



Sutherland
Dianella
Primary

Annual Report
2018

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Principal's Report – Jenn Allsop

2018 saw the development of our second Business Plan cycle. With the Department of Education's school review process under analysis in 2018, the Board's self-assessment of our performance against our targets and key strategies, was key to determining the focus areas and targets for the 2018-2020 plan.

Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best; this vision is reflected in many key initiatives at Sutherland Dianella. The student engagement program offered opportunities for both enrichment and engagement in the areas of Performing Arts Music, Visual Arts, Science, Languages, Health and Physical Education and STEM (Science, Technology, Engineering and Mathematics). The cycle each term, saw students across the school from Year 1 to Year 6, participating in these programs and the evidence of the effect on student engagement and attendance was noted anecdotally by staff and in positive feedback from parents.

The National School Opinion Surveys conducted in 2018, indicated that staff and parents were positively invested in our school and would recommend Sutherland Dianella to others. Our student survey data indicated that students believed that staff did not clearly demonstrate their investment in individual students and their needs. This area will be a focus in 2019, through the student feedback process and cycle.

Our NAPLAN data in 2018, shows both progress and achievement in the assessment areas and is evidence that consistent and connected practice across and between phases of learning at Sutherland Dianella, is positively impacting on school performance.

The School Board was stable in 2018 and the Board co-opted a Community Representative who is a subject matter expert in the area of STEM. The Board spent considerable time in reviewing the school's commitment to the Angkor Project in recent years and in doing so, agreed it was time to shift the vehicle of support for communities in need, to the Solar Buddy Project. Sufficient funds were raised in 2018 to send 50 lights to Papua New Guinea to support communities suffering energy poverty. Students wrote letters to the intended recipients in Papua New Guinea and we hope to receive replies to these letters in 2019. The investment in the Solar Buddy project is a three to five year plan and there are strategies in place to evidence how our involvement in the project, benefits our students going forward.

The seven National Quality Standards were reviewed by the NQS team at Sutherland Dianella in 2018 and our self-assessment indicated that we were able to evidence that we were meeting all required standards. Systems are in place to ensure that we continue to self-monitor on a regular basis, to maintain our performance against the required standards.

A snapshot of school improvement (Grounds and Facilities) areas in focus in 2018;

- Science room upgrade; furniture, learning space and resources (Government Funded)
- Undercover Area upgrade; roller doors and flooring (shared funding between P&C and School)
- Reticulation of the school oval (School Funded)
- Sound system upgrade and rollout of interactive panels across the school (School Funded)

Sutherland Dianella Primary School students reflect our motto of "Only our Best" and this motto has been in place since 1966. The historical link to past students also captures our second generation students whose parents attended Sutherland Primary School in their youth, before it was amalgamated with Dianella in the 1990's. All staff and students will continue to focus on our core Values; Respect, Responsibility, Commitment, Citizenship, in 2019.

I would like to thank the School Board Chair Mrs Hayley Lethlean for her commitment to the school through both the P&C and the Board over many years, as her last child moves to high school. I also thank the Board in its entirety for their focus and commitment to all of our students at Sutherland Dianella in 2018 and leading into 2019. A thank you must be extended to P&C President Sherron Papamihail and the P&C for their commitment to the P&C and ensuring our students are well supported at Sutherland Dianella.

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 Martin
School Officer		Karlie Clinch
Teaching Staff		
K	C4A	Bianca Arbuckle & Steven Rea
K	C4B	Bianca Arbuckle & Steven Rea
PP	C2	Seona Main & Maria McCarthy
PP	C3	April McLeod
1	B4	Jessica Muscara & Felice Mack
1	C1	Naomi Fotheringhame, Jessica Muscara & Tiffany King
2	B2	Jo Hardiman
2	B3	Alyse Scorda
3	A3	Candice Louise & Jo Griffiths
3	B1	Tim Goulter
4	A4	Angela Panting
4/5	A5	Bec Wilkey & Ben Matheson
5	A1	Alexis Francke
6	A2	Vanessa Papalia
Specialist Teachers		
Physical Education		Ben Matheson
Art		Candice Louise
Music		Steven Rea
Italian		Bronwynne Jones
Science		Kelly Ngatai

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	Rachael Hunter
Library Officer	Georgia Johnson
Gardener	Aniello Pizzolante
Cleaner In Charge	Carl Pizzolante & Mark Bonett
Cleaner	Sudesh Kumari
Cleaner	Dinesh Malik

Board Chair's Report

As 2018 ends, we reflect on yet another busy year at SDPS. In all honesty, it has been nothing but a privilege being a Member of the SDPS Board. The education of our children does not rest solely with the school. As parents and local community members, we all have our role to play. Being a School Board Member, we have the privilege of positively contributing to enhancements within the whole SDPS environment.

Our role on the Board is to ensure the Schools Values always remain within the best interest of our students. We have open and respectful, yet robust discussion at meetings and it is wonderful that all board members have a voice and contribute in all discussions. We act to ensure that processes within the school are transparent and we work together to create open clear communication channels across the school. Conflicts are declared on a meeting-by-meeting basis and as a collective, once decisions are made, the Board speaks and acts as one voice.

In 2018, the Board met on 10 occasions, with fantastic attendance by all members throughout the year; a clear demonstration of their commitment to you, the teachers and all the students. The Board consists of six parent representatives, five teaching and school management staff and one community representative. With such varied points of view, discussion is healthy and varied, with many perspectives presented on all topics.

Governance discussions during 2018 included the consideration of the Education Department Strategic Outline and Focus 2019, a review of the Board Code of Conduct and school Constitution, and consideration of the implications of the *School Education Regulations 2000*, in line with *School Education Act 1999*. We also finalised and submitted the Delivery and Performance Agreement (DPA) for SDPS.

Other topics of vigorous discussion included student attendance data, school-parking issues, our school mental health support program, the implementation of the new school communication policy and the evaluation of numerous school surveys.

We dedicated a significant amount of time to the development of the new Business Plan. While a large component of the plan format and overarching principles remain defined by the Department of Education, our Board spent many hours assessing each components' relevance to our own school community. Initial discussion got underway in February with planning meetings initiated in March and further subcommittees meeting in April and May. In July, we hosted the Community Forum where we shared the new plan with the school community. A momentous effort and I thank everyone who was involved in the process.

During 2018, we were privileged to receive a number of presentations by various staff and external guests. These sessions offer great opportunity for Board Members to be fully immersed in topics that directly affect all students at SDPS. It offers opportunities to seek further clarity of topics and to gain a deeper understanding of how all components of the school curriculum are integrated and linked, ensuring the best wellbeing and education outcomes for all students. Some of the topics included:

- Science at SDPS Presentation.
- Solar Buddy presentation.
- NAPLAN Data Review.
- Student Feedback and ABE data analysis.
- Talk for Writing presentation.

- NQS 2018 data report.

As far back as 2017, the Board initiated discussion on the development of a framework of integrity and respect for all who contribute to the student's environment at SDPS. It was not however until this year that after a lot of hearty discussion around the Board table, this resulted in the final presentation of the Community Charter. The Community Charter provides overarching principles as to how the school and families can work together for the best successes for all our children. It acknowledges and promotes that we all have various roles to play as a member of the school community and we look forward to this rolling out across the school in future years.

As a school we have always been committed to charitable giving, and following the astounding 97% community support for ongoing giving, the Board considered the school survey data and we committed to the Solar Buddy program for 2018 and beyond. The Solar Buddy program enables our SDPS students to improve education opportunities for children living in energy poverty by providing them with a Solar Buddy light to study after dark. Not only do our students learn about energy poverty and the science of renewal energy, they contribute to a better life for other children around the world. It is an exciting future for all, when children are actively contributing to sustainable and better lives for others.

I would like to extend my thanks to fellow Board Members and to the Staff and Management at SDPS for all your hard work, commitment and efforts throughout the year. I also acknowledge and thank both Shannon Davies and Michelle Martin for executive support to the Board this year. It has been a privilege to sit alongside you all on the Board. I also welcome the four new Board Members who will join the team for 2019 and beyond and I wish you all the best.

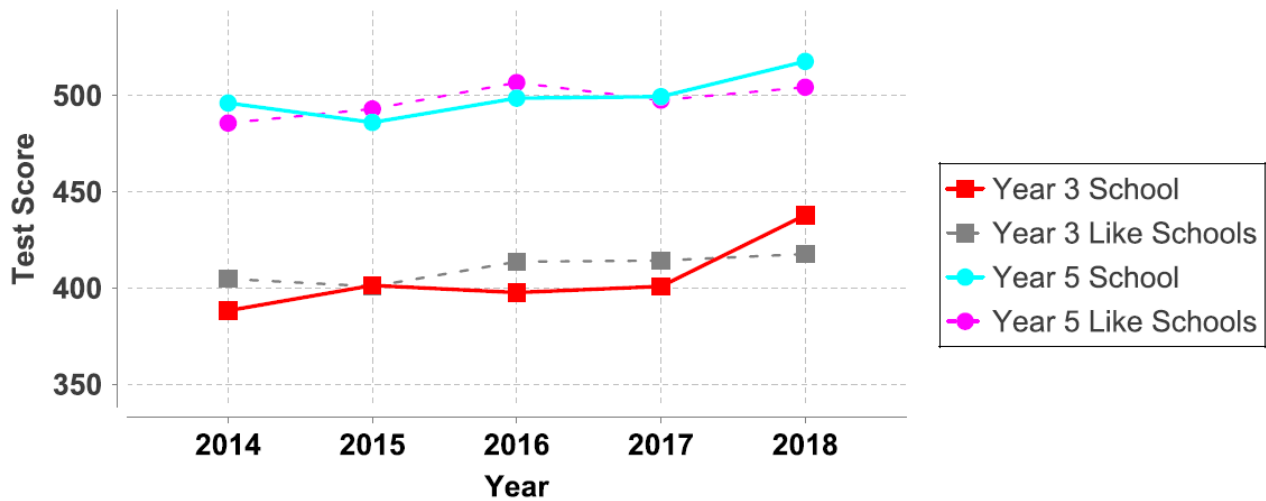
With this my final year at SDPS I reflect with so much gratitude on the wonderful community environment my children have been able to enjoy for the past eight years. SDPS has been so much more than an education. It has created lifelong friendships for our children and for us as parents. As we break for the festive season and as I bid farewell to this wonderful community whom have been so much part of our lives, I thank you all for the friendships and the fun over the years. To Jenn and Blake, your leadership has never faltered and I wish you both all the success in the future. SDPS is in safe hands!

Finally, if you are thinking about volunteering at school in the future, DO NOT HESITATE. Do not ever underestimate the power of giving back.

