



**Sutherland
Dianella** *Primary*

Annual Report 2017



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Principal's Report – Jenn Allsop

In 2017, Sutherland Dianella Primary School (SDPS) was in the final year of the current Business Plan. The School Board and Staff rigorously and regularly monitored the progress of our achievements against the targets set in 2015. In the absence of a formal school review in 2017, the Board is confident its self-assessment processes saw us achieving the majority of our targets.

In 2018 we forge ahead with a new Business Plan cycle. The Board will review our school performance data and determine our priority areas for the next three years.

Attendance continues to be of a concern as we seek to reduce the number of absences for reasons which are not sanctioned. Every day at school counts and using the Telethon Institute's research we know that if students attend at a rate of 90% a year, then they will have missed a year of schooling by the time they reach Year 9.

In 2017 Sutherland Dianella PS was acknowledged as a STEM Teacher Development School. Under the 2017 TDS model we worked alongside a partner school (Highgate PS) to develop the STEM model in each school.

In 2017 Sutherland Dianella was awarded a Science grant for the purpose of resourcing and fitting out the Science space. We look forward to seeing the final result of the reshaping of the physical space and the resourcing allocation, in 2018.

Our Curtin University Partnerships continued in 2017; in the domains of Social Work, Psychology and Occupational Therapy. The feedback we have received from students and the school community is that access to these services on site is an invaluable support to the school. We look forward to continuing the model in 2018.

Jenn Allsop
Principal

Vision and Values



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 (Mon – Thurs)		Louise Goodall
School Officer (Fri)		Karlie Clinch
Teaching Staff		
K	C4A	Bianca Arbuckle & Steven Rea
K	C4B	Bianca Arbuckle & Steven Rea
PP	C2	Maria McCarthy
PP	C3	Jo Griffiths
1	B4	Vicky Bambaci & Robyn Wheatley
1	C1	Naomi Fotheringhame
2	B2	Jo Hardiman
2	B3	Alyse Scorda
3	A4	Angie Panting
3	B1	Sam Palmer & Felice Mack
4	A2	Vanessa Trinca & Ben Matheson
4	A3	Candice Louise & Tim Goulter
5	A1	Alexis Francke
6	A5	Vanessa Trinca & Sam Palmer
Specialist Teachers		
Physical Education		Ben Matheson
Art		Candice Louise
Music		Steven Rea
Italian		Bronwyn Jones
Science		Tim Goulter

Non-Teaching Staff	
Education Assistant	Linda Field
Education Assistant	Patricia Lee
Education Assistant	Ros 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	Sudesh Kumari
Cleaner	Dinesh Malik



School Board Report

Amazingly this year saw Sutherland Dianella Primary School move into the final year of its first full business plan as an Independent Public School. To monitor progress and help prepare for further business planning the board endorsed and commenced a three-year review schedule. This year the board sought presentations on progress, programs and outcomes in relation to a number of initiatives targeted at achieving our business plan objectives.

Amongst others, the board received presentations on:

- English and Mathematics (Whole School Operational Plans)
- Bring Your Own Device (BYOD) evaluation and continuing program
- Cross Setting (Maths)
- Kids Matter
- STEM
- NAPLAN
- Reading and Science Literacies review
- Talk for writing
- Partnerships with Curtin University (Social Work, Occupational Therapy and Psychology).

In addition to these presentations, the board reviewed Education Department policy and requirements including those outlined in the *Education Act*. There are a number of Education Department policies which set frameworks in which schools must operate including certain approvals which must be endorsed by a school board. Members of the board regularly discuss, debate and approve these requirements as part of their role. 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.

This year, the board members became involved in sub-committee activity around the management of the new canteen services and the selection process. Likewise, the board was informed of ongoing processes relating to the outsourcing of the uniform supply process traditionally managed through the P&C.

Members of the board are in a privileged position to see the extensive activity which underpins our children's education. Whilst from an outside view this may not always be overtly obvious, as board members, we can assure our school community that the volume and level of this activity is significant, and we remain consistently impressed with the professionalism and dedication of those responsible for delivering quality education to our children.

The board membership remained relatively constant this year with eligible members remaining and elections held for those leaving due to tenure or eligibility. We welcome three new board members who will join the existing board in 2018 with one parent and one teacher representative also being re-elected. We also thank outgoing members for their valued efforts.

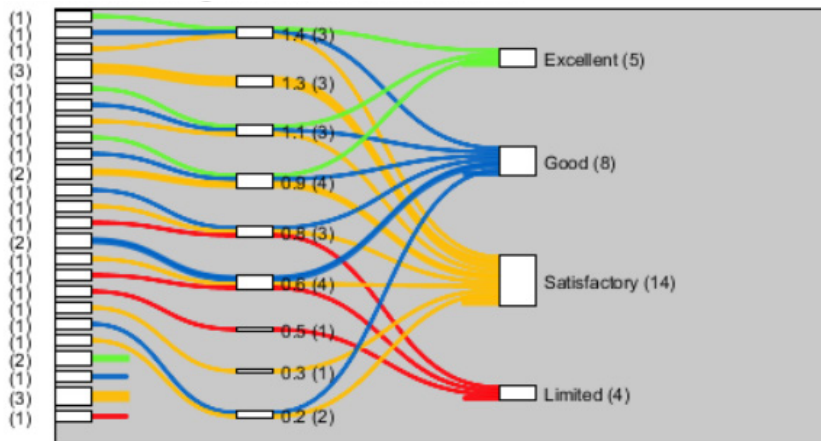
This year also concludes my association with the school board as my youngest child moves to high school next year. I would like to thank you to those who have assisted the board either by representation, presentation or support over the many years I have been associated with the school council and subsequently school board. I wish those continuing on the board all the best for the future and I am confident they will continue to perform their role to ensure that our children receive the best education possible.

Paul Steel
Board Chair
2017

NAPLAN Results

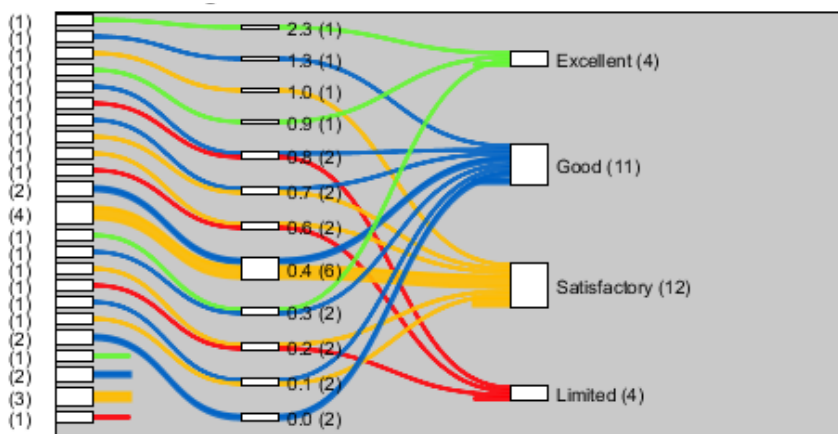
Comparative Data – On Entry → Year 3 2017 Numeracy

Cohort: Year 3 Reporting Period: Semester 1, 2017
NAPLAN – Numeracy
Results including data from other schools



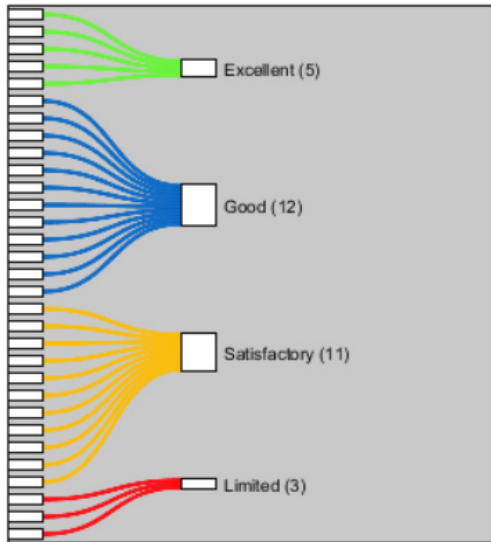
Comparative Data – On Entry → Year 3 2017 Reading

Cohort: Year 3 Reporting Period: Semester 1, 2017
NAPLAN – Reading
Results including data from other schools



