



**Sutherland
Dianella**
Primary



Annual Report – 2020



**Sutherland
Dianella***Primary*

When 2020 began, we had new staff, new initiatives and plans for a smooth start to the last year of our 2018-2020 Business Plan. The year had not yet begun, when world issues crept into our community. What began as some minor inconveniences to our core business, finished with a major interruption to our business model at Sutherland Dianella, as well as to our lifestyles. We dug in, worked together, were tolerant with each other, and together, our community got through a year which has been like no other.

In responding to Covid 19, we developed flexible models for delivering our core business, embracing technologies to deliver teaching and learning. Staff were resilient in the face of rapid change and met every challenge without fear or favour.

While our core business largely returned to normal by the end of 2020, we have lasting legacies from the pandemic, which are now accepted as part of our new model for doing business.

NAPLAN was a non event in 2020, due to the complexities of delivering a nationwide standardised assessment during the pandemic. Reporting to parents in Semester One did not include grades, but rather statements of expected trajectories for the end of year grades. Parents were unable to be on site for much of the year due to restrictions, but we still delivered teaching and learning programs, which will ensure our children are not disadvantaged in the longer term, from the year that was 2020.

Our school received an injection of state government funds, to improve our grounds and buildings in 2020. Painting and repairs were completed and a new fit for purpose *Kiss and Drive* facility was built, to reduce parking issues around the school, at drop off and pick up times.

While events in 2020 were impacted by restrictions around Covid, we finished the year with the majority of our expected events undertaken. Our Year Six students were unable to attend their anticipated camp to Kalgoorlie, but their *Big Week Out*, was a success, and ensured that they will have lasting memories to take away from their final year at primary school.

Our Board continued to meet during Covid and maintained their compliance obligations. The 2018-2020 Business Plan was reviewed and key staff continued to present the Board with a deeper understanding of our targets and aspirations. In Term 4, the Board reviewed the new *Public School Review* standards, and developed a Business Plan which meets the needs of our school context going forward.

Also developed in 2020, was our *Early Years Statement of Philosophy* and our *Vision Statement for Social and Emotional Learning*. Both statements will be represented in graphic art work around the school, as an anchor point for the school community. The Board also ratified the school's *Vision Statement*, to bring it into line with our focus on the concept of *Growth Mindset*.

The Leadership Executive Team, successfully ran our priority areas throughout the school in 2020. Maths, English, Science and Technologies, Humanities and Social Sciences, Social and Emotional Learning, Health and Well Being and the National Quality Standards, were driven by school leaders, under local operational plans, supported by committees.

In looking ahead to 2021, and hoping for greater stability in delivering our business at Sutherland Dianella Primary School, we take away the positives from the year that was. We know that we are stronger, more resilient and capable of continuing to run quality programs, even in the face of a pandemic.

Jenn Allsop
Principal

It would be a great understatement to say that 2020 did not turn out the way that the School Board was expecting. Despite all of the challenges that 2020 threw at SDPS, the resilience, commitment and patience of our School team, parents and our children have seen our community come together and thrive.

On 13 March 2020 our Principal Jenn Allsop sent the first of many messages to parents concerning COVID-19 and the arrangements that were being put in place to manage a COVID-19 outbreak in Western Australia. Within a matter of weeks we saw a pause on many of the things that we take for granted at school such as canteen service, school banking, chatting outside of classrooms at pick up, even the beloved Easter Hat parade! However, one thing that kept running was the learning. Our teachers, administrators and teaching support staff worked diligently to ensure that parents were supported in their home learning activities. As many workplaces shut down, our School continued to operate through the COVID emergency with the sole aim of ensuring that students' education could continue. I am sure that many families now have an even greater appreciation of the work that teachers do!

None of this response would have been possible without an outstanding team at SDPS, led by our Principal Jenn Allsop, Deputy Principal Blake Ingersole and Learning Support Coordinator Tricia Mitchell. There were quite a few late night and weekend phone calls and texts between Jenn and I as the COVID response unfolded and I'm so grateful for Jenn and Blake's efforts in keeping the Board and the school community so well informed.

One innovation that came out the COVID period was the Kiss and Drive. This commenced as an initiative to ensure that students made it safely to their classrooms during the period when parents were not allowed on school grounds. We were delighted when the Department of Education allocated funds to enable the construction of a dedicated Kiss and Drive facility and additional car parking. The Kiss and Drive wouldn't work without the wonderful school staff who meet us at our cars with a smile.

