

Annual Report | 2019



**Sutherland
Dianella**

In 2019 Sutherland Dianella Primary School maintained its focus on consistent and connected practice across the school. Middle leaders concentrating on the core MESH (Maths, English, Science and HaSS) areas; developed Operational Plans to support the school's progress against its Business Plan targets.

Our School Performance Monitoring data indicates that we are within the expected data range in a number of areas and we have school improvement planning in place to address those areas below the expected data range.

Our attendance data continues to be below the expected range for like schools. We are committed to working with our community to address the current practice of in school vacations, unauthorised absences and unexplained absences.

Reporting to parents around attitude, behaviour and effort remained a focus in 2019 and strategies were employed to report to parents at four check in points during the year. Reporting to parents in ABE also linked in common goal setting strategies and consistent and connected practice in setting and auditing achievement of goals.

The school Board consists of five staff and six parents, as well as a non voting co-opted community member with skills and expertise in STEM (Science, Technology, Engineering and Maths) and a non voting executive member. The Board was heavily invested in self review early in 2019 and then an external review mid year, at which point the school was rated as an effective school.

In 2020 we will be reviewing our targets with a view to preparing for a new Business Plan in 2021.

Jenn Allsop

Principal
December 2019



Sutherland Dianella Primary School

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2019 has been a busy year for the Sutherland Dianella Primary School Board. After extensive work in 2018 in setting a three-year business plan, the Board had been focused this year on monitoring school performance and ensuring that the School has the policy and program supports to meet the lofty objectives.

The focus of the Board and the broader school for the first half of the year was the triennial Public School Review by the Department of Education. The review process consisted of extensive evidence-gathering against a range of criteria including the learning environment, leadership, teaching quality and student achievement. The school completed a self-assessment process and was then subject to external validation by school reviewers. The School was given a performance rating of "Effective" demonstrating that the School demonstrates effective practice in creating the conditions required for student success. The Public School Review process required significant time, energy and resources to complete and the Board greatly appreciates the efforts of the teaching staff, the leadership team and the parent and community members who made the process a success.

In order to support the objectives in the School's business plan the Board was busy considering new policies for the School. In 2019 the Board endorsed a Good Standing Policy and Class Placement Policy. The Board also received presentations on School programs aligned to the business plan, including Be You, the Curtin Service, School Review, NAPLAN and the National Quality Standards. Thank you to all of the presenters who took the time to discuss these important matters with the Board.

In 2020 the Board will have an important task in monitoring what will be the final year in the current business plan. Of particular concern for the Board will be declining attendance figures in 2019 and examining what kind of policy response can be employed to address this critical issue.

As it is my first year as Board Chairperson I would like to extend my thanks to both Blake Ingersole (Semester 1) and Jenn Allsop (Semester 2) for their support in this role. I would also like to thank my fellow Board members for their dedication and commitment to ensuring that our school continues to thrive and thank those members whose tenure is complete - Stuart McPharlin, Anna Charlett, Jo Smith, Vanessa Papalia and Tricia Mitchell.

Sam Hastings-Fernance
2019 Board Chair
Sutherland Dianella PS



SDPS Community Charter

When schools and families work together children have a far better chance of being successful in school and in life. Our Community Charter underpins the partnership between SDPS and our families. We acknowledge the school vision, core values and core beliefs. Our Community Charter is based on three qualities: Respect, Responsibility and Relationships. It acknowledges and promotes the various roles of parents and carers as integral members of our school community and partners in the education of their children.

Respect

Respect is one of the school's core values. In building mutual respect, the student, the family and the school are valued and appreciated. The needs of our students come first and this forms the basis of all interactions. Members of the SDPS community demonstrate respect by:

- Acknowledging that our children's education is a shared responsibility between family and the school
- Working to instill a positive attitude towards school and motivating students to achieve their best
- Attending school information sessions and meeting with teachers as the need arises or when requested
- Contacting the school immediately if there is a concern or problem and resolving grievances appropriately
- Respecting and supporting school policies
- Respecting the skills, knowledge and experience of school leaders and teachers

Responsibility

We take responsibility for creating a parent-friendly school and school-friendly homes, we do not lay blame for what is not working but share responsibility for success. We are all responsible for staying connected and modelling the right behaviours and we do this by:

- Ensuring students come to school, unless unwell, and arrive in class on time
- Supporting learning at school by helping to provide a time for homework that is free from distractions
- Attending school functions, showing the students we are interested in school activities and celebrate the success of all students
- Contributing to the life of the school in ways that reflect our experience, skills, interests and capacity to do so
- Keeping up to date with school communications and events
- Acting as role models by reflecting the core beliefs and values of the school and always maintaining high standards and expectations.

Relationships

Relationships nurture the collaboration that is so necessary for strong community partnerships to survive and to help students succeed in school. The SDPS community develops respectful relationships and inclusivity by:

- Working together with school teachers and staff, collaborating to ensure every student gets the best education that suits their needs
- Becoming involved in parent groups, class forums, the P&C and school events
- Communicating frequently and respectfully with others
- Building and nurturing a sense of community, ensuring SDPS is welcoming and inclusive for all.

As a collective we are committed to ensuring our children are challenged and supported to become confident and independent learners, who achieve their personal best.



Department of
Education

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Sutherland Dianella Primary School

Public School Review

July 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Sutherland Primary School was established on Sutherland Avenue in Dianella in 1966. The present school was created following an amalgamation between Sutherland and Dianella primary schools becoming Sutherland Dianella Primary School in 1996.

Located approximately eight kilometres from the Perth central business district, the school is in the North Metropolitan Education Region.

Sutherland Dianella Primary School has an Index of Community Socio-Educational Advantage rating of 1071). It currently enrolls 355 students from Kindergarten to Year 6.

The school was chosen as a Teacher Development School in 2016 and 2017 and works alongside partner schools in the Mount Lawley Hub.

Sutherland Dianella Primary School gained Independent Public School status in 2015 and has an active School Board and Parents and Citizens' Association, encouraging parents to become involved in events within the school and with the wider community.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission and additional information provided during the validation visit delivered an in-depth account of the school context, processes and practices in addressing its improvement agenda.
- The school's high quality ESAT submission was enhanced further by conversations held with members of the school community during the validation visit.
- A culture of reflective school assessment as the foundation for effective planning and continuous improvement was evident at all levels within the school.
- A broad scope of performance evidence was selected for the review with planned actions aligned to judgements made.
- High levels of staff engagement and collaboration in the school assessment process is evidence of an embedded culture of reflection and improvement.
- Staff demonstrate ownership for student success with professional and personal responsibilities and obligations understood.

The following recommendation is made:

- Continue to use the ESAT as a repository for sources of evidence and planned responses as part of the annual school assessment cycle, inclusive of the review year.

Public School Review

Relationships and partnerships	
<p>Building meaningful relationships has been a specific focus for leaders. Affirmative perceptions about school direction and operations are reflected in the passionate commitment of staff. This has resulted in a high level of collegiality and staff morale.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • NSOS¹ data reflects positive and respectful relationships between staff, parents and students. • Quality relationships are developed and fostered in positive classroom environments and enhanced through practices of support generated by the Health and Wellbeing Committee. • School Board representatives engage actively in consultation about school direction. They advocate strongly for the school, are committed to their role and add value to the school improvement process. • Highly effective communication has resulted in school direction being articulated clearly for all members of the school community. • Key partnerships have been established with Curtin University, schools, community and industry representatives to enhance student opportunities.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to monitor progress against set targets in the business plan and operational plan regularly, through whole-school staff meetings.

Learning environment	
<p>An inclusive, caring, and welcoming staff culture supports students to learn in a safe, calm and orderly learning environment. Well-established student services structures and practices ensure a highly effective case management program meets the social/emotional, behavioural and learning needs.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Attendance concerns are addressed effectively through proactive and structured processes to identify, monitor and communicate regularly. • Proactive programs and structures have been embedded to support student engagement, resulting in improved attendance and behaviour. • Students at educational risk are formally identified, supported and monitored effectively for improvement. • Student feedback regarding their teaching and learning experience has been embraced by staff. They have developed a toolkit of effective feedback strategies and frameworks. • A whole-school and community focus on sustainability and outdoor play has been incorporated successfully to align with curriculum opportunities.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain the focus on support for engagement and enrichment programs for students in Year 1 to Year 6.

Leadership

School processes, practices and structures are aligned strategically and monitored effectively by appropriate checks and balances. The highly unified leadership team has created and embedded a respectful, collaborative and engaging work environment where staff commit willingly to the school improvement agenda.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leaders, all staff and School Board have established and are invested in, and committed to, the vision as central to operational decision-making. • Transparent, consultative decision making processes, founded on a strong evidence base, have served to generate high levels of commitment to the school's strategic directions. • Change has been managed at a pace that builds acceptance and commitment with consideration of the need to balance whole-school, student and staff needs. • Distributed leadership opportunities are undertaken enthusiastically by staff to satisfy strategic and operational need. This is complemented by consistent support and modelling of expectations by leaders. • The school has invested in ensuring that MESH² teams develop schedules and learning area policies to drive a consistent and connected approach to whole-school planning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to focus on developing a deeper and richer understanding of Aboriginal culture to enhance responsiveness and to make new links with the wider community.

Use of resources

Strategic and operational resourcing in meeting the responsibilities of the DPA³ and student centred funding model, is appropriate to address the priority needs of current students and future directions. Judicious oversight ensures financial management practices are compliant.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Regular and specific monitoring of business plan targets by the Board as part of the cycle of self-review, ensures a deep understanding of progress, achievement and resourcing for key initiatives. • Resourcing is committed to essential support for the research-based whole-school curriculum programs and targeted intervention strategies. • Workforce planning is strategic, providing a high quality workforce committed to sustainable programs and practice. Key workforce gaps have been identified and planned actions developed. • Evidence-based decision-making underpins resource management and deployment. Clear and defensible links exist between school budgeting and business plan focus areas.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to plan strategically for a collaborative DOTT⁴ model and ensure that workforce planning allows recruitment needs to be met.

Teaching quality

Shared understandings regarding best practice in delivering high quality teaching and learning, have been developed collaboratively by staff. Leaders' expectations are articulated clearly and accepted uniformly to align with staff beliefs and drive classroom practice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Consistent delivery of teaching and learning programs is embedded across the school using theories of 'visible learning' and a 'growth mindset'. • The key link between effective teaching practice, collaborative teams and pedagogy has led to embedding the school developed 'Best Practice in Hand' model successfully. • The MESH curriculum teams, with membership of all teaching staff, have a strong sense of ownership over curriculum directions and meet regularly to drive, implement and evaluate plans for programs and activities. • Targeted strategies including: Jolly Phonics; Talk 4 Writing; Sound Waves; Origo Maths; MiniLit; and PATs⁵, support curriculum and assessment. • Teaching staff receive regular feedback to inform their teaching and learning programs as part of transparent PMD&A⁶ processes aligned to the AITSL⁷ Australian Professional Standards for Teachers and school priorities. • A comprehensive tracking spreadsheet has been developed to inform student handover processes and enhance seamless teaching and learning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to prioritise and resource MESH meetings to drive strategic direction for curriculum areas.

Student achievement and progress

Analysis of systemic and school-based student achievement data informs planning and pedagogical practice. Staff capacity to interrogate these data and modify teaching pedagogy effectively has resulted in student performance within expected ranges consistently.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student achievement data in NAPLAN⁸ (Year 3 and Year 5) has been similar to like schools consistently, since 2015. • Student progress and achievement (Year 3 to Year 5) was higher than like schools in numeracy, reading, spelling and writing in 2018. • A data wall has been established as a visual representation of whole-school, cohort and individual standards of achievement. Students are rated below, at, above or well above the Year standard and programs are differentiated to accommodate student need. • Staff have unpacked the ABE⁹ standards and incorporated this language in teaching programs. Students reflect on their ABE through a reflection template which is then verified and/or adjusted by the teacher.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Formalise the triangulation of student academic, SEL¹⁰ and student services data to better inform teaching staff at the beginning of each year.