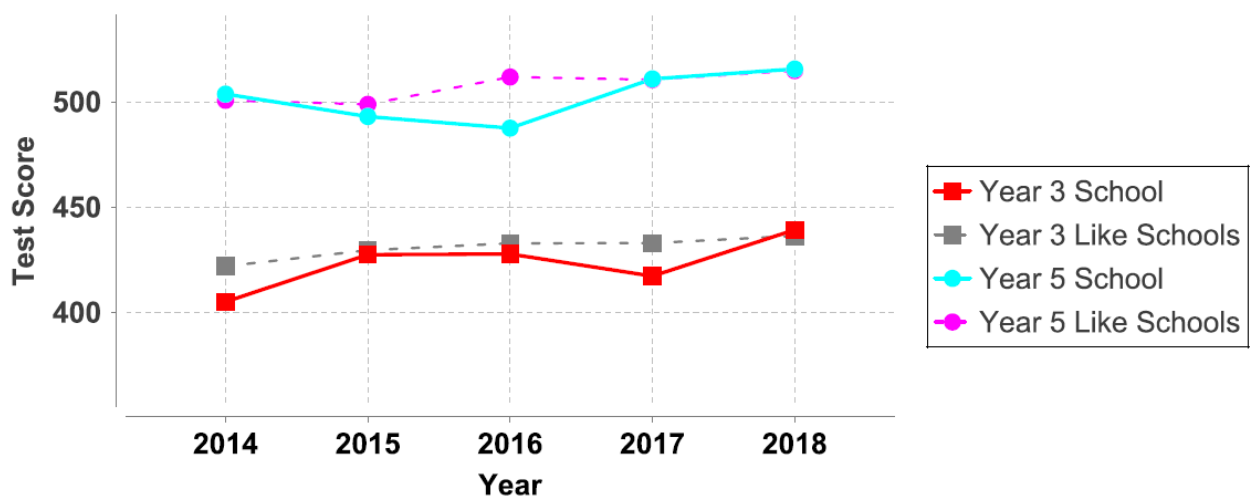
In the words of the wonderful Helen Keller, *"The unselfish effort to bring cheer to others will be the beginning of a happier life for ourselves"*.

NAPLAN Longitudinal Summaries

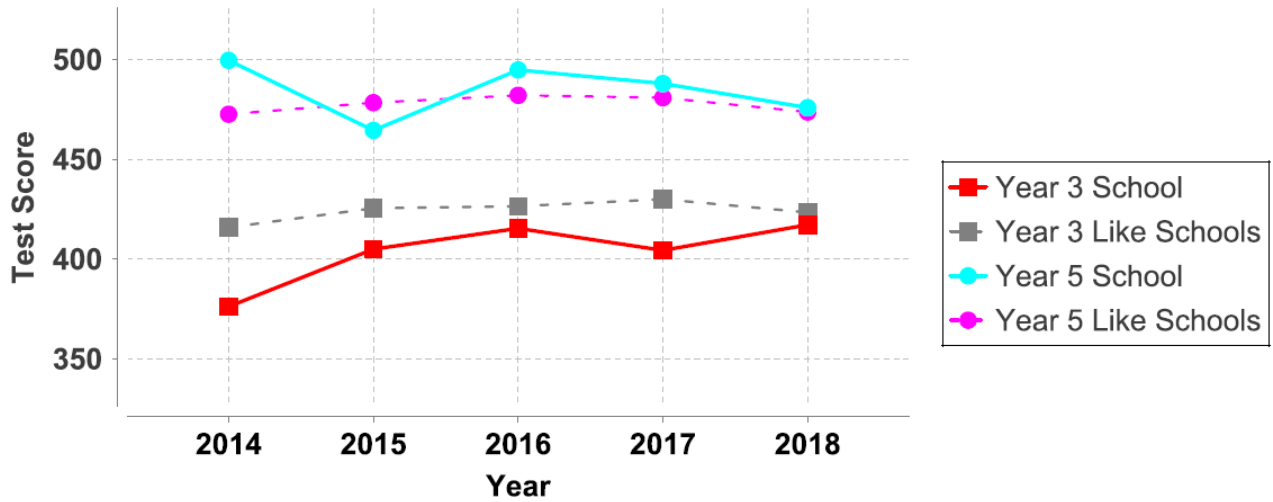
Average Numeracy Score



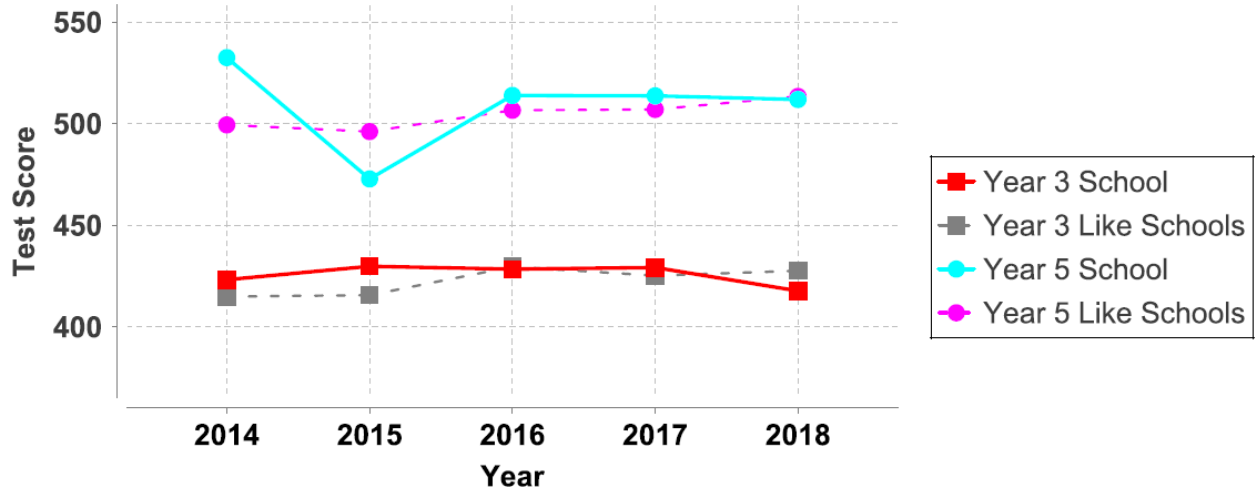
Average Reading Score



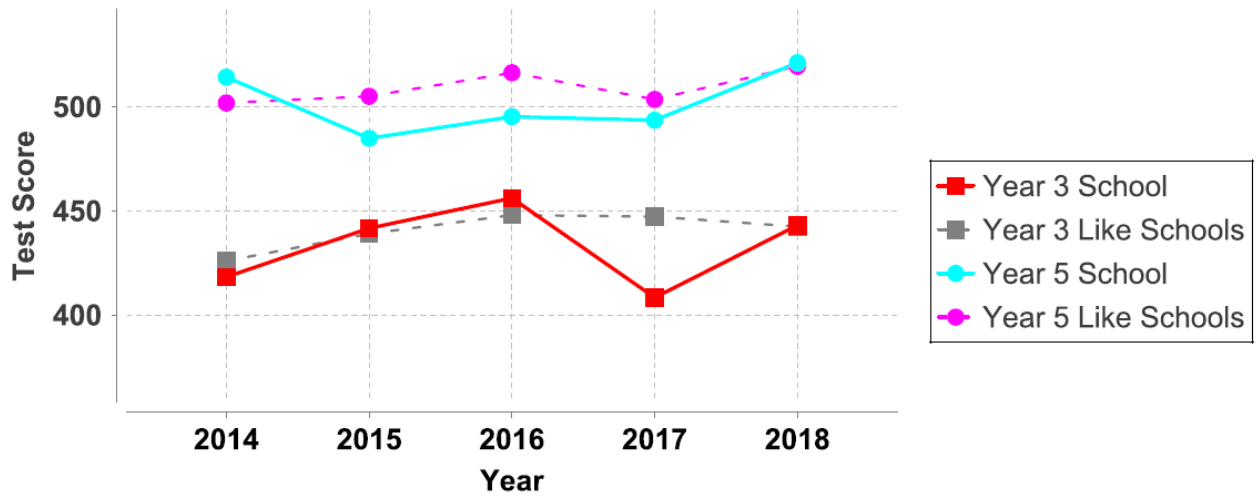
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score

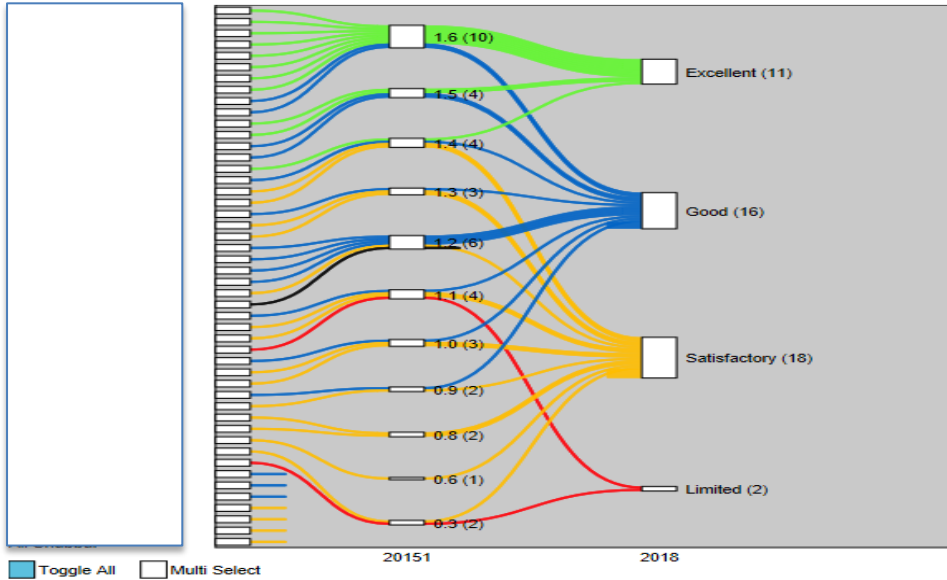


NAPLAN Results (Year 3 and Year 5)