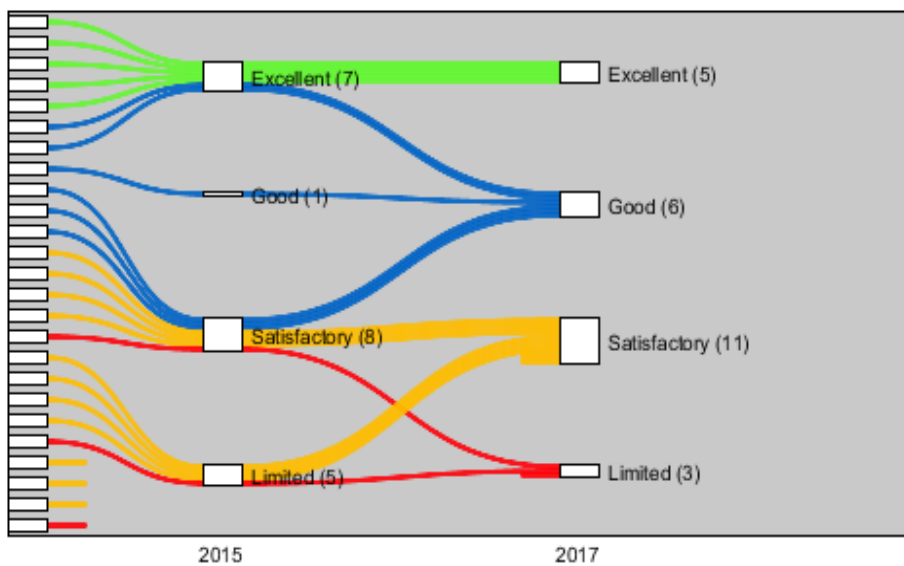
Comparative Data – On Entry → Year 3 2017
Writing

Cohort: Year 3 Reporting Period: Semester 1, 2017
NAPLAN – Writing
Results including data from other schools



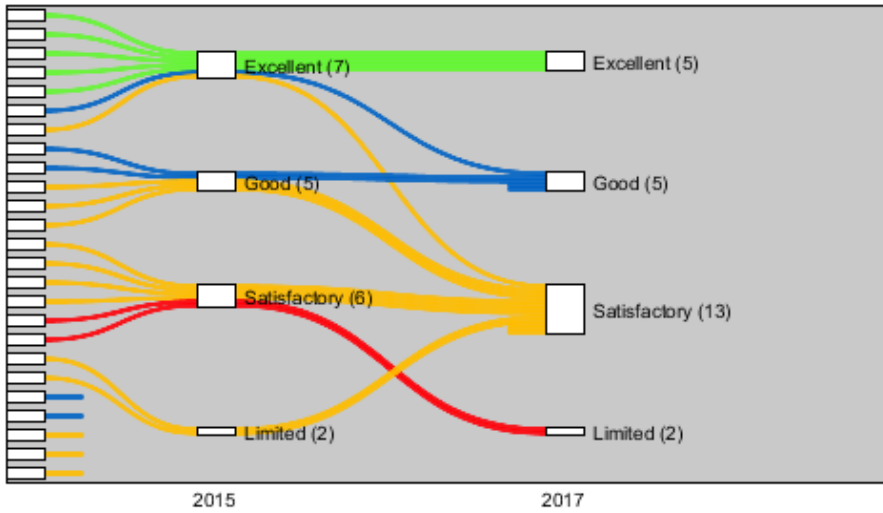
Comparative Data – Year 3 2015 → Year 5 2017
Numeracy

Cohort: Year 5 Reporting Period: Semester 1, 2017
NAPLAN – Numeracy
Results including data from other schools



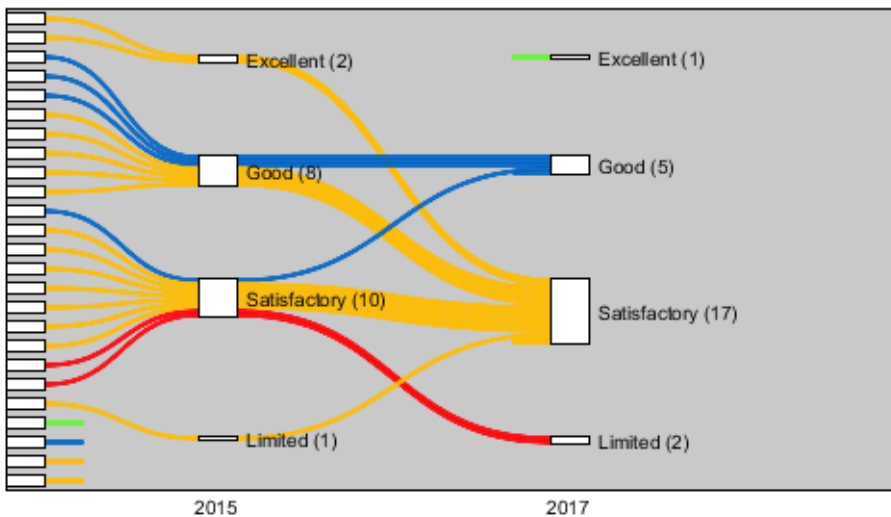
Comparative Data – Year 3 2015 → Year 5 2017
Reading

Cohort: Year 5 Reporting Period: Semester 1, 2017
 NAPLAN – Reading
 Results including data from other schools



Comparative Data – Year 3 2015 → Year 5 2017
Writing

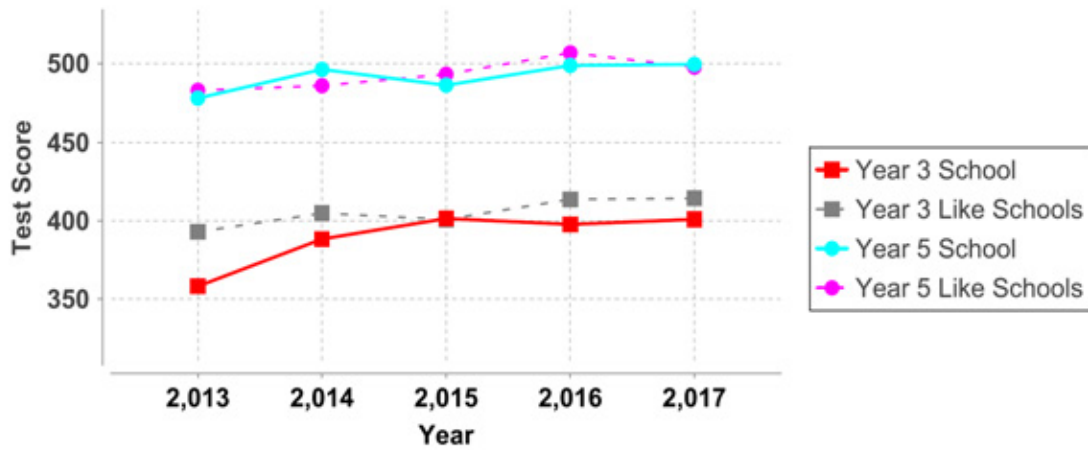
Cohort: Year 5 Reporting Period: Semester 1, 2017
 NAPLAN – Writing
 Results including data from other schools