Reviewers

Brett Hunt
Director, Public School Review

Carolyn Nunn
Principal, Parkerville Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 National School Opinion Survey
- 2 Mathematics, English, Science and Humanities and Social Sciences
- 3 Delivery and Performance Agreement
- 4 Duties other than teaching
- 5 Progressive Achievement Test
- 6 Performance management, development and accountability
- 7 Australian Institute for Teaching and School Leadership
- 8 National Assessment Program – Literacy and Numeracy
- 9 Attitude, behaviour and effort
- 10 Social and emotional learning

NAPLAN Data Analysis 2019

November 2019

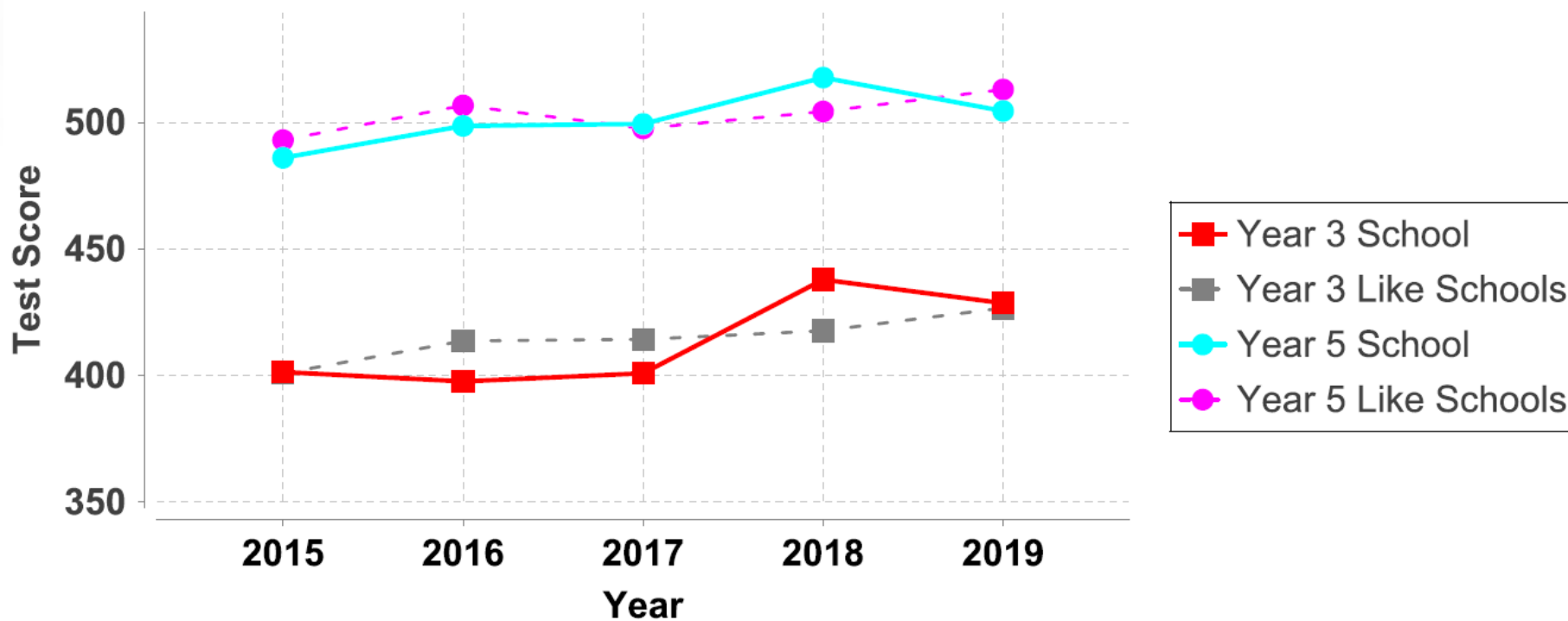


ICSEA - Index of Community Socio-educational Advantage
2018 – 1058
2019 – 1070 (+12 points)

