 students.	15% of students who participated in testing in Year 3 (2013) and Year 5 (2015) demonstrated high progress/high achievement between assessments. Total 4 students.	12% of students who participated in testing in Year 3 (2014) and Year 5 (2016) demonstrated high progress/high achievement between assessments. Total 5 students.

Average Numeracy Score



Year 3 Numeracy

Band	School		
	2014	2015	2016
6 to 10	15%	28%	13%
5	13%	16%	22%
4	31%	13%	27%
3	21%	19%	22%
2	13%	22%	13%
1	8%	1%	2%

Year 5 Numeracy

Band	School		
	2014	2015	2016
8 to 10	18%	15%	9%
7	15%	15%	21%
6	30%	15%	28%
5	15%	23%	21%
4	15%	31%	16%
1 to 3	6%	0%	3%

READING	2014	2015	2016
Improve or maintain results in NAPLAN against like schools	Year 3: Below Like schools (17 NAPLAN points)	Year 3: Below like schools (3 NAPLAN points)	Year 3: Below like schools (5 NAPLAN points)
	Year 5: Above like schools (3 NAPLAN points)	Year 5: Below like schools (6 NAPLAN points)	Year 5: Below like schools (24 NAPLAN points)
Reduce the percentage of students below the National Minimum Standard	Year 3: 8% below National Minimum Standard (3 Students) Year 5: 9% below National Minimum Standard (3 students)	Year 3: 6% below National Minimum Standard (2 Students) Year 5: 0% below National Minimum Standard (all students above NMS)	Year 3: 0% below National Minimum Standard (all students above NMS) Year 5: 7% below National Minimum Standard (3 students)
Increase the % of students who fall into the category high progress/high achievement in NAPLAN	16% of students who participated in testing in Year 3 (2012) and Year 5 (2014) demonstrated high progress/high achievement between assessments. Total 5 students.	20% of students who participated in testing in Year 3 (2013) and Year 5 (2015) demonstrated high progress/high achievement between assessments. Total 4 students.	11% of students who participated in testing in Year 3 (2014) and Year 5 (2016) demonstrated high progress/high achievement between assessments. Total 5 students.

Average Reading Score



Year 3 Reading

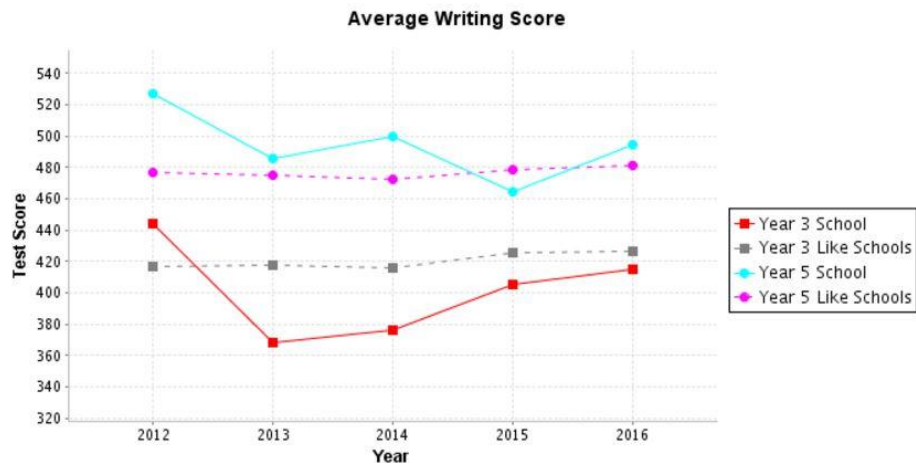
Band	School		
	2014	2015	2016
6 to 10	23%	44%	28%
5	21%	9%	26%
4	21%	6%	15%
3	18%	25%	19%
2	10%	9%	13%
1	8%	6%	0%

Year 5 Reading

Band	School		
	2014	2015	2016
8 to 10	15%	12%	11%
7	21%	19%	18%
6	27%	23%	32%
5	15%	23%	25%
4	12%	23%	7%
1 to 3	9%	0%	7%

WRITING	2014	2015	2016
Improve or maintain results in NAPLAN against like schools	Year 3: Below Like schools (40 NAPLAN points)	Year 3: Below like schools (21 NAPLAN points)	Year 3: Below like schools (12 NAPLAN points)
	Year 5: Above like schools (27 NAPLAN points)	Year 5: Below like schools (13 NAPLAN points)	Year 5: Above like schools (13 NAPLAN points)
Reduce the percentage of students below the National Minimum Standard	Year 3: 10% below national minimum standard (4 Students) Year 5: 6% below national minimum standard (2 students)	Year 3: 9% below national minimum standard (3 Students) Year 5: 4% below national minimum standard (1 student)	Year 3: 2% below National Minimum Standard (1 student) Year 5: 2% below National Minimum Standard (1 student)
Increase the % of students who fall into the category high progress/high achievement in NAPLAN	28% of students who participated in testing in Year 3 (2012) and Year 5 (2014) demonstrated high progress/high achievement between assessments. Total 9 students.	13% of students who participated in testing in Year 3 (2013) and Year 5 (2015) demonstrated high progress/high achievement between assessments. Total 3 students.	27% of students who participated in testing in Year 3 (2014) and Year 5 (2016) demonstrated high progress/high achievement between assessments. Total 12 students.

Average Writing Score



Year 3 Writing

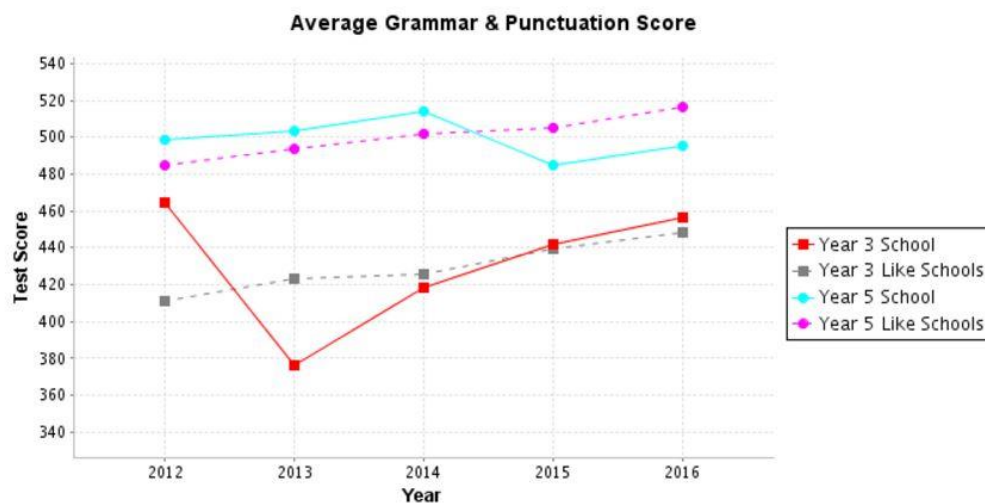
Band	School		
	2014	2015	2016
6 to 10	5%	13%	11%
5	33%	41%	37%
4	21%	22%	28%
3	21%	13%	17%
2	10%	3%	4%
1	10%	0%	2%

Year 5 Writing

Band	School		
	2014	2015	2016
8 to 10	15%	0%	9%
7	24%	15%	20%
6	24%	23%	30%
5	24%	35%	27%
4	6%	23%	11%
1 to 3	6%	4%	2%

GRAMMAR & PUNCTUATION	2014	2015	2016
Improve or maintain results in NAPLAN against like schools	Year 3: Below Like schools (8 NAPLAN points)	Year 3: Above like schools (3 NAPLAN points)	Year 3: Above like schools (8 NAPLAN points)
	Year 5: Above like schools (12 NAPLAN points)	Year 5: Below like schools (20 NAPLAN points)	Year 5: Below like schools (21 NAPLAN points)
Reduce the percentage of students below the National Minimum Standard	Year 3: 3% below National Minimum Standard (1 Student) Year 5: 3% below National Minimum Standard (1 student)	Year 3: 3% below National Minimum Standard (1 Student) Year 5: 12% below National Minimum Standard (3 students)	Year 3: 4% below National Minimum Standard (2 Students) Year 5: 7% below National Minimum Standard (3 students)

Average Grammar & Punctuation Score



Year 3 Grammar & Punctuation

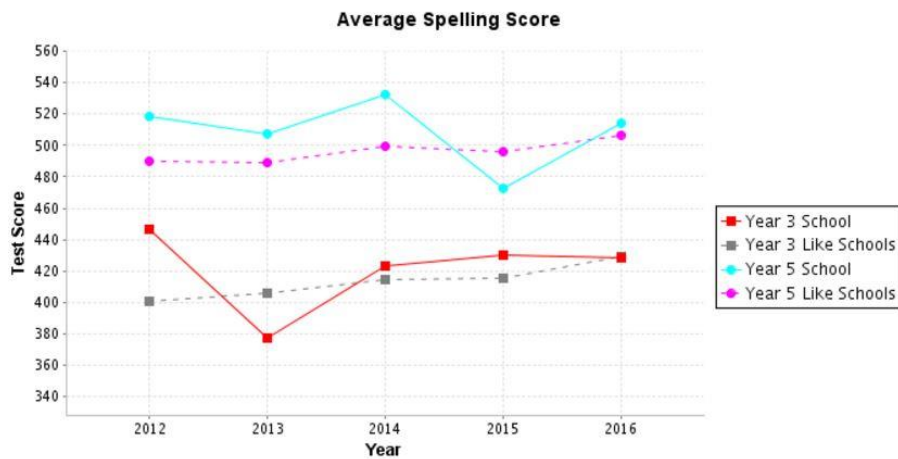
Band	School		
	2014	2015	2016
6 to 10	28%	38%	48%
5	10%	16%	11%
4	26%	16%	9%
3	21%	13%	24%
2	13%	16%	4%
1	3%	3%	4%

Year 5 Grammar & Punctuation

Band	School		
	2014	2015	2016
8 to 10	27% (9)	19% (5)	16% (7)
7	18% (6)	4% (1)	25% (11)
6	18% (6)	23% (6)	18% (8)
5	12% (4)	27% (7)	23% (10)
4	21% (7)	15% (4)	11% (5)
1 to 3	3% (1)	12% (3)	7% (3)

SPELLING	2014	2015	2016
Improve or maintain results in NAPLAN against like schools	Year 3: Above Like schools (8 NAPLAN points)	Year 3: Above like schools (14 NAPLAN points)	Year 3: Below like schools (1 NAPLAN point)
	Year 5: Above like schools (33 NAPLAN points)	Year 5: Below like schools (23 NAPLAN points)	Year 5: Above like schools (7 NAPLAN points)
Reduce the percentage of students below the National Minimum Standard	Year 3: 3% below national minimum standard (1 Student) Year 5: 0% below national minimum standard (all students above NMS)	Year 3: 9% below national minimum standard (3 Students) Year 5: 15% below national minimum standard (4 students)	Year 3: 7% below national minimum standard (3 Students) Year 5: 0% below national minimum standard (all students above NMS)

Average Spelling Score



Year 3 Spelling

Band	School		
	2014	2015	2016
6 to 10	33%	41%	28%
5	13%	13%	28%
4	26%	19%	22%
3	15%	16%	7%
2	10%	3%	9%
1	3%	9%	7%

Year 5 Spelling

Band	School		
	2014	2015	2016
8 to 10	27%	4%	16%
7	27%	19%	25%
6	21%	27%	30%
5	15%	27%	18%
4	9%	8%	11%
1 to 3	0%	15%	0%

Mathematics – Whole-school

2016 had been another busy year for the Mathematics Learning Area where the key objective was success for all students and partnering with parents to support success for all students.

During the SDPS Maths Week, the Maths Curriculum Team held a Measurement focused paper plane challenge during the lunch break. Students had three minutes to create a 30cm paper plane and then measure the distance the plane flew. Collaborative maths game sessions were organised in Year level classes. The students rotated through a range of hands-on activities and games developing their numeracy skills including Paul Swan Games and Numero. Thank you to the many parents who helped in the classrooms during the collaborative activities. In 2017, we plan to have a 100 days of Maths school event focused on the enquiry question, 'How big is 100?'

Now in its second year at SDPS, Mathletics has been further embedded into the Mathematics program at SDPS. A major aim for the Maths Curriculum Team in 2016 was to further promote the usage of Mathletics in the student and parent community. Over 4 million activity points have been earned by SDPS students, who completed curriculum activities and live Mathletics activities at school and home during the year. This is a 15% increase in activity points from 2015. Students have been awarded 1391 Bronze Certificates, 275 Silver Certificates and 56 Gold Certificates in total. 43 more students were awarded Gold certificates in 2016 than 2015. In 2016, students were acknowledged for their consistent effort and achievement with Mathletics at the whole-school assembly, in the classroom and in the school newsletter. Two Mathletics focused 'Partnership with Parents' (PWP) sessions were held in 2016. We plan to further develop the use of this online Maths resource at SDPS.