Longitudinal Summaries 2013 → 2017

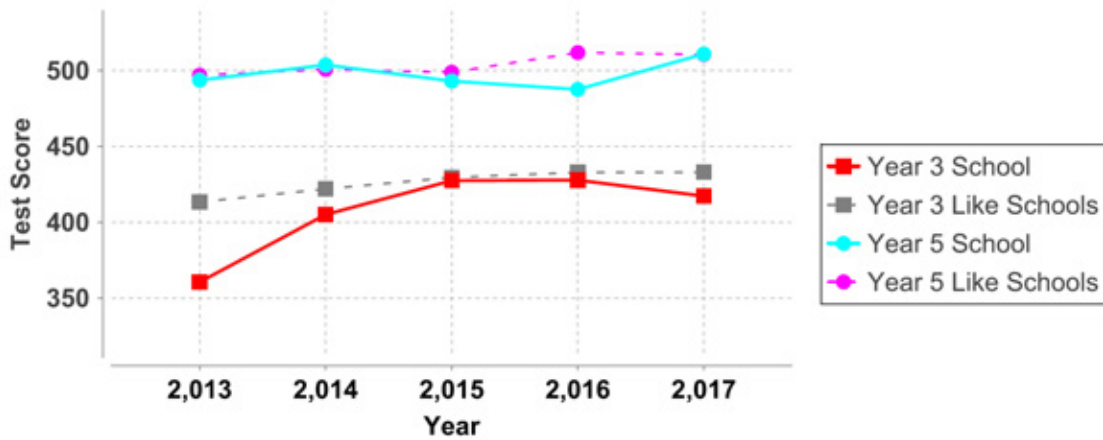
Sutherland Dianella Primary School

Average Numeracy Score



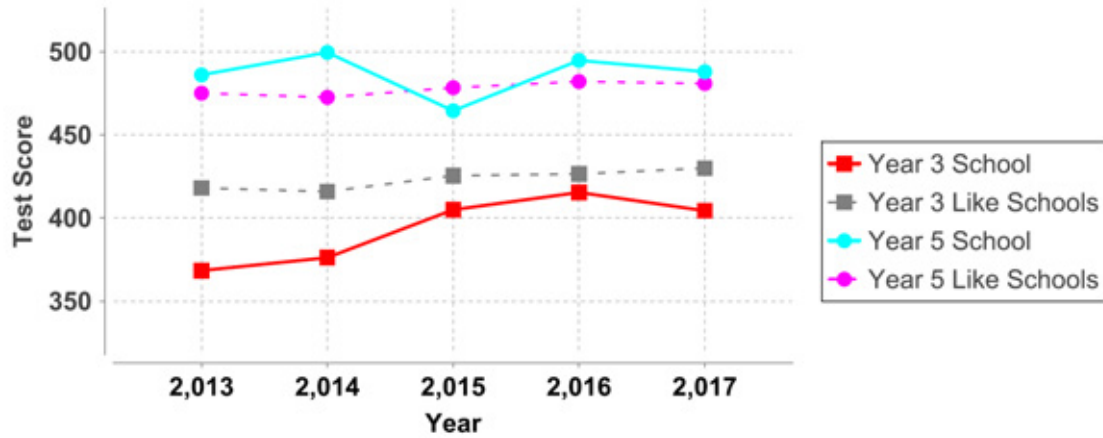
Sutherland Dianella Primary School

Average Reading Score



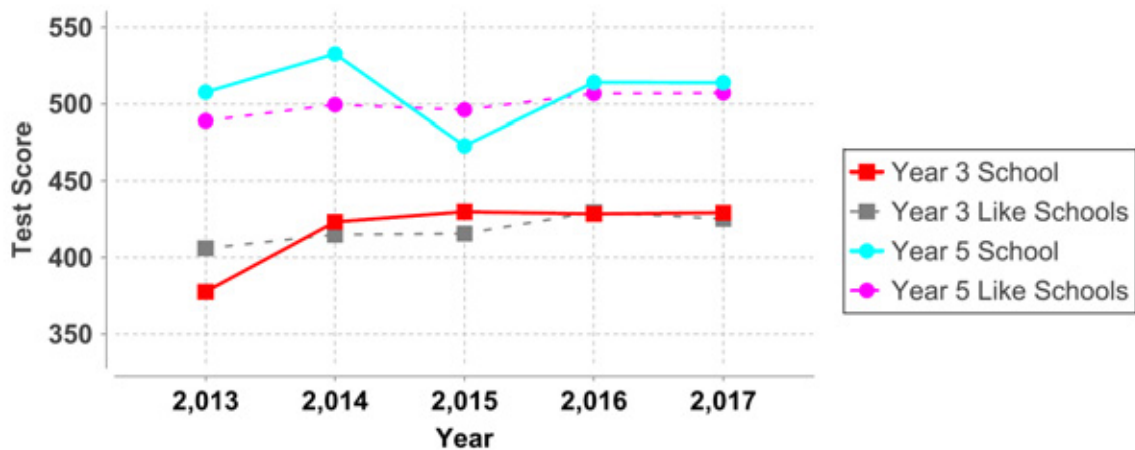
Sutherland Dianella Primary School

Average Writing Score

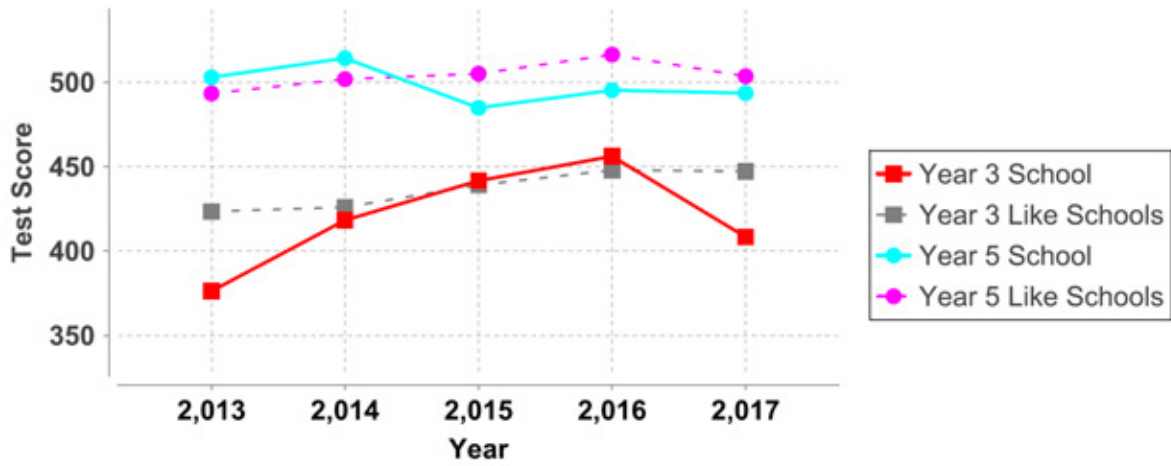


Sutherland Dianella Primary School

Average Spelling Score

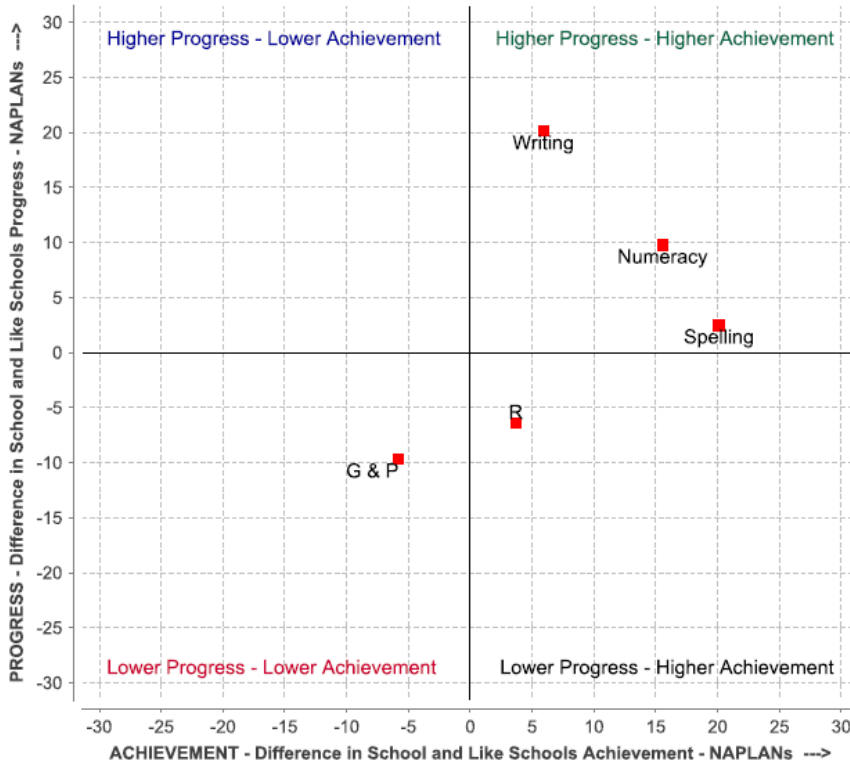


Average Grammar & Punctuation Score



Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2015 to Year 5 2017



■ Year 3 to 5

Proficiency Band Summary

Band	Numeracy							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					9%	16%	19%	11%
7					21%	18%	23%	19%
6	13%	21%	16%	20%	28%	28%	12%	31%
5	22%	21%	25%	22%	21%	26%	31%	28%
4	27%	26%	25%	30%	16%	9%	8%	8%
3	22%	22%	19%	16%	5%	2%	8%	2%
2	13%	9%	9%	9%				
1	2%	2%	6%	2%				

Proficiency Band Summary

Band	Reading							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					11%	16%	19%	15%
7					18%	26%	19%	25%
6	28%	28%	16%	28%	32%	26%	31%	28%
5	26%	26%	34%	21%	25%	18%	23%	18%
4	15%	20%	22%	25%	7%	10%	4%	11%
3	19%	15%	16%	16%	7%	4%	4%	3%
2	13%	8%	9%	7%				
1	0%	3%	3%	3%				

Proficiency Band Summary

Band	Grammar & Punctuation							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					16%	22%	19%	18%
7					25%	21%	13%	15%
6	48%	36%	34%	37%	18%	24%	23%	32%
5	11%	21%	19%	27%	23%	21%	4%	16%
4	9%	19%	13%	14%	11%	10%	35%	14%
3	24%	17%	6%	10%	7%	3%	4%	0%
2	4%	4%	19%	7%				
1	6%	6%	9%	6%				

Proficiency Band Summary

Band	Writing							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					9%	4%	4%	6%
7					20%	15%	19%	9%
6	11%	14%	16%	17%	30%	36%	25%	25%
5	37%	42%	38%	45%	27%	33%	31%	39%
4	28%	29%	16%	21%	11%	9%	8%	8%
3	17%	10%	19%	13%	2%	3%	4%	4%
2	4%	3%	3%	3%				
1	2%	1%	9%	2%				

Proficiency Band Summary

Band	Spelling							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					16%	14%	19%	15%
7					25%	19%	15%	20%
6	28%	25%	28%	25%	30%	35%	33%	34%
5	28%	30%	25%	26%	18%	22%	19%	20%
4	22%	22%	19%	24%	11%	7%	12%	8%
3	7%	12%	19%	14%	0%	3%	0%	3%
2	9%	9%	6%	8%				
1	7%	2%	3%	2%				

Numero

In 2017, Sutherland Dianella Primary School began the implementation of Numero into all year levels. A scope and sequence was created to guide the implementation of this model and provided all classroom teachers with a clear and curriculum aligned guide to incorporate Numero into their daily classroom routines. A staff professional development session was also conducted to ensure all classroom teachers and education assistants were aware of processes involved in the mathematical card game. Throughout 2017, the engagement of students was visibly evident with most classrooms using Numero as an extension opportunity (once set classroom work was completed), as a warmup to daily mathematics lessons or even as whole hour sessions where students were exposed to various methods involved such as top take strategies. Alongside the Numero implementation, 2017 also saw Year 5 and Year 6 students attending the annual Numero state competition at Duncraig Primary School. Sutherland Dianella entered 4 teams to the competition this year with one team achieving 4th place out of a total of 18 teams. These competing students attended before school sessions where they were exposed to extensive strategies and playing styles.