I would like to express my thanks to the Board for their hard work this year. Like most entities, we saw a shift to online meetings for a period which went off without a hitch. Your Board worked hard this year, meeting eight times. The Board received presentations from school leaders on a diverse range of topics including Science, Student Engagement, Social and Emotional Learning and Cultural Responsiveness and I'd like to express the Board's thanks for the time and effort that went into preparing these important updates. These presentations enable the Board to assess progress with the School's business plan.

This year the Board developed or endorsed a range of policies including the Homework Policy, Uniform Policy and an Electronic Devices Policy.

The majority of the Board's time this year has been focused on developing the new SDPS Business Plan. In order to align the School's objectives to the Department of Education standards the Board developed a comprehensive plan that ensures the School is focused on meeting the expectations of all public schools but with an SDPS context. The new Business Plan builds on the excellent outcomes that SDPS has achieved during the last planning cycle.

All in all, 2020 has been a challenging year but great outcomes have been achieved by the team at SDPS. The Christmas period will allow for a very well earned break and I look forward to another year of learning in 2021.

Sam Hastings-Fernance
Board Chair

2020 started with a plan! The P&C had a clear vision set in place early for our first few fundraising events. Who would of thought that the five hours 5 very dedicated mums spent roaming from class to class repeating themselves a trillion times and having 348 students and 38 staff draw a self portrait with the strict instructions 'you are only allowed one piece of the special tiny rectangular paper so DON'T MAKE A MISTAKE.... and only draw your head.... and write your name at the bottom', would prove to be our saving grace this year. The kids were great! The staff... oh my goodness..... stage fright, palming it off to students to draw, sketching it out in pencil first (even though we specifically said only use these very special pens)..... from memory Mr Ingersoll sheepishly came back 3 times for new paper! Alas the tea towel is a fabulous memento from 2020 and it did allow our Mother's Day fundraising plans to go ahead even though the world was going into lock down around us. This year also saw our Easter Hat parade go virtual with raffle tickets sold on Qkr! We were delighted to return to some form of normality during semester two and managed to run a successful cookie dough fundraiser, Father's day stall, Showcase assembly bake stall and of course the Spooktacular disco.

What could have been a dreadful year for fundraising has been flipped on its head and been a huge success thanks to every single one of you!

The P&C purchasing list for 2020 – we contributed to the instillation of the 'big a... fan' to this undercover area, purchased \$2000 worth of early learning readers for our younger years, framed up two of our pretty awesome tea towels to display at school, insisted Bunnings should donate a special order top of the range worm farm since we could not hold our bunnings sausage sizzle and we finally were approved to come into the 21st century with our apple tap and pay. Although the list is perhaps smaller than previous years our bank accounts tells another story. Some of you may remember my speech last year, Ms Allsop had a dream for a 'hero' piece of play equipment. When Mr Ingersole presented the quote from his research I nearly fell off my chair. This was going to be a 3 year plan with no spending and a lot of fundraising events... however thanks to the crazy year that was COVID-19 with the government supporting not for profit associations and of course the support of all families with our fundraising efforts, we now have a very healthy bank balance that is indicating that Ms Allsop's dream will be happening sooner rather than later. Fingers crossed 2021 will be the year.

I have said this before and I will say it again... Every single event we hold is supported by not only the students and families, but even more importantly the staff at Sutherland. The promoting and attending events is greatly appreciated and does not go by unnoticed by both the students and parents. We truly appreciate all those extra hours every single staff member (both teaching staff and admin staff) put into making this school have such a wonderful community feel. The Christmas break has been well earnt.

Sadly we must farewell 3 staff members this year. Mrs Steph Goodier who was on loan to Sutherland for the year. She has been a valuable asset for our Year 3's in B1. Mrs Goodier will be moving back to Dalkeith Primary School.

Mrs Kathleen Purser our school School Psych is such a beautiful nurturing staff member who will be missed. Mrs Purser is relocating to metro south. Mrs Rebecca Wilkey is having a sea change and will be teaching at the new Ellenbrook school Brabham Primary School.