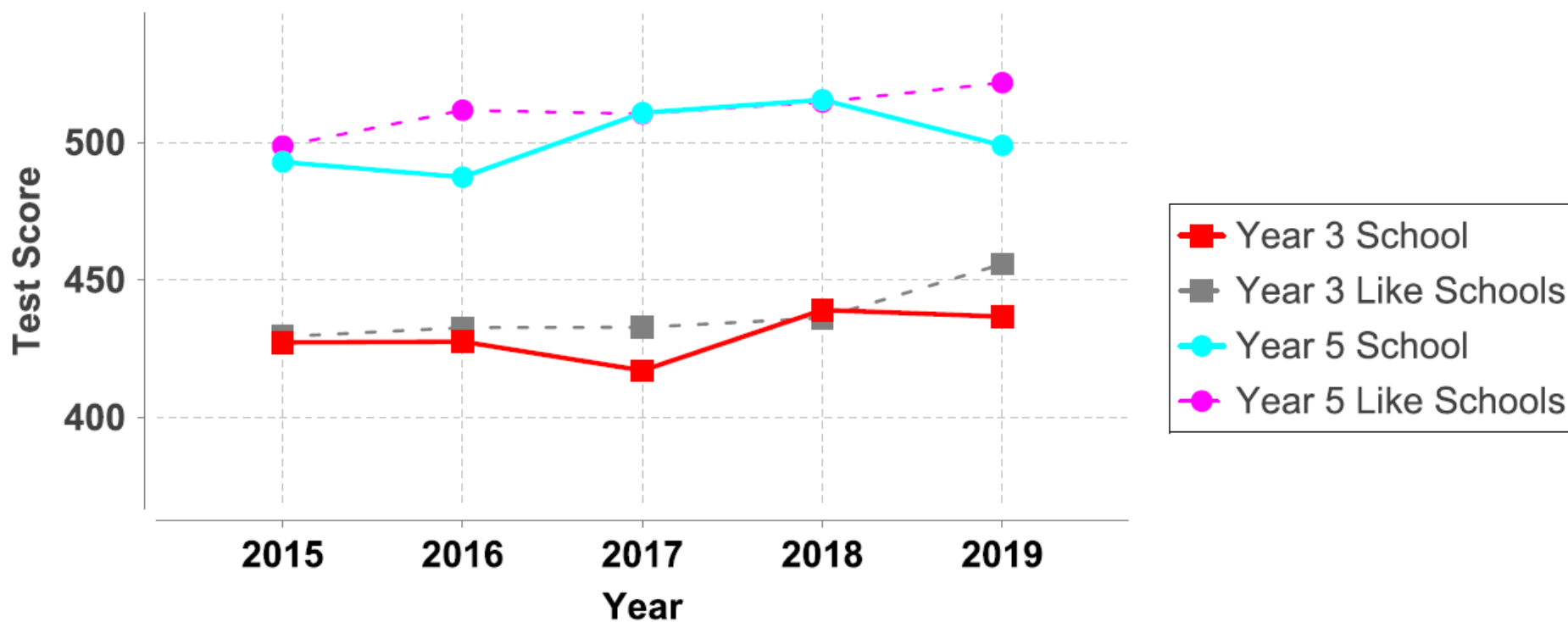


**Sutherland
Dianella**
Primary

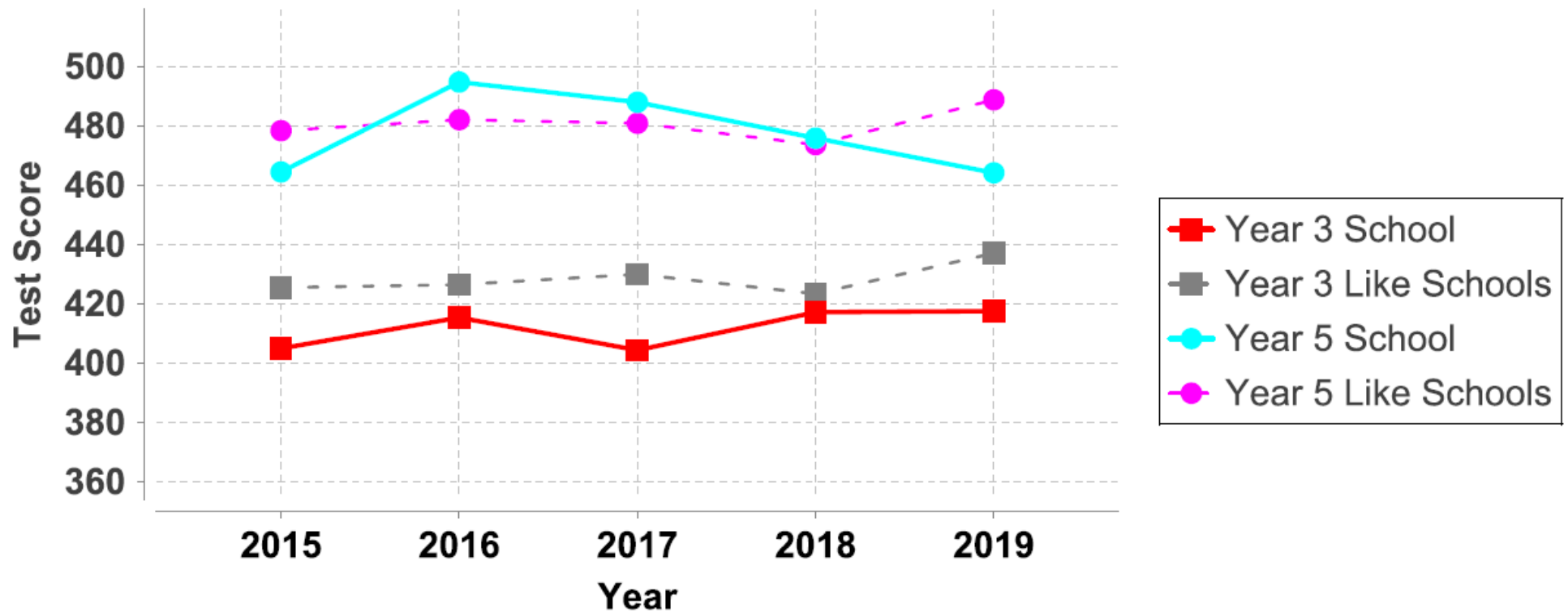
Average Numeracy Score



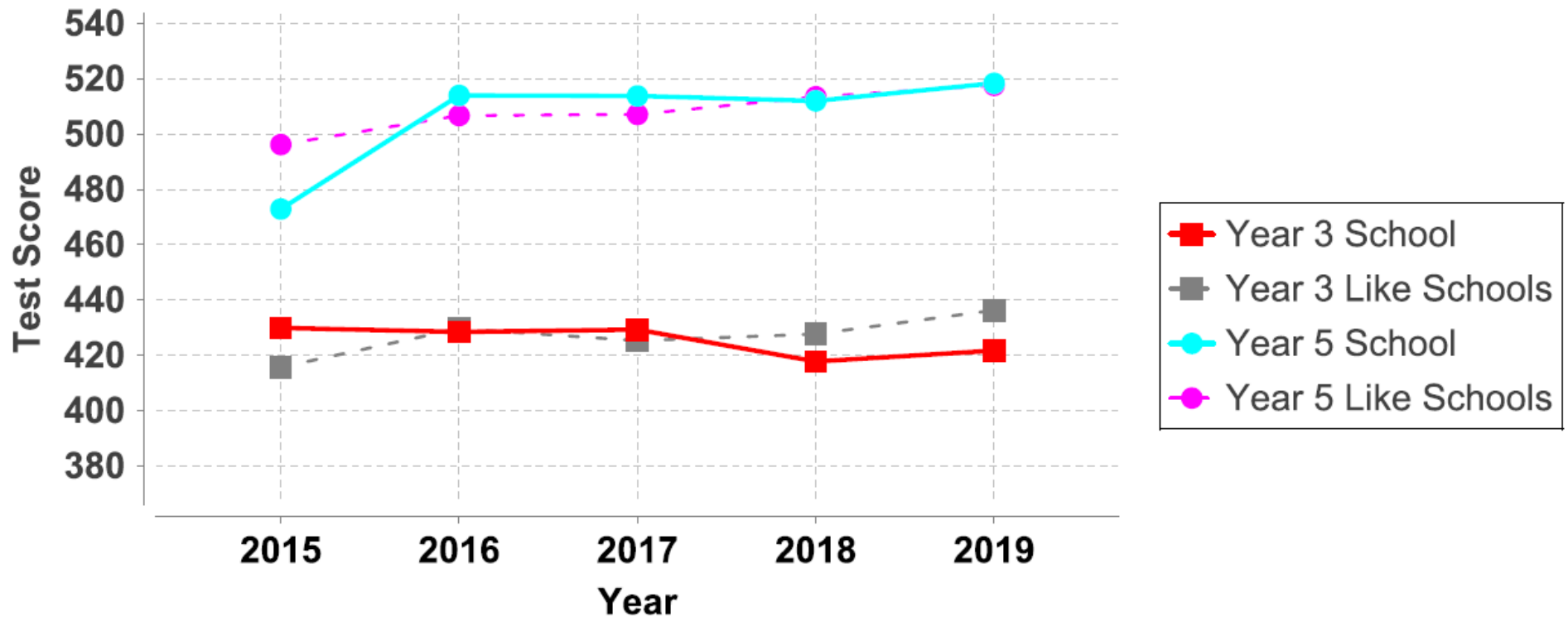
Average Reading Score



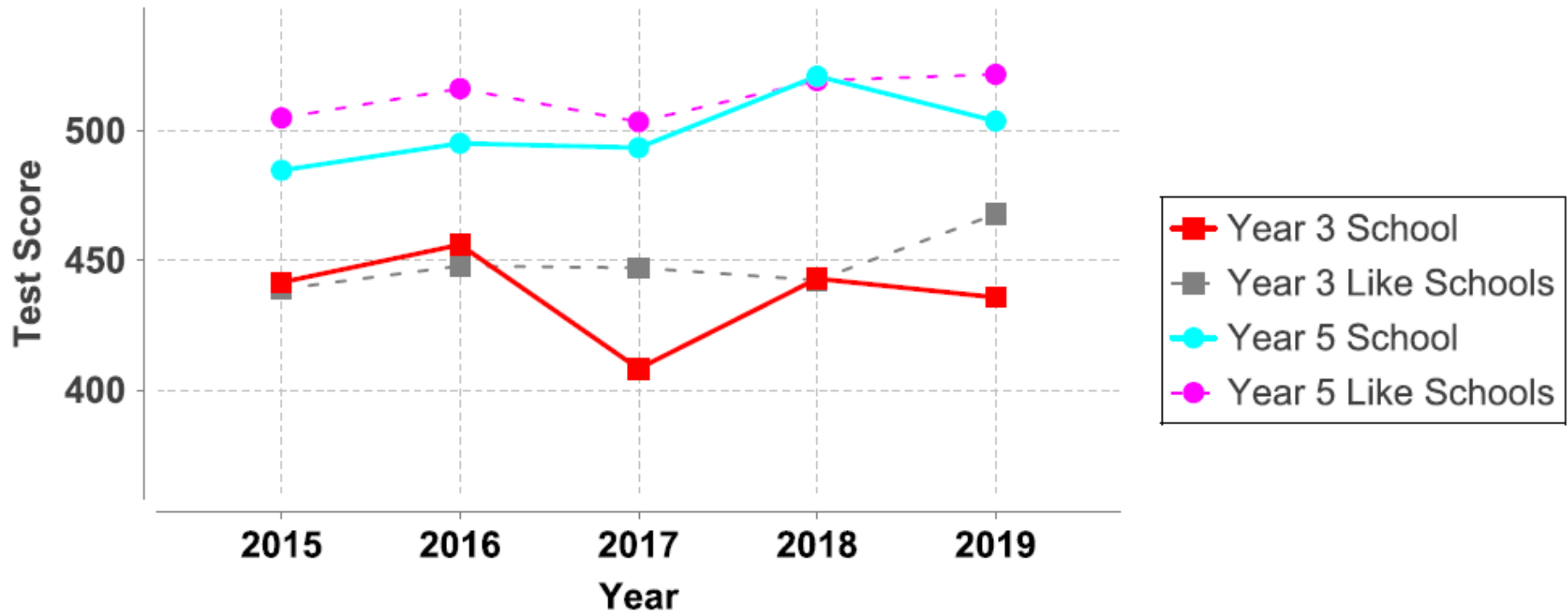
Average Writing Score



Average Spelling Score

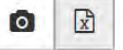


Average Grammar & Punctuation Score



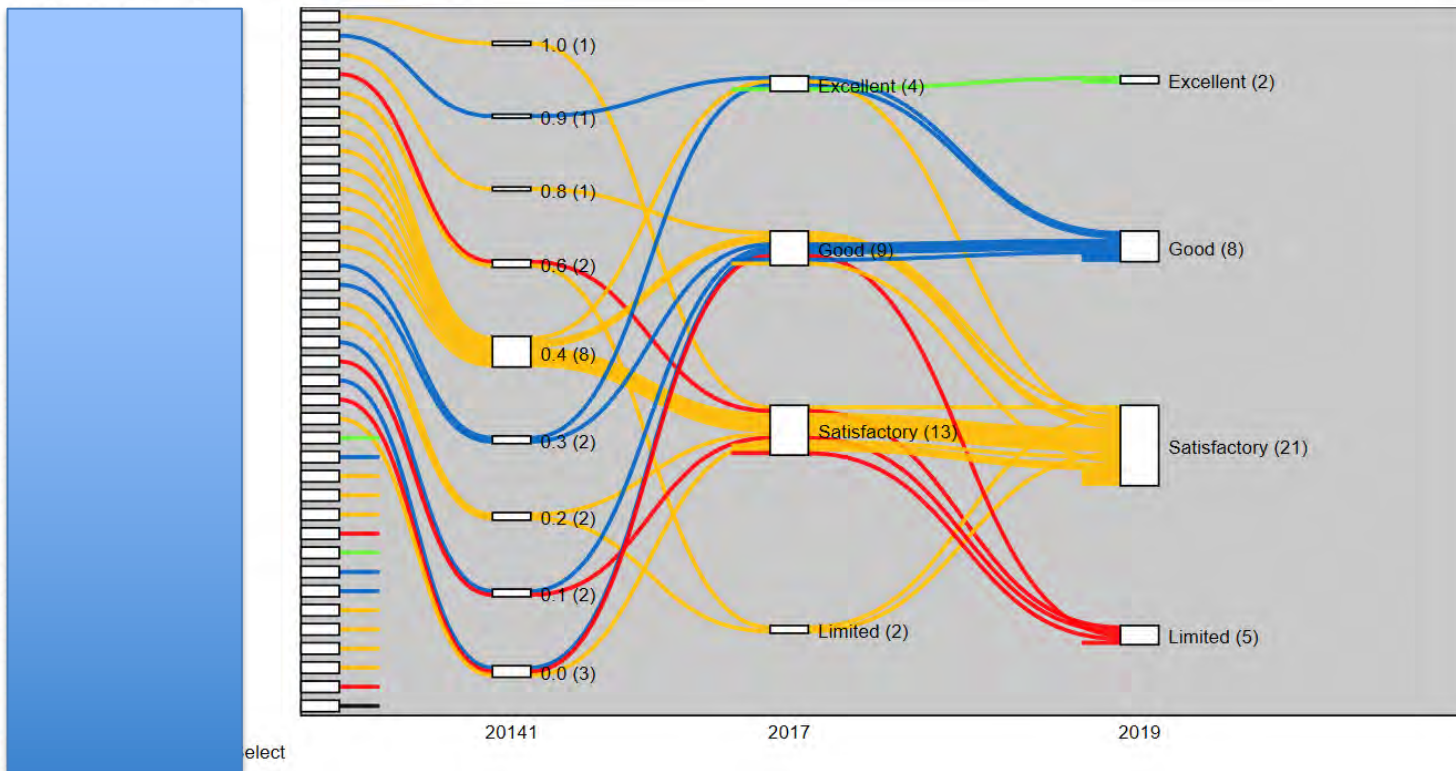
Comparative Data – Year 3 → Year 5 2019 Reading

Cohort: SUTHERLAND DIANELLA PRIMARY SCH Year 5 (2019) Reporting Period: Semester 1, 2019



NAPLAN - Reading

Results including data from other schools



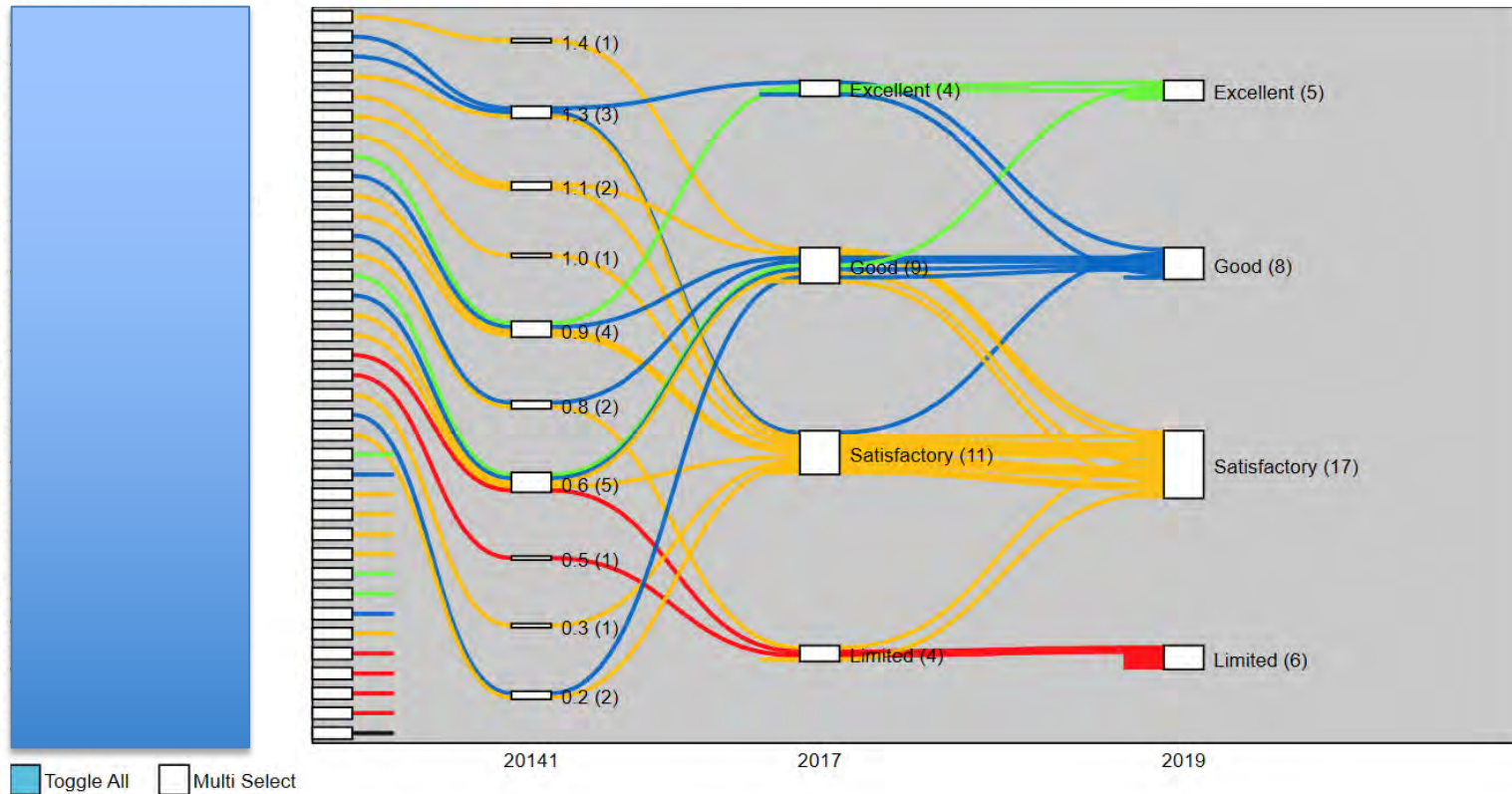
Comparative Data – Year 3 → Year 5 2019 Numeracy