Links to Business Plan 2015-2017

Success for all Students

- Continually improve standards in literacy and numeracy.
- Effective use of human resources in literacy and numeracy programs.
- Build staff capacity to deliver a rigorous and differentiated curriculum.

Distinctive Schools

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

High Quality Teaching and Leadership

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

Indicators of success

In 2017, Numero has seen engagement from students, staff and parents of the school community. Teachers have utilised the opportunity to involve Numero into their daily routines to further support and development each student's mental mathematical ability.

A survey conducted at the end of semester one indicated that classroom teachers were implementing Numero into their classroom routines from one to two times each week. This was further explained that the students were able to use the mathematical card game as a warmup to daily mathematics lessons, as morning tasks when they enter the classroom, as early finisher activities to extend their mental capability or through whole hour sessions for further exposure to the extensive strategies and game plays involved.

Sutherland Dianella's participation in the Annual State Numero Competition was successful with the participation of four teams to the heat held at Duncraig Primary School in late October. These students were excited to compete in the competition and attended weekly before school sessions to develop their skills and knowledge before the competition day. Out of our four teams who were entered, one team from Sutherland Dianella was placed 4th in the overall heat results.

Parent engagement of the concept has also been noted with several families from all year levels seen to be purchasing playing decks from our front office and outside sources. This has been effective to further engage students with siblings from varying years developing their skills in both the school and home environment.

Directions for 2018

In 2018 Numero will continue to be a whole school approach with all year levels providing the resource to each of their students. An overall edit and update of the current scope and sequence will be conducted regularly to ensure all aspects are in line with current curriculum requirements as well as ensuring it remains challenging and engaging to all students. 2018 will also see an 'in house tournament' where students in different year levels

will compete as per the Annual State Numero Competition. This will allow for a greater exposure to the play styles presented in the competition as well as an aspiration of younger year levels to participate in the future. Lunchtime and before school 'Numero Clubs' will be held prior to both competitions to engage and prepare students who are willing or have been nominated to participate. Regular 'buddy' class time will also be conducted to allow for peer tutoring from the senior years to the

junior year levels. This was a clear indicator from classroom teachers when a mid-year survey was conducted (see evidence below). Alongside this, staff members have specified that they would appreciate further professional development on the overall game play of Numero (see evidence below). To satisfy this, Judith Anderson will be contacted and an appropriate time for this to occur will be organised.



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.

2017 was an exciting year for Physical Education at Sutherland Dianella with a number of new initiatives introduced as well as previous ones maintained. Kindy students were introduced to morning fitness and participated in their own Athletics carnival.

Years three to six students competed in a number of new interschool competitions including basketball, Hot Shots Tennis, Interschool Cross Country, T20 Blast Cricket, Freo Docker's Cup girl's football competition and a football, netball and soccer lightning carnival.

Students of Sutherland Dianella experienced a vast amount of success through 2017 interschool competitions. The year three and four girls won the basketball and tennis competitions and the year five and six girls won the U12 Girls East Perth Junior Basketball Competition, network and regional T20 Blast cricket finals and Fremantle Dockers Cup football competition.

Sporting Schools initiative was maintained in 2017. Throughout the year our Sporting Schools grants provided students of SDPS the opportunity to participate a variety of different programs including, Launch Pad Gymnastics, Free G Gymnastics, Milo In 2 Cricket, Aussie Hoops Basketball program, AFL Schools, Hook in 2 Hockey and athletics programs.

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.
- Build and sustain strong partnerships with parents and the wider community.
- Enhance student leadership opportunities.

Indicators of success

- Results from in-term swimming.
- New initiatives in 2017 – years three to six interschool competitions (Kindy Carnival, Hot Shots Tennis, basketball, Network Cross Country Carnival, Fremantle Dockers Shield, T20 Blast cricket).
- 6 basketball teams in the East Perth junior basketball competition, catering for students from Year 1 to Year 6.
- Maintained all sporting programs in 2017.
- Sports reports at assembly.
- Sports reports in the school newsletter.
- Morning Fitness programs.

Visual Art

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

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

Another very busy and creative year was had by all in the Visual Arts Programme. The students have been 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 our lives and the impact it makes on it. Artists create art to communicate ideas and to be both functional and decorative. We examine the wide diversity of arts from other cultures. The students appreciate and value the worth and importance of art as it surrounds them and influence choices they make in their lives.

Generally, we follow a theme in our Art programme. Students are immersed in the subject matter and use a variety of media and techniques to respond and engage with it.

In Term One students were engaged in the theme 'Art From Asia.' Students in Year Five and Six were inspired by Katsushika Hokusai and The Great Wave painting. Year Six students created three dimensional lanterns and Year Five students learnt about Willow plates and created their own. Students in Year Three and Four created Chinese Dragon Kites and students in Year One and Two Created Panda paintings, Chinese lanterns and drew and painted Koi fish.

In Term Two students in Year Two to Six contributed to an Anzac Art display for the Anzac Assembly. The theme for Term Two was 'Australian

Art.' This was linked the whole school Talk For Writing Program as all students were learning about Dreamtime stories. Students were inspired by the art work of Sally Morgan, X-ray paintings of animals and bark paintings. Students used a variety of techniques to create their art work, including printmaking, foil embossing, weaving and using objects from the environment to paint. Year Three students in B1 participated in the Therapy Focus Art competition. One student's work was selected as a finalist in the competition.

In Term Three students created their artwork based on the theme of 'Art through Literacy' which linked with Book Week. A variety of books were read to students and they created their art works based on the books. Some books included: Shaun Tan's 'The Rules of Summer', 'The Lorax' by Dr Suess, 'The Cat in the Hat' by Dr Suess and 'Elmer the Elephant' by David McKee. During Term Three each class created a collaborative framed piece of art, which was auctioned at a Silent Auction at the end of the term.

In Term Four students learned about a variety of artists and used their work as inspiration for their own. Students learned about artists such as: Henri Rousseau, Henri Matisse, Wayne Thiebaud and Georgia O'Keefe. Year Six students created masks and used their sewing skills to create Ugly Dolls.

[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 Therapy Focus.
- 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 T&L

- 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 2018

- 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 GATE program for Visual Art.
- Creating backdrops for whole school events ie. Anzac Assembly, Annual Edu dance concert, Year 6 Graduation etc.
- Professionally framing the best piece of art from each group for display. The framed pieces would then be presented to students at the end of the following year.



English

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 and 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.
- Whole school guided reading focus
- Establish and maintain SSEN reporting.
- Non-interruption timetable for Literacy and Numeracy.
- Whole-school strategic planning
- Link Science whole-school strategic plan to Science literacies in classrooms.

Key Indicators

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

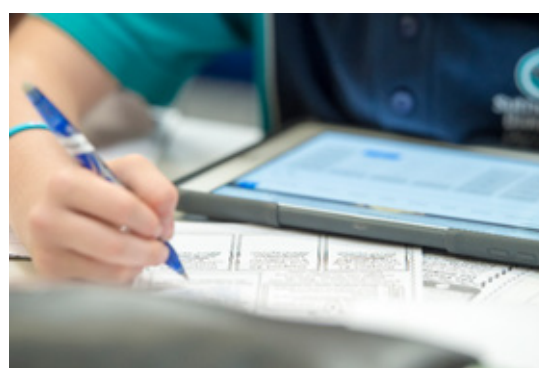
Literacy

- 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

- Talk 4 Writing implemented Kindy – Year 6.
- Whole-school data (Burt, SA Spelling).
- Student handover document.
- Students Data Wall.



Directions for 2018

- Kindy to Year 2 Oral Language program.
- Jolly Phonics program in K-1 to improve Phonological Awareness in the Early Years.
- Speech Pathologist screening Kindy and IEP students.
- Consistent whole school approach to guided reading.
- Consolidating Talk 4 Writing in the classroom.



Talk 4 Writing

Talk for 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.
- Whole school strategic planning.
- NQS (National Quality Standards) and EYLF (Early Years Learning Framework) to inform best practice in the Early Years.
- Literacy.
- Improve or maintain results in NAPLAN against like schools.
- Master class professional learning for some staff.
- Student work samples.
- Assembly performances.

Directions for 2018

- Professional Learning for new staff.
- Develop stronger links with Science Literacies.
- Master classes for current staff.
- Continue to collect class and system data.