Four 'Partnership with Parents' Mathematics sessions were held in 2016. The sessions focused on an 'Introduction to Mathletics' and ways for parents to use 'Mathletics at Home' to support student's math development. The 'Maths at Home' PWP explored ways to help students with Maths in

the home through games and activities. The popular 'Numero' PWP session was held with Julie Richard from RIC Publications who taught the basics of playing Numero. We hope to organise a follow-up Numero session to further develop skills to assist parents play Numero at home with their children. Regular information about recommended Mathematics apps for students in Kindy to Year 6 has been presented in the school newsletter.

Two further whole staff Professional Learning sessions were conducted with Dr Paul Swan in 2016. These sessions focused on teaching 'Number and Algebra' and 'Statistics and Probability' and provided the teaching staff with excellent lesson activities and games.

More Paul Swan spinner games, POP games and card games were both purchased and made throughout the year.

Directions for the Mathematics Learning Area in 2017 include the trial of the ORIGO Maths program, more 'Partnership with Parents' sessions, staff Professional Learning (PL) focus on planning trajectories, incorporating more Higher Order Thinking Tasks, 100 days of Maths school event, and further increasing the usage and effectiveness of Mathletics.

Links to Business Plan 2015 – 2017

Success for all Students

Aspirations

- Continually improve standards in Numeracy
- Build staff capacity to deliver a rigorous and differentiated curriculum
- Implement effective use of ICT (Information Communication Technologies) to maximise Teaching and Learning opportunities across the school

Key Strategies

- Analysis of data to inform planning and process

- Strong collaboration through Teaching and Learning teams and committees
- Effective use of human resources in Numeracy programs
- Non- interruption timetable blocks for Numeracy
- Whole-school strategic planning

Key Indicators

- NAPLAN/SDLAN and On Entry Assessment to demonstrate progress and achievement in longitudinal data

Distinctive Schools

Aspirations

- Build and sustain strong partnerships with parents and the wider community

Key Strategies

- Celebrate school programs, successes and highlights via the school and community news.
- 'Partnerships with Parents' programs to offer opportunities to engage parents in their child's development

Key Indicators

- 'Partnership with Parents' attendance and feedback surveys

High Quality Teaching and Leadership

Aspirations

- Improve and extend curriculum knowledge and leadership across the school
- Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated

Key Strategies

- Establish professional learning communities which align with our strategic directions; English, Maths, Science and Health and Well Being

Key indicators

- Staff feedback to inform the effectiveness of the professional learning communities and the culture of coaching and mentoring within these communities
- Increased number of PL opportunities and the transfer of knowledge into Teaching and Learning programs

School Self Assessment – Targets

Numeracy

- Improve or maintain results in NAPLAN against like schools
- Reduce the percentage of students below the minimum standard
- Increase the percentage of students who fall into the category of high progress/high achievement in NAPLAN

Early Years

- Improve the percentage of students at the minimum standard at the Pre Primary On Entry 'Entry Points'
- Reduce the percentage of students at or below 0.3 at the start of year point of testing in Pre Primary Numeracy

Indicators of success

Maths Week Activities

- Maths games in year level classes
- Paper plane challenge

Four Maths focused 'Partnership with Parents' sessions held throughout the Year

- Introduction to Mathletics
- Mathletics at Home
- Maths at Home
- Numero

Year 6 Numero Team competed in the Numero Challenge

Two Professional Learning sessions for whole staff by Dr Paul Swan during early close meetings targeting:

- Number and Algebra problem solving
- Statistics and Probability

- 80% of our students score greater than 85% in curriculum activities.

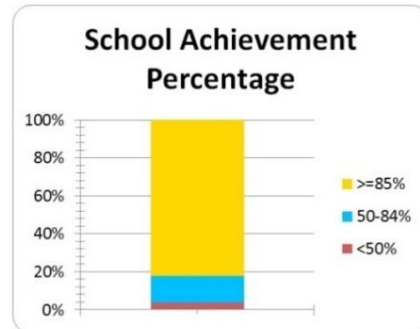
Use NAPLAN, On Entry Assessment and Kindy Assessment Data to identify skills and concepts in which there was poor student performance and backward map skill development.

Mathletics

- Increased usage of Mathletics by SDPS students.
- In 2016, 56 Gold Certificates, 256 Silver Certificates and 1391 certificates were awarded to students from Pre Primary – Year 6. This is a significant increase from 2015 when students earned 13 Gold, 184 Silver and 1182 bronze certificates.



- On average, there is a 16% improvement on activities from first score to recent scores.



Directions for 2017

- 100 days of Maths student, parent and community activities
- Whole-staff PL linked to Maths trajectories
- Starting Point Maths diagnostic testing data used more effectively to inform:
 - Forward Planning Documents (FPD) and Individual Education Plan (IEP)
 - Year level curriculum plans
 - Mathematics Operational Plan
- Trial of ORIGO Maths Program
- Mathletics
 - Continue to promote Mathletics across the school to increase the number of students regularly completing Mathletics activities.
 - Increase the percentage of tasks set by teachers for students.
 - Mathletics PL session for staff
 - Mathletics Feedback Survey for students, parents and staff
- Partnership with Parents session on Mathletics / Maths at Home.
- Kindergarten Maths App .
- Higher Order Thinking Strategies embedded in Maths teaching and learning.



Literacy – Whole-school

To develop and consistently implement whole-school planning documents to reflect best practice teaching and learning programs, with the intent to improve student literacy skills in writing, reading, viewing, speaking and listening.

Links to Business Plan 2015 – 2017

Success for all Students

Aspirations

- Continually improve standards in Literacy and Numeracy
- Enhance education in the Early Years

Key Strategies

- Analysis of data to inform planning and process
- Professional learning linked to SCSA
- Strong collaboration through Teaching and Learning teams and committees
- NQS (National Quality Standards) and EYLF (Early Years Learning Framework) to inform best practice in the Early Years
- Establish and maintain SSEN reporting
- Non-interruption timetable for Literacy and Numeracy
- Whole-school strategic planning
- Link Science whole-school strategic plan to Science literacy's in classrooms

Key Indicators

- NAPLAN / SDLAN and On Entry to demonstrate progress and achievement in longitudinal data

Literacy

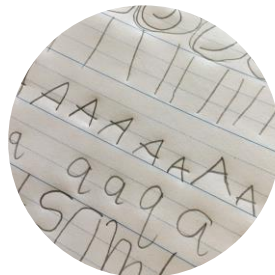
- Improve or maintain results in NAPLAN against like schools
- Reduce the percentage of students below the minimum standard
- Increase the percentage of students who fall into the category high progress / high achievement in NAPLAN

Indicators of success

- Whole-school data (Burt, SA Spelling)
- Student handover document
- Students Data Wall

Directions for 2017

- 'Talk 4 Writing' implemented from Kindy to Year 6
- 'Talk 4 Writing' Professional Learning for all staff
- Kindy to Year 2 Phonological Awareness program
- Speech Pathologist screening Kindy and IEP students
- Speech Pathologist working with Kindy to Year 2 teachers with students who are in the speech program



Science – Literacy Assessment

In 2015, SDPS implemented a Science Literacy Assessment. Our Year 5 class participated in this assessment. The same Science Literacy Assessment was administered to the 2016 Year 5 class.

- 26% of the cohort achieved the expected benchmark with a score of 50% or higher
- 31% of the cohort is tracking towards expected benchmark (40% - 50%)
- 43% of the cohort achieved below the benchmark of 49%

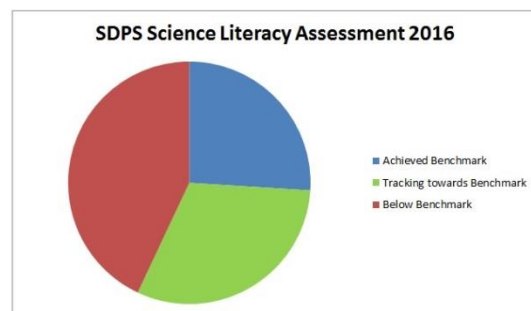
Areas of particular focus for 2017

- Light and shadows
- Substances and mixtures
- Way to improve an investigation
- Application of scientific knowledge
- Identifying questions being investigated
- Solids, liquids and gasses
- Water Cycle – Evaporation
- Plant adaptation
- Importance of fair testing
- Comparing data in tables

- Interpreting data in graphs
- Summarising patterns in data
- Making predictions based on patterns/trends in data
- Renewable Energy – Solar
- Linking models/abstract to real world

Acquisition of new reading resources across the school, have been strategically aligned with Science Literacy's.

Data collated from this assessment will be reflected in the Strategic Science Planning Document in 2017.



Science Club

The Science Club was run on Thursday afternoons from 3:05pm till 4:05pm for Year 3 to 6. We ran two intakes – one for each semester. Initial enrolments for each semester totalled 22 students with an average of 11 students attending each week. The cost was \$13 per student. 26 Student Feedback forms were returned. All had positive comments and requesting Science Club to

continue. Resources were supported by Scitech with pre-packed resources, which were excellent.

Objectives were:

- Spark an interest in science through hands collaborative group activities
- Make Science fun
- Learn new science concepts

The curriculum was based to link with the science strand that was being taught at school.

Earth and Space Sciences

- Earth's rotation on its axis causes regular changes, including night and day
- The Earth is part of a system of planets orbiting around a star (the sun)

Physical sciences

- Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources
- Forces can be exerted by one object on another through direct contact or from a distance

Links to Business Plan 2015 – 2017

Success For All Students

Aspirations

- Continually improve Science literacy's and key understandings

Key Strategies

- Link Science whole-school strategic plan to Science literacy's in classrooms.

Distinctive Schools

Aspirations

- Embrace environmental learning and key understandings around sustainability within the Teaching and Learning program

Key Strategies

- Celebrate school programs, successes and highlights via the school and community news

High Quality Teaching & Leadership

Aspirations

- Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated

Assessment Targets

- Improve Science literacy's Kindy to Year 6; by aligning resourcing and whole-school planning with Science literacy's within classroom practice

Indicators of success

- Positive feedback forms from students, parents and staff

Directions for 2017

Seven Parent Feedback forms returned all with positive comments.

Constructive feedback:

- Parents have a plan of what is happening each week.
- Students have a journal to monitor their predictions, observations, reflections and photos.
- Continue to utilise Scitech resources.



STEM – Science, Technology, Engineering and Mathematics

The STEM team was put into effect towards the end of 2016 in order to create a more cohesive approach across the school to teaching STEM. This aligns with research that demonstrates an unsatisfactory status of STEM education in WA schools. The goal was to ensure that SDPS is an innovative school that builds a community of practice, engagement and interest. This aim was to be multileveled in order to capture students, teaching staff and the wider school community in STEM activities undertaken at SDPS.

In 2016 we had taken on a series of whole-school STEM projects in order to help engage staff in STEM and build staff capacity to implement STEM. In Term 2, Building Bridges was undertaken as our first whole-school project. In Term 3 Coding was a focus. In Term 4 Paper Roller Coasters was undertaken as a whole-school project. This project included all classes from Kindy through to Year 6.

Our main focus was to engage staff in order to engage students. We had begun to implement mini professional learning sessions that were targeted towards familiarizing staff with technology found within the school that they can use. Using praise to engage staff had been instrumental in building a feeling of community towards the process but this is still a priority area in 2017. The ultimate goal was to create staff who are capable of building a consistent approach to teaching STEM and who find it fun and engaging.

We are planning to build staff capacity through providing them with 'in house' professional learning opportunities and whole-school STEM projects that encourage a consistent building of STEM skills and knowledge.

We are currently creating a STEM Forward Operational Plan (FOP) that aims to direct the school in its vision for the future of STEM education.

Links to Business Plan 2015 – 2017

Success for all students

Aspirations

- Build staff capacity to deliver a rigorous and differentiated curriculum
- Continually improve Science Literacies and key understandings
- Implement effective use of ICT to maximise Teaching and Learning opportunities across the school
- Link Science whole-school strategic plan to Science literacies in classrooms

Key Strategies

- Strong collaboration through teaching and learning teams and committees
- Improve ICT resourcing and provide strategic and targeted professional learning to improve and maintain staff capacity
- Whole-school strategic planning
- Link Science whole-school strategic plan to science literacies in classrooms

Distinctive Schools

Aspirations

- Build and sustain strong partnerships with parents and the wider community
- Embrace environmental learning and key understandings around sustainability within the teaching and learning program

Key Strategies

- Celebrate school programs, successes and highlights via the school and community news.
- Shared school and community gardening
- 'Partnerships with Parents' programs to offer opportunities to engage parents in their child's development

High Quality Teaching and Leadership

Aspirations

- Improve and extend curriculum leadership across the school
- Enhance student leadership opportunities

- Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated

Key Strategies

- Establish professional learning communities which align with our strategic directions; English, Maths, Science and Health and Well Being

Key indicators

- Staff feedback to inform the effectiveness of the professional learning communities and the culture of coaching and mentoring within these communities
- Increased number of PL opportunities and the transfer of knowledge into Teaching and Learning programs

A Capable and Responsive School

Aspirations

- Strategic planning for the needs of current and future students and staff at SDPS
- Implement a whole-school ICT strategic plan

Key Strategies

- Classroom practice to focus on building staff capacity to deliver a flexible Teaching and Learning program utilising ICT

Indicators of success

- We have successfully linked our Business Plan to our FOP
- We have begun to build staff capacity to deliver a rigorous and differentiated curriculum
- We intend to measure staff capacity and self-reflect on their ability
- We have linked STEM FOP to the Science and Mathematics Plan in order to improve Science and Numeracy literacy's in the classroom.
- Some staff are actively participating in after-hours STEM professional learning opportunities
- We are improving and extending curriculum leadership across the school by implementing an Upper Primary School, Lower Primary School, Science Specialist and Art Specialist to our curriculum leadership team.