Cohort: SUTHERLAND DIANELLA PRIMARY SCH Year 5 (2019) Reporting Period: Semester 1, 2019



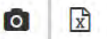
NAPLAN - Numeracy

Results including data from other schools



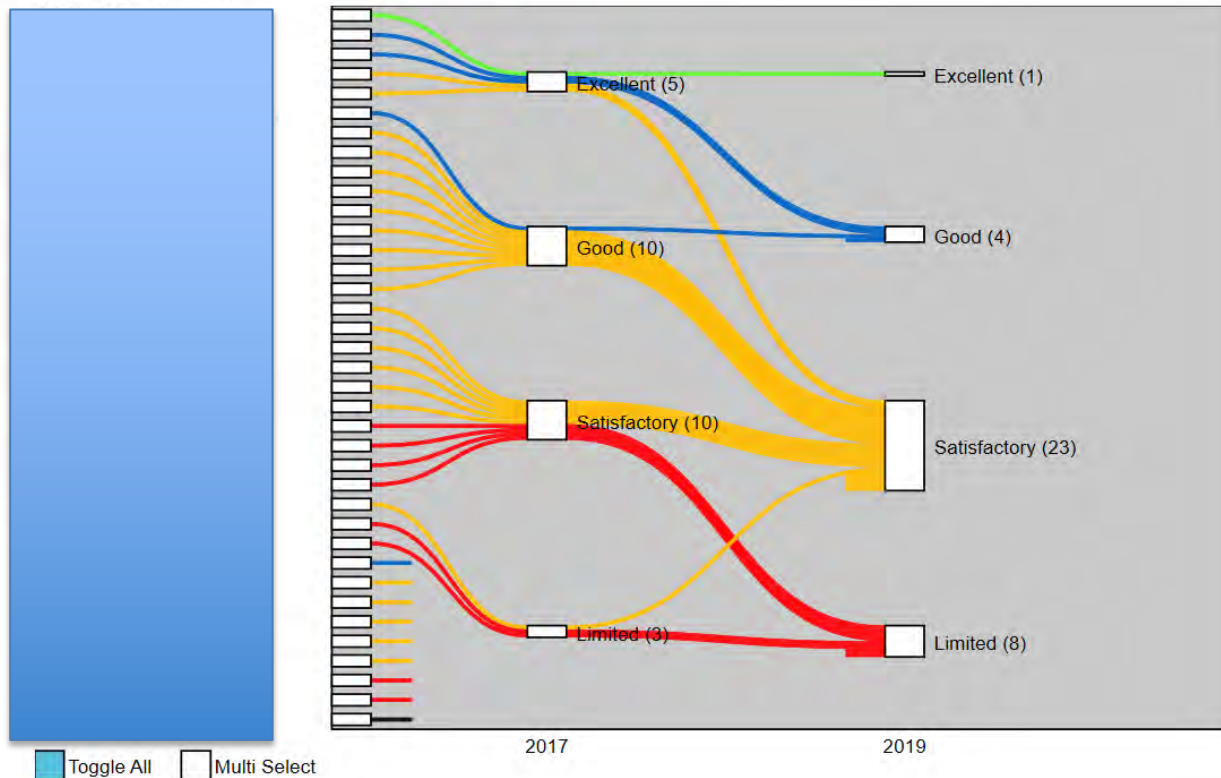
Comparative Data – Year 3 → Year 5 2019 Writing

Cohort: SUTHERLAND DIANELLA PRIMARY SCH Year 5 (2019) Reporting Period: Semester 1, 2019



NAPLAN - Writing

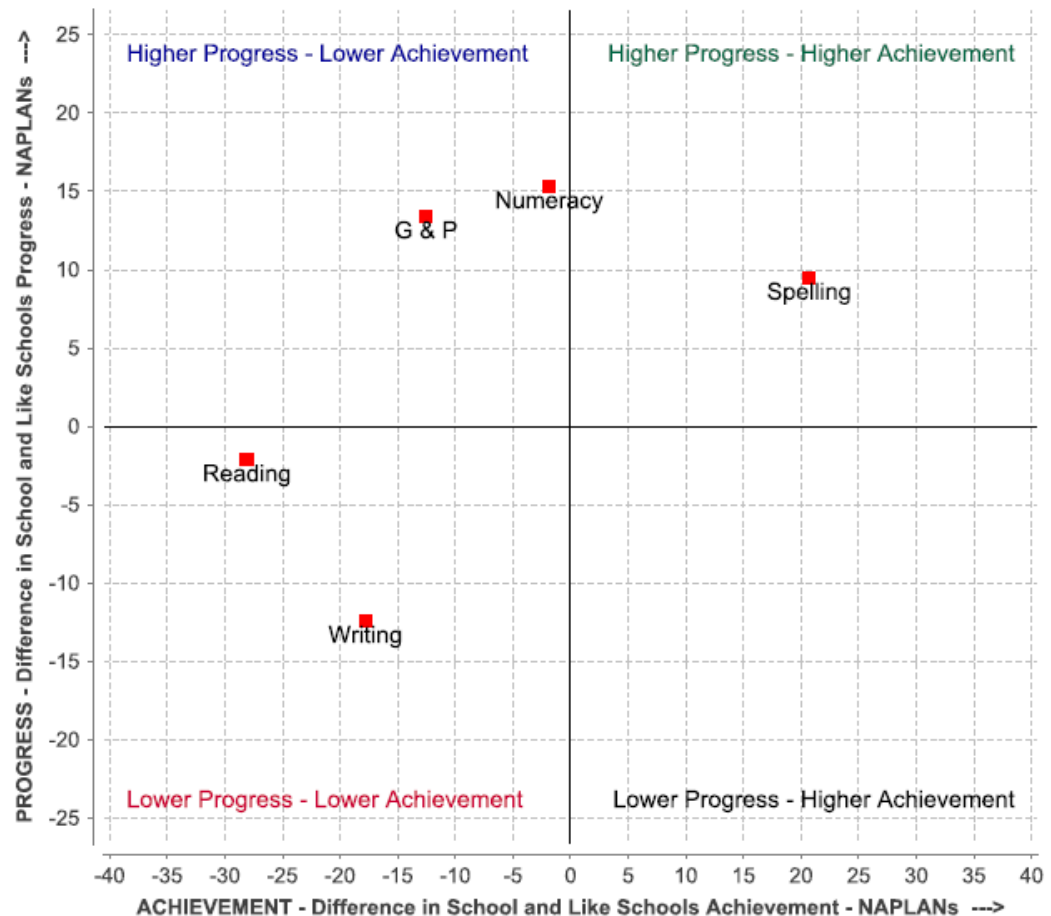
Results including data from other schools



Progress & Achievement Year 3 → Year 5 2019 Longitudinal Data

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2017 to Year 5 2019




■ Year 3 to 5

Proficiency Band Summary

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					17%	13%	14%	15%
7	530 - 581					31%	23%	22%	22%
6	478 - 529	24%	20%	23%	23%	21%	27%	32%	34%
5	426 - 477	33%	27%	31%	27%	21%	27%	16%	21%
4	374 - 425	29%	27%	25%	26%	7%	9%	14%	7%
3	322 - 373	8%	17%	10%	16%	2%	2%	3%	2%
2	270 - 321	6%	8%	8%	6%				
1	Up to 269	0%	1%	2%	1%				

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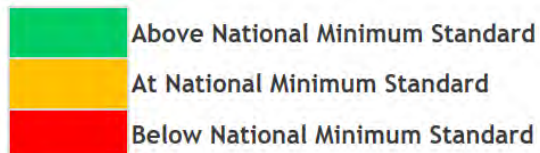
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Proficiency Band Summary

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					21%	19%	5%	18%
7	530 - 581					24%	22%	24%	28%
6	478 - 529	31%	30%	29%	41%	26%	26%	41%	32%
5	426 - 477	27%	26%	35%	25%	19%	17%	16%	13%
4	374 - 425	24%	21%	15%	18%	7%	10%	8%	6%
3	322 - 373	6%	12%	8%	9%	2%	5%	5%	2%
2	270 - 321	4%	8%	8%	6%				
1	Up to 269	8%	3%	4%	1%				

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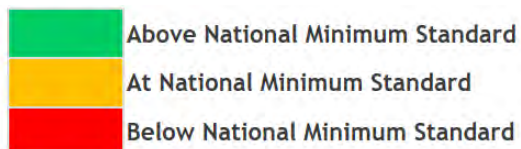


Proficiency Band Summary

Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					7%	6%	3%	8%
7	530 - 581					21%	10%	11%	14%
6	478 - 529	8%	14%	17%	21%	17%	31%	24%	36%
5	426 - 477	37%	42%	40%	40%	33%	35%	41%	30%
4	374 - 425	37%	22%	26%	27%	10%	11%	14%	8%
3	322 - 373	12%	15%	6%	9%	12%	7%	8%	4%
2	270 - 321	4%	4%	6%	2%				
1	Up to 269	2%	2%	4%	1%				

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Proficiency Band Summary

Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	13%	24%	18%
7	530 - 581					31%	25%	16%	25%
6	478 - 529	18%	26%	31%	31%	24%	34%	32%	29%
5	426 - 477	29%	26%	23%	25%	21%	17%	19%	18%
4	374 - 425	22%	23%	17%	22%	10%	8%	5%	6%
3	322 - 373	16%	15%	15%	14%	2%	2%	3%	3%
2	270 - 321	10%	6%	8%	6%				
1	Up to 269	4%	4%	6%	2%				


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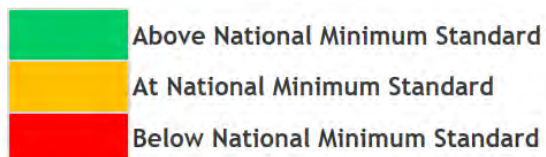


Proficiency Band Summary

Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2018		2019		2018		2019	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					31%	21%	22%	24%
7	530 - 581					26%	23%	16%	22%
6	478 - 529	37%	38%	27%	44%	14%	27%	19%	25%
5	426 - 477	24%	16%	35%	24%	10%	14%	27%	17%
4	374 - 425	14%	21%	17%	15%	14%	10%	11%	7%
3	322 - 373	6%	12%	10%	10%	5%	4%	5%	5%
2	270 - 321	16%	9%	4%	4%				
1	Up to 269	2%	4%	6%	2%				

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NAPLAN

	2018 (2017 - 2018)	2019 (2018 - 2019)
Overall Absolute Achievement	0.9	0.5
- Trend		↑
- Change		↔
Overall Relative Achievement	0.13	0.11
- Year 3	0.55	-0.20
- Year 5	0.58	-0.62
- Year 7		
- Year 9		
Overall Progress	1.44	0.56
- Numeracy	1.31	1.09
- Reading	-0.03	-0.43
- Writing	0.63	-0.40

Cont...

Student Academic Achievement

Teacher Judgement

Grade Allocation (A - E)	2017 (1)	2018 (1)
Overall Relative Judgement	0.18	0.49
- English	0.41	0.51
- Mathematics	0.30	0.45
- Science	-0.02	0.93
- Humanities & Social Sciences	0.04	0.05

Program Overview

Whole school programs ensure consistent and connected practice in the Mathematics learning area at SDPS to improve student outcomes for all students. Whole school Mathematics programs include Origo, New Wave Mental Maths, Mathletics, Numero and the RUCSAC approach to problem solving. SDPS has a whole school approach to assessment in Mathematics and has a rigorous approach to analysing system and school data to improve maths teaching and learning. Students, families and staff continue to embrace Mathletics with students being acknowledged for consistent effort and excellent achievement at assembly, in class and in the school newsletter. The fortnightly Mathematics newsletter supports learning at home and showcases 'hands on' Maths learning in classrooms. Students and staff participated in 100 Days of School celebrations including whole school fitness, 100 cans collected for Food Bank and STEM tasks in classrooms.