Comparative Data - On Entry → Year 3 2018 Numeracy

NAPLAN - Numeracy

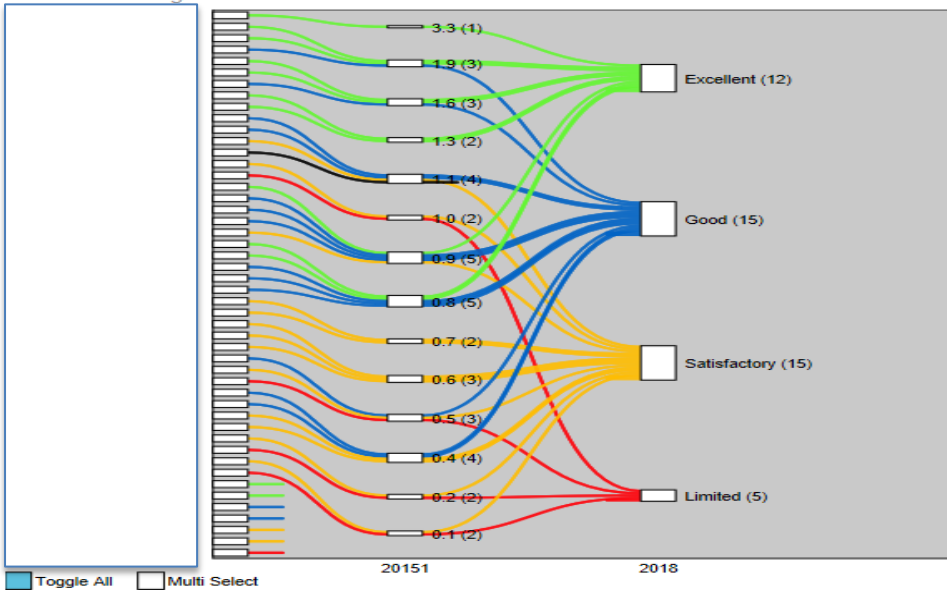
Results including data from other schools



Comparative Data - On Entry → Year 3 2018 Reading

NAPLAN - Reading

Results including data from other schools

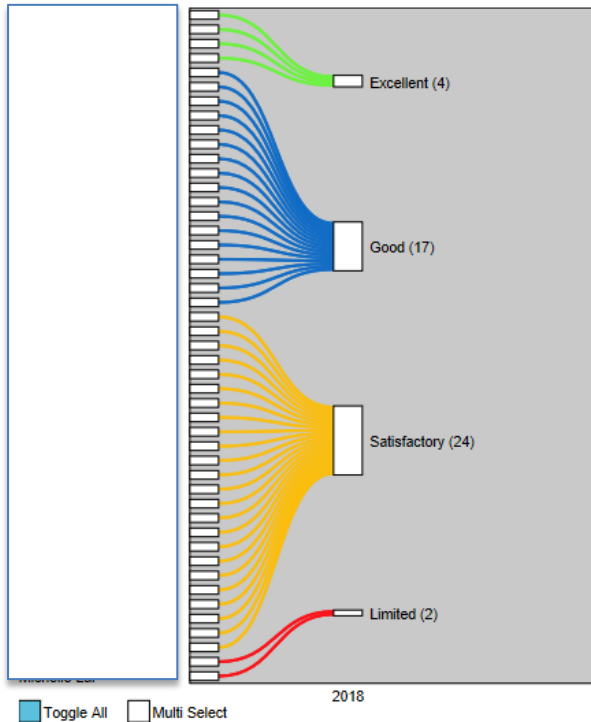


Comparative Data - On Entry → Year 3 2018

Writing

NAPLAN - Writing

Results including data from other schools

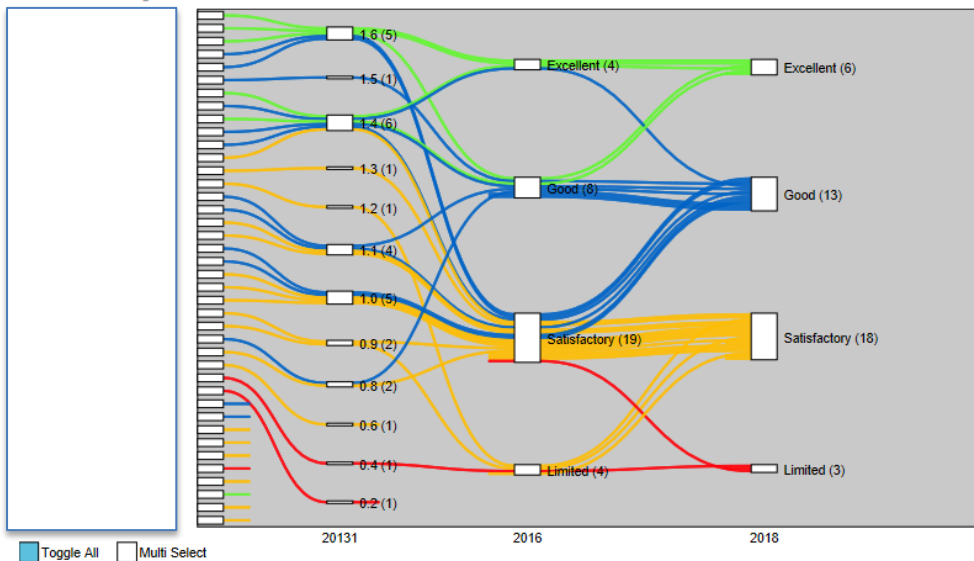


Comparative Data - Year 3 → Year 5 2018

Numeracy

NAPLAN - Numeracy

Results including data from other schools

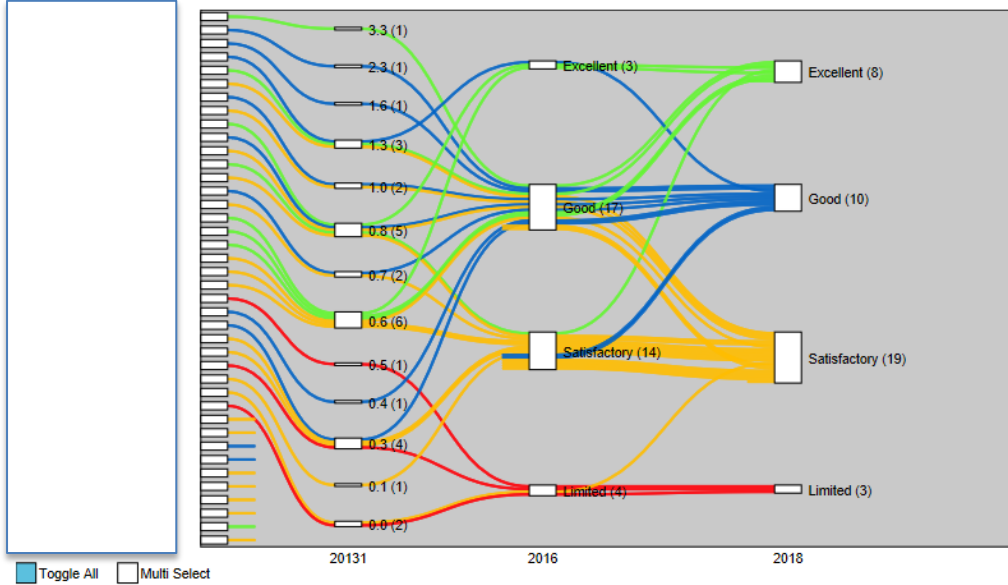


Comparative Data - Year 3 → Year 5 2018

Reading

NAPLAN - Reading

Results including data from other schools

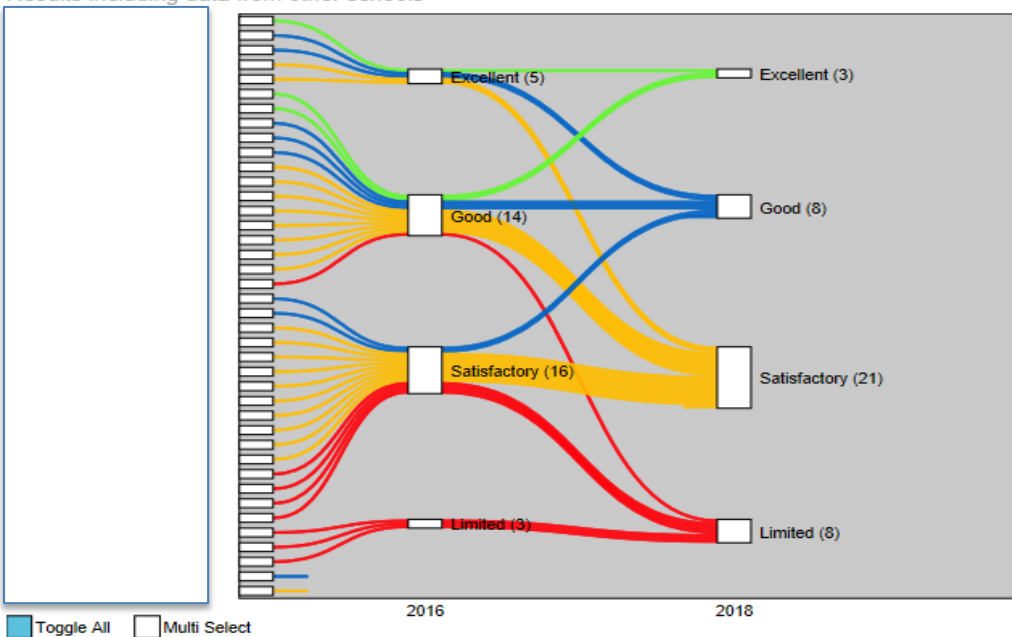


Comparative Data - Year 3 → Year 5 2018

Writing

NAPLAN - Writing

Results including data from other schools

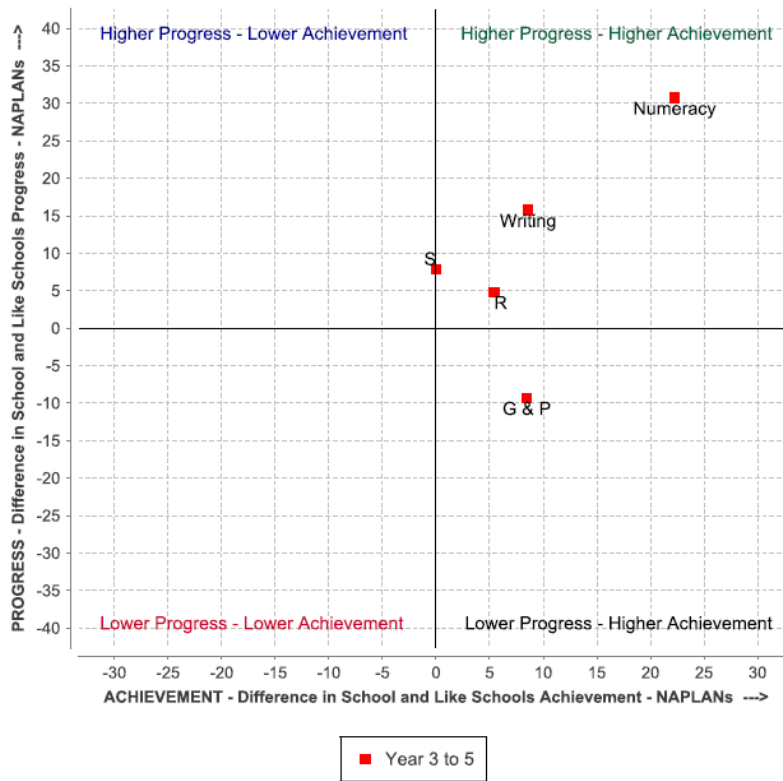


Progress & Achievement Year 3 → Year 5 2018

Longitudinal Data

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018



Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					19%	11%	17%	13%
7	530 - 581					23%	19%	31%	23%
6	478 - 529	16%	20%	24%	20%	12%	31%	21%	27%
5	426 - 477	25%	22%	33%	27%	31%	28%	21%	27%
4	374 - 425	25%	30%	29%	27%	8%	8%	7%	9%
3	322 - 373	19%	16%	8%	17%	8%	2%	2%	2%
2	270 - 321	9%	9%	6%	8%				
1	Up to 269	6%	2%	0%	1%				