We wish you all the best for 2021. Can you all please come up to receive a card of thanks. Finally I would like to make mention to some wonderful parents who have been regular helpers in our school canteen. Without their help, our children would go hungry. In particular I would like to thank the lovely Yuko Takayanagi (.. aka Mrs Dumpling) who not only volunteered her time every Tuesday but also signed up one of her fellow Qantas hostess who has no children of her own at the school to help every Tuesday. Shinobu bless you, how wonderful and generous you are. We greatly appreciate your kindness.

Yuko, Shinobu, Adrian, Nicky, Ros, Rosie, Maddy and Shin-Wei please come up to receive a card of thanks.

I would also like to take this opportunity to thank some very dedicated P&C committee members who have been there to help with every single event the P&C have run this year. Caroline, Danielle, Christa, Brooke and Hayley. Thank you.

Gemma De Knock
P&C President - 2020



Overview [2020]

SDPS whole school Mathematics programs include Origo, New Wave Mental Maths, Mathletics, Numero and the RUCSAC approach to problem solving. Whole school programs ensure consistent and connected practice in the Mathematics learning area at SDPS to improve student outcomes for all students. SDPS has a whole school approach to assessment in Mathematics and has a rigorous approach to analysing system and school data to improve teaching and learning in the Mathematics Learning Area.

Our Judgement [2020]

Students are highly engaged in their Mathematics learning. Numero is explicitly taught and regularly played in classes from Pre Primary to Year 6. There are staff practice sessions at school development days to maintain and increase skill levels. Students demonstrated their Numero skills at the Term 3 Showcase event. This year four teams of students participated in the Numero Interschool Challenge. Teams were made up of students from Years 4, 5 and 6. 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. 100 Days of School has become a regular day on the school calendar for students, staff and families to celebrate Mathematics at SDPS. Activities in 2020 included 100 piece lego challenge, buddy class mathematics based on number 100, Dressing Up to represent 100 Days in the Past or Future, the collection and count of well over 100 pairs of socks for a local refuge for women and children. A regular Lunchtime Club at SDPS is Monday Maths Games which is well attended by students and often lead by Year 5 and 6 students with a passion for Maths. In 2020 there was a continued focus in updating Mathematics resources including class sets of Mini-Clocks, Paul Swan Multiplication Games, Division Games, Fraction Games, pattern block and sorting pebbles for early years, balance scales, and Magnetic shapes for geometry.

Our Evidence [2020]

The 2020 'Problem Solving' Common Assessment Task demonstrated that all classes showed a significant improvement in the application of the RUCSAC approach to solving Mathematical problems. On average, students scored 4 in the Term 1 'Problem Solving' assessment task and scored 7.8 when reassessed in Term 4. The next focus is teach students a bank of strategies to use for problem solving and to select the most effective strategy.

The SDPS Interschool Numero Teams experienced significant success. The SDPS Numero Team 'Pi'oneers' came fourth overall in the Interschool Numero Grand Final Challenge. SDPS Numero Teams came 1st, 2nd and 3rd in the Interschool Regional Challenge. Students continued to use Mathletics to consolidate learning in Mathematics with 110 Gold Mathletics, 366 Silver Certificates and over 2000 Bronze certificates were awarded throughout 2020. On average 123 curriculum activities were completed by each student. There was an average first of score of 83% and average recent score of 95% indicating a 12% increase in activity results throughout the year.

Thirteen students participated in the challenging 2020 Australian Maths Competition and Maths Challenge to enrich and extend their learning in Mathematics.

*SDPS students received 6 Distinctions and 3 Credits in the 2020 Australian Mathematics Competition.

*SDPS students received 3 Distinctions, 7 Credits and 3 Proficiency Certificates in the 2020 Maths Challenge

School Priorities [2021]

Student progress and achievement in Mathematics maintains an upward trend, with a whole school focus on problem solving is a school priority in the SDPS Business Plan for 2021 – 2023.