Directions for 2017

- Engage staff to engage students.
- Weekly engagement in STEM.
- Celebration of whole-school STEM projects.
- Collect data to show staff feelings towards teaching STEM in the classroom.
- Collect data to show student feelings towards teaching STEM in the classroom.



Music

The Pre-Primary to Year 6 Music program provided a range of inclusive opportunities for students to make and respond to art works, developing an understanding of the arts in society. The Music specialist also supported teachers in preparation for music and songs used in assembly performances.

In addition to the classroom Teaching and Learning program, SDPS supported School of Instrumental Music (SIM) programs in clarinet and brass. Students were tested for their musical aptitude and assessed across a range of criteria for selection to the program.

The Choir at SDPS comprised of students from Year 2 to 6 and came together each week to learn songs, practice vocal technique and learn about how to use their instrument, engage with their audience and communicate a story through song.

Year 5 SIM students 2016:

Fiona T
Luka N
Leonardo C
Ella A
Isabella S
Shae C
Kristian L
Christlorraine A
Francis W
Sophi S

Year 6 SIM students 2016:

Naomi K
Katarina K
Ralf C
Aaditya C
Oscar D
Isha S
Kailee Y
Jason P
Ava M

Links to Business Plan 2015 – 2017

Success for all Students

- A sequential Music Teaching and Learning program catering for all students by providing opportunities for all students to participate at their level
- Continued integration of ICT particularly through BYOD in the senior years
- Enhance Performing Arts education in the early years by introducing a Music specialist into Kindergarten and Pre Primary
- Sustaining a safe teaching environment through a clear and consistent application of the school BMIS policy
- Maintaining a 100% participation rate in the SIM program from Year 5 to 6 achieved by a rigorous selection process and continued monitoring of student progress and engagement through consultation with SIM teachers

Distinctive Schools

- Providing GATE Music extension program with a high level of ICT integration and engagement with tertiary provider
- Clear branding of the Choir through a distinctive uniform
- Engagement with school community through surveys to inform future planning and direction of the Choir and its performance schedule
- Continued participation of the whole school and Choir in providing a musical component to cultural events and special day celebrations

High Quality Teaching and Leadership

- Continued involvement in major music events requiring collegial engagement and professional learning
- Alignment of Music teaching and learning with whole-school forward planning framework

- Provision of opportunities for student leadership within Choir and SIM programs

A Capable and Responsive School

- Continued development of staff capacity to deliver a flexible Teaching and Learning program with a high level of ICT integration
- Strategic planning for the needs of students within the classroom, Choir and SIM Teaching and Learning programs
- Assessment of the Music Teaching and Learning program linked to the Business Plan

Indicators of success

- Students continued to demonstrate progress against Teaching and Learning outcomes
- High level of student engagement with Choir
- Positive feedback on Choir performances
- High level of retention of students within the SIM program
- Year 6 graduates going on to be offered positions within specialist Music programs in high school

Directions for 2017

Choir

- Rehearsal out of teaching time
- Split Choir into junior (in-house performances only) and senior
- Harmony Day
- ANZAC
- NAIDOC Celebration

- One Big Voice at Perth Arena
- WAGSMS at Crown
- End of term assembly items
- 'Drumbeat' style engagement program
- Engage parents to provide expertise in dance and choreography

SIM

- Integrating SIM and Choir repertoire so that ensemble pieces may be performed

STEAM

- Engage parent expertise from within the school community to develop a STEAM/Music/Visual Arts program
- Collaborate with Arts learning area colleague to help develop a STEAM component that will feed into whole-school STEM projects

Other Areas

- Use evidence of collaboration and subject leadership to begin process towards Senior Teacher status
- Introduce specialist Music to Kindergarten and Pre-Primary
- Full implementation of Australian Curriculum: The Arts
- Engagement of Music specialist with Hub colleagues through Connect community
- Seek engagement with a mentor to help develop ICT integration and content delivery
- Enhance student leadership opportunities by consolidating the Choir Captain roles and responsibilities



Health and Physical Education

Sutherland Dianella Primary School aims to offer all students with the highest quality Physical Education program possible. Our comprehensive program has provided children with vast opportunities and sporting experiences focusing on the sequential development of fundamental motor and locomotion skills, gymnastics, dance, athletics, fitness and physical education. It is designed to prepare students for a healthy and active lifestyle and encourage them to become lifelong participants in physical activity.

2016 was an exciting year for Physical Education at Sutherland Dianella with a number of new initiatives introduced as well as previous ones maintained. The introduction of 'PEX', Sporting Schools programs and School Sports WA Cross-Country State Titles had all been extremely successful.

The Physical Education Excellence (PEX) was a new initiative in 2016 forming school opportunities for Gifted and Talented students in the area of Health and Physical Education. PEX provided challenging and highly engaging opportunities to students with exceptional skills for physical activity. Throughout 2016 students engaged in surfing, trampoline and rock climbing to extend and improve their skills for physical activity. Feedback was extremely positive from students, parents and teachers involved.

On the back of the success of the previous Cross Country Carnivals, Sutherland Dianella nominated six teams in the School Sports WA Cross Country Championships. These teams include boys and girls from Years 3 to 6 who travelled to McGillivray Oval, UWA to compete against over 1000 students.

Other successful new initiatives implemented throughout 2016 included the Physical Education Excellence program as well as the introduction of the sporting schools initiative.

Another new initiative introduced in 2016 was the Sporting Schools program. Sporting Schools is a \$100 million Australian Government initiative designed to help schools to increase children's participation in sport, and to connect children with community sport. Throughout 2016 Sporting

Schools provided students of SDPS the opportunity to participate a variety of different programs including, Surf Groms, Milo In 2 cricket, Perth Glory after school soccer, Aussie Hoops Basketball program and a NetSetGo program.

Students continued to have access to excellent facilities including netball, tennis and basketball courts, two grassed 'art parks', natural playgrounds, an under covered area and large oval. Furthermore, we had access to a variety of equipment catering for the diverse needs and interests of all students. Subsequently, students were presented with the opportunity to be involved in numerous programs inside and outside of school hours

Links to Business Plan 2015 – 2017

- Sustain a safe environment where students develop resilience, strong and healthy emotional intelligence and physical well being
- Achieve continuous improvement in the success rate of students attending 'In-Term' swimming
- Maintain and extend sporting opportunities within the school and wider community
- Continue to promote sporting excellence through offering a wide range of sporting experiences and opportunities
- Celebrate school programs, successes and highlights via the school and community news

Indicators of success

- Results from in-term swimming
- New initiatives in 2016 – PEX, Interschool Cross country and Sporting Schools programs (netball, cricket, soccer & basketball)
- 8 basketball teams in the East Perth junior basketball competition, catering for students from Year 1 to Year 6
- Maintained all sporting programs in 2016
- Sports reports at assembly
- Sports reports in the school newsletter

Directions for 2017

- Continue to maintain and extend sporting opportunities within the school and wider community

- Plan Swimming Carnival for 2018
- Increased involvement with interschool cluster. Events planned for each term



Visual Art

The primary outcome for the Visual Arts Programme was that students will develop creative ways of expressing themselves and use art as a form of communication.

Students were given sixty minutes of Visual Arts lessons a week. The students had been engaged in Art projects where they had to apply both the Elements of Art and the Principles of Design. Results are secondary to the creative process and skills taught. Students had been actively encouraged to problem solve and work creatively when designing and making their art pieces.

A very busy and creative year was had by all in the Visual Arts Programme. The students were exposed to a wide variety of art mediums including: clay, paint, pencils, crayons, chalk pastels and charcoal. They have had experiences in the techniques of printing, collage, clay work and 3D sculptures using various mediums.

The students have learnt to evaluate and respond to art works produced by themselves, their peers and society. They have studied the importance art has in their lives and the impact it makes on it. Artists create art to communicate ideas and to be both functional and decorative. We examined the wide diversity of arts from other cultures. The students appreciated and valued the worth and importance of art as it surrounds them and influences choices they make in their lives.

Generally we followed a theme in our Art programme. Students were immersed in the subject matter and used a variety of media and techniques to respond and engage with it.

In **Term One** students were engaged in the theme 'Artists as Inspiration'. Students learnt about various artists including Claude Monet, Vincent Van Gogh and Pop Artist's Andy Warhol and Roy Lichtenstein. Students used the artists work as inspiration for their own. Classes in Year 3 and 6 were involved in creating a display for Harmony Day and students in Year Two to Six were involved in creating ANZAC Day art which was displayed for the ANZAC assembly.



In **Term Two** students were engaged in various themes including: Dinosaurs, Australia, Aboriginal Art and Self Portraits. Students in Year Five (A1) participated in the Picasso Cow Program run by Dairy Australia. Ten students were selected to

attend the Presentation Day where all schools who participated in the program showcased their cows.



In **Term Three** the main focus was on the Elements of Art (line, colour, and shape). Students worked on a variety of themes including Australian animals, and looked at artists who included: Henri Matisse, Gustav Klimt and Paul Cezanne. Each class created a collaborative art piece to auction in Term Four.



In **Term Four** a Silent Auction was held in the library with ten pieces of framed art work on display. Each class produced one piece of art collaboratively. Each piece was sold and it was a successful event. The theme in Term Four for Years 1 to 4 was 'Summer'. Students in Years Five were engaged in 'Mythical Creature' themed art and Year Six students completed projects involving printmaking and clay.



Links to Business Plan 2015 – 2017

Success for all students

- Clear and explicit instructions. Displayed on the IWB. End product displayed on board or shown to students
- Art Inspiration board for each term
- Expose students to various art tasks using a variety of art materials
- Development of fun, engaging and motivating tasks
- Providing a positive, safe and caring environment where students feel they can give tasks a go
- Know content and teach skills appropriate to year level
- Display student work around the school to ensure they feel a sense of pride in their work
- Positive rapport with students.

Distinctive Schools

- Newsletter updates outlining student art projects
- Participation in national Art competitions ie. Picasso Cow program
- Student surveys
- Art exhibition and collaborative art auction.
- Working towards having best student work displayed in the office at the end of the year.

High Quality Teaching and Leadership

- Motivating and engaging tasks
- Innovative ideas and projects
- Student self-assessment/peer assessment and self-reflection

A Capable and Responsive School

- Development of tasks to incorporate iPads in Art. Digital Art with Year 5 and 6 students
- Creating a digital portfolio for students to take photos of their work and reflect on it

Indicators of success

- Students actively involved and engaged in lessons
- Positive feedback from student surveys and self-reflection
- Positive feedback from parents
- Positive feedback from students
- Students feeling a sense of pride and accomplishment when their artwork is displayed in the front office, library and in their classroom



Directions for 2017

- Continue to promote the Visual Art program through regular newsletter updates, art displays in the front office, library, wet areas and classrooms
- Involve parent helpers in the lower grades
- Possible involvement in the student engagement program
- Possible Visual Art extension class
- Creating backdrops for whole-school events ie. ANZAC Assembly, Annual EduDance concert, Year 6 Graduation etc
- Annual Silent Art Auction.

Language (Italian)

In 2016, students at Sutherland Dianella Primary school from Years 4 – 6 had been participating in Italian lessons as the school's additional language. The Languages Other than English (LOTE) program focuses on the structure of the language and the peoples' culture in everyday life. The LOTE program at SDPS in 2016 has enabled students to participate and contribute to role playing situations by creating and presenting conversations, utilising the Italian language structures as the students reflect on their own existing language(s). The students were given the opportunity to immerse themselves into the Italian culture through creative and interactive activities.

In 2016, the topics covered in the LOTE program included:

- Carnevale – students were engaged in the Technology and Enterprise process of planning, creating and producing masks for their Carnevale event

- Role plays – 'Al Bar' and 'Al Fruttivendolo'.
- Students researched and wrote group scripts to present to the class
- Geography – Where is Italy?
- Colours and Numbers
- Items of Fruit/ Foods/At the Table
- Language Structures and Grammar

Links to Business Plan 2015 – 2017

LOTE reflects our Core Values of Respect and Citizenship as students are encouraged to be accepting and tolerant of all people and their culture. With this awareness, it develops empathy, compassion and kindness within ourselves and the larger community.