Indicators of success

- Year 3 NAPLAN data is equal to like schools meeting the target in SDPS Business Plan
- Implementation of whole school programs including Origo Maths; RUCSAC Problem Solving; Mathletics; Mental Math and Numero ensuring consistent and connected practice from K - 6
- 100 Days of school Mathematics event celebrating Mathematics learning
- Purchase of new resources to support hands on learning including Origo Big Books for K – 2, Unifix Cubes for PP – Year 2, Class set of Mini-Clocks, Geoboards, sets of Money, 3 new Osmo Sets and Coding Games
- Fortnightly Mathematics newsletter for school community to promote Mathematics learning at home

Directions for 2020

- Implementation of whole school programs including Origo Maths; RUCSAC Problem Solving; Mathletics; and Numero
- Celebrate 100 Days of school with new themes and Mathematics activities
- Teach a range of problem solving strategies
- Mathematics newsletter to promote Problem Solving and showcase Mathematics learning
- Celebrate 100 Days of school with new themes and Mathematics activities
- Continue to update and build resources for hands on learning in every classroom and purchase resources to develop and revise early number skills for Mathematics Intervention



Program Overview

At SDPS we have continued a strong focus on the implementation of whole school English programs including, Talk 4 Writing, Sound Waves, Oral Language (K/PP), Jolly Phonics (K/PP) and Mini Lit to continually improve all student outcomes. In 2019, we have also maintained a Guided Reading and Grammar focus from Pre-Primary to Year 6. This year SPDS held a Talk 4 Writing and Literacy in the Early Years Partnership with Parents sessions to supports parents at home. The English committee organised the third whole school Spelling Bee. During Book Week, staff and students participated in a parade, incursion and activities in each classroom.

Indicators of success

Talk 4 Writing

- Monitor progress cold task to cold task at regular checkpoints. Identify students (target group) not meeting expected standards and/or not showing progress for intentional planning.
- Induct 7 staff in Talk 4 Writing to ensure consistent practise across the school.
- Writing programs (poetry, fiction and non-fiction) are written in Collaborative Team Meetings to ensure consistent and connected practise across all year levels.

Whole School Data

- BURT, Reading Running Records and South Australian Spelling Test to track and monitor student's longitudinal data. Identify students who are not meeting the expected standards.
- Grammar Common Assessment Task - Track progress longitudinally in year level cohorts.
- Implementation of whole school programs including Talk 4 Writing, Sound Waves, Oral Language (K/PP), Jolly Phonics (K/PP) and Mini Lit to ensure consistent and connected practise from K-6.
- Purchase of new resources to support reading across the school including whole class novel sets for upper primary, Science Literacies books for junior primary, Dandelion readers for middle primary.

Directions for 2020

Whole school Literacy focus.

Provide parents with information and resources to support Literacy learning at home via the school newsletter and Partnership with Parents sessions.

Whole school reading focus.

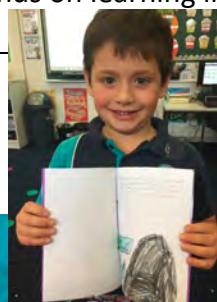
Literacy homework – consistency across all Collab Teams.

Implementation of whole school English programs: Talk 4 Writing, SoundWaves, Oral Language (K/PP), Jolly Phonics (K/PP), Mini Lit, Guided Reading and Grammar.

Use English data such as NAPLAN, PAT, On Entry and CAT's to inform planning for improvement in student learning.

SDPS Spelling Bee, Book Week and Book Fair.

Continue to update and build resources for hands on learning in all classrooms and purchase resources to support reading in English.



Overview:

The Green Team is responsible for supporting efforts within the school to make the running of the school more sustainable, and to educate students in sustainable practice.

Links to Business Plan 2018-2020

The Green Team supports several aspects of the school's business plan;

Core Beliefs:

- Innovative school resourcing
- Supporting students to become lifelong and independent learners

School Vision:

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

Core Values:

- Respect
- Commitment
- Responsibility
- Citizenship

Science:

- Integration of Science with other learning areas

Links to High Performance – High Care 2016-2019

The Green Team supports several aspects of the Department's priorities;

Success For All Students:

- Strengthen services across the system to improve student behaviour and engagement, and introduce alternative settings to meet the specific needs of some students
- Develop skills in students for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis and communication
- Encourage greater interest and competence in science, technology, engineering and mathematics (STEM) subjects, and seek to increase the proportion of students studying these subjects in secondary years
- Encourage schools to create opportunities for students to demonstrate leadership and care in school and the wider community

High Quality Teaching:

- Expect all staff to maintain positive, respectful relationships with students...as part of caring learning environments that support student wellbeing

Indicators of success:

- Members of the school community continue to divert paper, batteries, toner cartridges and organic waste from landfill
- Members of the school community become increasingly aware of ways they can manage waste across water, energy and consumer waste

Directions for 2020:

- Conduct a waste audit
- Provide regular information updates at assembly
- Joining the State Government Container Deposit Scheme
- Roll out waste sorting to volunteer classes
- Gardens selling produce and 'worm juice'
- Investigate opportunities for funding and grants to install photo voltaic solar panels on the administration building
- Investigate soft plastics collection and 'yellow lid' recycling bins from the City of Stirling



Program Overview

In 2019, the HASS program became more prominent at Sutherland Dianella Primary School. With the key focus on the four HASS Skills: Evaluating, Analysing, Questioning and Communicating, the SDPS staff have revolved their HASS curriculum around a more grounded base, to teach their students the content but also skills to take through to other curriculum areas.

This year also brought the use of the 2019 Breakout EDU kits. These kits have allowed staff to further engage their students in the HASS curriculum with other learning areas also benefitting from the physical and online platform of the Breakout Edu program. Relevant PD sessions and one on one meetings regarding the program have allowed staff to become more confident and familiar with the program and therefore greater use of it in the classroom environment. This has been a positive purchase of the HASS committee and has begun further excitement and engagement in the HASS curriculum area.

Allocated after hours meeting have also provided the HASS committee with time to plan whole school events such as ANZAC Day and NAIDOC Week, ensuring the SDPS community is celebrating and taking part in worldwide events and celebrations.

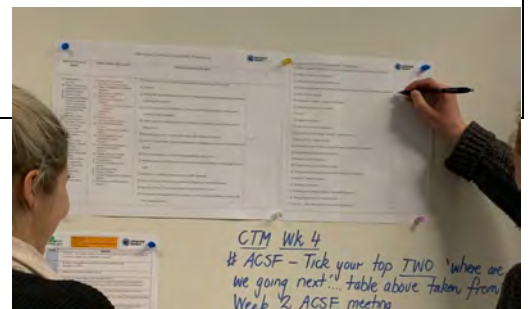
2019 also brought forth the focus of the Aboriginal Curriculum Framework. Sutherland Dianella Primary School placed a greater focus on recognising the Aboriginal culture by implementing aspects such as the acknowledgment of country at each fortnight's assembly and major whole school event. Specialist teachers also incorporated the Aboriginal culture into their planning with our Music specialist incorporating Aboriginal music and instruments and our Physical Education Specialist exposing the students to various Aboriginal games in the sporting context.

Indicators of success

- Implementation of the Acknowledgment of Country at each fortnight's assembly
- Aboriginal culture being recognised in various subject areas, including specialist classes
- Whole school celebrations: NAIDOC Week etc.

Directions for 2020

- Further focus and recognition of the Aboriginal culture in classrooms (visual and in planning i.e. basic language, colours, weather etc.)
- Acknowledgement of Country on each classroom door with students receiving a visual reference card to learn the meaning and reason
- NAIDOC Week Celebrations
- Sutherland Dianella Primary School Whole school artwork/display



National Quality Standards

Program Overview

SDPS met the National Quality Standard in all seven quality areas in 2019. The NQS team met regularly to critically reflect on the programs and practices and develop action plans for continual improvement in early year's education at SDPS. A self-audit was conducted in Term 3 using evidence collected throughout the year. During 2019, the NQS Team focused on increased opportunities for student voice e.g themes, feedback, news topics. Kindy and Pre-Primary Outdoor Play Plans were further developed to include more play pods, open play and student choice. NQS documents and evidence are now stored in the SDPS Connect Community developing more sustainable practices.

Indicators of success

- 2019 self-audit shows SDPS met the standard in all seven quality areas
- NQS Team [K-2 Teachers, EAS, School Leaders] met regularly to develop action plans.
- Noted areas of improvement included
 - o Literacy Intervention in Early Years including Initial Lit, Mini Lit
 - o Science Programs in Early Years
 - o New playground climbing equipment in K/PP play area
 - o Junior nature play equipment increased in quantity and range
- 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 2020

- Focus on areas for improvement from 2019 self-audit undertaken by SDPS NQS Team including
 - o Catering for EAL/D students by using EAL/D Progress Maps to link to class planning
 - o Share planning for play based learning
 - o Allocate additional funds to the resourcing of play based learning
 - o Build on our approach to teaching cooperative learning skills in the early years.
 - o Develop our cultural responsiveness using the Aboriginal Cultural Standards Framework
 - o Showcase the Early Years Philosophy to the Community via Connect/Website/Classes
 - o Revisit and review the current Early Years Strategic Planning Document
- Maintain 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



Program Overview

Social and emotional learning (SEL) is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. These skills are important for developing resilience and promote wellness, prevent illness and support recovery.

This Year we have transitioned into the new National Educational Initiative, Be You which is based on the expansion of KidsMatter and MindMatters and aligns with the school's SEL ethos. 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.

SDPS continues to offer the school community a program which provides early learning services through a framework of engaging evidence-based information, professional advice and support.

Our vision at SDSP is that we have a learning community that is positive, inclusive and resilient; a place where every child, educator and family can achieve their best possible mental health.

We have a Kids Community Student Team, made up of class representatives from Years One to Six. The Kids Community Student Leader for 2019 was Misko Bujic. 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.

In addition we have our Peer Support Mentoring program consisting of Year 6 representatives whose role is to work alongside teachers and the Admin to address social issues in the playground.

Business Plan Link:

Student Services

TARGET: All students requiring educational and/or social and emotional intervention access Student Services.

Attendance

TARGET: To increase the number of students from Pre Primary to Year 6 in the regular attendance range from 84% to 90% at a minimum rate of 2% per year by 2020

Incentives for students who meet the 90%- 95%+ attendance category (certificates, reward activities each semester). Individual Incentives for the students in the target cohort who meet their personal targets.

Pivot Student Feedback

TARGET: Student Feedback – Increase to 4.0 or above, rating scores by students against AITSL Standard 4(Create and Maintain safe and supportive learning environments).

ABE (Attitude, Behaviour, Effort)

TARGET: Improve ABE rates from more than ½ to 1 standard deviation below the average relative to the school's ICSEA, to within ½ standard deviation above or below the average ABE relative to the school's ICSEA.

Goal Setting

Link to goal setting in classes. Students self-assess at two check in points each year (Week 6 Term 1 and Week 6 Term 3). Teachers validate student self-assessment and this information is then sent home as an 'interim report'.

Indicators of success

Angela Panting, (Coordinator of Be You) and Ben Matheson (Health & Wellbeing Team Leader) attended the Gatekeeper Suicide Prevention training course. This training provides participants with strategies and tools to respond effectively to those in need.

Protective Behaviours continues to be delivered to students as part of the Health Program.

Staff were provided with Professional Learning on Trauma Informed Response by the school psychologist, Kathleen Purser.

The Good Standing policy was endorsed by the School Board and it is aligned with the key principles of Restorative Practice.

Staff and students participated in the Be You surveys as a means of collecting base-line data to identify the community's needs. It was found that staff have a firm grasp on Learning Resilience and Mentally Healthy Communities. Students believed that 'Both my teacher and my family want me to be the best I can be' and 'My teacher encourages me to treat others with respect'.

The Peer Support Mentoring Team were surveyed at the end of the year to reflect on their time as Peer Support Leaders. Feedback showed the students had a firm understanding of their role as Peer Support and were confident in their responsibilities.

Business Plan Link:

ABE (Attitude, Behaviour, Effort)

TARGET: Improve ABE rates from more than ½ to 1 standard deviation below the average relative to the school's ICSEA, to within ½ standard deviation above or below the average ABE relative to the school's ICSEA.