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					19%	15%	21%	19%
7	530 - 581					19%	25%	24%	22%
6	478 - 529	16%	28%	31%	30%	31%	28%	26%	26%
5	426 - 477	34%	21%	27%	26%	23%	18%	19%	17%
4	374 - 425	22%	25%	24%	21%	4%	11%	7%	10%
3	322 - 373	16%	16%	6%	12%	4%	3%	2%	5%
2	270 - 321	9%	7%	4%	8%				
1	Up to 269	3%	3%	8%	3%				

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					19%	18%	31%	21%
7	530 - 581					15%	15%	26%	23%
6	478 - 529	34%	37%	37%	38%	23%	32%	14%	27%
5	426 - 477	19%	27%	24%	16%	4%	16%	10%	14%
4	374 - 425	13%	14%	14%	21%	35%	14%	14%	10%
3	322 - 373	6%	10%	6%	12%	4%	6%	5%	4%
2	270 - 321	19%	7%	16%	9%				
1	Up to 269	9%	6%	2%	4%				

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	6%	7%	6%
7	530 - 581					19%	9%	21%	10%
6	478 - 529	16%	17%	8%	14%	35%	35%	17%	31%
5	426 - 477	38%	45%	37%	42%	31%	39%	33%	35%
4	374 - 425	16%	21%	37%	22%	8%	8%	10%	11%
3	322 - 373	19%	13%	12%	15%	4%	4%	12%	7%
2	270 - 321	3%	3%	4%	4%				
1	Up to 269	9%	2%	2%	2%				

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					19%	15%	12%	13%
7	530 - 581					15%	20%	31%	25%
6	478 - 529	28%	25%	18%	26%	35%	34%	24%	34%
5	426 - 477	25%	26%	29%	26%	19%	20%	21%	17%
4	374 - 425	19%	24%	22%	23%	12%	8%	10%	8%
3	322 - 373	19%	14%	16%	15%	0%	3%	2%	2%
2	270 - 321	6%	8%	10%	6%				
1	Up to 269	3%	2%	4%	4%				

Mathematics

SDPS maintains a strong focus on the implementation of whole school Mathematics programs including Origo, New Wave Mental Maths, Mathletics and Numero to continually improve student outcomes for all students. In 2018, all classes from PP – Year 6 implemented the Origo Mathematics Program following the 2017 trial. Students and families continue to embrace Mathletics with students receiving 98 Gold, 395 Silver and 1906 Bronze certificates in 2018. On average, students have spent 14 hours on Mathletics and completed 131 curriculum activities. Students were acknowledged for consistent effort and achievement with Mathletics at assembly, in class and in the school newsletter. Parents are given information and resources through the school website, Mathematics newsletter and Partnerships with Parents sessions to support learning at home. During '100 Days of School' celebrations, students and staff participated in mathematics activities focused on '100' including using the 100 cans collected for Food Bank to complete activities and cooperative tasks in classrooms.

Indicators of Success

- Year 3 and Year 5 2018 NAPLAN results show significant improvement in Numeracy and are both above the results of like schools.
- Implementation of Origo as whole school program [PP – Year 6]
- Implementation of a whole school approach to teaching Problem Solving using the RUCSAC strategy
- '100 Days of School' Mathematics event
- Resources purchased and kits for teaching 'Probability' developed
- Fortnightly Mathematics newsletter for school community to promote Mathematics learning.

Directions for 2019

- Implementation of whole school Mathematics programs: Origo, New Wave Mental Maths, Mathletics and Numero.
- Further develop the whole school approach to teaching problem solving using RUCSAC strategy.
- Use Mathematics data such as Starting Point, NAPLAN, PAT, Origo, On Entry, CATs to inform planning for improvement in student learning.
- '100 Days of School' Mathematics event to celebrate and promote Mathematics learning.
- Provide parents with information and resources to support Mathematics' learning at home.
- Update Paul Swan Resources and Mathematics kits for hands on learning in every classroom.



Growth Mindset

In 2018, Growth Mindset has continued to be part of the core business of classrooms to build a culture of resilience within students. Growth Mindset embraces the philosophy of KidsMatter which is the overarching umbrella of the social-emotional strategies we currently use in the school. The language of Growth Mindset has been embedded in the way we approach every day experiences at school.

Through a rich and motivating curriculum, students have the opportunity to confidently overcome the 'fear of failure' and perceive challenge as fundamental to their learning.

There has been a focus on teaching students to appreciate critical feedback, share successes and improve skills to self-assess their own work.

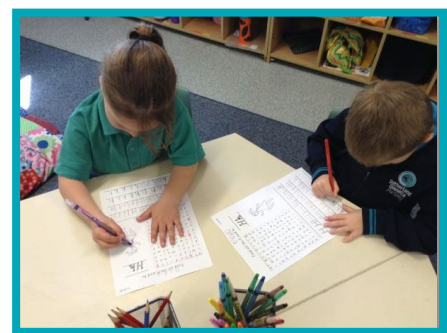
Indicators of Success

- PIVOT survey and Analysis of Student Feedback.
- NAPLAN / PAT and On Entry to demonstrate progress and achievement in longitudinal data.
- Increased number of students who aspire to leadership roles.
- ABE data in Reporting to Parents.
- ABE (Attitudes, Behaviours, Efforts) Interim Report Week 6 Term 1 and Term 3.
- Teacher's feedback to students which reflect the language of Growth Mindset.
- Goal Setting books and ABE (Attitudes, Behaviours, Efforts).

Directions for 2019

In 2019 SDPS will continue Growth Mindset as indicated in the SDPS Business Plan:

- Linking Growth Mindset to goal setting where students self-assess and class teachers validate the assessment. Interim report to be sent home in Week 6 of Term 1 and Term 3.
- Unpack the ABE (Attitudes, Behaviours, Efforts) expectations with students so that there is consistent language and expectations across the school.
- Continue to utilise the Dojo points system as feedback to parents.
- The community will be informed of student activities and information on Growth Mindset through the school website and Connect.
- Growth Mindset to be evident in student evidence of learning.
- Student Engagement programs to cater for students who have social and emotional needs.



HASS

As one of the key MESH areas, HASS was a prominent subject area in 2018. It was taught across all year levels embedding the four skills of: questioning and research, evaluating, analysing and communicating and reflecting as our key focus.

HASS also became a key area for cross curricula integration to allow for a more in depth understanding of the content.

In 2018, professional learning was more relevant with teachers attending PD sessions in Term 1 to unpack the four key skills as well as a conference in Term 3, outlining innovative programs to integrate and engage our students in this learning area. MESH was provided with out of hours' time to allow for teachers to share and showcase teaching strategies and ideas as well as to organise whole school events such as ANZAC DAY, Remembrance Day and NAIDOC week.

ANZAC Day saw the first creation of our whole school video as a way to tell the ANZAC story. This involved each class filming an allocated part of the story using a soundless video format. This was then edited and joined together to create a powerful portrayal of the war.

Indicators of Success

ANZAC Day 2018

ANZAC Day saw the first whole school video of SDPS. This video involved all classes from K-6 and many selected students from each year level. The students all thoroughly enjoyed creating the video as well as learning a more in depth version of the war. The feedback from parents and the wider community of SDPS was very positive with staff and parents both expressing that it was fantastic to have something diverse in comparison to previous years.

Remembrance Day

For Remembrance Day 2018, SDPS was lucky to have the opportunity to analyse a memorial box. This box contained uniforms, medallions and other significant items from the war that the students were able to see in real life and complete activities involving these artefacts.

HASS Skills

In 2018, we focussed on the four HASS skills; questioning and research, evaluating, analysing and communicating and reflecting as stated in SCSA. Underpinning this is the expectation that students are exposed to these skills and focus on attaining them when learning the content, to equip them with skills and knowledge for lifelong learning.

SDPS implemented regular CAT assessments to determine whether the students were able to use these skills within a variety of content areas.

Directions for 2019

In 2019, HASS will continue to focus on developing the four skills in all students. This will allow a consistent approach to HASS at SDPS as well as teaching students skills they are able to integrate through to other learning areas. In 2019, a greater focus on the integration between other subjects and HASS will have more of an emphasis to ensure the minimum teaching requirement is met by all classroom teachers and the students are able to connect various topics with each other and therefore have a more in depth daily learning experience. SDPS also hopes to continue the innovative approach to ANZAC DAY to ensure all students are involved and we are engaging both parents and the wider community. We will continue with whole school events such as NAIDOC Week, including an incursion, as well as Remembrance Day where students will be receiving and analysing the contents of a Memorial Box.

Robotics

2018 was the second year of Sutherland Dianella Primary School's Robo Rumble. This event took place at the end of Term 2. The students of Year 6 worked hard from the beginning of the year to prepare both a programmed and mechanically built robot. The students' task was to engage their audience with a two-minute dance performance in a 2.4m x 2.4m square stage. 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 used to enhance each groups' overall presentation. Students were encouraged to take risks with their programming whilst still following the main rules of the competition. Our expert panel of judges consisted of Michael Chua, Ben Matheson and Alexis Francke who rated the students on five separate criteria; construction, programming, performance, originality and creativity. Our 2018 first place Robo Rumble winners were the Dominating Terminators followed very closely by The Storm Trooper Squad.

These two deserving teams were entered into the WA State Junior RoboCup Competition which was held in August. Following our in-house competition, the two winning teams reflected on their performance and discussed as a group what they thought would need altering and adjusting for the state competition. The students worked hard to improve their performance ensuring they addressed the areas of improvement within the requirements of the competition. On 3 August, these students travelled to Curtin University to compete against both Primary and Secondary School across Western Australia. Unfortunately, our Robotics Team did not place in the competition however; the students thoroughly enjoyed the experience and gained knowledge by watching other teams which were competing. We look forward to using the new knowledge and tips in 2019 whilst also aiming to have the opportunity to participate in the finals of RoboCup.

Indicators of Success

- Student Engagement.
- Parent Support/Attendance.
- Inspired Years 3 – 5 students to engage in robotics in future years.
- Understanding of the importance of Robotics and Technology in society.

Directions for 2019

- Robo Rumble Competition in 2019.
- WA Robo Cup State Competition in 2019.
- Invite local schools to attend Robo Rumble in 2019
- Increase student interest in coding



Visual Arts

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 per week. The students have been engaged in art projects where they have to apply both the Elements of Art and the Principles of Design.