Success for all students

Implement effective use of ICT to maximise teaching and learning opportunities across the school

To enhance learning, students have capitalised on the use of:

- QR Codes
- Book Creator
- Apps to develop basic skills
- BYOD (Bring Your Own Device)

Distinctive Schools

- Celebrate school program, successes and highlights via the school and community news – The community have been updated on the variety of activities in the Italian program through our school's website
- Celebrate cultural diversity within the school through special days and programs – Students participated in a Carnevale event where they showcased their mask creations; Italian music was played and decorations were included as part of the cultural inclusion.
- Involvement and feedback from the school community is actively sought through surveys and requests for feedback. Feedback to inform and drive future

planning and school direction – A survey on Languages for 2017 was made available for parents to complete

Indicators of success

- Student participation in the Carnevale event
- Recording of role plays – participation of all students
- Student Reflections at the end of the unit of work
- Community survey – indicating preference in continuing with Italian

Directions for 2017

The Italian program will continue in 2017 as a result of the survey to the community which indicated that Italian is the preferred language.

A teacher of Italian has been appointed to deliver the Italian program to students from Years 3 to 6 for 2017. At the end of 2017, an expression of interest will become available to select a LOTE teacher for 2018.



Talk 4 Writing

'Talk 4 Writing' enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing

to show them how to craft their writing, children are helped to write to their own texts.

Links to Business Plan 2015 – 2017

Success for all Students

- Continually improve standards in Literacy and Numeracy
- Enhance education in the Early Years
- Strong collaboration through Teaching and Learning teams and committees
- Non-interruption time table blocks for Literacy and Numeracy
- Analysis of data to inform planning and process
- Professional learning linked to SCSA
- Effective use of human resources in Literacy and Numeracy programs

Indicators of success

- Marking of Cold (diagnostic) and Hot (summative) Tasks against the NAPLAN

writing guide show significant growth in a wide range of writing skills

- Parent feedback – 2 stars and 1 wish from Learning Journey
- Student survey
- Student work samples

Directions for 2017

- Professional Learning for all staff
- Whole-school program from Kindy to Year 6
- Naomi Fotheringham – mentoring and writing of whole-school T4W programs
- Collection of data and analysis to evaluate the T4W program at SDPS
- Continued surveys for feedback from staff, students and parents



Health and Wellbeing

The Health and Wellbeing Strategic Committee strived to improve the physical, mental, emotional and social health of our students and their families, in the hope of increasing student satisfaction and engagement at school. The Committee achieves this through recognising and celebrating a variety of events suited to our school's context. Some of the annual calendar events we've recognised in 2016 included Harmony Day, where we dressed in orange, and made kites that we flew as a whole-school. We made students aware of Autism Day in March by wearing blue ribbons. Students learnt about the importance of mental health through wearing yellow and completing activities for R U OK? Day in September. September also saw the school community come together for the Healthy

Breakfast, where we raised over \$500. The Health and Wellbeing Committee also facilitated the Gogo Roar and Snore sleepover in December where over 40 families camped in the art park and participated in a range of activities with the staff.

Links to Business Plan 2015 – 2017

The Health and Wellbeing Team embeds the four core values (Respect, Responsibility, Commitment and Citizenship) in all our events and strategies. Our community events and strategies fit within the four core focus areas as follows:

Success for all students

- Build staff capacity to deliver a rigorous and differentiated curriculum
- Sustain a safe environment where students develop resiliency, strong and healthy emotional intelligence and physical wellbeing
- Intervention programs
- Resiliency programs

Distinctive Schools

- Build and sustain strong partnerships with parents and the wider community
- Celebrate school programs via the school and community news
- Maintain school involvement with Angkor Project
- Celebrate cultural diversity within the school through special days and programs

High Quality Teaching and Leadership

- Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated
- Establish professional leaning communities

A capable and Responsive School

- Strategic planning for the needs of current and future students and staff
- Implement a whole-school ICT strategic plan
- Provide PL for staff and parents to ensure safe and effective use of ICT

Indicators of Success

Verbal feedback from all events has been generally positive from staff, parents and students.

Parents were given the opportunity to provide written feedback about the Roar and Snore and the Healthy Breakfast. All comments from the Healthy Breakfast were positive, with many parents requesting that the event be run more regularly through the year! The only recommendation for 2017 was to book a coffee van. Feedback from parents related to the Roar and Snore was also extremely positive. All parents appreciated the staff participation and organized activities. The two suggestions from parents were to include kids' music in the band repertoire and also to have an MC (master of ceremonies) to announce the different activities etc.

Feedback from staff about events has been mixed. Whilst staff participation with certain events (Staff versus Students, NAIDOC) was not always high, feedback following all events was encouraging. In 2015, staff feedback about R U OK? Day was negative, with a lot of teachers unsure of the SDPS context and how to cover the day in junior primary. As a result, the Health and Wellbeing Team created a list of age-appropriate activities for all classroom teachers. In 2016, the feedback received from teachers was that the class enjoyed the activities and they were able to successfully implement the day into their classroom.

Directions for 2017

- Healthy breakfast – fundraising goes towards Angkor Project
- Return to a focus on Angkor Project
- Make Harmony Day and NAIDOC Week more community focused and include whole-school activities
- Include Values Program and Angkor Project within Health and Wellbeing Team
- Footy Colours Day to be a fundraiser for Cancer Council



Green Team

Introduced and Educated students to Environmental Awareness:

- Waste Management
- Gardening
- Recycling, reusing, repurpose

We received outside agency advice from 'Waste Wise' and 'Earth Carers', to help guide and plan into the future.

Tasks included:

- Waste Audit with Waste Wise, vegetable gardening and sales, Plastic Free July display, Worm farm, reused milk cartons, recycling boxes for batteries and printer cartridges

Links to Business Plan 2015 – 2017

Distinctive Schools

Aspirations

- Build and sustain strong partnerships with parents and the wider community
- Embrace environmental learning and key understandings around sustainability within the Teaching and Learning program

Key Strategies

- Build and maintain effective communication through a rebranded website and school app

- Celebrate school programs, successes and highlights via the school and community news
- Shared school and community gardening

High Quality Teaching & Leadership

Aspirations

- Enhance student leadership opportunities
- Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated

Key Indicators

- Increased number of students who aspire to leadership roles

Indicators of success

- Strong student engagement and parent support
- Small worm farm operating
- \$200 sales from vegetable garden

Directions for 2017

- Waste Wise grant application to buy a compost bin and bigger worm farm. Result will be to cater for whole-school food waste recycling program and more garden space.
- Reschedule Green Team time as too busy in the morning and not effective, possible lunch time program



Growth Mindsets

In 2016, the staff at SDPS attended a workshop with James Anderson who introduced them to a concept called Growth Mindset. This method of thinking promotes and creates a culture of risk takers, resiliency and an enquiring mind through challenging learning tasks. By changing student's Fixed Mindsets and embedding a Growth Mindset, students learn to persist at their learning and begin to see that being challenged provides them with an opportunity to grow academically.

Teachers utilised the concept within their classroom lessons and assessments whilst using the language of growth by modelling, teaching and making reference to Growth Mindset at every opportunity.

Links to Business Plan 2015 – 2017

- SDP'S Vision and Core Values reflect the philosophy of Growth Mindset
- Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best.

Commitment

- We always persevere, taking pride and responsibility to meet challenges and achieve our best

Success for all Students

- Performance development and feedback to drive building staff capacity to deliver best practice
- Sustain a safe environment where students develop resilience, strong and healthy emotional intelligence and physical wellbeing
- Build staff capacity to deliver a rigorous and differentiated curriculum
- Intervention programs ie School Chaplain/Counselling

- Resiliency programs ie PATHS / KidsMatter / Habits of Mind (HOM)/Bounceback

Distinctive Schools

- Involvement and feedback from the school community is actively sought through surveys and requests for feedback
- Feedback to inform and drive future planning and school direction

High Quality Teaching & Leadership

- Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated
- Enhance student leadership opportunities

Indicators of success

- Student classroom survey and KidsMatter survey (staff, students and community)
- NAPLAN / SDLAN and On Entry to demonstrate progress and achievement in longitudinal data
- Increased number of students who aspire to leadership roles
- Achieve and maintain a 95% attendance rate
- Reporting to parents
- Teachers feedback to students which reflect the language of Growth Mindset

Directions for 2017

In 2017 the staff at SDPS will take part in a Growth Mindset workshop to develop strategies to use in their classrooms for the beginning of the new year. An operational plan will be developed so that Growth Mindset will become a whole-school approach. The community will be informed of student activities completed within the school through the school website and Connect.

In A3 we have been learning about Growth Mindset.

Can we change our intelligence?

A3 students say - YES WE CAN!

If you work harder you can get more intelligent.

If you try harder you can improve.

Push yourself harder to get to a higher standard.

You can discover new things by keeping on learning.

How can we change our intelligence?

Discover new things.

Work at something you are not good at.

Practise, practise, practise.

Make mistakes.



Coding

Coding has become an integral part of STEM at Sutherland Dianella PS. The skills for coding are taught in a series of lessons and activities and then the skills applied in other STEM activities such as Robotics and Beebots. The school iPads and BYOD have apps which are used for teaching and learning coding. The main apps being used were Daisy Dinosaur, Scratch Jnr, Scratch, Hopscotch, and Tynker. Code.org is a website with a fantastic series of tutorials for teaching coding.

Two coding groups ran throughout 2016. 30 Coderdojo students, from Years 4 to 6, met for an hour after school in Semester 1 and 15 Junior Coding Club students, from Years 2 to 3, met each week during lunchtime. Both groups attracted high numbers. The students in both these groups worked independently or in small groups on coding tutorials, or their own coding projects. Staff have supervised and facilitated these groups and provided mentoring where needed.

Links to Business Plan 2015 – 2017

Success for all students

Aspirations

- Implement effective use of ICT to maximise Teaching and Learning opportunities across the school

Key Strategies

- Improve ICT resourcing and provide strategic and targeted professional learning to improve and maintain staff capacity

Distinctive Schools

Aspirations

- Build and sustain strong partnerships with parents and the wider community

Key Strategies

- 'Partnerships with Parents' programs to offer opportunities to engage parents in their child's development

High Quality Teaching and Leadership

Aspirations

- Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated

Key Strategies

- Establish professional learning communities which align with our strategic

directions; English, Maths, Science and Health and Wellbeing

A Capable and Responsive School

Aspirations

- Strategic planning for the needs of current and future students and staff at SDPS
- Implement a whole-school ICT strategic plan

Key Strategies

- Classroom practice to focus on building staff capacity to deliver a flexible Teaching and Learning program utilising ICT

Indicators of success

- Five week blocks of coding implemented in teaching and learning programs as part of STEM
- Coding lessons in all classes from Kindy to Year 6
- Attendance of 20 – 30 students from Year 4 to 6 at weekly after school Coderdojo group in Semester 1

- Attendance of 15 students from Year 2 to 3 at weekly Junior Coding Club
- Coding skills applied in other STEM lessons such as Robotics and Beebots
- Parents attended the Introduction to Coding 'Partnership with Parents' sessions.

Directions for 2017

- Five week blocks of coding per Semester as a part of Digital Technologies/STEM for Kindy to Year 6
- Review coding apps on school iPads for Teaching and Learning Kindy to Year 6
- Review recommended Coding websites for Teaching and Learning Program Kindy to Year 6
- Lunchtime Coderdojo Club/s Year 2 to 6
- Participate in Hour of Code as an annual school event [December] Kindy to Year 6
- Publish recommended websites for Coding on school website
- Coding to be included in Partnership with Parents schedule as requested by parents in the PWP feedback survey



KidsMatter

Positive school communities create opportunities for families, children and staff to feel included. At Sutherland Dianella Primary School we help everyone benefit from understanding experiences and cultures that may be different to our own. When children feel included and when they are part of a community that promotes inclusion and respect for everybody, they show more care and compassion towards others and in turn they feel safer and more secure. In a positive school

community every face has a place, every voice is valued and everyone has something to contribute. 2016 was the inaugural year of KidsMatter at SDPS. We undertook diagnostic baseline data in 2015 to determine our starting point and assess the areas we wanted to prioritise. We officially launched the program on 9 March 2016 with a whole-school assembly and classroom activities. A mobile resource centre for parents and caregivers was set up and includes pamphlets and

information from service providers around Perth, including Kids Helpline, Head Space, Kidsafe WA and Relationships Australia. The Resource Centre is wheeled to different places around the school each day for parents to view at their discretion. We have a 'Student Says' whiteboard where reflective questions are proposed to students and they can 'have a say'. We have introduced the Bounceback program to support our social and emotional teaching program. Staff have received professional learning about the first component of KidsMatter: A Positive School Community.

Links to Business Plan 2015 – 2017

The KidsMatter Team embeds the four core values (Respect, Responsibility, Commitment and Citizenship) in all of our events and strategies. The KidsMatter initiative is an 'umbrella' program that encompasses the social and emotional programs running within our school (PATHS, BounceBack), as well as services provided such as the School Psychologist and counsellor.