- 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

- Marking of Cold (diagnostic) and Hot (summative) Tasks against the NAPLAN writing guide show significant growth in a wide range of writing skills.
- Whole school staff professional learning.
- Whole school program Kindy – Year 6



Health and Wellbeing

The Health and Wellbeing Strategic Committee strives 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 recognizing and celebrating a variety of events suited to our school's context. Some of the annual calendar events we've recognised in 2017 included Harmony Day, where we dressed in orange, and made a cultural walk with handprints throughout the Art Park. We made students aware of Autism Day in March by wearing blue. Students learnt about the importance of mental health through wearing yellow and completing activities for R U OK? Day in early September. We celebrated NAIDOC Week in July through a week of activities and lessons within the school. A cyber safety presentation was facilitated by WHO as part of a community night which included a learning journey in classrooms. The Health and Wellbeing Committee also facilitated the Gogo Roar and Snore sleepover in December where over NUMBER families camped in the art park and participated in a range of activities with the staff. Ben Matheson ran a successful Student Engagement Program between Terms Two to Four

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 learning 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 very positive from staff, parents and students. Parents were given the opportunity to provide written feedback about the Roar and Snore. 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 for 2018 were to begin the activities earlier in the night and bring back the band.

Due to a high turnover from staff within the Committee in 2017, many of the events were unable to be facilitated. Despite high feedback from staff and students in Term One, there was only one Staff V Students event. The Healthy Breakfast was also put on hiatus this year.

R U Ok? Day feedback was positive by all stakeholders and staff appreciated the activities list provided to give them some flexibility but guidance over how to celebrate the day.

This year we our partnership and support of the Angkor Project ceased. The School Board are looking into new fundraising ventures to allow the students to continue supporting those less fortunate and follow the school value of Citizenship.

We also collaborated with the Maths Committee to celebrate 100 days of school with a day of activities including puzzles, Math challenges and we also created a giant heart in the undercover area that listed 100 reasons why we love SDPS, to link with the KidsMatter initiative.

Directions for 2018

- Healthy Breakfast to return in 2018.
- More focus on Staff v Students events.
- Marketing new fundraising project to support the school value of Citizenship.
- Make Harmony Day and NAIDOC Week more community-focused.
- Investigate options for a cultural incursion for NAIDOC Week or Harmony Day.
- Footy Colours Day to be a fundraiser for Cancer Council.
- Continue Student Engagement Program.
- Consider if Cybersafety should continue to be in the H&WB Committee or if it should move to Technology as it is not organised by the team.



Music

The Pre-Primary to Year 6 Music program provides 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 supports teachers in preparation for music and songs used in assembly performances.

In addition to the classroom Teaching and Learning program, Sutherland Dianella supports School of Instrumental Music programs in clarinet and brass. Students are tested for their musical aptitude and assessed across a range of criteria for selection to the program.

The Choir at Sutherland Dianella Primary School comprises students from Year 2 to 6 and comes together each week to learn songs, practise vocal technique and learn about how to use their instrument, engage with their audience and communicate a story through song.

Links to Business Plan 2015-2017

Success for all Students

- A sequential Music Teaching and Learning program caters 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

- 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 IMSS 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 continue to demonstrate progress against Teaching and Learning outcomes.
- High level of student engagement with Choir.
- Positive feedback on Choir performances.
- Year 6 graduates going on to be offered positions within specialist Music programs in high school.

Savion A, Ruby C, Kaden K, Isabel M, Cadence N, Aidan P, Paige S, Rosie W, Lucy W, Oliver W.

Directions for 2018

Choir

- Continued rehearsal out of teaching time.
- Split Choir into junior (in-house performances only) and senior.
- Harmony Day.
- ANZAC
- NAIDOC Celebration.
- WAGSMS at Crown.
- End of term assembly items.
- Engagement with community through off-campus performances.
- Continued engagement with parents to provide expertise in dance and choreography.

IMSS

- Integrating IMSS and Choir repertoire so that ensemble pieces may be performed.
- Continued involvement with the Primary Band Workshop at Ballajura Community College.
- Continued involvement with the Showcase Concert: OPUS 2017 at the Perth Concert Hall.
- High level of retention of students within the IMSS program.

Year 5 IMMS Students 2017

Summer H, Xavier H, Lola N, Caitlin J, Jerrah P, Stephanie H, Milica K, Lewis L, Elijah L, Hugh M.

Year 6 IMMS Students 2017

Luka N, Leonardo C, Ella A, Shae C, Kristian L, Francis W, Sophi S.

Year 5 IMMS Students 2018

Other Areas

- Introducing 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.



Growth Mindsets

In 2017, the staff has continued to promote and embed Growth Mindset within their classrooms as part of the student's learning both academically and emotionally. Students are demonstrating a more resilient, risk taking and creative enquiry thought process as they shift from a fixed to a growth mindset. This year we extended the invitation to parents by introducing a Growth Mindset at a Partnership with Parents session which was welcomed with positive feedback. Regular upkeep of Connect and the school website have informed the community of information and activities connected to Growth Mindset.

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.
- Pivot Student Survey feedback.
- Performance Development with Line Manager.
- Sustain a safe environment where students develop resilience, strong and healthy emotional intelligence and physical well-being.
- KidsMatter.
- Negotiate a positive class environment based on the Pivot Student Survey feedback.
- Use of Growth Mindset language.
- Student Engagement program.
- Build staff capacity to deliver a rigorous and differentiated curriculum.

- Catering for a challenging and motivating curriculum for students at the above standard level.
- Keep staff informed of strategies through Jenn's Pen.

Intervention programs ie Counselling

- Curtin University partnerships

Resiliency programs

- PATHS
- KidsMatter
- Habits of Mind (HOM)
- Bounceback
- MindUp
- SDERA Resilience
- Restorative practices
- Protective Behaviours
- 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.

- Partnership with Parents.
- KidsMatter survey – staff, students, community.
- Pivot Student Survey.

High Quality Teaching & Leadership

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

- Good Standing Tokens.
- Values Tokens.
- Values Merit Certificates.
- Class Merit Certificates.

Enhance student leadership opportunities

- Team
- Green Team
- Kidsmatter Team

- Peer Support leaders

Indicators of success

- Student classroom survey and KidsMatter survey (staff, students and community).
- Pivot Student Survey feedback.
- NAPLAN / PAT 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
- Teacher's feedback to students which reflect the language of Growth Mindset

Directions for 2018

In 2018 the staff at SDPS will continue to embed Growth Mindset with a focus on teaching students how to overcome 'Fear of Failure' and promoting a challenging curriculum for the students at the above standard level. New staff will be inducted on developing Growth Mindset strategies in the classroom to continue a whole school approach. The community will be informed of student activities and information on Growth Mindset through the school website and Connect



Robo Rumble

2017 saw the first year of Sutherland Dianella's first Robo Rumble. This now yearly event took place at the end of term 3. The students worked solidly for a term and a half to prepare both a programmed and mechanically built robot. The students task was to engage their audience with a two-minute dance performance located in a 2.4m x 2.4m square. Each team were also required to submit in their planning, overall design and final programming as part of their overall assessed piece. Additional props such as backdrops, costumes and multimedia were also able to be used to enhance each group's overall presentation and therefore engagement of their audience. Students were encouraged to take risks with their programming whilst still following the main rule of not going over the boundary line. Highgate Primary School were invited to attend this annual event which we hope to extend to other Primary Schools in the future. Our expert panel of judges consisted of Michael Chua, Blake Ingersole and Geoff Kaye who rated the students on five separate categories; construction, programming,

performance, originality and creativity. Our first and second place Robo Rumble winners were very deserving with our top team even programming individual movements to the beat of the popular hit, Eye of the Tiger.

Links to Business Plan 2015-2017

Indicators of success

- Student Engagement.
- Parent Support/Attendance.
- Aspired Years 3 – 5 students to engage in robotics in future years.

Directions for 2018

- Robo Rumble Competition 2018.
- Introduction of robotics programing from Year 5 onwards.
- Invitations to wider school communities.



KidsMatter

KidsMatter is a whole-school approach to improving children's mental health and wellbeing for primary schools. It is an evidence-based initiative that recognises the importance of strong minds as well as strong bodies to support academic outcomes. There are four components within the framework: Positive School Community, Social and Emotional Learning, working with Parents and Carers and Helping Children with Mental Health Difficulties. KidsMatter is guided by seven principles:

1. The best interests of children are paramount.
2. Respectful relationships are foundational.
3. Diversity is respected and valued.
4. Parents and carers are recognised as the most important people in children's lives.
5. Parents and teachers support children best by working together.
6. Students need to be active participants.
7. Schools, health and community agencies work together with families.

SDPS commenced the initiative in 2016 and since then KidsMatter has become an increasingly visual framework within the school. Strategies include as a mobile resource trolley with information regarding mental health support in the local community, a 'student says' whiteboard that travels to each class during the year to allow children to have a voice, and posters displayed in each classroom to show the whole-school approach to KidsMatter. In 2017 staff completed professional learning about the first component of KidsMatter and as a school we are now working towards achieving Component Two: Social and Emotional Learning.

Links to Business Plan 2015-2017

The KidsMatter Team embeds the four core values (Respect, Responsibility, Commitment and Citizenship) in all 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 Curtin University Social Work Students. 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

2017 saw the implementation of the KidsMatter Student Team. The team was made up of self-nominated students who met each term to discuss whole-school playground issues and the 'student says' board. At their request, they also filmed a short video to explain KidsMatter. This will be uploaded to the SDPS website in early 2018. The Year Six Peer Support Leaders also met regularly with the KidsMatter Action Team Leader Ms Jo Hardiman to discuss their role within the school. They learnt restorative practices to assist with minor playground conflicts and learnt strategies to support them when they were on playground duty.