The Mathematics Team has identified the following priorities for 2021:

- Implement whole school programs including Origo Maths; Mental Maths; RUCSAC Problem Solving; Mathletics; and Numero
- Improve basic number fact fluency particularly in relation to multiplication and division
- Targeted numeracy intervention
- Teach a range of problem solving strategies
- Develop a scope of sequences for teaching and learning of problem solving strategies
- Promote and showcase Mathematics learning and problem solving
- Celebrate World Maths Day and 100 Days of school to promote Mathematics learning at SDPS
- Build resources for Mathematics learning across the school

Gallery 2020



Top left: Using Beebots to locate 3D shapes in Yr 1
Top right: Lunchtime Math games
Bottom left: Measurement in Yr 2
Bottom right: 3D nets in Yr 5



Top left: Numero Grand finalists
Top right: Year 5s teaching Year 1s to play Numero
Bottom left: 100 Days of School Dress ups
Bottom right: 100 Days of School Math activities

Author: Tricia Mitchell
 Learning Area Leader: Mathematics

Overview [2020]

This year at Sutherland Dianella Primary School we have had a strong Reading focus. This was embedded through a connected consistent approach from Pre-Primary to Year Six classroom teachers. New decodable home readers, novels and guided reading books were purchased to support the reading focus. We have continued to implement Talk 4 Writing, Sound Waves, Oral Language (K/PP), Initial Lit (PP) and Mini Lit in whole school English programs. SDPS has a whole school approach to assessment in English and analyses data to improve teaching and learning. The English committee organised the Book Week Parade and Spelling Bee for the whole school to participate in.

Our Judgement [2020]

There was an audit of Guided Reading across all year levels in Term 1 and followed up in Term 3. The feedback was that the guided reading program was progressing well and there were some areas for improvement, for example, using a range of fiction and non-fiction texts, including poetry. Talk 4 Writing is embedded across the school from K-Year 6 and teachers have begun to integrate texts with Science and classroom themes. Writing has shown improvement across the year using Cold to Cold Task Narratives. During online learning teachers were creative in delivery their Literacy lessons. Some examples included, videoing themselves reading a storybook and videoing themselves Talk 4 Writing activities. Students from the Intervention Program were supported with individual games and words and some online teaching.

Our Evidence [2020]

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 4 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.
- PAT Reading and Spelling Assessment - Track progress longitudinally in year level cohorts
- Implementation of whole school programs including Talk 4 Writing, Sound Waves, Oral Language (K/PP), Initial Lit (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 middle and upper primary.

School Priorities [2021]

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.

Invest in a true culture of reading across the school

Implementation of whole school English programs: Talk 4 Writing, SoundWaves, Oral Language (K/PP), Initial Lit (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.

Gallery 2020



Author: Naomi Fotheringhame
Learning Area Leader: English

Overview [2020]

The Science content includes the three strands of *Science Understanding*, *Science Inquiry Skills* and *Science as a Human Endeavour*. The three strands of the curriculum are interrelated, and their content is taught in an integrated way, including using Science Literacies in the regular classroom through Guided Reading for example. *Science Understanding* includes the Physical Sciences, Chemical Sciences, Earth and Space Sciences and Biological Sciences.

This year has seen a continuation of the Kim Raphael program for classroom teachers, with the assistance of Ryn Chua as Science EA, and Chrissie Hatzon delivering for Kindergarten and Years One and Two. Feedback from teachers indicates the program provides teachers with a useful framework for successfully addressing the curriculum outcomes.

SDPS received a Science grant which was used to upgrade the Science room to be more purpose-built, and purchase equipment and consumables.

Students from Years 1-6 participated in the Progressive Achievement Test. These data will be used to track progress across all years over time to assist in assessing the efficacy of the science program.

SDPS celebrated National Science Week with a rare incursion delivered by Scitech. Teachers and students participated in a collaborative sustainability project held between buddy classes across the school, culminating in an impressive display in the library.

Our Judgement [2020]

Integration

- Science is integrated in other learning areas through forward planning documents. This includes the English, Maths and Technologies learning areas.
- Support for Science integration with Technologies is reflected through the purchase of Robotics and STEM resources provided by Government Science grant, of which there is \$11,893.81 remaining.

Category	Charge
Robotics/STEM	\$8,245.21
Furniture/Storage	\$1,359.50
Science Lab Equipment	\$3,501.48
	\$13,106.19

Science Literacies embedded in classroom practice

- Science Word Walls are visible in all classrooms and relate to the current unit of work. Classroom teachers are provided with key Science language relevant to year groups to integrate/teach/expose within the classroom.

- Science literacies are embedded in Guided Reading programs through Key Links, Into Connectors, Sunshine Books, Book Bank and Science Vocabulary Readers. These are mapped against each year group and Science topic.

Progressive Achievement Test [PAT]

TARGET 80% of Year 3 to Year 6 students assessed in PAT (Progress and Achievement Test) to meet expected standards

- Students not on track to meet expected standards in the PAT assessments are identified and included in teacher forward planning.
- PAT assessment data to be interrogated at the end of each year to inform and drive planning for the following year.