The program fits within the four Business Plan outcomes as follows:

Success for all Students

- Build staff capacity to deliver a rigorous and differentiated curriculum
- Sustain a safe environment where students develop resiliency, strong and healthy emotional intelligence and physical wellbeing
- Intervention programs
- Resiliency programs

Distinctive Schools

- Build and sustain strong partnerships with parents and the wider community
- Celebrate school programs via the school and community news
- Celebrate cultural diversity within the school through special days and programs

High Quality Teaching and Leadership

- Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated

A Capable and Responsive School

- Strategic planning for the needs of current and future students and staff

Indicators of success

We facilitated a 'Partnership with Parents' information session on 9 March, 2016. Parents were asked to provide feedback at the conclusion of this session and the data collected was overwhelmingly positive. All parents who attended reported an increased knowledge of the KidsMatter program as well as a greater understanding of the impact that positive mental health has on a child's learning and development. Feedback from teachers who attended several professional learning sessions advised that their knowledge of Kidsmatter has increased and they are able to identify positive and negative indicators for healthy mental health in children.

As mentioned earlier, 2015 saw diagnostic data collected from parents, students and teachers to set a baseline for the KidsMatter initiative and success. In late 2016 we completed similar surveys to obtain formative data to compare the data from 2015 and assess the impact of the KidsMatter program. Generally, data from all stakeholders (staff, students and parents) was positive. Of concern was the reduction in parent participation in the survey and this is a direction for 2017. It is worth mentioning an improving result from the Pre Primary to Year 3 survey. More students in that cohort now like themselves and try their best at school compared to 2015. It has also been pleasing to have increased the staff who have participated in the survey and them self-reporting that supporting their students mental health and wellbeing helps reduce behavioural problems.

Directions for 2017

- Develop a strategic plan for the KidsMatter initiative at SDPS
- More parent participation in feedback opportunities ('Partnership with Parents' and surveys). Need to also include cultural family groups
- Action Team Leader to network with other schools to see the KidsMatter initiative in

- other schools and transfer knowledge to SDPS
- Complete professional learning for staff on Component 1: A positive school community

- Commence Component 2: Social and Emotional learning



Partnership With Parents

The 'Partnership with Parents' (PWP) initiative began in 2015 and was developed further in 2016.

Throughout 2016, the PWP program ran every fortnight following the whole-school assembly offering a range of sessions related to children's social, emotional and educational needs. Sessions conducted by school staff were linked to whole-school programs and initiatives including Introduction to Coding and Minecraft, KidsMatter, Science Literacy's, Mathletics and Higher Order Thinking Skills. SDPS community partners also presented sessions including speech and language development with Liana Gunzberg [Speech Pathologist] and healthy eating with Judy Anderson [Community Nurse].

The PWP sessions were informative, engaging and well received by participants. Presentations resulted in lots of discussion and sharing of ideas and strategies.

Feedback was mostly positive and gave useful information to develop future sessions.

Numero PWP session: "I appreciated the opportunity to actually play a game and ask clarifying questions."

Introduction to Coding: "I have learnt that coding and Minecraft is very useful for the brain."

Science Literacy's: "The session was very informative. I would like more practical resources such as museums, exhibitions and other places to go with children."

Introduction to Mathletics: "I knew nothing about Mathletics so it was a great introduction. It was very informative. The presenter was very knowledgeable."

'PowerPoint' and handouts from the sessions are uploaded to the school website.

The attendance at sessions ranged from 2 to 12 participants. The PWP schedule was published on the school website and regularly advertised throughout the year.

Links to Business Plan 2015 – 2017

Distinctive School

Aspirations

- Build and sustain strong partnerships with parents and the wider community

Key Strategies

- 'Partnerships with Parents' programs to offer opportunities to engage parents in their child's development

Key Indicators

- 'Partnership with Parents' attendance and feedback survey

Indicators of success

- 20 PWP sessions offered fortnightly throughout 2016
- PWP sessions conducted by school staff on a range of topics relating to the curriculum, whole-school programs and initiatives, social and emotional needs of student
- PWP sessions conducted by SDPS partners in the community
 - Judy Anderson [Community Nurse]
 - Liana Gunzberg Speech Pathologist/Conducts Speech and Language screening for SDPS]
 - Julie Richards [RIC Publications – Numero]
- Attendance at sessions ranged between 2 to 12 parents per session
- Feedback sought from parents following each session was very positive.

Feedback included:

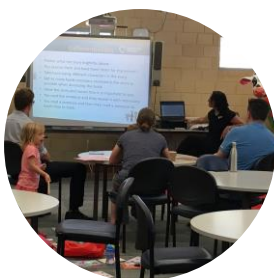
- Numero PWP session: "The opportunity to actually play a game and ask clarifying questions."
- Introduction to Coding: "I learnt that learning coding and Minecraft is very useful for the brain."
- Science Literacies: "The session was very informative. I would like more practical resources such as museums, exhibitions and other places to go with their children."
- Introduction to Athletics session: "I knew nothing about Athletics so it was a great

introduction. It was very informative. The presenter was very knowledgeable."

- PWP survey to gain feedback relating to topics, session times and format was undertaken in November 2016 was completed by 33 parents.

Directions for 2017

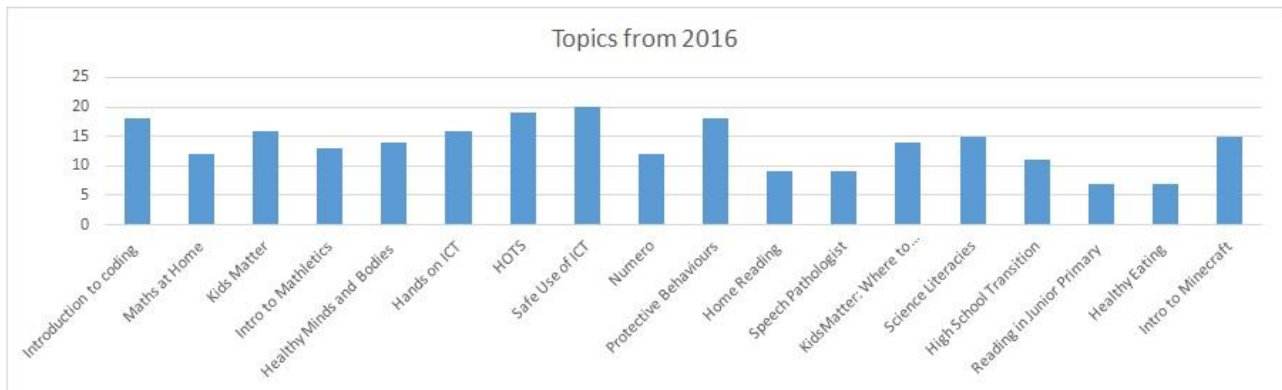
- 2017 PWP topics and format developed in view of 2016 feedback including:
 - Topics requested by parents
 - 3 sessions per Term [2 sessions following assembly and 1 evening session]
 - Presentation format with group discussion
- PWP will address a range of topics including the social, emotional and educational needs of students as requested by parent feedback survey
- PWP conducted by SDPS teachers
- More PWP sessions conducted by community partners including Curtin Occupational Therapy and Social Work students; Speech Pathologist; Support Based School Service counsellor.
- 2017 schedule published on SDPS Website in December 2016
- Flyer sent home at the beginning of each term; A3 poster displayed outside each classroom; fortnightly email and SMS sent prior to each event; and announced at assembly
- PWP schedule given out at parent information evening at beginning of year
- Morning tea provided for morning events; and cheese and dip platter for evening event



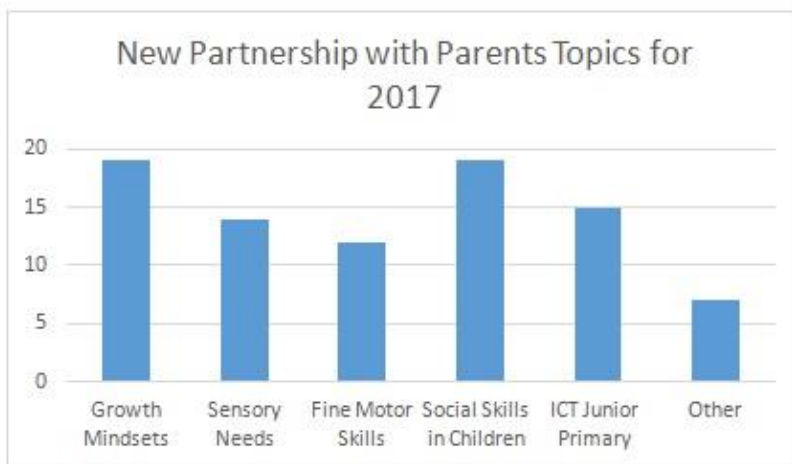
Partnership with Parents Survey for 2017

Survey completed in November 2016 with 33 responses from parents and caregivers.

Topics for 2017 – What topics would you like to see again in 2017?



Would you like to see any of the following topics discussed in 2017?

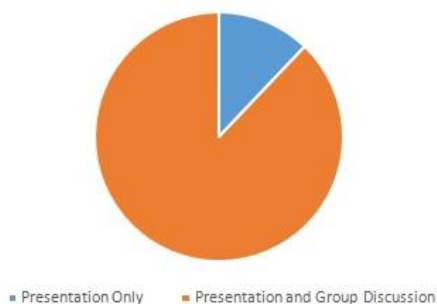


Other topics suggested:

- Strategies for resiliency in children
- 7 habits of highly effective people
- Relaxation techniques, mindfulness, meditation
- Bullying and strategies for children
- Talk 4 Writing
- Numero (follow on from 2016 session)
- Resiliency in the playground
- Specialist programs in high schools

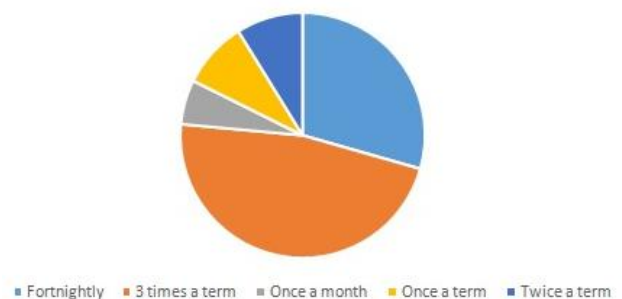
What format do you think the PWP event should be?

Format for Partnership with Parents



How often do you think the PWP events should be held?

Frequency of Partnership with Parents Events



What time do you think the PWP events should be?

Time of Partnership with Parent Events



- Immediately after assembly
- Straight after school
- Once a term in the evenings
- Other

Other :

8:40am on any morning except Wednesday (early close day)

8:30am non-assembly weeks

2:30pm to 3:00pm before school pick up

2017 Format

'Partnership with Parents' sessions will be a presentation with a group discussion.

There will be two PWP sessions immediately following assembly and one evening session each term.

The PWP schedule will be published on the school website in Week 8 of 2017.

Year 6 Graduates



Ben H – Head Boy 2017

Thursday 15 December 2016 will mark the end of an era for me and all my classmates in A5. Sutherland Dianella Primary School has been my home away from home for 8 years, in fact since 2009 when I started in kindy with Miss Bray, now Mrs Deas.

My journey through primary school has been an experience I'll never forget. I have seen teachers and students come and go, and I have seen the school change physically with the construction of our new buildings.

I have had the honour this year of being Head Boy. It is a role I have taken seriously and I'm very proud of. Kailee and I, along with the counsellors have been responsible for representing our school at special events and also on a daily basis by helping the younger members of the school community. Our role has included speaking at assemblies, speaking at formal events, putting up (and taking down) the flags, writing reports and meeting with Mr Ingersole to discuss school issues. Kailee and I were fortunate enough to lay a wreath on behalf of SDPS at the Mt Lawley War Memorial on Anzac Day. This was a very special occasion, despite it raining heavily!

In first term all the student leaders went to the Perth Convention Centre to spend the day with leaders from other schools and learn about how to be the best leaders possible and be good role models.

Our school has grown so much since it first started way back in 1966. This year we were lucky to join in the 50th year celebrations. As a school we participated in these celebrations by writing messages to be put into a time capsule and by joining in an aerial photograph. These events will cement our place in Sutherland Dianella history.

The school calendar has been very full this year. The school community has participated in many

events, including the Easter hat parade and the Anzac Service in Term 1, Cross Country in Term 2, Bookweek, the Robocup Challenge and the Faction Carnival in Term 3, and the Community breakfast and Roar n' Snore in Term 4. It is impossible to name everything we have done this year- it would take too long and possibly bore you. What I can suggest though, from experience, is to be involved as much as possible. As a leader, I believe it's very important and it's also actually fun!

One of the highlights of my year was our recent trip to Canberra. For those of us lucky enough to go it was an amazing experience. It was an educational experience but also a really fun one. We learnt about Australia's history and about our government, we saw the sights of Canberra and visited some really cool places like the Australian Institute of Sport and Questacon. This is a trip I would definitely recommend to all year 5 students. It was fantastic!

My primary school years are almost over. Next year will be the beginning of a whole new era for me. I will be leaving the familiar surroundings of SDPS and moving to Hale School, a school that's completely foreign to me. I will go from 26 students in my year to 180. My new school grounds are enormous compared to Sutherland. None of my friends are joining me. There won't be any girls! I'm nervous but I know there will be so many opportunities provided for me. I am excited to be moving on yet very grateful for the beginning I've had at SDPS. I'll miss my friends but I'm sure we'll stay in touch and I know I'll make new ones. To all of you, especially the Year 5's... enjoy your last year. It will go so quickly.