Student Feedback

TARGET: Increase to 4.0 or above, rating scores by students against AITSL Standard 4(Create and Maintain safe and supportive learning environments), Standard 5 (Assess, provide feedback and report on student learning) Standard 1 (Know students and how they learn).

Directions for 2020

Staff will be provided with professional Learning on Trauma Informed Response as a refresher course and for new teachers.

The Coordinator will provide a Professional Learning to staff to review the use of the Bounce Back program's Scope and Sequence Document as part of the Health program.

Staff will be provided with Professional Learning on the remaining modules to gain their accreditation.

Be You will be rebranded as Social Emotional Learning (SEL).

Kids Community Team and Peer Support Team will be continued.4

Good Standing Policy to continue as a school focus.

Business Plan Link:

Attendance

TARGET: To increase the number of students from Pre Primary to Year 6 in the regular attendance range from 84% to 90% at a minimum rate of 2% per year by 2020

Incentives for students who meet the 90%- 95%+ attendance category (certificates, reward activities each semester). Individual Incentives for the students in the target cohort who meet their personal targets.

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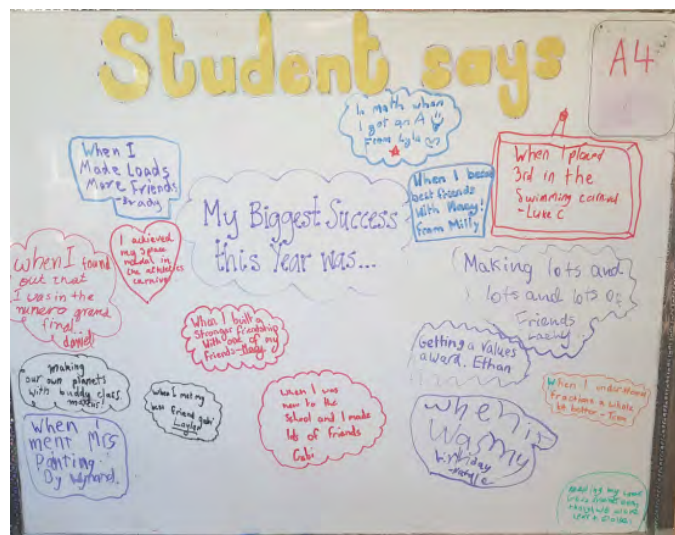
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Incentives for students who meet the 90%- 95%+ attendance category (certificates, reward activities each semester). Individual Incentives for the students in the target cohort who meet their personal targets.



Program Overview

Health and Well Being

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 implements a number of key initiatives to recognize and celebrate our school context and demographic. The HWB team collaborated to create activities and lessons to recognize National day against bullying, NAIDOC week, NAPCAN child protection week, RU OK day and Harmony day.

Throughout 2020, the HWB team maintained key partnerships with the Be You Committee (previously Kidz Matter), Kidz Community, Maths Committee, Curtain Social Work students and student leadership teams to implement various assemblies and lunch time activities to recognize Harmony day, RU OK day, 100 days of school, Autism Awareness day and students' vs teachers.

Key members of the HWB team formed part of the Gogo Roar and Snore, Healthy Breakfast, Colour Run and Student Engagement Committee to facilitate various programs aimed to increase student and community engagement across all year levels.

Indicators of success

- Harmony Day and RU OK Whole School Assemblies maintained
- Dressing Orange – Harmony Day (Photos on Connect)
- Dressing Blue- Autism Awareness (Photos on Connect)
- Lunchtime activities
 - Blue Dress Up – Autism Awareness (Connect)
 - Photo Frames -Harmony day & RU Ok day (Connect)
- 100 days of School
 - Whole school Dress Up – (Connect)
- Go Go Roar and Snore
- Successful implementation of SEP
 - Student Feedback Forms
 - Planning Documents
 - Various learning area programs
- Social Committee
 - Staff event on and off site
- Healthy Breakfast Participation and fundraised

Directions for 2020

- Healthy Breakfast in term 1, explore opportunities to welcome parents and students to the school community
- 4 x Staff Vs Student Events
- Continue to streamline fundraising events
- Maintain key partnerships with SEP, Be You, and leadership teams
- Maintain all 2019 programs and initiatives in 2020
- Develop partnership with SOLAR Buddies
- New theme for 100 days of School- Staff & Students
- Maintain Social Committee and staff events
- Collect information and data from all whole school events to aid in measuring success and sustainability of programs
- Further develop SEP program, introduce new programs.



Sutherland Dianella Primary School (SDPS) 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.

Students continue to have access to excellent facilities including netball, tennis and basketball courts, two grassed art parks, natural playgrounds, under covered area and large oval. In 2019 SDPS installed a second set of football posts, and marked a junior football oval through Winter and athletics track through Summer. SDPS has access to a variety of equipment that is updated regularly catering for the diverse needs and interests of all students.

2019 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 Hot Shots 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 4 x week Woolworths Blast Cricket program
- Year 3-6 Lacrosse Quick Stix Program
- Year 3&4 4 x week Tennis Hot Shots Program
- Track Stars Athletics (K-6)
- KIDDO (K-2 FMS 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 Perth Glory Mini Roos Program
- Year 5-6 Lacrosse Quick Stix Program
- Year 5&6 10 Week Physical Education Student Engagement Program (Various sports)
- Year 3&4 Friday Afternoon Sport
- Year 3&4 4 x Week Aussie Hoops Basketball Program
- Year 3&4 Interschool Basketball Competition

- KIDDO (K-2 FMS Program)
- 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
- Year 3/4 Spikezone - Volleyball Program
- Kindergarten, Junior and Senior Faction Carnival Training and Preparation
- KIDDO (K-2 FMS Program)

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
- Year 3-6 T-Ball Program
- KIDDO (K-2 FMS Program)

Students have been presented with a number of sporting opportunities. In 2019, four junior teaching staff completed professional development in a fundamental movement skill program (KIDDO). KIDDO is a program designed to improve the fundamental movement skills of kids aged 3-8, offering physical literacy programs and resources for educators, coaches and parents. From this professional development, we have created a partnership with KIDDO and have restructured the Junior fitness timetable, incorporating games from the program. In addition to this, the program has provided further direction and guidance when planning for Physical Education from K-2.

2019 was an extremely busy and successful year for Physical Education. In 2020 we hope to maintain and improve programs for all students and 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 2019 – KIDDO, Quick Stix and Aussie T-Ball

- **Year 3&4**
 - Year 3 Boys Interschool Hot Shots Tennis Champions
 - Year 4 Girls Interschool Hot Shots Tennis Champions
 - Girls Runner Up Stirling Cup Basketball Competition
 - Boys Runner Up Stirling Cup Basketball Competition
- **Year 5&6**
 - Champions Girls T20 Blast Network
 - Undefeated Boys T20 Blast Network Carnival (finished 3rd)
 - Winners T20 Blast Regional Finals
 - Girls 7th in the State T20 Blast Competition
- Colour Run – Raised over \$3000
- 2nd Set of Football goals installed
- Sports reports at assembly
- Sports reports in the school newsletter

Directions for 2020

- Continue to maintain and extend sporting opportunities within the school and wider community
- Swimming Carnival term 1 2020
 - Increased participation and continue to fine tune program
- 2020 Colour Run to follow same format as 2019
- New morning Fitness Program, introduce KIDDO into junior program
- Increased football, netball, soccer and athletics tops.
- Increase staff PL regarding carnivals and fitness programs.
- Continue to have oval marked by GPS line marking for winter and summer sports
- KIDDO Assessment tool for students in K-2
- Apply for KIDDO Champion school
- Consolidation FMS SEP Program



Overview:

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, practice vocal technique and learn about how to use their instrument, engage with their audience and communicate a story through song.

Links to Business Plan 2018-2021**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 use of iPads in the senior years
- Sustaining a safe teaching environment
- Maintaining a 100% participation rate in the SIM program from Year 5 to 6 achieved by a rigorous selection process and continued monitoring of student progress and engagement through consultation with SIM teachers

Distinctive Schools

- Providing Student Engagement Program (SEP) program with a high level of hands on instrument use and ICT integration technology
- Clear branding of the Choir through a distinctive uniform
- Continued participation of the whole school and Choir in providing a musical component to cultural events and special day celebrations

High Quality Teaching and Leadership

- Continued involvement in major music events requiring collegial engagement and professional learning
- Alignment of Music teaching and learning with whole-school forward planning framework
- Provision of opportunities for student leadership within Choir and SIM programs

A Capable and Responsive School

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

Indicators of success:

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

Directions for 2020:

Choir

- Rehearsal out of teaching time (Thursday Lunchtimes)
- Harmony Day
- ANZAC
- One Big Voice at Perth Arena
- WAGSMS at Crown
- End of term assembly items
- 'Drumbeat' style engagement program

SIM

- Integrating SIM and Choir repertoire so that ensemble pieces may be performed
- Full implementation of Australian Curriculum: The Arts
- Engagement of Music specialist with Hub colleagues through Connect community
- Enhance student leadership opportunities by consolidating the Choir Captain roles and responsibilities



Program Overview

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.

Another very busy and creative year was had by all in the Visual Arts Program. 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, textiles 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.

Students were engaged in the following themes throughout the year.

Term 1: The Art of Asia.

Term 2: Under the Sea.

Term 3: Art through Literacy.

Term 4: Contemporary Artists as Inspiration and Art using Technology.

Visual Art GATE 2019

Alongside the Visual Art programme, selected students from Year One to Six were given the opportunity to participate in the Visual Art GATE program. In Term One students in Year Three and Four decorated paper umbrellas with Chinese dragons and painted paper lanterns. In Term Two students in Years One and Two learned about the printmaking technique to create various sea animal prints. They used clay to make sea animal themed tiles and learned about the weaving by using wool to create a circle loom. In Term Three students in Year Five and Six looked at the art work of Australian artist Julie Hickson and created their own compositions of Australian native flowers. Students used their sewing skills to create a marble rolled Monster Softie and used Gelli Plates to create painted paper to make their own collage composition.

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 2020

- 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 lower grades.
- Continue GATE programs for Visual Art.
- Creating backdrops for whole school events ie. Anzac Assembly, Annual Edu dance concert, Year 6 Graduation, School Musicals 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.
- Art excursions for students involved in the Visual Art GATE programs.
- Students in Years One to Six create a collaborative art piece which is to be auctioned during the Biannual Art Auction.



Program Overview

Students in Years 3-6 attended weekly sixty-minute lessons of Italian that consisted of a variety of engaging and interactive learning experiences. Students in Year 3 and 4 study under 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, reading Italian texts, participating in competitions as well as singing traditional songs and engaging in basic conversations with their peers. They have studied the cultural differences that exist between Australia and Italy, marked 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.

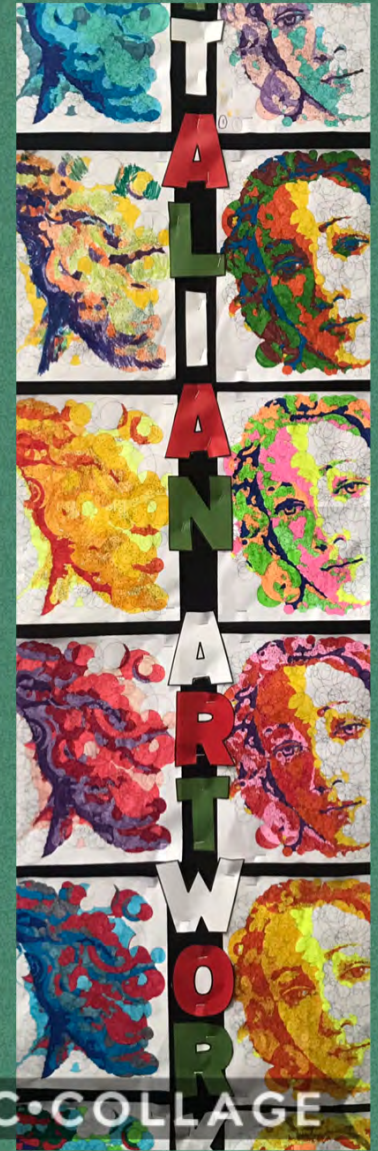
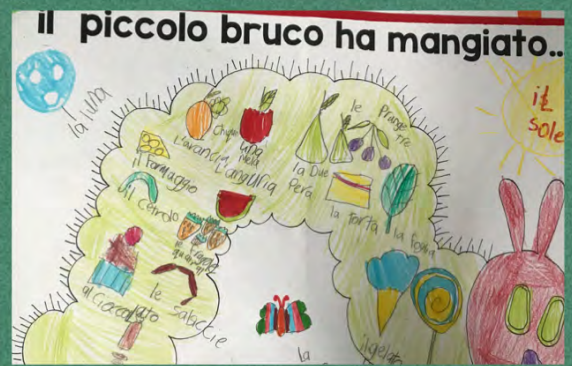
In addition to the Languages program, selected Years 2, 5 and 6 also participated in the Student Engagement Program (SEP). The ten-week programs afforded each group with the opportunities to delve deeper into the grammatical structure of the Italian language (Year 6); research and present information about Italian culture using Digital Technologies (Year 5); and to be introduced to Italian through a study of the Italian translation of "The Very Hungry Caterpillar" (Year 2).