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 influences choices they make in their lives.

Students were engaged in the following themes throughout the year:

Term 1:	Art around the World.
Term 2:	Elements of Art.
Term 3:	Artists as Inspiration.
Term 4:	Summer and Australia.

Students in Year One to Six contributed to an **Anzac Art** display for the Anzac Assembly. Year Six students participated in the World Artist Trading Card Project. There were about five thousand children who participated in the project from around the world. Students' trading card portraits were displayed in an art exhibition in Perth in August before being sent to a school in Denmark. Students' work was also displayed at Dianella Plaza for the wider community to view. Year Five students participated in the Therapy Focus Art Competition which aimed to encourage greater understanding, acceptance and inclusion of children with special needs. Students were also involved in creating backdrops for the whole school musical production of 'Hairsprayed the Musical.'

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, classroom and in the community.
- Positive feedback from student surveys for the Visual Art GATE programs that were run throughout the year.

Directions for 2019

- Continue to promote the Visual Art program through regular newsletter updates, art displays in the front office, wet areas, classrooms and in the community.
- Involve parent helpers in the younger years.
- Continue GATE programs for Visual Art.
- Creating backdrops for whole school events i.e. Anzac Assembly, Annual Edu Dance concert, Year 6 Graduation, School Musicals etc.
- Framing selected pieces of art from each group for display. The framed pieces would then be presented to students at the end of the following year.
- Art excursions for students involved in the Visual Art GATE programs.

Performing Arts - 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. Our 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 against a range of criteria for selection in the program.

The Choir at Sutherland Dianella Primary School comprises of students from Year 2 to 6 and comes 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.

Indicators of Success

- Students continue to demonstrate progress against Teaching and Learning outcomes.
- Performance at the City of Stirling Harmony Day event at Herb Graham Recreational Centre.
- Performance at the school ANZAC commemoration.
- Performance at the Massed Choir Festival at the Perth Concert Hall.
- Successful performances by the Holyoakes DRUMBEAT Student Engagement Program participants.
- Successful engagement with North Metro TAFE through the GATE Music program, resulting in meaningful recording sessions over several excursions.
- High level of student engagement with Choir, especially the school musical production “Hair Sprayed – The Musical”.
- High level of parent and community engagement, especially in support of the school musical production “Hair Sprayed – The Musical”.
- Positive feedback regarding performances.
- High level of retention of students within the SIM program.
- Year 6 graduates offered positions within specialist Music programs in high school.

Directions for 2019

- Future school productions to utilise newly acquired staging and sound.
- School representation at One Big Voice
- School representation at WAGSMS
- ANZAC Day performance

Physical Education

Sutherland Dianella Primary School (SDPS) aims to offer all students 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.

Students continue to have access to excellent facilities including netball, tennis and basketball courts, two grassed art parks, natural playgrounds, under cover area and large oval. 2018 saw the removal of the cricket pitch and installation of one set of football posts. SDPS has access to a variety of equipment that is updated regularly; catering for the diverse needs and interests of all students.

2018 has been an exciting year for Physical Education at SDPS with a number of new initiatives introduced as well as previous programs maintained. Students are presented with the opportunity to be involved in numerous programs inside and outside of school hours.

Term 1

- Friday Faction Sport
- Tennis Hots Program (K - 6)
- Morning Fitness
- Year 3 & 4 Boys and Girls Interschool Hot Shots Tennis Competition
- Year 5 & 6 Boys and Girls T20 Blast Cricket Competition
- K - 6 Basketball Program
- Year 5 & 6 - My Golf Program
- Year 5 & 6 - Volley Ball Program
- Year 3 & 4 - Tennis Hot Shots Program
- Track Stars Athletics (K-6)
- Hook into Hockey Program

Term 2

- Morning Fitness
- Tennis Hots Program (K - 6)
- Year 5 & 6 Interschool Football, Netball and Soccer Competition
- Year 5 & 6 Interschool Lightning Carnival (Football, Soccer & Netball)
- SDPS Cross Country Carnival (PP - 6)
- Interschool Cross Country Carnival (3 - 6)
- Before School Cross Country Training
- K - 6 Basketball Program
- K - 6 Launch Pad Gymnastics Program
- Year 5 & 6 Physical Education Student Engagement Program (Rugby League)
- Year 3 & 4 Friday Afternoon Sport
- Year 3 & 4 Aussie Hoops Basketball Program
- Year 3 & 4 Interschool Basketball Competition
- Track Stars Athletics (K - 6)

Term 3

- Morning Fitness
- Tennis Hots Program (K - 6)
- Athletics Carnival (PP - 6)
- Kindergarten Athletics Carnival
- Track Stars Athletics (K - 6)
- K-6 Basketball Program
- Kindergarten, Junior and Senior Faction Carnival Training and Preparation

Term 4

- Morning Fitness
- Tennis Hots Program K - 6
- Interschool Athletics
- Colour Run
- Track Stars Athletics
- Friday Afternoon Sport
- Swimming Carnival
- EDU Dance
- K - 6 Basketball Program

Students have been presented with a number of sporting opportunities. 2018 saw the introduction of a swimming carnival at SDPS. Students in Years 3-6 were presented with the opportunity to compete in both individual and team novelty and championship events.

The Colour Run was restructured, planned and implemented by staff at SDPS in 2018. Various activities were created and designed for different year levels as students rotated through them throughout the afternoon, creating an extremely engaging and fun event.

2018 was an extremely busy yet successful year for Physical Education at SPDS. In 2019, we will continue to provide students with various opportunities to succeed in the sporting arena.

Indicators of Success

- Swimming Carnival
- Athletics Carnival
- Cross Country Carnival
- Year 3-6 Interschool events
- New initiatives in 2018 – Physical Education SEP Program, Track Stars, Spike Zone Volley Ball, My Golf
- Maintained all sporting programs from 2017
- NECISA Interschool Athletics Champions
- **Year 3 & 4**
 - Year 3 Boys and Girls Interschool Hot Shots Tennis Champions
 - Girls Stirling Cup Basketball Competition Champions
 - Boys Runner Up Stirling Cup Basketball Competition
 - Girls WA Future Stars Basketball School Sports WA State Champions
- **Year 5 & 6**
 - Champion Girls T20 Blast Network
 - Runner Up Girls T20 Blast Regional Finals (invited to state finals, however unable to attend due to swimming carnival)
 - B Division Netball Champions
 - Runners Up – Dockers Cup (All girls AFL Competition)
- Colour Run – Raised \$6000
- Sports Reports at assembly
- Sports Reports in the school newsletter

Directions for 2019

- Continue to maintain and extend sporting opportunities within the school and wider community.
- Swimming Carnival Term 1 2019.
- Restructure program of events.
- 2019 Colour Run to follow same format as 2018.
- New morning Fitness Program.
- Second set of football goals installed.
- New interschool sport uniforms
- Increased programs targeted towards K-2.

Languages - Italian

In 2018, students from Years 3-6 participated in one-hour lessons of Italian that consisted of a variety of engaging and interactive learning experiences. Students in Year 3 were the first cohort to undertake the newly implemented Western Australian Curriculum for Languages, which is due to be fully implemented across all year levels by 2021.

In class, students have enjoyed learning about the Italian language and culture through a range of hands-on activities such as cooking, puppet and mask-making workshops, reading Italian texts, singing traditional songs and engaging in basic conversations with their peers. They have studied the cultural differences that exist between Australia and Italy, investigated festivals and events of cultural significance in Italy and have developed a greater appreciation of the influence the Italian language and culture have had on our own way of life in Australia.

Indicators of Success

- Permanent Italian teacher appointed to the Languages position, providing consistency and continuity of teaching and learning programs.
- Creation of a learning space rich with environmental print to support student learning of Italian.
- Students' sense of pride and accomplishment in seeing their work on display in the school.
- Cooking activities in class, with focus on cultural celebrations of *Pasqua*, *Natale* and *Carnevale*
- Digital technologies embedded in Italian activities and games (Kahoot, QR codes, iPad apps,)
- Positive student feedback on Languages GATE programs (Years 2,4,5 and 6) on a variety of activities including art, food and grammatical studies.
- Year 5 and 6 GATE students attended Mount Lawley Senior High School's Languages Expo and participated in a pasta-making workshop.
- Year 5 and 6 students participated in national SBS Languages Competition with two SDPS students making it through to the moderating round.

Directions for 2019

- GATE program to continue for students in Years 5 and 6.
- Participation (e.g. song or dance) at MLSHS Languages Expo.
- Italian incursion planned to coincide with Languages Week.
- Participation in 2019 SBS Languages Competition.
- Implementation of Year 4 Western Australian Curriculum and resources.
- Cooking and art activities marking dates of cultural significance (eg. *Carnevale*, *Pasqua* etc.).
- Student survey to be administered in Term One.
- Strategic purchasing of resources to compliment learning programs.
- Teacher to undertake relevant Professional Learning as well as collaborate with Language teachers at neighbouring schools to create resources and moderate assessment pieces.

National Quality Standards

In 2018, SDPS met the National Quality Standard in all seven Quality Areas. The NQS team met regularly to critically reflect on the programs and practices and develop action plans for continual improvement. A self-audit was conducted in Term 3 using evidence collected throughout the year. During 2018, the NQS team developed a statement of philosophy for early years [K-2] education at SDPS. Stronger relationships were built with the local community and service providers. Outdoor play plans were further developed to include engaging experiences and provocation areas which relate to student interest and learning. Early years staff were inducted into the requirements for NQS and relevant documents were stored in the Connect Community.

Indicators of Success

- Statement of philosophy developed for early years [K-2] education at SDPS.
- 2018 self-audit shows SDPS met the standard in all seven Quality Areas.
- Key staff attend PL on changes to NQS following 2017 review.
- NQS Team [K-2 Teachers, EAs, School Leaders] met regularly through the year to focus on changes to NQS following 2017 review, key recommendations and develop action plans.
- Ongoing collection of evidence, discussion and reflection about K-2 programs and practices in relation to all 7 Quality Areas.
- School community informed about early years' programs and practices through photo boards, school newsletter and presentation to the school board.

Directions for 2019

Focus on areas for improvement from 2018 self-audit undertaken by SDPS NQS Team including:

- Create a K-2 framework to further develop standards relating to Child Centred and Child Directed Programs and Practices.
- Ensure physical resources support play based learning.
- Emphasise the role of play-based learning in a balanced curriculum for Kindergarten and Pre-Primary and Year 1-2.
- Continue the collection of evidence against all standards and move toward evidence being stored in Connect Community.
- Critical reflection of programs and practices in K-2 in relation to NQS.
- Photo boards, newsletter and website to inform the community and seek feedback.