Thank you to SDPS, the teachers, the students and my friends. Let's be honest, school is not always fun but it has mostly been a positive experience for me. Thanks for the good times. I'll miss you! Ben



Henry N – Faction Captain

This year other Faction Captains and myself have helped in multiple things such as setting up fitness, peer support, sports reports and other things that help other kids and the school. For fitness we set up activities for the other classes. We set up fitness on pretty much every day apart from Wednesdays and special events. For peer support we help other kids that have problems in the playground and the oval. For the Sport Report we write about upcoming events that need to be noticed such as swimming, Faction Carnivals and sport related events.

When we are setting up fitness we usually have to come to school early to set up because it takes a while to set it up. Also we have to help other kids with different problems. For the sport report we sometimes have to do it in our own time like at lunches and before and after school.

In special events we help to do different things. For an example what we did in the faction carnival. In the faction carnival we had to get to school early to set up and organise the event. We also had to keep our faction organised and we had to get them ready for their events. We also have to train and teach them how to play the different events. In special events basically all we do is set up, be organised and pack away to help others.

I think I did an ok job for faction captain but the only thing that I think is bad is that lots of people come late or don't even help at all. I think we could have done a better job if others helped out. Some of the people helped frequently but some can be lazy. Next year I will take the skills that I have learned and I will apply them to Servite College and life in general.

Isha S – Student Leader

The student leaders have a few different jobs including setting up for assemblies and cleaning up after assemblies. We do most of our jobs on a rotational basis. These jobs include; the School Report, hosting assemblies, raising the flags, setting up the chess set and taking out the information board. Sometimes we also have had to do special assemblies, like the ANZAC assembly and the 50th Anniversary of the school. Whenever there is money to be collected or gifts to be handed out, it's the leaders that do that as well. Examples of when we have done this include when we handed out the poppies on Remembrance Day and when we collect money on Free Dress Days.

To do these jobs we need to be organised and remember to do our jobs when it's our turn. We also need to make sure we're at school early when it is our turn to get our jobs done. We do our jobs in partners so we need to trust each other. We also always have to make sure that when we are

doing the School Report as a host, we strive for accuracy and only do our best. On special occasions, we have to take great care when setting up to make sure it looks great. One time I have done this is on the 50th Year Anniversary of Sutherland Dianella when I went to the library in the morning to help cut out hands to decorate the school.

Being a student leader has been an amazing experience. It has made me become more responsible and organised and better at solving my own problems instead of having to ask someone. These skills will help me in Year 7 at Perth College in many ways – being more responsible and organised will help me stay on top of all my work and become neater. Being better at problem solving will help me deal with social and academic problems in a better way. Also by having already being a Student Leader will help me take on more leadership roles at Perth College. Being a Student Leader is an experience I will never forget.

Year 6 Graduation Awards

Head Boy	Benjamin H
Head Girl	Kailee Y
Dux	Isha S
Principal's Award	Kailee Y
Citizenship Award	Jacqueline B
Citizenship Award	Dale D
Science Award	Katarina K
Science Award	Jason P
Physical Education	Benjamin H
Physical Education	Evony N
Performing Arts: Music	Isha S
Languages Award	Naomi K
Art Award	Ava M

Year 7 Destinations 2017 School Year

Australian Islamic College	1
Balcatta Senior High School	1
Chisholm Catholic College	1
Duncraig Senior High School	1
Hale College	1
John Curtin College of the Arts	1
John Forrest Secondary College	3
Mirrabooka Education Support	1
Morley Senior High School	3
Mount Lawley Senior High School	6
Perth College	1
Servite College	4
Trinity College	1

Pre Primary to Year 5 Book Awards

Year	Form	Award	Student Name
PP	C2	Excellence	Nate M
PP	C2	Achievement	Cooper S
PP	C3	Excellence	Kate A
PP	C3	Achievement	Sarry H
1	B4	Excellence	Daniel A
1	B4	Achievement	Valentina P
1	C1	Excellence	Milly B
1	C1	Achievement	Ethan L
2	B3	Excellence	Ariella J
2	B3	Achievement	Abhay C
2	B2	Excellence	Mahi S
2	B2	Achievement	Bhavisha K
3	B1	Excellence	Isabel M
3	B1	Achievement	Sami O
3	A4	Excellence	Rosemary W
3	A4	Achievement	Oliver W
4	A2	Excellence	Daniel N
4	A3	Excellence	Summer H
4	A3	Achievement	Euston E
5	A1	Excellence	Leonardo C
5	A1	Achievement	Alicia K
5	A2	Excellence	Fiona T
5	A2	Achievement	Sophi S

Helping Hands Network – Before and After School Care

Helping Hands Network, works in partnership with Sutherland Dianella Primary School to provide outside school hours care. The program is approved and licensed through the Education and Care Regulatory Unit and operates under the Early Learning National Quality Framework.

Helping Hands Network has a philosophy of building stronger, happier and healthier communities through the provision of quality childcare in partnership with children, parents and schools. They tailor their programs to meet the local school community needs.

My Time Our Place is the approved educational framework which provides the basis of our program, however the service program that is developed also mirrors the key strategic commitments of the School. This would include

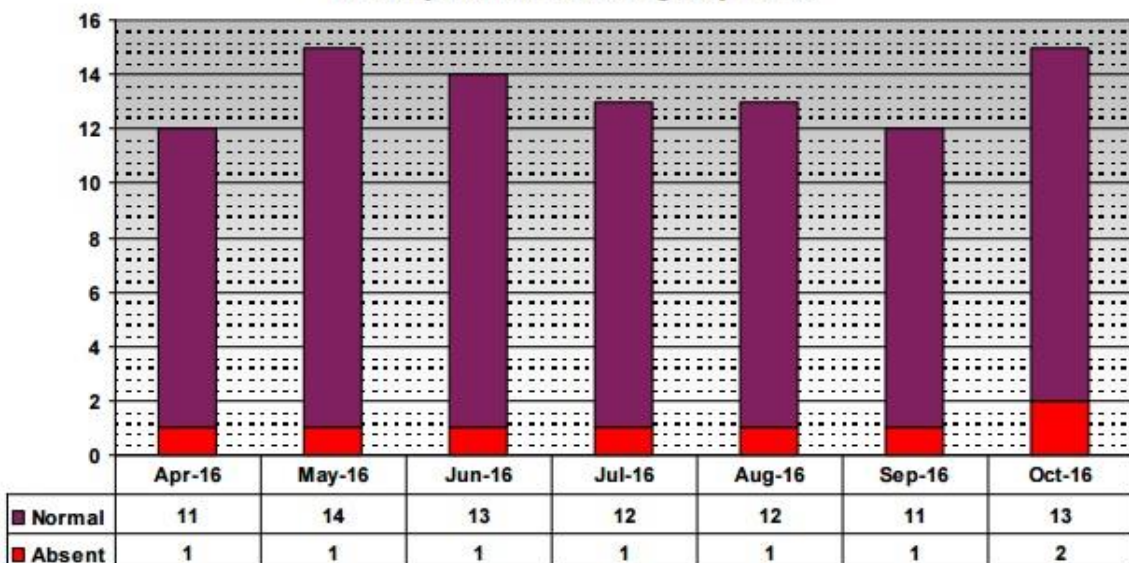
ensuring a “student centred” approach, fostering an OSHC environment that is bully free, safe and productive for all children. We facilitate open communication channels between the service and the school to maximise the support of individual and/or family needs. This is vital as often the staff at the service are the only school staff parents have the opportunity to interface with, when they work full time.

Helping Hands staff are integral members of the school community and are often involved in school and community events.

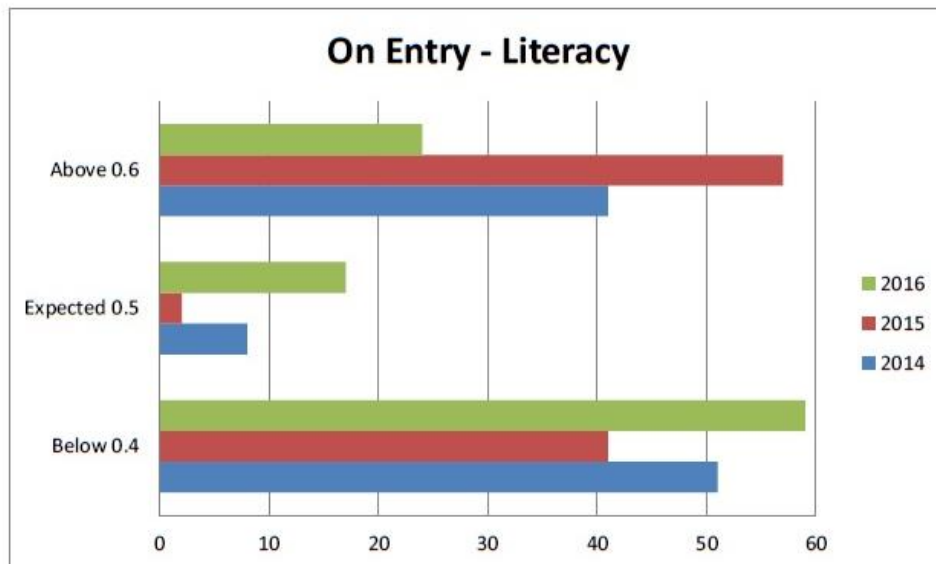
At OSHC the children are kept safe, fed and engaged in a variety of games and activities. Homework Club is also important to enable children to complete any additional school work and to support families.



YTD Daily Attendance Averages by Month

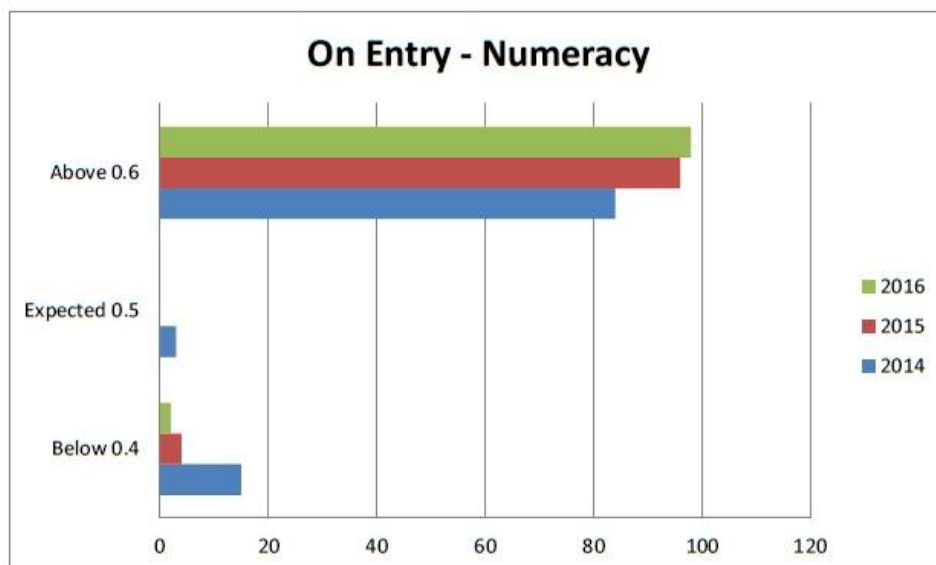


On Entry Testing



Students at 0.5 (some elements)

- Contributes ideas to discussions
- Asks simple questions in response to information presented by others
- Recognises some letters of the alphabet and has some awareness of the relationship between sounds and letters
- Correctly reads some familiar words
- Retells the main idea in a text
- Shows an understanding that their writing can communicate ideas, feeling and information
- Uses letters and some words when writing brief texts
- Shows an approximate use of letters of some letter-sound relationships and common words.



National Quality Standards (NQS)

In 2016, the NQS committee, with key staff under the guidance of Serrina Deas, met regularly to plan for and implement the key recommendations from the 2015 self audit with the aim of meeting all seven quality areas. A rigorous collection of evidence was undertaken and the committee critically reflected on practice and processes in the Early Years program. Photo boards were presented to the SDPS community to give

information and ascertain feedback on the Early Years program. Files of evidence were developed and maintained.

Members of the NQS committee and the Early Years staff were surveyed using the NQS guidelines. The survey results and collected evidence was then used to inform Sutherland Dianella's 2016 NQS audit. SDPS met the standard in all seven quality areas.

Overall Quality Area recording		Working towards National Quality Standard (W)	Meeting National Quality Standard (M)
QA 1	Educational program and practice		x
QA 2	Children's health and safety		x
QA 3	Physical environment		x
QA 4	Staffing arrangements		x
QA 5	Relationships with children		x
QA 6	Collaborative partnerships with families and communities		x
QA 7	Leadership and service management		x

In October 2016, a successful verification visit by Office of Early Childhood Development and Learning confirmed the SDPS 2015 self audit and the verification findings will be reflected in 2016 audit results.