Our Evidence [2020]

Business Plan Links:

Identify, target and reach out to community and industry groups; offer opportunities to include them in the Science program at SDPS.

Geoff Kaye – CSIRO Scientist in Schools

- has been part of the school's STEM and robotics program since 2017.
- Is the Community Member on the School Board.
- Geoff has consulted on a range of STEM and Science initiatives and has influenced the Science Program at SDPS.

SolarBuddy

• SolarBuddy provides opportunities for achieving a range of cross-curriculum priorities through sustainability and Australia's engagement with Asia, as well as Science and Technologies outcomes. It allows the community to participate in a meaningful Citizenship project by helping those less fortunate than ourselves. This year SDPS was able to purchase and assemble 50 SolarBuddy units to be donated to the charity.

Share and showcase Science at SDPS via our newsletter, community papers, competitions, social media, awards and local universities.

- Woodside and Scitech Book award presentations to top achievers in Science
- Significant Science events/achievements and news is celebrated in the SDPS Newsletter, class Connect pages and P&C Facebook page.

Local opportunities to celebrate Science Week and invite parents with expertise, community and industry to be a part of the event.

- 2020 Theme: 'Deep Blue: innovations for the future of our oceans'. This project has and will continue to form part of the planning process under the Science Operational Planning committee.

- SDPS has created a suitable and sustainable staffing arrangement through a permanent Science Lab Assistant, supporting a Science program that provides consistent and connected practice.
- The current program is in its 2nd year of implementation and is monitored via workbook audits and classroom check ins. The school can now begin to have reliable longitudinal data to evaluate and modify the program.
- The Science Committee has provided feedback on the program which supports the idea that teachers are able to deliver a consistent and connected school-wide Science program.

School Priorities [2021]

- Science reading materials – targeted purchasing of Science aligned resources
- Science grant; general science books for inside library
- Staff provided information to facilitate integrating Science Literacies
- Promotion of Science within the school and wider community
- Partnership with Parents sessions in 2021
- Review of Science Literacies and titles that link to curriculum
- Sub-committee to review the current catalogue and identify gaps in the general supply of Science-related books.
- National Science Week 2021 August 14 – 22 Food: Different by Design
- Next year's theme provides opportunities to form links with HaSS in the classroom.





Science Lessons 2020



SolarBuddy Build – December 2020



Gallery 2020

- National Science Week 2020
- Deep Blue: Innovations for the Future of Our Oceans

Author: Steven Rea
Learning Area: Science

Overview [2020]

2020 has been a busy year for the Humanities and Social Sciences Curriculum area. This year we began our journey to complete our Sutherland Dianella Reconciliation Action Plan and have implemented several other whole school approaches. This year has also brought further emphasis and commitment to the Cultural Standards Framework and our commitment to engage, respect and acknowledge the Aboriginal Culture across all curriculum areas and school community. Our classes from K-6 have now attained a full understanding of the Acknowledgement of Country which is now conducted at each assembly, displayed in all classrooms and buildings and is recited in most classrooms. We are also on our journey to implement it as a more collaborative part of our school assemblies with actions etc. for all staff and students to be a part of.

Alongside this, the HaSS curriculum team have continued to place an emphasis on the four HaSS skills and have ensured they are a part of all HaSS learning programs. This has meant a further understanding of how to present, understand and collate the content knowledge of the four HaSS learning strands.

As per previous years, a focus for the HaSS curriculum has been integration across all learning areas. Specifically, this year, a strong emphasis was placed on NAIDOC week where the four Learning area Team Leaders (MESH) collaborated to create Aboriginal Cultural Activities to implement in each area. This meant a more consistent approach the celebrations for the week as well as an integration of the HaSS and Aboriginal Culture across all four learning areas. It was even more positive to have this reflected in the specialist area i.e. Physical Education, Italian, Music and Art.

Breakout Edu has continued to be a useful resource in the HaSS curriculum with more teachers accessing the online portal and adjoining lessons. This has been a fantastic way to not only integrate the HaSS learning area but also to engage students in the four HaSS skills. This year, Sutherland Dianella Primary School has attained the trial of Wingaru Education. This has been well received by staff members and something that has allowed an easy and supportive way to teach students about the Aboriginal Culture without the hesitation from teaching staff. This is something we will reflect on for full use in 2021.