Indicators of success

- * 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 (iMovie, Book Creator, Quizziz, various iPad apps)
- * New resources, teaching aids (eg. websites, apps etc) learnt at embedded in teaching and learning program
- * Positive student feedback on Languages GATE programs (Years , 5 and 2) on a variety of activities including art, grammatical and literacy-based activities.
- * Subscription to Italian newspaper *il Globo* and use of authentic Italian print materials in lessons.
- * Year 3 and 4 students participated in Western Australian Association of Teachers of Italian (WAATI) competition, with two Year 4 SDPS students receiving prizes for third place.

Directions for 2020

- * Whole school celebration as part of Languages Week (eg. incursion, in class activities) in Term 3
- * SEP program to continue for students across variety of year levels.
- * Participation (e.g. song or dance) to be considered as part of MLSHS Languages Expo.
- * Participation in WAATI competition
- * Implementation of Year 5 Western Australian Curriculum and associated resources.
- * Cooking and art activities marking dates of cultural significance (eg. *Carnevale*, *Natale* etc.).
- * Student attitude survey to be administered in Term One.
- * Purchasing of resources to complement learning and learning experiences.
- * Teacher to undertake relevant Professional Learning as well as collaborate with Languages teachers at neighbouring schools to create resources and moderate assessment pieces.



PIC-COLLAGE

Overview:

Holyoake's DRUMBEAT is a structured learning program using music, psychology and neurobiology to reconnect with ourselves and others. The name DRUMBEAT is an acronym for Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts. DRUMBEAT incorporates hand drumming and behavioural therapeutic principles to facilitate the social and emotional skills necessary for healthy relationships and values.

Students are selected for the program based on teacher nominations, recommendations from the Learning Support Coordinator and the Administration Team. Together with the teachers who deliver Student Engagement Programs, the Student Engagement Committee then considers the pool of students nominated for the range of courses offered and allocates places according to best fit. The Committee considers attendance data, academic data, ABE data, social/emotional needs and anecdotal reports from nominating teachers.

The DRUMBEAT program operates 10-week cycles and has been differentiated to meet the needs of students from Year 3 to Year 6 by altering the language to make the concepts more accessible. It culminates in a drumming performance which is usually held at a school assembly, but is sometimes performed at the local shopping centre.

Links to Business Plan 2018-2020

DRUMBEAT supports several aspects of the school's business plan;

Core Beliefs:

- Innovative school resourcing
- Inclusive schooling supporting success for all students
- Providing an environment where all staff and students feel safe, valued and supported
- Respectful relationships and inclusivity
- Supporting students to become lifelong learners

School Vision:

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

Core Values:

- Respect
- Commitment
- Responsibility
- Citizenship

**School Vision:**

- Build, sustain and maintain respectful relationships between teachers and students

Student Services:

- Students requiring educational or social/emotional intervention may be considered for the program

Links to High Performance – High Care 2016-2019

DRUMBEAT supports several aspects of the Department's priorities;

Success For All Students:

- Strengthen services across the system to improve student behaviour and engagement, and introduce alternative settings to meet the specific needs of some students
- Develop skills in students for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis and communication

High Quality Teaching:

- Help schools to create a more comprehensive approach to student wellbeing and support services that better meet growing demand for mental health, pastoral care and psychological support
- Expect all staff to maintain positive, respectful relationships with students...as part of caring learning environments that support student wellbeing

Indicators of success:

- Students continue to demonstrate progress against Teaching and Learning outcomes
- Increased level of student engagement
- Improvement in attendance where relevant

Directions for 2020:

- Maintain delivery of the course and presentation of the performance
- Now that the course has matured, broaden the students considered for the course to include students that may not necessarily be 'at risk', but who would benefit more broadly across other social/emotional domains.
- Support gender balance in the program
- Refine the feedback process to measure improvements across areas students are nominated against



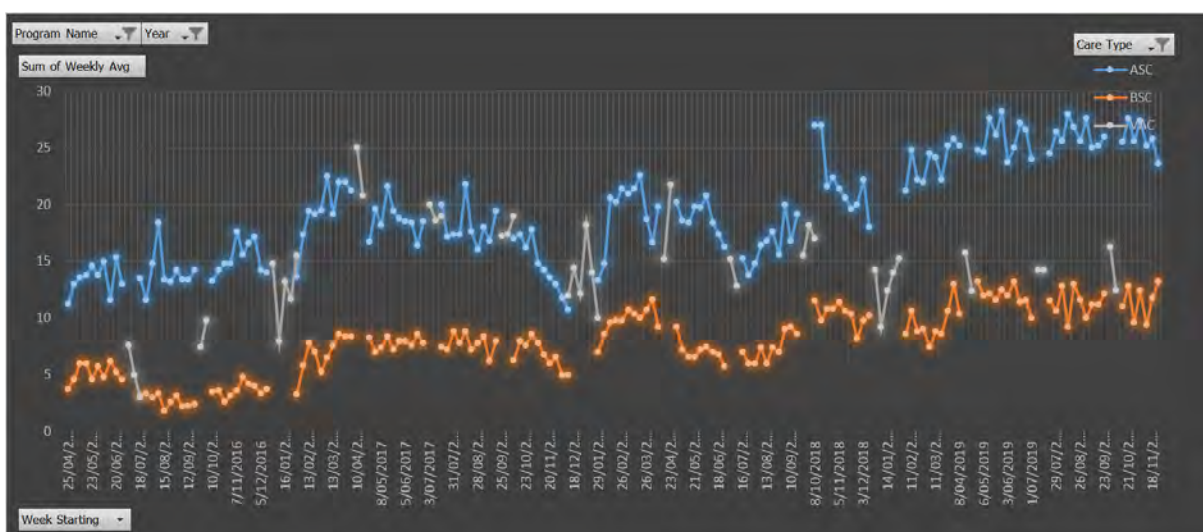


Building brighter futures together

Helping Hands Network works in partnership with Sutherland Dianella Primary School to provide Outside of School Hours' care. The program is approved and licensed through the Education and Care Regulatory Unit and operates under the Early Learning National Quality Framework. Helping Hands has a philosophy of building stronger, happier and healthier communities through the provision of quality childcare in partnership with children, parents and schools. We tailor our 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 includes 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 support of individual and/or family needs.

As we constantly look to improve what/how we offer our services for families and having the flexibilities to adjust our programs to meet the ever-changing needs of the community we ensure that the service delivers for as many families as possible. Our 2019 parent survey for the Sutherland Dianella HHN Service showed 92% of families being either satisfied or very satisfied with the overall service.

2019 also saw a further step change in the number of families utilising the service. So much so that additional space was required and, in working closely with the school, the Undercover Area was successfully transitioned to as a new space that could work for all parties and safely accommodate the increased need. We would like to thank the school for their support in working with us and the opportunity to have the program where it is today.



Year 7 Destinations 2020 School Year	
Aquinas	1
Aveley Secondary College	1
Balcatta	2
Bob Hawke	1
Carmel School	1
Dianella Secondary College	1
John Forrest Secondary College	8
John Septimus Roe Anglican Community School	3
La Salle College	1
Lesmurdie Senior High School	1
Mercedes College	1
Morley Senior High School	6
Mt Lawley Senior High School	7
Perth College	1
Servite College	2
St Andrews Grammar School	1

Year 6 Graduation Awards	
Head Boy	Ethan L
Head Girl	Lucy W
Dux	Ethan L
Principal's Award	Lucy W
Citizenship Award	Hunter W
Citizenship Award	Willow O
North Metro Commitment to Excellence Award	Isabel M
Science Award	Kaden K
Physical Education	Isabel M
Physical Education	Lincoln T
Physical Education	Caitlyn J
Performing Arts: Music	Aiden P
Languages Award	Zara C
Visual Art	Savion A

Pre Primary – Year 5 Awards			
Year	Form	Award	Student Name
PP	C2	Excellence	Maija V
PP	C2	Academic	Callan A
PP	C3	Excellence	Joshua S
PP	C3	Achievement	Nikolas T
1	C2	Achievement	Noah C
1	C5	Excellence	Nicholas W
1	C5	Achievement	William H
1	C1	Excellence	Ethan J
1	C1	Achievement	Jocelyn R
2	B4	Excellence	Jasper B
2	B4	Achievement	Maureen M
2	B3	Excellence	Mahgol R
2	B3	Achievement	Akira G
3	B2	Excellence	Nathaniel M
3	B2	Achievement	Sienna K
3	B1	Excellence	Summer J
3	B1	Achievement	Eamon C
4	A4	Excellence	Milly B
4	A4	Achievement	Halle G
4	A3	Excellence	Claudia H
4	A3	Achievement	Jamiel A
5	A2	Excellence	Ava H
5	A2	Achievement	Zeniah W
5	A5	Excellence	Ariella J
5	A5	Achievement	Glynnis M
1	C1	Vicky Peovitis (Bambaci) Values award	Paul P
1	C5	Vicky Peovitis (Bambaci) Values award	Danica H

Administration		
Principal	Jenn Allsop	
Deputy Principal	Blake Ingersole	
Learning Support Co-ordinator	Tricia Mitchell	
Manager Corporate Services	Leonie Malkovic	
School Officer	Deb Mortimer	
Teaching Staff		
K	C4A	Bianca Arbuckle & Andrea Gahan
K	C4B	Bianca Arbuckle & Andrea Gahan
PP	C2	Seona Main
PP	C3	April McLeod
1	C5	Alyse Scorda
1	C1	Naomi Fotheringhame
2	B2	Candice Louise & Jo Griffiths
2	B3	Tiffany King & Serrina Deas
3	A4	Angie Panting
3	B1	Jo Griffiths & Felicity Collins
4	A2	Vanessa Papalia
4	A3	Steven Rea
5	A1	Alexis Francké
6	A5	Janelle White
Specialist Teachers		
Physical Education	Ben Matheson	
Art	Candice Louise	
Music	Grant Welch	
Italian	Angie Panting	
Science	Chrissie Hatzon	
DOTT Support	Robyn Wheatley	
Non-Teaching Staff		
Education Assistant	Linda Field	
Education Assistant	Patricia Lee	

Education Assistant	Roz Wallace
Education Assistant	Ryn Chuah
Education Assistant	Samantha Sheridan
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	Racheal Hunter

School Performance Monitoring



Context

School Context

- ICSEA	2018	1071 (2)
	2017	1058 (2)
	2016	1053 (3)
	2015	1064 (2)
	2014	1054 (3)
- Student Transiency	2019	10.5% (4)
	2018	12.2% (4)
	2017	20.4% (6)
	2016	15.5% (4)
	2015	14.1% (4)
Independent Public School		Yes

Student Profile

Semester 2, 2019	Number	%
FT Student Numbers	352	
Students with a disability	11	3.1%
AB'L Students (Sem 1, 2019)	6	1.7%
PT Student Numbers and FTE	38 (19)	