Quality Area	Auditor X Verifier <input type="checkbox"/>	
	Working Towards	Meeting
Quality Area 1 Educational program and practice	X	
Quality Area 2 Children's health and safety		X
Quality Area 3 Physical environment	X	
Quality Area 4 Staffing arrangements		X
Quality Area 5 Relationships with children	X	
Quality Area 6 Partnerships with families and communities	X	
Quality Area 7 Leadership and service management		X

In 2017, the NQS team will continue the rigorous collection of evidence against the 58 elements through the implementation of a weekly schedule of evidence to be collected. We will critically reflect on practice and processes in Kindy to Year 2 using the National Quality Standard reflection tools. The team will plan for and oversee the implementation of recommendations from 2016 internal audit. In 2017 our team will be expanded to include key staff from Kindy to Year 2. Continual improvement to deliver best practice in early childhood education at SDPS is the aim of the NQS team.

Links to Business Plan 2015 – 2017

Success for all Students

- Enhance education in the Early Years

Key Strategies

- NQS (National Quality Standards) and EYLF (Early Years Learning Framework) to inform best practice in the Early Years

Key Indicators

- NQS self-assessment

Indicators of success

- NQS team effectively lead by Serrina Deas meets regularly to plan for and implement recommendations from 2016 self-audit
- Extensive collection of evidence and critical reflection against the 58 standards
- Photo boards implemented to give and gain feedback from the SDPS community
- The 2016 NQS self-assessment shows that SDPS met the standard in all seven quality areas.
- In October 2016, successful verification visit by Office of Early Childhood Development and Learning confirms SDPS 2015 audit and the verification findings will be reflected in 2016 audit results.

Directions for 2017

- Weekly schedule for the collection of evidence against the 58 standards
- Maintain critical reflection of practice in Kindy to Year 2 using the National Quality Standard reflection tools
- Maintain photo boards to give and gain feedback from the SDPS community in relation to NQS
- Expand the NQS team to include key staff from Kindy to Year 2
- Implement key recommendations from 2016 self assessment
 - **NQS 1.1.2** Students communication of ideas should be clearly documented using surveys on own learning and PMIs. These should be used to develop future learning goals and experiences.
 - **NQS 1.1.2** Cultural background of individual families should be captured and families should be encouraged and invited to share their ideas and heritage.
 - **NQS 1.1.5** 2017 GATE programs for student enrichment and extension
 - **NQS 3.3.2** Long Term Planning (LTP) for sustainability developed with Science/Learning and Thinking areas
 - **NQS 5.1.2** Words and books in family's first languages displayed
 - **NQS 5.1.3** Incursions and excursions reflective of the local community in Kindy
 - **NQS 5.1.3** Teachers collaborate with students to plan for routines and transitions
 - **NQS 6.1.1** Transition plans developed with families for students who have difficulty dealing with separation

PEAC and EYE Students

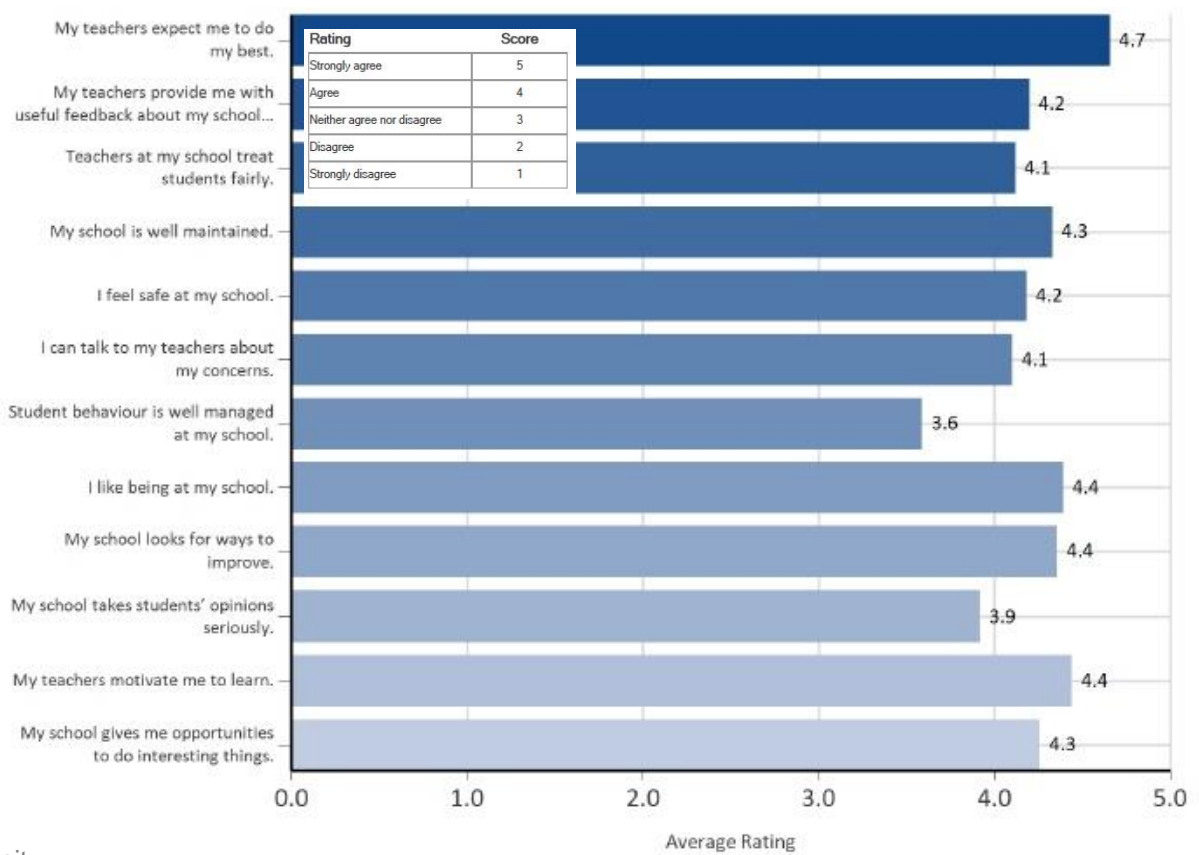
- PEAC – Primary Extension and Academic Challenge
- EYE – Early Years Extension

PEAC	Henry N	Year 6
PEAC	Isha S	Year 6
PEAC	Jason P	Year 6
PEAC	Fiona T	Year 5
PEAC	Kristian L	Year 5
PEAC	Leonardo C	Year 5
PEAC	Isaac B	Year 5
EYE	Claudia H	Year 1
EYE	Milly B	Year 1
EYE	Ariella J	Year 2
EYE	Mahi S	Year 2
EYE	Mitchell D	Year 2
EYE	Amir I	Year 2
2017 PEAC	Anton G	Year 5

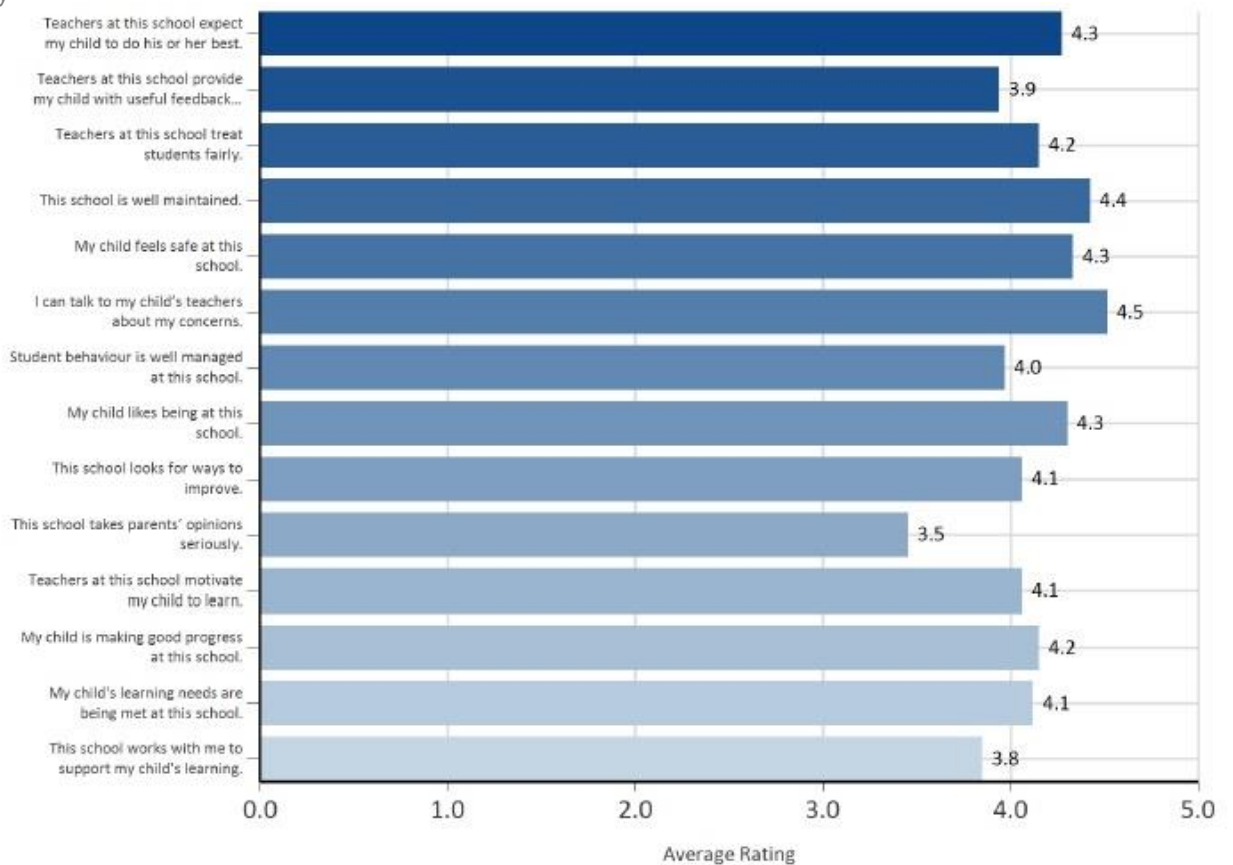


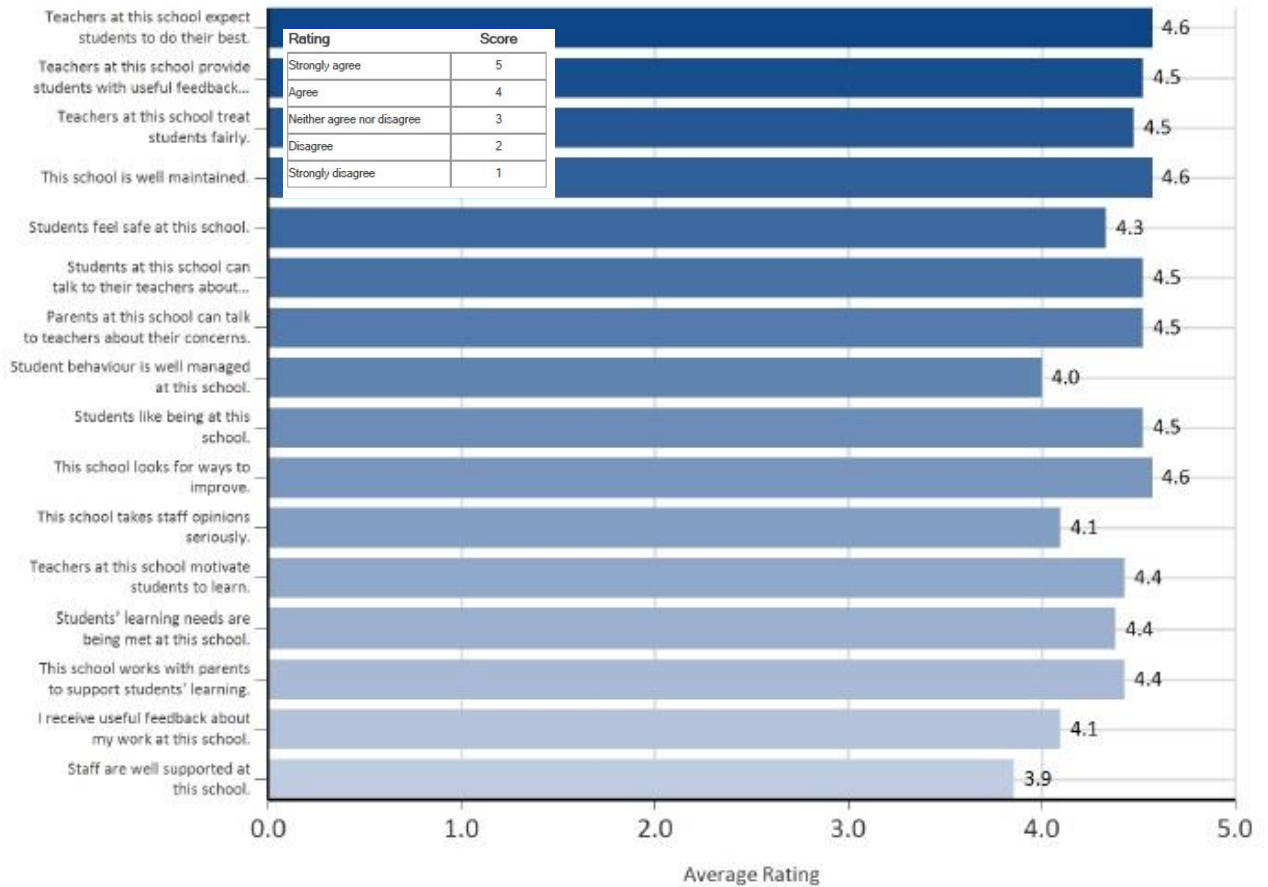
School Survey Results

Student Results



Community Results



**Staff
Results**


50 Year Anniversary

Sutherland Dianella Primary School held a celebration to commemorate the 50th Anniversary of Sutherland Primary School. Sutherland Primary School and Dianella Primary School amalgamated in the 90's. 2016 marked 50 years of having a school on our site.