A Terms of Reference was developed by the Action Team to guide all KidsMatter activities within the school. At the request of several School Board members, a presentation on cultural awareness and inclusion was delivered in Term Three. Finally, survey data was collected from staff, students and parents to assess the impact of the KidsMatter initiative at SDPS. Generally, data from all stakeholders (staff, students and parents) was positive and over 80% in all questions.

Unfortunately, parent participation continues to remain low, despite several new strategies attempted to capture families. Staff participation in the survey was the highest since the inception of the program and it is noted that 94% of staff agreed that supporting the mental health and wellbeing of students reduces behavioural problems and increases academic learning outcomes.

Directions for 2018

- Continue KidsMatter Student Team and Peer Support mentoring.
- Complete professional learning for staff on Component Two: Social and Emotional learning.
- Increase parent participation in KidsMatter surveys and through Partnerships with Parents sessions.
- Create a more welcoming atmosphere for families with the installation of multicultural greetings around the school.



NQS

The Early Years NQS Team met regularly throughout 2017 to plan for and implement the key recommendations from the 2016 self-assessment and verification visit. A rigorous collection of evidence was maintained and the team critically reflected on practice and processes in the Early Years program with the aim of continuing to meet the national standard in all 7 quality areas. The NQS team strives for continuous improvement to ensure best practice in Early Years education. The SDPS NQS Team comprises all teachers including DOTT providers and EAs from K-2 and the school

administration team. During all of 2017, photo boards were displayed to the SDPS community highlighting programs and practices in the Early Years.

All Early Years teachers [K-2] were surveyed using the NQS Western Australia Education Early Years Reflection Tool. The survey results and collected evidence was then used to inform Sutherland Dianella Primary School's 2017 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

Links to Business Plan 2015-2017

Enhance education in the Early Years.

Key Strategies

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

Key Indicators

- NQS self-assessment

Indicators of success

- NQS team expanded to include key staff from

Kindergarten to Year 2

- NQS team met regularly to plan for and implement the recommendations from 2016 self-assessment and verification visit.
- Extensive collection of evidence and critical reflection against the 58 standards
- Photo boards and articles in the school newsletter throughout the year to give and gain feedback from the SDPS community about practices and processes in the Early Years program.
- The 2017 NQS self-assessment

shows SDPS met the standard in all seven quality areas.

SDPS NQS team.

Directions for 2018

- Implement changes to the National Quality Standard (NQS) following the 2017 National review
- Continue the rigorous collection of evidence against the standards
- Maintain critical reflection of practice and processes in the Early Years K - 2 using the National Quality Standard reflection tools.
- Maintain photo boards and articles in the newsletter to give and gain feedback from the SDPS community in relation to NQS
- Implement the key recommendations from the 2017 self-assessment undertaken by the

- **NQS 3.2.1** Long Term Planning for outdoor experiences to include engaging experiences which are developed in response to student interest and learning
- **NQS 6.1.1** Build stronger relationships in the local community
- **NQS 7.1.2** All K -2 staff to be inducted in the compliance requirements for NQS at SDPS
- **NQS 7.2.1** Statement of philosophy for early years' education at SDPS



Year 6 Graduates

Head Boy - Leonardo C

2017 has almost come to an end. There have been a lot of exciting events happening throughout the year. I'm sure all of the year sixes have enjoyed this amazing year, even though there may have been a bit more work. Year six has been a year for learning and enjoyment.

My favourite part of year six has been the amount of new topics we have been exposed to and what we have learnt throughout the year. I especially enjoyed my role as Head Boy, as I have learnt a substantial amount of leadership skills. I was given the roles of speaking at assembly, leading special events, putting up and taking down the three flags, setting up and putting away the chess pieces, writing the school report and occasionally counting the values tokens. All of these roles and responsibilities helped me become a great leader, and I'm sure the other student leaders can say the same.

As Head Boy, I have had the privilege to be a part of many events this year. I laid the wreath with Head Girl, Sophi Steel at the ANZAC day service, I competed in the Cross Country, Inter School Football, The Snake Safety program, The Attendance event, Inter School cross country, The Book Week parade and Activities, The Year 6 Robo Rumble, The Inter School Athletics carnival, The IMMS Ballajura Band Workshop, Music Count Us In, The Jump Rope for Heart Fundraiser, State Numero Competition and The Remembrance Day Event. Alongside this, Year 6 presented the opportunity for me to attend the Canberra Educational Tour which was a highlight of my final year at Sutherland Dianella Primary School.

Of the six years I have been at Sutherland Dianella, it has been amazing to see how the community has grown. Each year has gone zooming past, the first day you're starting in Year 1, the next, Year 6 is almost finished. I would like to thank all of the wonderful teachers at Sutherland for helping myself and my peers to learn and grow. There have been so many highlights from my time at Sutherland, the list is almost uncountable. All aspects of this school have made my time at Sutherland extraordinary and have helped me prepare for the years that lie ahead.

It's always a pleasure to look back and see how you have improved over the years. From my first to teacher, Miss Hutchings (now Mrs Scorda) all the

way to my current Year 6 teacher, the amazing Miss Francké. Sometimes I wish Year 7 stayed as a part of Primary School, unfortunately though, all good things must come to an end.

Year six has definitely prepared me for High School, with the amount of homework I have to do, with every little thing leading up to graduation at the end of the year. It will be indubitably sad to depart Primary School however, I will treasure every moment I have spent and always acknowledge that I went to Sutherland Dianella Primary School.

Head Girl - Sophi S

This year, Leonardo and myself were lucky enough to be elected as Head Boy and Head Girl of Sutherland Dianella Primary School. I have been fortunate enough to have had many wonderful experiences that have helped me to develop my leadership skills. This year alone I have learnt and grown so much.

My first official role as Head Girl was hosting the Year Six Graduation at the end of 2016. This experience as well as presenting at fortnightly assemblies have been great opportunities to practice my public speaking ability as well as to develop confidence when presenting in front of large audiences of people.

In 2017, one of the first official duties I had as Head Girl was to attend the ANZAC Day Dawn Service. At this ceremony, I not only represented Sutherland Dianella but was also asked to lay a wreath in respect of the soldiers who fought for Australia.

As a team building activity, the other student leaders and myself were able to participate in the Great Room Escape. We had to ensure we were communicating effectively to allow for collaboration to escape the room we were locked inside of. We all had a great experience and all became aware of the collaborative skills that are required to work together towards a common goal.

As Head Girl, I also had the responsibility to put up and take down the flags every few weeks. I felt a lot of responsibility in this role as I had to ensure I was organised to arrive earlier to school as well as to ensure I was respectful when packing them away.

Sutherland Dianella's four core values; responsibility, respect, commitment and citizenship

have become a part of me throughout my primary school years. As Head Girl, this has developed further and I now ensure I encompass these values in everyday situations.

As a student leader, I have been exposed to many opportunities that have prepared me for Mercedes College in 2018. I feel very confident and look forward to taking on some leadership roles at my new school. I think I have developed a very strong sense of community and citizenship qualities which are really important and will be maintained during my time in high school. I know I will always have more to develop but the footprints have definitely been made here at Sutherland Dianella.

I am very sad to be leaving but I am also very excited and look forward to new experiences and adventures that lie ahead of me. I feel very well prepared because of some of my wonderful teachers. These teachers have guided and taught me throughout my time at Sutherland and are the reasons why I have the knowledge I have today. Miss Francke, my wonderful Year Six teacher has prepared me well for Year Seven. I am very thankful to her.

The friendships I have made will be forever and the many memories are lasting. The last eight years have been amazing and my next journey will be made all the more smoother because of all the tools I will bring with me.

Yana K– Sports Leader

There are many responsibilities that come with being a Sport leader. What I have learnt while being a sport leader is that's you need to be at school early, so you can set up morning fitness with 7 other sport leaders. It is your job to take care of the sport equipment and be a good role model to the other students that might want to take your place in further years. I needed to do the sports report every few weeks with the other captain for that faction so that we could present at Assembly to inform the about what sport events will be coming up in future weeks and say if there are any programs going on around the school. Every Friday if it is a nice day all 8 faction captains will lead Senior Sport for the Year three to six. Each faction is split into two team which are have a team name and take turns at versing another team. This year I have also formed a good friendship with the other captains and teachers. I have enjoyed my role as a Sport Leader and I hope that I have been a good role model and helped everyone and the teachers.

Ryan H– Sports Leader

As a sports leader I had to get to school early and set up morning fitness I also have to pack up after school, lead my faction at the Faction Carnival and get there early to set it up at 7 o'clock in the morning, clean the shed and after a while of doing this I learnt how to do it in a fast and efficient way. I have enjoyed having this responsibility throughout the year. It has given me the opportunity to develop my leadership and organisational skills.

Kristian L – Sports Leader

As a sports leader you are given the unique responsibility to lead your faction into the Faction Carnival or Senior Sport. But with great power comes great responsibility like setting up and packing away the following things, morning fitness, the basketball and football bins and senior sport. My time as sports leader was really fun, at the end of the term, if you do your job well you get an epic prize at the end of the term like pizza or a trip to room escape. This is one of the greatest responsibilities in the whole school you and someone else get to lead the whole faction. In summary sports leader is one of the best jobs in the year 6!