Our Judgement [2020]

In 2020, HaSS became more of a priority area. It is now being integrated across many classrooms and the overall engagement within the curriculum area has heightened. The HaSS team has worked hard to develop an operational plan that is achievable and relevant focuses, directly linked to the business plan.

Staff are collaborating about the HaSS curriculum during CTMs, using this time to moderate Common Assessment Tasks and discuss the overall judgement being made in terms of Reporting and Summative Assessments.

This year HaSS was presented to the Sutherland Dianella Board. This provided the opportunity for the wider community to obtain a greater understanding of what is being conducted in the curriculum area. This also allowed for greater input from the school community as to the planning and resources used within the HaSS.

During HaSS Week, I liaised with Bronwynne Jones (Languages Teacher) to conduct a whole school Design competition. This brought both learning areas to a more prominent point in the school with winners presented during assembly. Many entries were submitted with students engaged from Kindergarten to Year 6.

Our Evidence [2020]

- Reconciliation Action Plan: The process to submit Sutherland Dianella's Reconciliation Action Plan has now begun. A cultural responsiveness survey has been conducted and many of the RAP required actions have been completed. SDPS is currently in the process of organising an artist to display a Culturally respectful piece of artwork in the Undercover Area to furthermore solidify our respect for the first Nations People.
- Common Assessment Tasks: These Assessments are now completed in all respective year levels, with consideration given by all staff. Collaborative Teams have worked well to engage with the HaSS skill each term, demonstrated by their integration of their skill within the planned HaSS concept for the term.
- Learning Area Data: Upon analysis in 2020, this demonstrated that many of our students are achieving at standard grades in the HaSS learning area. This identifies that either the students do require extension in the learning area or that teachers require more support and resources to upskill themselves when reporting and assessing in this curriculum area

School Priorities [2021]

The HaSS Curriculum team have noted the following priorities for 2021:

- Data collection through Moderated tasks: Continue CAT Assessments to assess the four HaSS skills and then conduct a 'Google Forms' test each learning strand, i.e. Geography, History, Civics and Citizenship and Economics and Business
- Upgrade, Integrate and use of HaSS related resources: Upskill staff on current resource use, Professional development of a wider range of staff, use of the Breakout EDU (once per semester)
- Further Integration of the HaSS curriculum across all areas: Use of Breakout Edu across all learning areas, T4W integration, Guided and Shared Reading Texts
- ANZAC Day: Increase the acknowledgement of this day across the whole school community
- NAIDOC Week: Integration within all MESH areas, Opening ceremony to commemorate NAIDOC Week, Potential organisation of a Smoking Ceremony



Acknowledgement of Country Posters presented on each classroom door.

Pre Primary Students reciting the Acknowledgement of Country at the Numero Interschool Competition hosted by Sutherland Dianella Primary School



Author: Alexis Francke
Learning Area Leader: HaSS/RAP
[Reconciliation Action Plan]

Overview [2020]

The National Quality Standard (NQS) sets a national benchmark for the quality of education and care services across Australia and establishes a set of Standards that all schools are expected to meet. It also provides a standard and procedures for schools to demonstrate how they are meeting the NQS in early childhood education programs, Kindergarten to Year Two. The National Quality Standard comprises of 7 quality areas and 15 standards. The standards are high level outcome statements.

SDPS maintains a commitment and dedicated approach to meet standards in the 7 quality areas and continually work to improve the quality of early years' education from Kindergarten to Year 2.

Our Judgement [2020]

SDPS met the National Quality Standard in all seven quality areas in 2020. 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 early Term 4 using evidence collected throughout the year.

During 2020, the SDPS NQS Team noted improvement in the following focus areas

- *More teachers catered for EAL/D students using EAL/D Progress Maps to link to class planning
- *Professional Learning undertaken in the area of using EAL/D Progress Maps in planning and catering for EAL/D students as well as session on teaching strategies for EAL/D students
- *Increased opportunities for play based learning in the Kindergarten and Pre-Primary classrooms
- * Sharing of planning for play based learning
- * Professional Learning focused on cooperative learning as a High Impact Teaching Strategy [HITS]
- *Increased implementation of Cooperative Learning strategies in the K – Year classrooms
- *Early Years Acknowledgement of Country with actions was developed and implemented
- *More opportunities for students in the early years to develop an understanding of and respect for Indigenous culture and language
- * SDPS Early Years Philosophy visual display in the Early Years area

Our Evidence [2020]

The NQS Team implement a rigorous ongoing collection of evidence, discussion and reflection about K- 2 programs and practices in relation to all 7 quality areas. There is a particular focus on gathering evidence to reflect on key improvement areas.