Kids Matter

Mental health and wellbeing is vital for learning and life. Children who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers. After family, school is the most significant developmental context for primary school-aged children. Schools play a crucial role in building children's self-esteem and sense of competence. They can also act as a safety net and assist in protecting children from circumstances that affect their learning, development and wellbeing. Schools, working closely with families and the community, are key environments for comprehensively supporting children's mental health and wellbeing.

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. SDPS commenced the initiative in 2016 and since then, KidsMatter has become an increasingly visual framework within the school. Some of the KidsMatter strategies at the school include a mobile resource trolley with information regarding mental health support in the local community and posters displayed in each classroom to show the whole-school approach to KidsMatter. We have a KidsMatter Student Team, made up of class representatives from Years One to Six. 2018 saw the introduction of a Year Six KidsMatter Student Leader, Ethan. As a team, we facilitated a Harmony Day assembly, ran 100 Days of School and R U OK? Day activities across the school as well as managing the Student Says Board in their classrooms.

KidsMatter has evolved into the new National Educational Initiative, Be You. Be You launched on November 1, 2018 and is being delivered by Beyond Blue, Early Childhood Australia and Headspace. Be You is the Federal Government's renewed and expanded investment in children's mental health and wellbeing, covering the early years through school and up to the age of 18.

Indicators of success

In early 2018, the school was successful in securing funding for a Department of Education Mental Health Coordinator. Training and network opportunities were provided to Jo Hardiman in managing the mental health and wellbeing of the students, which were then relayed to staff and students as relevant.

Students were surveyed at the end of the year to reflect on their time as KidsMatter Student Leaders. Feedback showed the students enjoyed the nomination and volunteering that went with the team. Comments also suggested students enjoyed the opportunity to participate in lunchtime activities for R U OK? Day and the Harmony Day assembly.

Feedback from teachers was positive, particularly in relation to allowing the Student Team to manage and have ownership over the Student Says Board. This year saw the creation and implementation of a whole school Scope and Sequence Document for the Bounce Back social-emotional learning program. This document was based on the Bounce Back Scope and Sequence but contextualised to our school. Staff have trialled the document in their classes and provided feedback, before it is rolled out from the beginning of Term One, 2019.

The KidsMatter Action Team have always been exploring ways to create a positive community and include all cultural groups at the school. The creation of a display of greetings for all classrooms that included the languages spoken by the children in each class has been welcomed and received positively by the school community.

Directions for 2019

- Manage a smooth transition from KidsMatter to the Be You National Education Initiative
- Continue Student Team (Renamed 'Kids Community')
- Refine duties/ roster of Year Six Peer Support Leaders
- Manage transition to Be You PL program for staff

Health & Wellbeing

The Health and Wellbeing (HWB) 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 Sutherland Dianella PS. Throughout the year the HWB committee implemented a number of key initiatives to recognise and celebrate our school context and demographic. The HWB team collaborated to create activities and lessons to recognise National day against bullying, NAIDOC week, NAPCAN child protection week, R U OK? Day and Harmony Day.

Throughout 2018, the HWB team has developed key partnerships with the KidsMatter team, Maths Committee, Curtain Social Work students and student leadership teams to implement various assemblies and lunch time activities that recognised Harmony Day, R U OK? Day, 100 Days of School, Autism Awareness Day and students' vs teachers' activities.

In collaboration with the Digital Technologies team, parents were provided with the opportunity to attend a PWP on cyber safety to promote safe use of digital technologies at home and at Sutherland Dianella PS.

Key members of the HWB team formed part of the Gogo Roar and Snore and Student Engagement Committee to facilitate various programs aimed to increase student and community engagement across all year levels. In 2018 the Social Committee set goals to support and improve teacher well-being. Throughout the year, teachers were presented with the opportunity to attend various social events in and out of school.

Indicators of Success

- Harmony Day and R U OK Day Whole School Assemblies.
- Wearing Orange – Harmony Day (Photos on Connect).
- Wearing Blue- Autism Awareness Day (Photos on Connect).
- Lunchtime activities.
 - Blue Hand Print – Autism Awareness (Connect).
 - Photo Frames - Harmony day & R U Ok Day.
- 100 Days of School.
 - Staff Dress up – Connect.
- Gogo Roar and Snore.
 - Feedback Forms.
- Successful implementation of SEP.
 - Student Feedback Forms.
 - Planning Documents.
 - Various learning area programs.
- Social Committee.
- Staff events on and off site.

Directions for 2019

- Healthy Breakfast explore opportunities to welcome parents and students to the school community.
- 2 x Staff Vs Student Events.
- Streamlined fundraising events.
- Maintain key partnerships with SEP, Be You and leadership teams.
- Investigate options for a cultural incursion for NAIDOC Week or Harmony Day.
- Maintain all 2018 programs and initiatives in 2019.
- Aid in transition and implementation of Be You program.
- Develop partnership with Solar Buddy program.
- 100 days of School - Staff & Students to Dress up.

Numero

In 2018, Numero began its journey as a whole school approach. As a mental computation game, Numero encourages tactical thinking as well as 'outside the box' thinking. It is able to be adapted to any ability level and any age group. In 2019, our school implemented Numero on a larger scale with each classroom receiving a brand-new class set of cards. This allowed Numero to be embedded into all Mathematics units of work as a warm up, extension program or even as a morning task. It has been positively embraced by all staff members with high attendance at the staff Professional Development run in June by Julie Richards. This saw Numero becoming more evident in classrooms with teachers feeling more confident to implement more challenging moves, rules and cards into the game. In 2017, a staff survey noted that staff felt hesitant to implement Numero into their daily practice, this professional development targeted this need and therefore developed more confident educators in relation to Numero.

Julie Richards also provided the students of SDPS with workshops in June. This saw each class attending a one-hour session to learn & reiterate the rules, strategies and helpful tips from a professional Numero instructor.

2018 was also the first time we ran 'Numero Club'. This club was developed in Term 4 with Year 5 students mentoring lower primary students through the rules and challenges that Numero brings. This club allowed both upper and lower primary students to consolidate their Numero skills as well as provided a means for the Year 5 students to share their knowledge.

At the beginning of Term 4, SDPS was represented by 16 students (our largest number thus far) at the Interschool Numero competition. The students participated in morning practice sessions as well as giving up their lunch times to learn the competition challenges. The students participated extremely well with at least one team placing in each event.

2018 also brought Numero to the parents of SDPS. In Term 1, the parents of SDPS were presented with the opportunity to attend a Partnerships with Parents session to learn how to play Numero. The session was broken into two parts; beginners and experienced players. It was a fantastic session, with all parents stating that they would attend again if future sessions were offered.

Overall, 2018 was a positive year for the implementation of Numero. It is now a whole school approach with all classrooms from Kindergarten to Year 6 utilising the mental computation game as part of their Mathematics programs.

Indicators of Success

Interschool Numero Competition

- Individual Top Take: 1st and 4th place
- Team Top Take: 3rd Place
- Numero Game: 2nd and 5th place
- Scramble: 7th place

Numero Professional Development for Staff: High attendance rate for Numero PD run by Julie Richards resulting in more confident teachers who are now embedding Numero into their Mathematics programs

Numero Professional Development for Students: All students participating in Numero workshops with Julie Richards

Directions for 2019

- SDPS in house Numero competition (Collaborative Year levels): Used to determine the students who will enter the Interschool Numero competition.
- All year levels to continue to embed Numero into Mathematics planning.
- Purchase of 3 more demonstration packs for SDPS.
- More professional development of Numero for staff.
- Numero offered to parents at Partnership with Parents session.

Technologies

2018 was the first year in which the new Technology Curriculum was introduced. Teachers were required to report on two areas: Design and Technologies and Digital Technologies. Both teachers and students were involved in various activities and opportunities which allowed them to access parts of the curriculum, collaborate, moderate and assess. Alongside the Technology Curriculum, Sutherland Dianella built a new Technology Team which consisted of twelve members from Years 3 to 6 who would:

- assist as a trouble-shooter with students in their class who need help with any activities on the iPads or laptops.
- Familiarise themselves with new and existing apps on the school iPads.
- Assist in other classes when required.
- Participate in the Coding and Minecraft Clubs.
- Assist with the running of Coding Club.

The Tech Team also clearly represented how the school were addressing aspects of the Technology Curriculum.

Indicators of Success

- Technology Handbook used by teachers within the school to assist with curriculum breakdown, ideas and lesson integration.
- DigiTech (Term 2) Classrooms buddied up with another classroom to share and showcase activities and projects which have been going on in classrooms.
- Moderation sessions amongst teachers for reporting purposes.
- Mount Lawley Hub Professional Learning sessions linked to the Technologies Curriculum.
- Connect Folder on Sutherland Dianella's staff page for resources, ideas and discussion opportunities.

Tech Team:

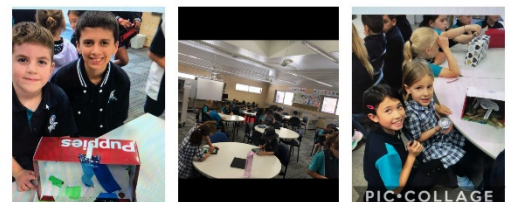
- Students were dedicated and enthusiastic towards their role within the school.
- Members were a great support during coding club.
- Students had the opportunity to troubleshoot problems within the classroom.
- Members enjoyed having a role and responsibility within the school.

Directions for 2019

- Continuation of opportunities amongst the school to share and showcase.
- Continual use of the Technology Handbook.
- Digi Tech 2019.
- Moderation/assessment sessions.

Tech Team:

- Embed technology throughout classrooms more effectively. Providing students with more opportunity to execute their role.
- Build more of a 'technology environment' for the Tech Team Students.



Talk 4 Writing

Talk 4 Writing is a whole school program from Kindergarten to Year 6 at SDPS. It enables students to **imitate** the language they need for particular genres by orally learning a model text. Students analyse texts both as readers and writers. They examine the texts for structure, language features, vocabulary, punctuation and grammar to develop the toolkits they need to become effective and creative writers. Through shared writing and **innovating** the model text, students develop their own writing skills. Finally, students are supported to bring all their writing skills together to **invent** their own stories, poetry and non-fiction texts.