P & C Report



What a whirlwind 2016 has been. Once again, I am proud to have been part of a group of fabulous parents who have one thing in common, doing what is best for our kids! Our focus as the P&C is to raise much-needed funds to ensure our kid's experiences at school are fun, safe, inclusive and educational. We are all in it to make sure that we leave Sutherland Dianella Primary School in a better position than when we all started.

Our committee hosted 14 fundraising events throughout the year and these kicked off with a bang with our Family Sundowner & Picnic where the band kept us entertained and the ladies in the canteen kept us fed. This is always a great opportunity to meet new families and to relax and enjoy the company of the friends and teaching staff. Term 1 also saw the traditional Easter Hat Parade with many prizes on offer and some brilliant hats paraded around the grounds. At the end of this report is a list of all the fundraising activities hosted in 2016, all with a big target of raising \$19,000. While it was disappointing that we had to cancel a few events during the year, due to limited volunteer support, we were not disheartened and our efforts have finished with a tremendous high of over \$1,800 raised at the Colour Run. We anticipate that by the end of the year we would have raised around \$14,000 for the year.

The key project for fundraising in 2016 was to position us to complete the Nature Playground and we are extremely pleased to say that this is now finished and one of the best outdoor play spaces on the school grounds. Together with the school, the P&C has raised funds and everyone who participated in any fundraising activities can know they have contributed towards the \$30,000 investment into this space. In particular, we must acknowledge and thank Bronwyn Lucas who this year took the lead for the P&C in making sure this

project was well managed and complete within the desired timeframes.

Our sincere thanks go to Carly Hardegen and Tania Ristic who undertook the job of school banking once again this year. We truly appreciate your great efforts and commitment in making sure banking forges ahead every second Wednesday morning. For those not aware, the school banking contributes around \$2,000 annually towards the P&C and this goes a long way towards us reaching our fundraising targets. After a number of years of service, both Carly and Tania will be stepping down at the end of 2016, and on behalf of the whole school, we are extremely grateful to the pair of you for all that you have done with school banking over the years.

Rosie Faraone stepped up as Canteen Manager for 2016 and made sure that every Tuesday morning teas and lunches were served up for the whole school. It is certainly a highlight of many parent's week that we do not have to make packed lunches and morning teas every Tuesday! Funds raised by the P & C (\$2700) also contributed to the purchase of a new fridge. While we did have a few hiccups with volunteers on a few days, we have been lucky that we only had to close the canteen one day this whole year as a result. Rosie, to you and your team of 'regulars' including Caroline Cousins, Kathryn Flynn, Corrie Sargeant, Pru Thusza and Grainne Mallen, thank you for your many hours of money counting, sandwich making, tomato chopping and food service to all the kids and staff at the school. 2017 will see, some changes to the way we seek volunteers and we look forward to many more parent's contributions and support in the future.

Our ever-faithful Uniform Shop Manager Leisa Steel and her team Leah Callaghan, Melina Costa-Mitchell and Anna Charlett not only moved into a new office this year, they also modified the uniform shop days and times to better accommodate the needs of our families. Thanks to these four lovely ladies for your awesome efforts in making sure the uniform shop is open each Friday morning. Again, I acknowledge that not only do these ladies give their time each Friday morning to be available for

sales, the job also requires dedication, time and effort to ensure the uniform ordering is up to date, stock taking is managed and all payments are appropriately processed and reconciled.

On behalf of our school community, the P&C wish to thank all the teaching and administration staff for their contributions to our children's growth during 2016. I also wish to acknowledge the school leadership from Jenn Allsop and Blake Ingersole who have, without fail supported the P&C initiatives and been present at all the after-hours meetings during the year. Both Jenn and Blake work alongside us as parents to provide input as to where funds raised by the whole community can best be allocated to make sure our children can continue to enjoy their schooling within a family friendly, inclusive and safe educational environment.

It is truly rewarding knowing that the P&C are working together to make our children's experience at school a better one and to the team, thank you all for your many tireless hours of contribution! I personally wish to acknowledge Georgia Johnson, Bronwyn Lucas, Stuart and Corinne McPharlin, Leisa Steel, Kelly Ngatai,

Maddy Ward-Dickson, Susan Goodman, Kelly Ngatai, Rosie Faraone, Gina Ingram, Dean Tollis, Tania Dean and Toni Angelevski as the stalwart group this year. Our school has more than 180 families, however it is this handful of exceptional parents who have put in the hard yards and made a real difference. You all demonstrate the school values of respect, commitment, responsibility and citizenship and you can all be so proud of your achievements this year.

Finally, our sincere thanks to all the parents who volunteered and contributed in their own way. Be it buying or cooking sausages, making sandwiches, baking or selling cakes, attending events or helping with fundraising activities, the P&C cannot do it without you. We are all better together so let's keep working as the collective for a better school for our children.

Fond regards



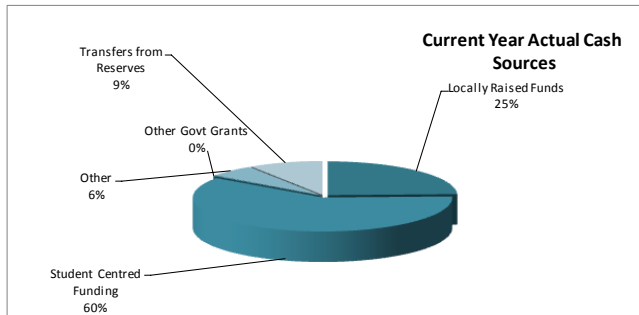
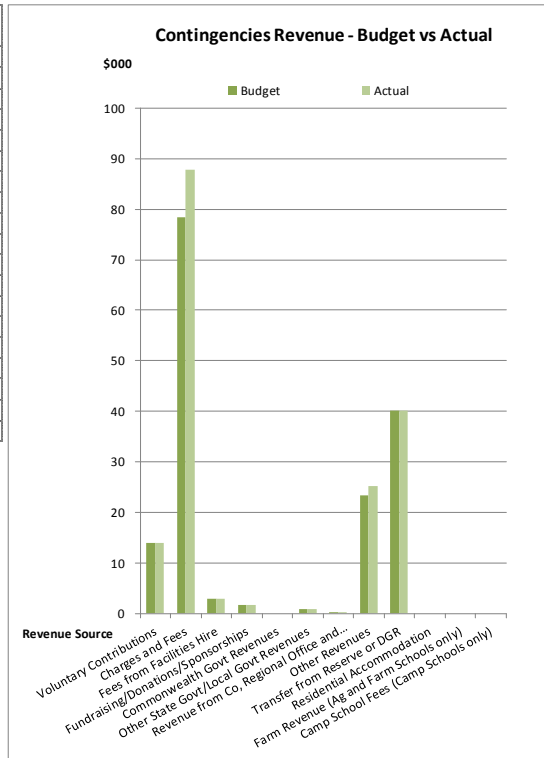
Hayley Lethlean
P&C President 2016

P & C Fundraising Events

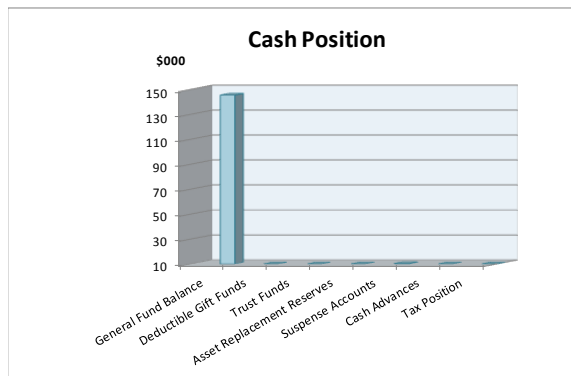
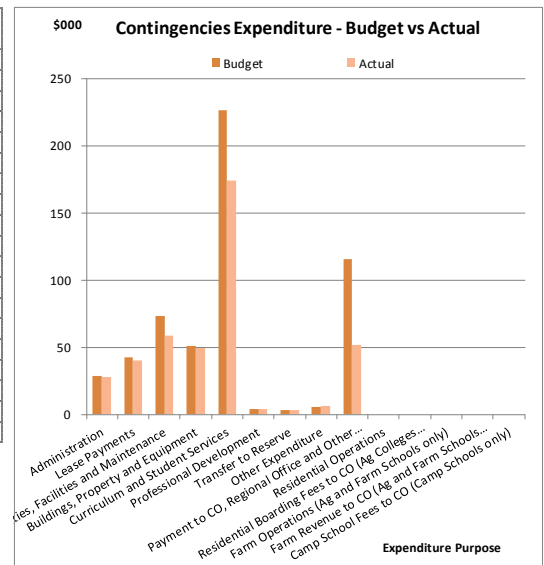
February	Family Sundowner
March	Easter Hat Parade
April	End of Term Sausage Sizzle
May	Mother's Day Cake and Gifts stall
July	Cookie Dough sale
July	End of term Sausage Sizzle
August	Kids Artworks
August	Faction Carnival canteen
September	Father's Day cake stall and gifts
September	End of term Sausage Sizzle
November	Gogo Roar & Snore entertainment – band, canteen and bar
December	Colour Run and sausage sizzle
December	EduDance canteen & sausage sizzle
December	End of term sausage sizzle

Financial Summary (as at 31 December 2016)

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 13,857.00	\$ 13,977.00
2	Charges and Fees	\$ 78,460.26	\$ 87,732.33
3	Fees from Facilities Hire	\$ 2,826.00	\$ 2,826.36
4	Fundraising/Donations/Sponsorships	\$ 1,637.80	\$ 1,745.80
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ 260.00	\$ 260.00
8	Other Revenues	\$ 23,336.37	\$ 25,117.20
9	Transfer from Reserve or DGR	\$ 40,180.96	\$ 40,181.36
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 161,383.39	\$ 172,665.05
	Opening Balance	\$ 125,331.90	\$ 125,331.90
	Student Centred Funding	\$ 261,038.50	\$ 261,038.82
	Total Cash Funds Available	\$ 547,753.79	\$ 559,035.77
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 547,753.79	\$ 559,035.77



	Expenditure	Budget	Actual
1	Administration	\$ 28,825.69	\$ 27,969.56
2	Lease Payments	\$ 42,000.00	\$ 40,205.91
3	Utilities, Facilities and Maintenance	\$ 72,808.00	\$ 58,256.20
4	Buildings, Property and Equipment	\$ 50,484.60	\$ 49,096.86
5	Curriculum and Student Services	\$ 225,887.45	\$ 173,693.48
6	Professional Development	\$ 3,933.00	\$ 3,516.20
7	Transfer to Reserve	\$ 3,143.00	\$ 3,143.00
8	Other Expenditure	\$ 5,425.00	\$ 6,002.20
9	Payment to CO, Regional Office and Other Schools	\$ 115,247.00	\$ 51,840.83
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 547,753.74	\$ 413,724.24
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 547,753.74	\$ 413,724.24
	Cash Budget Variance	\$ 0.05	



Cash Position as at:	
Bank Balance	\$ 149,843.57
Made up of:	\$ -
1) General Fund Balance	\$ 145,311.53
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 6,143.00
5) Suspense Accounts	\$ 10,374.04
6) Cash Advances	\$ 100.00
7) Tax Position	\$ (11,885.00)
Total Bank Balance	\$ 149,843.57

Voluntary Contributions

Kindergarten	72.99%
Pre Primary	85.47%
Year 1 – Year 6	81.88%
Total	75.72%

For additional information please contact:

Principal : Ms Jenn Allsop

Deputy Principal : Mr Blake Ingersole

Address : 5 Sutherland Avenue, Dianella WA 6059

Phone : 9375 1133

Email Address : info@sdps.wa.edu.au

School Website : www.sdps.wa.edu.au



School Board Endorsement



SCHOOL BOARD ENDORSEMENT

Sutherland Dianella Primary School Annual Report 2016

Representatives

Signature

Principal

Jenn Allsop



School Board Chair

Paul Steel



Date: 27/2/2017

Mr Jim Webb,
Regional Director of the North Metropolitan Region