Shae C – Sports Leader

As a sport leader, I have had multiple jobs I have had to maintain to ensure I am fulfilling my role. These jobs include, setting up morning fitness for Pre Primary to Year 6 classes as well as Peer Support which is conducted 3 times a week at either recess or lunch time.

Setting up for fitness each morning, requires us to ensure we arrive at school early to set up our desks, ensure our names are ticked off the role to then be able to begin setting up each of the morning activities. Once morning fitness has been completed each day, we also need to ensure it is packed away and we return to class in a timely manner.

Our role as Peer Support is completed in pairs of two faction leaders or two student's leaders. We all need to trust that our fellow leaders will do their role or we would never get anything done. As we have completed the role, we have found that all students have been comfortable to approach us when they have any playground issues as we have spent time conducting conversations and getting to know the students in all year levels. It has been fulfilling to help solve problems that have occurred in the playground and ensure friendship [s are maintained.

One of my highlights as a faction captain would have to be being the leader of Elliot Express in Senior Sport. On a usual Friday, we are able to play dodge, basketball, tee ball or kick it cricket. The sports leaders and I consistently try our best to steer our team to victory whilst also giving everyone in our team the opportunity to demonstrate their sporting ability.

I have really enjoyed my time being a sports leader. I have developed skills that now allow me to be comfortable when approaching others as well as leading groups of students in different environments. Responsibility and initiative are two main skills I will take with me through my journey at Mt Lawley Senior School which I have developed at Sutherland Dianella through my leadership role.



Year 6 Graduation Awards

Head Boy	Leonard C
Head Girl	Sophi S
Dux	Fiona T
Principal's Award	Bianca D
Citizenship Award	Shae C
Citizenship Award	Leonardo C
Leadership Award	Sophi S
Science Award	Luka N
Science Award	Lydia D
Physical Education	Jonty L
Physical Education	Yana K
Performing Arts: Music	Abigail L
Languages Award	Leonardo C
Art Award	Aaliyah H

Year 7 Destinations 2017 School Year

Australian Islamic	1
Balcatta High School	2
Chisholm Catholic College	2
Dianella Secondary College	2
John Forrest Secondary College	5
John Septimus Roe Anglican Community School	5
Mercedes College	1
Morley Senior High School	6
Mr Lawley Senior High School	12
Perth College	1
Perth Modern	1

Pre Primary to Year 5 Book Awards

Year	Form	Award	Student Name
PP	C2	Excellence	Arhan D
PP	C2	Achievement	Jasper B
PP	C3	Excellence	Adele S
PP	C3	Achievement	Lylah R
1	B4	Excellence	Nathaniel M
1	B4	Achievement	Harper A
1	C1	Excellence	Mihai V
1	C1	Achievement	Konnor P
2	B2	Excellence	Claudia H
2	B2	Achievement	May D
2	B3	Excellence	Karin L
2	B3	Achievement	Abigail S
3	B1	Excellence	Mahi S
3	B1	Achievement	Gabriella G
3	A4	Excellence	Ariella J
3	A4	Excellence	Paige S
4	A4	Achievement	Maddox S
4	A3	Excellence	Isabel M
4	A3	Achievement	Bilen S
5	A5	Excellence	Caitlin J
5	A5	Achievement	Euston E

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 licenced through the Education and Care Regulatory Unit and operates on 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 a “student centered” 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.

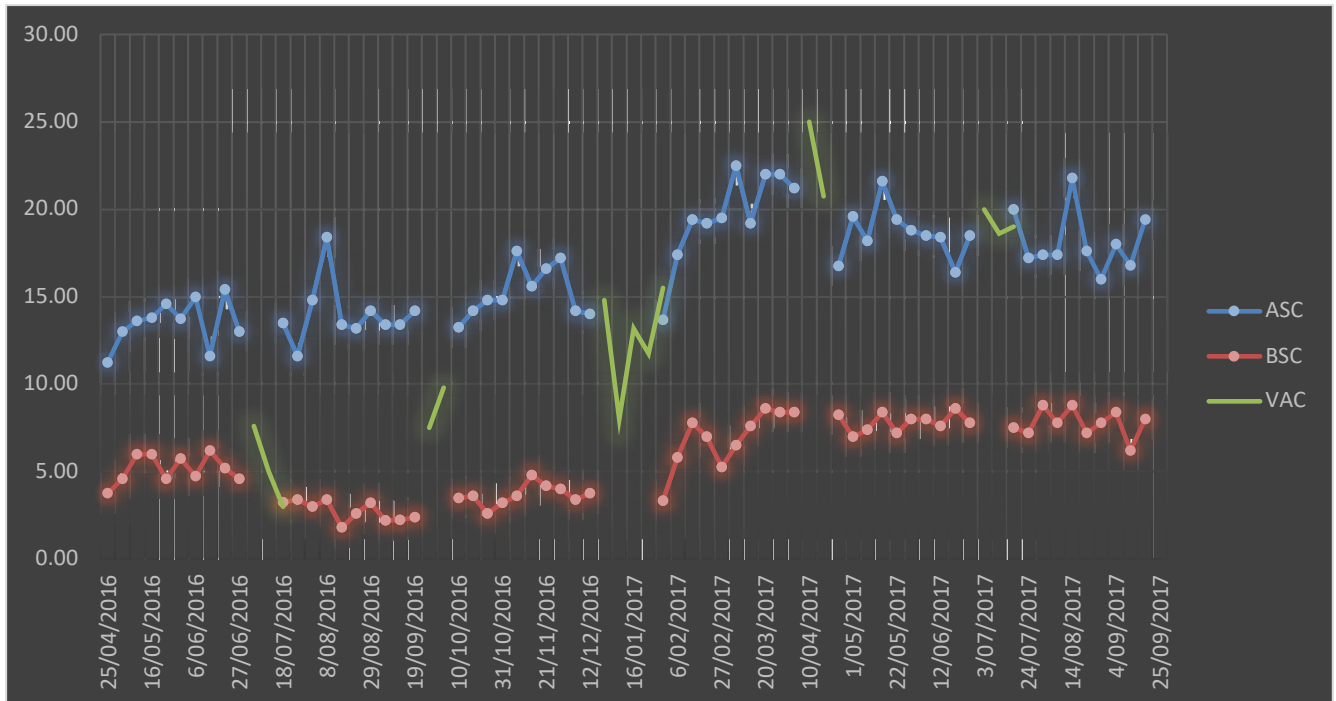
Helping Hands staff are integral members of the school community and are often involved in school and community events.

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 and additional school work and to support families.

While we remain focused on safety and the quality of care for children, 2018 will also see some exciting improvements for parents. The big one is a new online booking platform with smart phone capabilities. More information on this will be released early in the new year but we are confident this will provide significant benefits to working families.

This year there has been a notable increase in the use of the Before and After Care program as outlined in the graph below.





P&C

The SDPS Parents and Citizens (P&C) group brings parents, citizens and the school administration together. It gives parents a chance to keep up to date with all school activities and to have a say in any issues that concern them or their child at SDPS. It also provides an opportunity to contribute to the School's resources through various fundraising projects and be involved in deciding how the money raised is spent.

At the SDPS P&C Annual General Meeting in March 2017, Hayley Lethlean, the long-standing P&C President retired as President. Her hard work, enthusiasm and positive energy, along with a coordinated team, positioned the P&C to support some wonderful school initiatives in 2017 including the second phase of the Nature Play Ground and enclosing the undercover area (see Links to Business Plan and P&C Events and/or Fundraising).

The SDPS P&C are responsible for the school canteen and providing a safe, allergy aware food service. In 2017 we transitioned from being open one day per week to two days per week. The new trading hours are well supported by parents and students. Thank you to all the committed volunteers who regularly help out in the canteen and to Rosie

Faraone, who was the Canteen Manager in 2016-17. We welcomed a new Canteen Manager in mid-2017, Kathryn Flynn, who has been serving up delicious and nutritious meals.

In 2017 the SDPS P&C also transitioned away from a P&C run uniform shop to an external supplier. This decision provided an opportunity for the P&C to be less reliant on volunteers. A very big thank you to the uniform shop coordinators for their many years of service and a big thank you to Leisa Steel who ran it for 8 plus years.

Attendance at the SDPS P&C meetings has remained constant throughout the year and we have welcomed the opportunity to meet new faces and catch up with P&C stalwarts (see Meeting Dates). I would like to thank some long standing members of the P&C who are leaving us at the end of 2017: Bronwyn and Andrew Lucas as well Leisa and Paul Steel. The P&C have also been thankful for the support of the school administration, including the Principal and Deputy-Principal, who regularly attend meetings and support the P&C in whatever way they can.

Directions for 2018

The SDPS P&C is conscious of families' lives being very busy. The P&C will review the events and fundraising calendar in 2018 with the aim to streamline events. The P&C will also continue to offer the voluntary contribution and investigate other funding opportunities via sponsorship and grants.