Key evidence provided is in the form of annotated photos, community photo boards, articles and photos in the school newsletter and on Connect. This is shared with the whole school community. Key evidence is also provided in the form of forward planning documents, Curriculum Team planning documents, student work samples, student and parent feedback and annotated photos.

School Priorities [2021]

The 2020 NOS Self Audit identified the following priorities for 2021

Quality Area 1 Educational Program and Practice

- *Strengthen student voice in Year 1 and 2 – a wider ranging focus on ensuring that students have a voice in teaching and learning programs.
- *Provide varied opportunities for student choice in the outdoor play plan e.g. play equipment audit and introduction of a choice board.
- *Regular (weekly) exposure to diverse family backgrounds, interests and cultures at our school.

Quality Area 3 Physical Environment

- *Develop and implement a play equipment/resource maintenance and replacement plan for Early Childhood
- *Update outdoor play plans to create more inviting learning environments and opportunities

Quality Area 4 Staffing

- * 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

Quality Area 5 Relationships with Children

- *Professional Learning Communities develop a consistent and connected approach to using Collaborative Learning as an effective teaching strategy

Quality Area 6 Collaborative partnerships with families and communities

- *Continue to create opportunities for parent involvement e.g. community helper talks, sharing of cultures, sharing special skills or knowledge
- *Working with local community groups, services or initiatives e.g. Local library, Aged Care Facility

Quality Area 7 Governance and Leadership

- *Promote and facilitate leadership within the K and PP team (WA Future Leaders, Middle School leaders, Committee Leaders, Level 3 CT and Senior Teacher)
- * Foster meetings with neighbouring schools in our network to discuss best practice in the early years

Gallery 2020



Top left: Water play in the Early Years' playground
Top right: Kindergarten students in the library
Bottom left: Pre-Primary enjoying Music: Count Us In
Bottom right: Year 1 Science: All about feathers

Top left: Pre-Primary Science
Top right: Painting in Early Years' playground
Bottom left: Making rock paths in the Early Years
Bottom right: Year 2 students enjoying choir

Author: Tricia Mitchell
 Learning Area Leader: NQS

New Scale Introduce	2019				2020			
	Speaking & Listening	Reading	Writing	Numeracy	Speaking & Listening	Reading	Writing	Numeracy
0-99	0	0	2	0	0	0	3	0
100-149	0	0	4	0	0	0	3	0
150-199	0	0	6	0	0	0	2	0
200-224	0	0	13	0	0	0	9 *	0
225-249	1	0	9	0	0	0	10 *	0
250-274	0	3%	1	3%	0	0%	0	0%
275-299	0	3%	0	4%	0	10%	0	5%
300-324	0	0	0	0	0	0	2	0
325-349	2	0	0	1	1	0	2	1
350-374	3	16%	0	24%	1	15%	1	18%
375-399	1	11%	0	25%	3	13%	0	24%
400-424	5	0	1	6	2	3	0	10
425-449	2	11	1	9	3	8	0	10 * *
450-474	5	44%	0	3	4	8 *	0	69%
475-499	4	44%	0	4	4	4 *	0	56%
500-524	7	5	0	1	7	5	0	1
525-549	5	1	0	1	3	2	0	2
550-574	1	36%	0	3	2	1	0	12%
575-599	0	31%	0	0	0	0	0	13%
600-624	0	0	0	0	0	0	0	0
625-649	0	0	0	0	0	0	0	0
650-674	1	0	0	0	2	0	0	0
675-699	0	3%	0	0	0	0%	0	0%
=/> 700	0	8%	0	<1%	1	5%	0	<1%
	37	37	37	37	33	33	32	33

2020 (Decile 2)
SDPS Median Score *
State Median Score *

2019 → 2020 Cohort Performance
S&L – increased students within 600-700pt range (6%)
Reading – reduction in 400-500pt range (-7%)
Writing – increased students within 300-400pt range (15%)
Numeracy – increased students within 400-500pt range (10%)

PERFORMANCE STANDARDS

There is no desirable or minimum standard for the commencement of Pre-primary. Evidence shows that a low score at the beginning of Pre-primary does not predict a student’s capacity to progress through school. A low score may be attributed to limited opportunity prior to compulsory full-time schooling. It’s recommended that, for students who start with a low score (refer to the *Student Groups* and the *Student Distribution* reports), the teacher continues to collect evidence about the student’s development of skills and understandings to determine whether early intervention is required.