Compliance

Early Childhood Education

- National Quality Standard	2018	
QA1 - Educational Program and Practice		M
QA2 - Children's Health and Safety		M
QA3 - Physical Environment		M
QA4 - Staffing Arrangements		M
QA5 - Relationships with Children		M
QA6 - Collaborative Partnerships with Families and Communities		M
QA7 - Leadership and Service Management		M
Verification Status		In progress

- Attendance		
Primary		0.11
- Attendance Rate 2019		93%
- % Regularly Attending (90% +) 2019		79%

- Suspension		
	2019	
% of Students Suspended		1.4%
Change		-0.3%

- NAPLAN

	2018 (2017 - 2018)	2019 (2018 - 2019)
Overall Absolute Achievement	0.9	0.5
- Trend		↑
- Change		↔
Overall Relative Achievement	0.13	0.10
- Year 3	0.55	-0.24
- Year 5	0.58	-0.62
- Year 7		
- Year 9		
Overall Progress	1.44	0.56
- Numeracy	1.31	1.09
- Reading	-0.03	-0.43
- Writing	0.63	-0.40

Student Academic Achievement

- Teacher Judgement		
Grade Allocation (A - E)	2018 (1)	2019 (1)
Overall Relative Judgement	0.49	-0.16
- English	0.51	-0.09
- Mathematics	0.45	0.39
- Science	0.93	-0.48
- Humanities & Social Sciences	0.05	-0.45

Sutherland Dianella

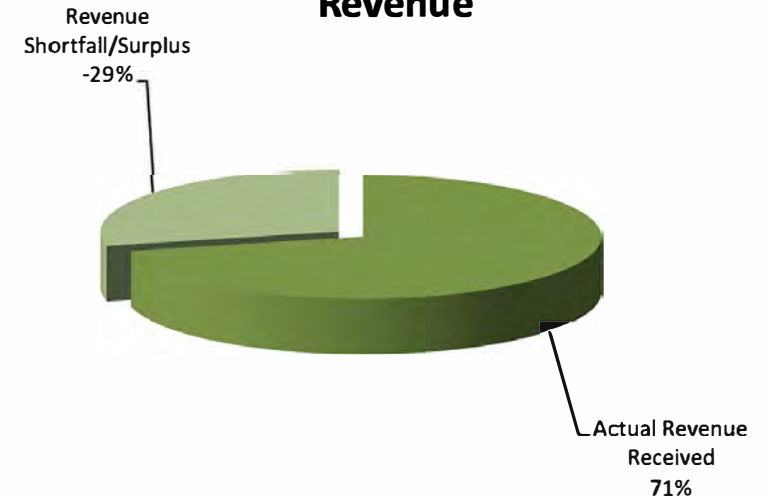
Financial Summary

13 March 2020

Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 108,881.15
Current Year Budgeted Revenue	\$ 241,027.00
Actual Revenue Received	\$ 403,122.85
Revenue Shortfall/Surplus	-\$ 162,095.85
Revenue Collected as a % of Current Budget	167.3%
Total Funds Available	\$ 512,004.00

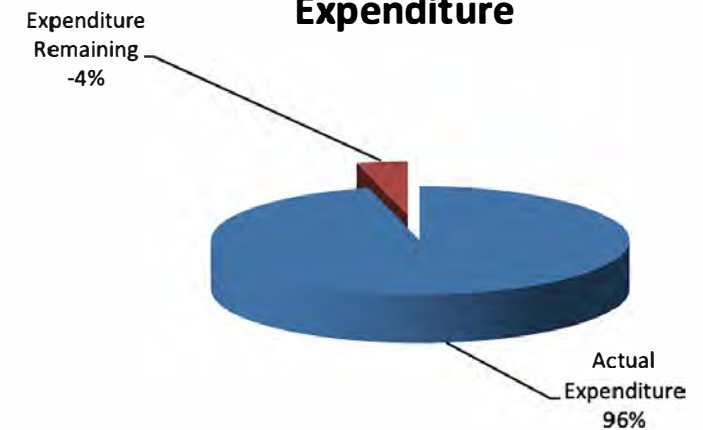
Revenue



Cash Expenditure:

Current Year Budgeted Expenditure	\$ 349,876.00
Actual Expenditure	\$ 364,827.41
Expenditure Remaining	-\$ 14,951.41
Cash Budget Variance	\$ 32.00
Variance as a % of Total Funds Available	0.0%
Actual Expenditure as a % of Budgeted Expenditure	104.3%

Expenditure



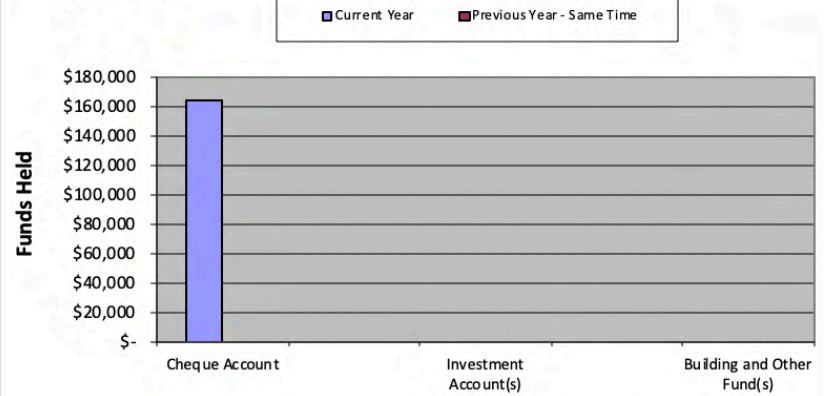
Reconciled Bank Balances:

Current Year as at:
19/12/19

Previous Year - Same Time

Cheque Account	\$ 163,791.99	
Investment Account(s)	\$ -	
Building and Other Fund(s)	\$ -	
Total	\$ 163,791.99	\$ -

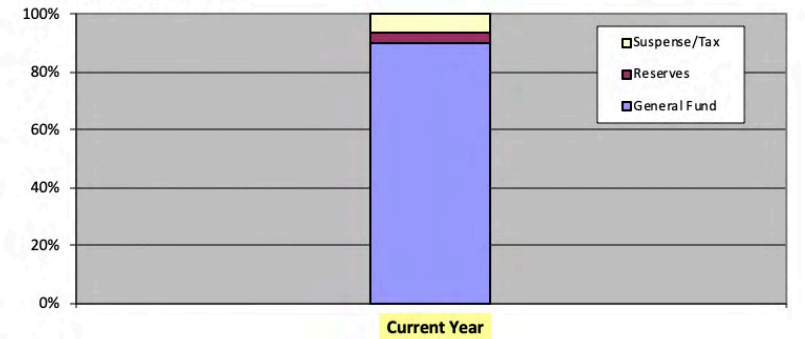
Bank Balances



Bank Account Composition

General Fund	90%
Reserves	4%
Suspense/Tax	6%

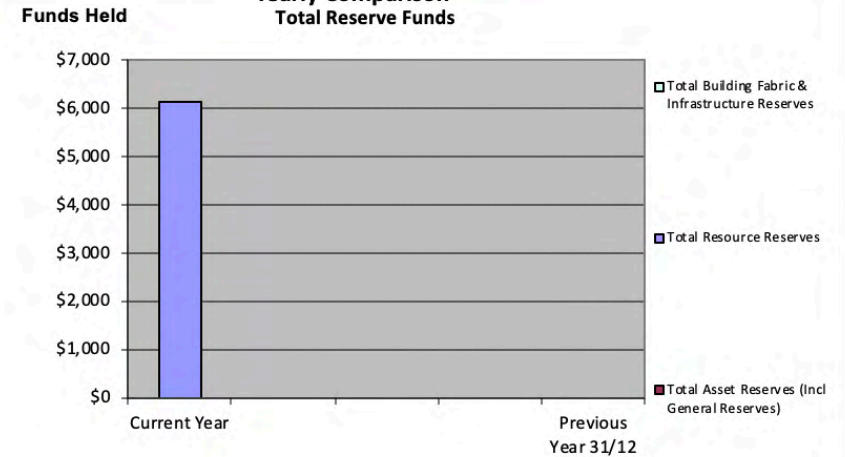
Bank Account Composition



Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ -	
Total Resource Reserves	\$ 6,143.00	
Total Building Fabric & Infrastructure Reserves	\$ -	
Total All Reserves	\$ 6,143.00	\$ -
Current Year Reserve Transfer Funds Included above	\$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A

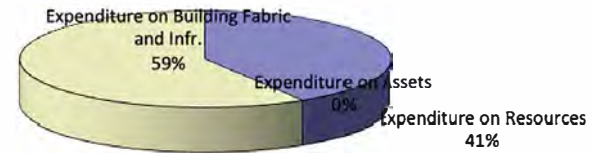
**Yearly Comparison
Total Reserve Funds**



Asset and Resource Acquisitions

Expenditure on Resources	\$ 13,269.05
Expenditure on Assets	\$ -
Expenditure on Building Fabric and Infr.	\$ 18,950.00
Total Resource/Asset Exp	\$ 32,219.05

Asset, Resource and Building fabric & Infrastructure Acquisitions

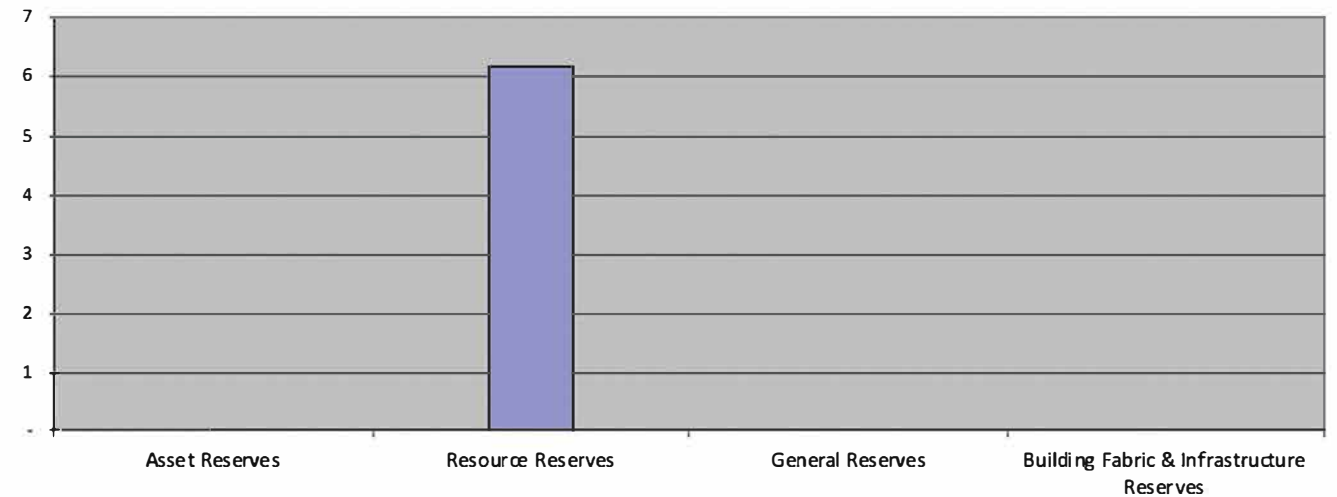


Reserve Balances

Asset Reserves	\$ -
Resource Reserves	\$ 6,143.00
General Reserves	\$ -
Building Fabric & Infrastructure Reserves	\$ -
Total Reserves	\$ 6,143.00

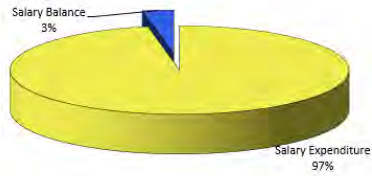
\$000

Reserve Balances



School Salary Allocation (SCFM)								
As at 19 12 2019								
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 108,881.00	\$3,424,591.00	\$ 109,326.00	\$ 3,642,798.00	\$ 3,533,917.00	\$ 108,881.00	97%	\$ 3,220,619.00	\$ 422,179.00

Total Charged Salary Expenditure and Balance



Total Forecast Salary Expenditure with Variance



Voluntary Contributions Percentages

Kindergarten	84.20%
Pre Primary	89.47%
Year 1 – Year 6	74.25%
Total	76.96%