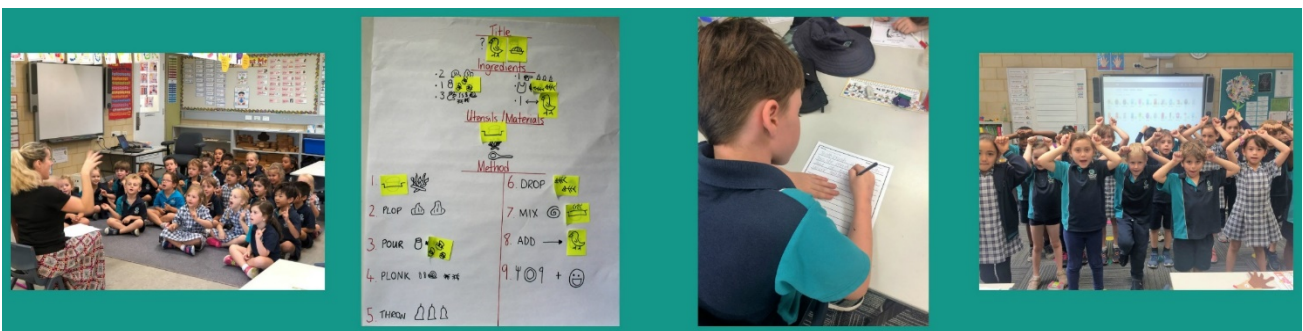
Indicators of Success

- Whole school program from Kindergarten to Year 6.
- Year 3 2018 NAPLAN Writing results reflected significant improvement.
- Poetry integrated into Talk 4 Writing programs.
- Dean Thompson [UK T4W Consultant] visited SDPS for school-based consultation with the Administration Team and T4W Curriculum Leaders.
- High levels of collaboration within teams for shared planning.
- Annotated and assessed writing sample for whole school data collection.
- T4W sharing session with Kyilla PS focusing on narrative writing.

Directions for 2019

Whole school planning to include:

- all fiction story types over a two-year planning cycle.
- key story features such as setting, suspense, characterisation, dialogue, description and openings & endings.
- all non-fiction genres in a planning cycle.
- A key staff member from each Collaborative Team to attend a Talk 4 Writing Masterclass and share information with staff.
- Professional learning and induction for new staff.
- Collection and analysis of data and annotated work samples to evaluate T4W at SDPS.
- 'Talk 4 Writers café' to support staff collaboration.



Student Engagement

One of the strategic directions of the Department of Education in 2018 is the Success for all Students. The Student Engagement Program has been implemented at SDPS with the aim of engaging all students, allowing them to have greater academic success. This is achieved through interesting and specialist programs run throughout the year to challenge students to take risks with their learning, meet like-minded peers and extend their knowledge and skills in a range of learning areas.

In 2018, some of the programs offered to students included Italian Student Engagement, Art Student Engagement, Science Student Engagement, STEM Student Engagement, Physical Education Student Engagement and Drumbeat. Students were nominated by teachers and selected based on individual needs, including engagement and enrichment opportunities.

All nominations and enrolments are managed by a Student Engagement Committee, made up of range of teaching and administration staff, as well as the specialist teachers who ran the programs throughout the year. This year we allowed some overlap of students between different programs throughout the year.

Indicators of Success

Feedback from specialist teachers who facilitated the program stated that by having smaller classes, they had the opportunity to get to know their students and build positive relationships. The Student Engagement Programs allowed students different opportunities for success that they may not have during standard specialist classes. These programs also raised the profile of specialist learning areas in the school.

Although classroom teachers raised the issue of students missing MESH or specialist programs regularly, overall feedback from classroom teachers was positive and constructive, with comments made about the flow-on engagement they saw in their classrooms. Teachers were pleased to see the ownership and responsibility demonstrated by students during their participation in the program. There was also support for the teacher nomination process.

Students were invited to participate in a survey and provide feedback about their own reflection of their involvement in the Student Engagement Program. The feedback provided was overwhelmingly positive, with students commenting on the benefits of the program and the feeling of belonging.

Informal feedback from parents affirmed the success of the program, with many using their child's summary reports as part of their High School Enrolment information.

Directions for 2019

The Student Engagement Committee reviewed the 2018 program and have come up with some slight variations to the 2018 program. Firstly, there will be clarity to parents that this is a school-specific program and is not an official Gifted and Talented (GATE) program. The overarching aim is to engage students through challenging and goal-oriented specialist units of work. There will be a streamlined approach to timetabling, where sessions will be timetabled at two set times during the week, allowing less disruption for classroom teachers. There will continue to be a teacher nomination process for including children in the program, managed by a Student Engagement Committee. Finally, classroom teachers will receive more information about the programs from the specialist teachers.

Attendance

Attendance at school is a high priority at Sutherland Dianella Primary School and we are committed to improving the rate of regular attendance for all our students. Research from the Western Australian Telethon Kids Institute shows that every day at school counts towards a student's learning. Students who attend school more generally do better at school and in life. The 2018 – 2020 SDPS Business Plan has an attendance target to increase the number of students from Pre-Primary to Year 6 in the regular attendance range from 84% - 90% at a minimum rate of 2% per year by 2020. There are a number of key strategies and monitoring processes in place to improve the rate of regular attendance at SDPS.

Indicators of Success

- Attendance reward activities held in Semester 1 and 2 acknowledged students with 90%+ attendance.
- Students with regular attendance were acknowledged with a certificate; and students with 95%+ and 100% attendance were acknowledged with a certificate at a school assembly.
- Attendance shield was awarded each semester to the faction with the greatest number of students with 90%+ attendance and students given a reward.
- Case management of students in 'At Risk' attendance categories resulting in improved attendance and engagement while at school for several students
- Regular attendance updates sent to individual students and parents
- Year group and school data displayed in SDPS newsletter.
- Information about the importance of regular school attendance is shared in SDPS newsletter on a regular basis and on the school website

Directions for 2019

- Build and sustain respectful relationships between teacher/parent and teacher/student.
- Focus on good hygiene practices to reduce number of absences due to contagious illness.
- Regular attendance monitoring by classroom teachers and attendance committee
- Case management of students in 80-90% attendance range
- Share and showcase attendance data with the school community throughout school year
- Incentives for students who have 90% - 95%+ attendance including certificates and reward activities
- Individual incentives for students in the target cohort who meet their personal attendance goals
- Attendance shield to be presented each semester to the faction with the greatest number of students with 90% attendance.



Student Services and Targeted Intervention

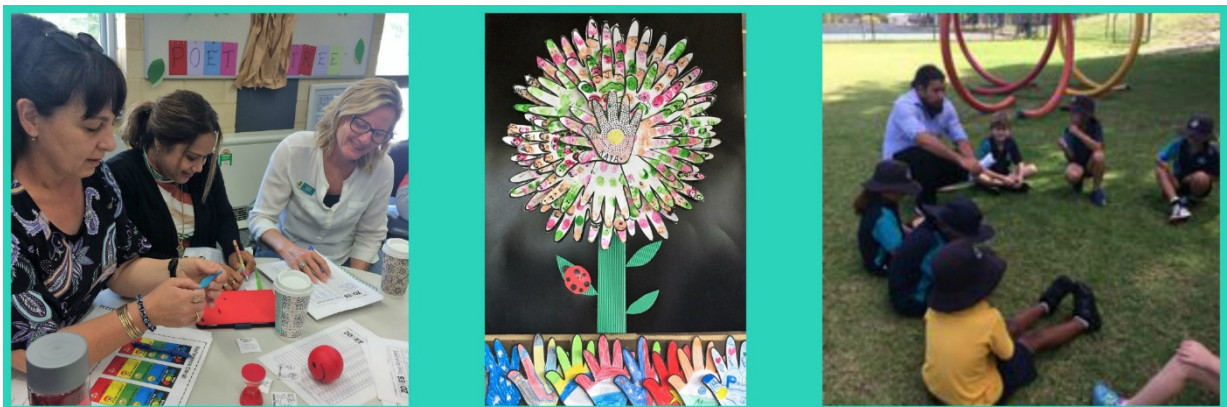
The Student Services Team is an active and productive team at SDPS. They meet on a weekly basis to discuss and plan support for the wide range of needs of students at SDPS. Student Case Conferences are held regularly with parents, teachers and key support agencies to plan to meet the ongoing needs of students with disabilities and learning difficulties. Occupational Therapy, Social Work and Psychology [Curtin Services] as well as Speech and Language screening are a part of the wrap around service provided to students. Literacy Intervention programs were successfully implemented in 2018 and will be expanded in 2019.

Indicators of success

- Student Services team meetings held weekly and central data record was maintained.
- Regular Student Case Conferences for students with Disabilities and Learning Difficulties.
- Trauma Informed Practice and Zones of Regulation Professional Learning provided for all staff.
- Protective Behaviours, Mindfulness and Meditation Partnership with Parents sessions.
- Curtin University Occupational Therapy, Social Work and Psychology students provide support for SDPS students through whole school projects, classroom support, small groups and individual work.
- Speech Pathologist, provided Speech and Language Screening for identified K/ PP students and supported the development and implementation of an Oral Language Program.
- Literacy Intervention Program, MiniLit and Alpha to Omega implemented for identified students.

Directions for 2019

- Student Services Team to meet weekly and additionally as needed.
- Central database to maintain accurate records of all aspects of intervention for individual students.
- School Psychologist time at increased to 0.3 FTE
- Curtin Services Social Work, Occupational Therapy and Psychology partnerships continue to provide support for SDPS students.
- Maintain partnership with Speech Pathologist, Liana Gunzberg, to provide Speech and Language screens and support for the Oral Language Program in the Early Years.
- Literacy Interventions programs will expand to include identified students in MiniLit programs for Years 2, 3 and 4 as well as Initial Lit for identified students in Pre Primary and Year 1.
- Partnership with Parents sessions to include Introduction to Zones of Regulation, Protective Behaviours, Mindfulness, Social Skill Development by Student Services Team.



Year 6 Graduation Awards

Citizenship Award	Ethan F
Citizenship Award	Isabella T
Italian Languages Award	Milica K
Art Award	Xavier H
Physical Education Award	Daniel N
Physical Education Award	Lola N
Music Award	Caitlin J
Science Award	Jerrah P
Science Award	Lola N
North Metro Commitment to Excellence Award	Summer H
Principal Award	Joshua G
Dux Award	Caitlin J

Year 7 Destination Schools

Balcatta High School	1
Dianella Secondary College	1
Emmanuel Catholic College	1
John Forrest Secondary College	8
John Septimus Roe Anglican Community School	4
La Salle College	1
Morley Senior High School	5
Mt Lawley Senior High School	5
Perth College	1
Servite College	1
St George's Anglican Grammar	1
Trinity College	1

Pre Primary to Year 5 Book Awards

Year	Form	Award	Student Name
PP	C2	Excellence	Oscar C
PP	C2	Achievement	Gus L
PP	C3	Excellence	Ethan J
PP	C3	Achievement	Mary H
1	C1	Excellence	Maghol R
1	C1	Achievement	Piper B
1	B4	Excellence	Adele S
1	B4	Achievement	Loki G
2	B2	Excellence	Louis L
2	B2	Achievement	Wen H
2	B3	Excellence	Nate M
2	B3	Achievement	David L
3	B1	Excellence	Milly B
3	B1	Achievement	Thomas G
3	A3	Excellence	Daniel A
3	A3	Achievement	Michelle L
4	A4	Excellence	Amelia G
4	A4	Achievement	Lyla M
5	A5	Excellence	Ariella J
5	A5	Achievement	Isabel M
5	A1	Excellence	Ethan L
5	A1	Achievement	Nicholas M
Vicky Bambaci (Peovitis) Award			Arezo H
Vicky Bambaci (Peovitis) Award			Joseph J

P&C Presidents Report

Where has 2018 gone? It certainly has gone fast! In that time the Sutherland Dianella Primary School P&C has made some changes and achieved our fundraising goals for the year. The focus of SDPS P&C together with the school administration is to organise community events, fundraise and keep parents informed of all school activities. We also decide how to fundraise and where to spend the money raised.