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 learning journey during 2017. The P&C recognize all the time and effort, during school hours and out-of-hours, that you put into the school. Finally, thank you to all the P&C Office Bearers and members, as well as parents and carers who have volunteered their time in 2017 to help sustain the warm community feeling at SDPS.

Links to Business Plan 2015-2017

Success for all students

Enhance education in the early years

- Purchase of large reading books.
- Co-funding the second phase of the Nature Playground and the bike track.

Sustain a safe environment where students develop resilience, strong and healthy emotional intelligence and physical well-being.

- Provide healthy food and drink choices two days per week during the school term and food service at school events.
- Being an "allergy aware" canteen which is compliant with the traffic light system.
- Installing the hand dryers and soap dispensers in the bathrooms. Co-funding the enclosure and carpeting of the undercover area.
- Hosted the SDPS School Disco in September.

Distinctive Schools

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

- Two P&C Meetings are held each term in the Library.
- School Banking Program.
- WA State Election Day Sausage Sizzle and Cake Stall.
- Simon Millman MLA attended a P&C Meeting in June and various SDPS events.
- Minister for Education visited SDPS.
- Host and participate in community events such as the Sundowner, SDPS GOGO Roar & Snore Mothers' and Fathers' Day stalls.

Brand SDPS as a distinctive school.

- Purchase of new choir t-shirts for students.

Maintain effective working relationships and promote new membership within the school community.

- Offered a voluntary contribution option for parents and carers who are unable to volunteer their time.
- Presentation at SDPS kindy information session.
- P&C News if SDPS Newsletter every fortnight.

Involvement and feedback from the school community is actively sought through surveys and requests for feedback.

- Online survey about the canteen.
- Responsive to community feedback including introduction of an online canteen and uniform shop.

P&C Office Bearers

Role	Name
President	Natalie Wray
Vice President	Kelly Ngatai
Treasurer	Stuart McPharlin
Secretary	Hayley Lethlean
Fundraising Coordinator	Madeleine Ward-Dickson
Social Media Coordinator	Leah Logan
Canteen Coordinator	Rosie Faraone/Kathryn Flynn

P&C Meeting Dates

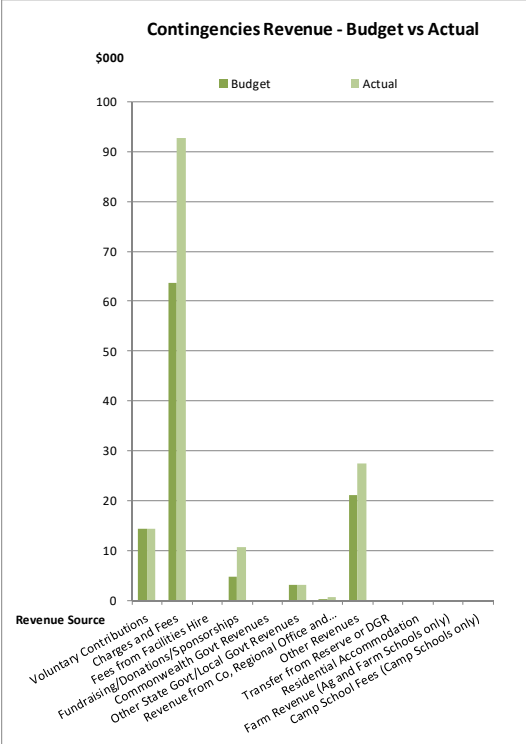
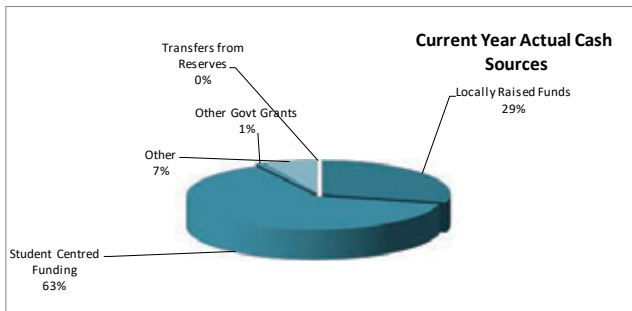
Meeting	Date
1/2017	6 February 2017
P&C AGM and SDPS Building Fund AGM	13 March 2017
2/2017	1 May 2017
3/2017	12 June 2017
4/2017	24 July 2017
5/2017	30 October 2017

P&C Events and Fundraising

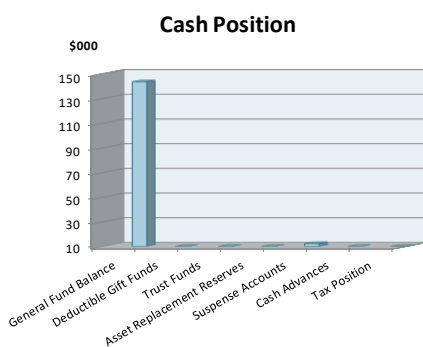
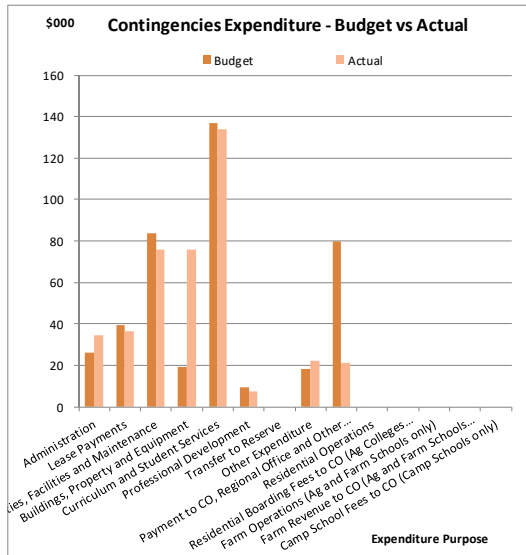
Term 1	
SDPS Family Sundowner	
WA State Election Cake Sale and Sausage Sizzle	11 March 2017
SDPS Hot Cross Bun Drive	7 April 2017
SDPS Easter Raffle Parade and Raffle	7 April 2017
End of Term Sausage Sizzle	7 April 2017
Term 2	
SDPS Mother's Day Cake Sale	12 May 2017
End of Term Sausage Sizzle	30 June 2017
Term 3	
SDPS P&C Raffle	9 August 2017
SDPS Family Portrait Photo Fundraiser	25 August 2017
SDPS Father's Day Soaps and Snacks Stall	30 August 2017
Food Service at the SDPS Athletics Carnival	1 September 2017
SDPS School Disco	15 September 2017
End of Term Sausage Sizzle	22 September 2017
Term 4	
World Teachers' Day	2 October 2017
Food Service at SDPS Learning Journey	15 November 2017
Food Service at SDPS Gogo Road and Snore	17 November 2017
SDPS Gogo Roar and Snore Raffle	17 November 2017
SDPS Colour Run	1 December 2017
Kits Artworks Calendars	8 December 2017
Food Service at EDU Dance Concert	8 December 2017
End of Term Sausage Sizzle	14 December 2017

Financial Summary (as at 31 December 2017)

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 14,295.00	\$ 14,462.35
2	Charges and Fees	\$ 63,606.00	\$ 92,675.45
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 4,733.00	\$ 10,595.53
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,025.00	\$ 3,025.00
7	Revenue from Co, Regional Office and Other Schools	\$ 195.00	\$ 585.91
8	Other Revenues	\$ 21,209.00	\$ 27,514.39
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 107,063.00	\$ 148,858.63
	Opening Balance	\$ 147,254.00	\$ 145,311.53
	Student Centred Funding	\$ 229,606.00	\$ 256,645.68
	Total Cash Funds Available	\$ 483,923.00	\$ 550,815.84
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 483,923.00	\$ 550,815.84



	Expenditure	Budget	Actual
1	Administration	\$ 25,950.00	\$ 34,276.20
2	Lease Payments	\$ 39,626.00	\$ 36,544.50
3	Utilities, Facilities and Maintenance	\$ 83,825.00	\$ 75,763.67
4	Buildings, Property and Equipment	\$ 19,383.00	\$ 75,615.58
5	Curriculum and Student Services	\$ 137,100.00	\$ 133,922.00
6	Professional Development	\$ 9,125.00	\$ 7,618.64
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 18,362.00	\$ 22,356.81
9	Payment to CO, Regional Office and Other Schools	\$ 79,834.00	\$ 21,268.19
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	\$ 413,205.00	\$ 407,365.59
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 413,205.00	\$ 407,365.59
	Cash Budget Variance	\$ 70,718.00	



Cash Position as at:

Bank Balance	\$ 137,630.14
Made up of:	\$ -
1 General Fund Balance	\$ 143,450.25
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 6,143.00
5 Suspense Accounts	\$ 12,336.89
6 Cash Advances	-\$ 100.00
7 Tax Position	-\$ 24,200.00
Total Bank Balance	\$ 137,630.14

Voluntary Contributions

Kindergarten	70%
Pre Primary	82%
Year 1 – Year 6	72%
Total	74%

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

Name of Document : 2017 Board Report.

School Board Representatives

Signature

Principal Jenn Allsop



School Board Chair Paul Steel



Date: 11/12/2017



Sutherland Dianella Primary School

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