Our sincere thanks to 2017 Committee for their hard work and commitment to the P&C:

President	Natalie Wray
Vice President	Kelly Ngatai
Treasurer	Stuart McPharlin
Secretary	Hayley Lethlean
Fundraising Coordinator	Madeleine Ward-Dickson
Social Media Coordinator	Leah Logan
Canteen Manager	Rosie Farone & Kathryn Flynn

Role	Name
President	Sherron Papamihail
Vice President	Hayley Cook
Treasurer	Caroline Cousins
Secretary	Susan Goodman
Fundraising Coordinator	Laura Foley
Canteen Manager	Kathryn Flynn
Executive Committee	Gemma De Knock, Adrian Heil, Abhijit Dey

Thank you to the following office bearers and their families for your support in 2018.

Thank you to all who have attended the P&C meetings in 2018. Attendance has been steady and we welcome the opportunity to discuss upcoming school events and news with the committee and those in attendance each time. We also thank Principal Jenn Allsop and Deputy Blake Ingersole for their support and regular attendance at the meetings.

Meeting	Date
P&C AGM and SDPS Building Fund AGM	12 February 2018
1/2018	12 March 2018
2/2018	11 June 2018
3/2018	23 July 2018
4/2018	27 August 2018
5/2018	15 October 2018
6/2018	12 November 2018

Special mention and thanks to Mr Simon Millman. Simon has been an ongoing supporter of our P&C and school community having attended meetings and school events, made donations to our school and P&C and even mentioned the great job we are doing in Parliament.

I would like to take the time to thank some long-time members of the P&C for whom 2018 is their final year at SDPS. Long standing P&C President, Office Bearer and Board Chair Hayley Lethlean, Tania Ristic for her help with School Banking, and Paula Jones for her coordination of the Entertainment Book fundraisers. All the best for your transition from Primary to the Secondary school community! I am sure you will continue to support your school with the same enthusiasm.

We hosted 14 fundraising events in 2018 and have raised a total of almost \$13,000!

The P&C agreed to contribute \$10,000 toward the cost of replacing the two side roller doors on the undercover area. They have now been installed and look great. No more deafening noise when it is windy!

Thank you to Caroline Cousins and Christa Fung for helping me out with school banking again this year. For those who are not aware school banking raises around \$800 annually towards the P&C fundraising targets. School banking runs every Wednesday morning from 8am in the school library. We would love to see more families next year helping their child learn to save and help the P&C at the same time!

Kathryn Flynn stayed on as the Canteen Manager again 2018. We would like to take the time to thank her for all her hard work this year. She has continued to serve healthy and yummy food to our children every Tuesday, Wednesday and Friday! The Wednesday service was trialled in Term Four and has been a success so will continue in 2019. The ongoing issue with finding volunteers continued in 2018 however a class roster system was introduced which has helped to alleviate the difficulty in sourcing volunteers. Thank you to all the regular helpers that give your time each week and at events. The P&C and Kathryn really appreciate your help.

On behalf of our school community, the P&C would like to thank all teaching and administration staff. They always go above and beyond to ensure our children have an enriched experience and enjoy their time at SDPS. With events like the Roar & Snore and Colour Run, you can see they enjoy what they do and have the students' best interest in mind.

I wish to personally thank Hayley Cook, Caroline Cousins, Susan Goodman, Laura Foley, Adrian Heil, Abhijit Dey, Gemma De Knock, Christa Fung, Kathryn Flynn, Kelly Ngatai, Natalie Thompson and Rosie Faraone for their regular attendance at P&C meetings and events in 2018, and all their hard work and commitment.

Finally, our sincere thanks to all parents who volunteered and contributed to the P&C in 2018. We cannot do it without you and we truly appreciate your support. Let's keep the momentum going for 2019!

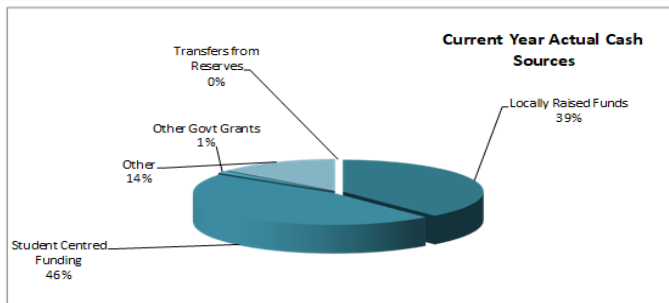
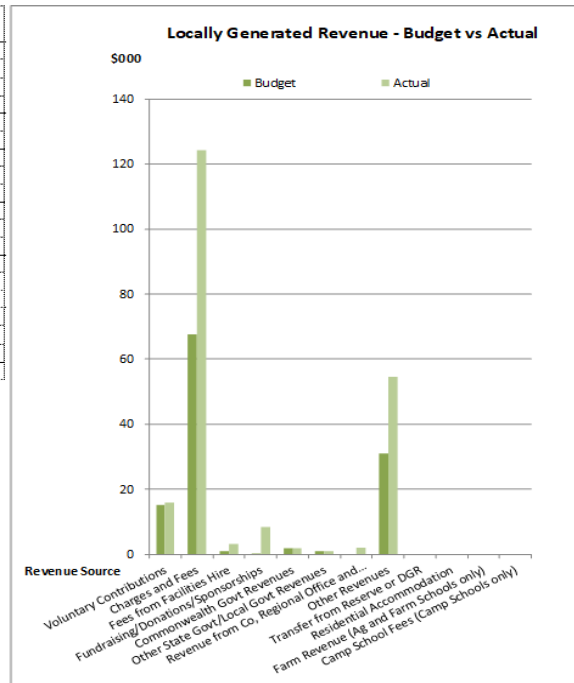
P&C Events and Fundraising

Term 1
Welcome Sundowner
Bunnings Sausage Sizzle
Easter Raffle
Term 2
Mother's Day Cake Sale
School Disco
Term 3
Father's Day Succulent Stall
Michelle Sparkes Family Photo Day
Onya Life Sales
Hairsprayed Musical – Canteen Services
Sports Carnivals – Canteen Service
Term 4
Movie Night
Roar & Snore – Game & Canteen Service
EDU Dance and Sundowner – Raffle and Canteen
SDPS School Bags

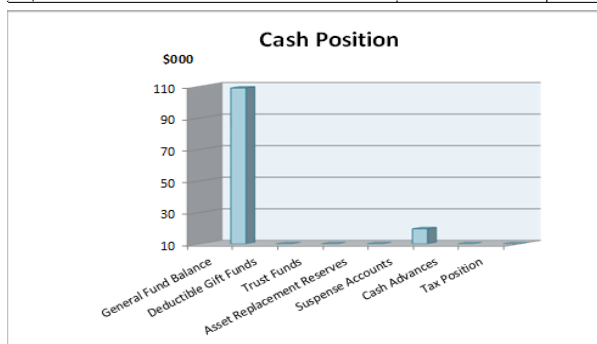
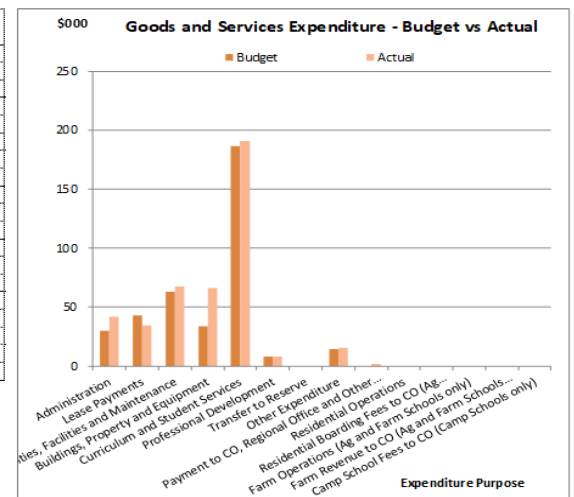
Financial Summary (as at 1 December 2018)

Sutherland Dianella Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 15,186.00	\$ 15,879.60
2	Charges and Fees	\$ 67,637.00	\$ 124,305.46
3	Fees from Facilities Hire	\$ 1,023.00	\$ 3,272.73
4	Fundraising/Donations/Sponsorships	\$ 20.00	\$ 8,389.50
5	Commonwealth Govt Revenues	\$ 1,894.00	\$ 1,894.15
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 2,167.27
8	Other Revenues	\$ 31,061.00	\$ 54,519.81
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		\$ 117,821.00	\$ 211,428.52
Opening Balance		\$ 143,450.00	\$ 143,450.25
Student Centred Funding		\$ 165,893.00	\$ 180,893.00
Total Cash Funds Available		\$ 427,164.00	\$ 535,771.77
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 427,164.00	\$ 535,771.77



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 30,036.00	\$ 41,672.06
2	Lease Payments	\$ 43,000.00	\$ 34,668.13
3	Utilities, Facilities and Maintenance	\$ 63,260.00	\$ 67,357.21
4	Buildings, Property and Equipment	\$ 33,500.00	\$ 66,447.68
5	Curriculum and Student Services	\$ 186,646.75	\$ 190,704.79
6	Professional Development	\$ 8,500.00	\$ 7,953.58
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 14,241.00	\$ 15,823.53
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 2,263.64
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		\$ 379,183.75	\$ 426,890.62
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 379,183.75	\$ 426,890.62
Cash Budget Variance		\$ 47,980.25	\$ -



Cash Position as at:	
Bank Balance	\$ 133,920.04
Made up of:	\$ -
1 General Fund Balance	\$ 108,881.15
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 6,143.00
5 Suspense Accounts	\$ 19,567.89
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 572.00
Total Bank Balance	\$ 133,920.04

Voluntary Contributions

Kindergarten	79.8%
Pre Primary	72.94%
Year 1 – Year 6	61.4%
Total	76.7%

For additional information please contact:

Ms Jenn Allsop
Principal

Mr Blake Ingersole
Deputy Principal

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www.sdps.wa.edu.au



Sutherland
Dianella Primary


SCHOOL BOARD
ANNUAL REPORT 2018 ENDORSEMENT

School Board Representatives

Signature

Principal

Jenn Allsop



School Board Chair

Hayley Lethlean



3 December 2018