‘Desirable’ scale scores for the beginning of Year 1 and Year 2 are not currently available. Rigorous analysis of the data and the curricula is currently being conducted and ‘desirable’ scores will be made available as soon as possible.

Learning Area Grade Report

Year Group: Pre-primary
School: SUTHERLAND DIANELLA PRIMARY SCHOOL
Reporting Period: Semester 2, 2020

This report shows peer group grade achievement in the learning areas studied at the school. This information will show the number of students in each of the achievement levels and the total number of students within the learning area. To ensure the privacy of individual students, no comparative information is provided when the peer group is less than ten students.

Learning Area Grade Reports in Pre-primary

English

Excellent - 3 High - 11 Satisfactory - 14 Limited - 4 Very Low - 0 No allocated Grade - 0
Total: 32

Mathematics

Excellent - 4 High - 12 Satisfactory - 17 Limited - 1 Very Low - 0 No allocated Grade - 0
Total: 34

Science

Excellent - 1 High - 10 Satisfactory - 23 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 34

Health and Physical Education - Health Education

Excellent - 0 High - 8 Satisfactory - 25 Limited - 1 Very Low - 0 No allocated Grade - 0
Total: 34

Health and Physical Education - Physical Education

Excellent - 2 High - 11 Satisfactory - 20 Limited - 1 Very Low - 0 No allocated Grade - 0
Total: 34

Learning Area Grade Report

Year Group: Year 1
School: SUTHERLAND DIANELLA PRIMARY SCHOOL
Reporting Period: Semester 2, 2020

This report shows peer group grade achievement in the learning areas studied at the school. This information will show the number of students in each of the achievement levels and the total number of students within the learning area. To ensure the privacy of individual students, no comparative information is provided when the peer group is less than ten students.

Learning Area Grade Reports in Year 1

English

Excellent - 3 High - 12 Satisfactory - 20 Limited - 4 Very Low - 1 No allocated Grade - 0
Total: 40

Mathematics

Excellent - 5 High - 12 Satisfactory - 22 Limited - 1 Very Low - 0 No allocated Grade - 0
Total: 40

Science

Excellent - 5 High - 11 Satisfactory - 24 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 40

Humanities and Social Sciences

Excellent - 5 High - 16 Satisfactory - 18 Limited - 1 Very Low - 0 No allocated Grade - 0
Total: 40

Health and Physical Education - Health Education

Excellent - 5 High - 17 Satisfactory - 18 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 40

Health and Physical Education - Physical Education

Excellent - 3 High - 15 Satisfactory - 21 Limited - 1 Very Low - 0 No allocated Grade - 0
Total: 40

Technologies - Digital Technologies

Excellent - 4 High - 17 Satisfactory - 18 Limited - 1 Very Low - 0 No allocated Grade - 0
Total: 40

The Arts - Music

Excellent - 0 High - 19 Satisfactory - 21 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 40

The Arts - Visual Arts

Excellent - 0 High - 13 Satisfactory - 26 Limited - 1 Very Low - 0 No allocated Grade - 0
Total: 40

Learning Area Grade Report

Year Group: Year 2
School: SUTHERLAND DIANELLA PRIMARY SCHOOL
Reporting Period: Semester 2, 2020

This report shows peer group grade achievement in the learning areas studied at the school. This information will show the number of students in each of the achievement levels and the total number of students within the learning area. To ensure the privacy of individual students, no comparative information is provided when the peer group is less than ten students.

Learning Area Grade Reports in Year 2

English

Excellent - 9 High - 14 Satisfactory - 26 Limited - 4 Very Low - 0 No allocated Grade - 0
Total: 53

Mathematics

Excellent - 14 High - 17 Satisfactory - 21 Limited - 2 Very Low - 0 No allocated Grade - 0
Total: 54

Science

Excellent - 4 High - 17 Satisfactory - 33 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 54

Humanities and Social Sciences

Excellent - 4 High - 17 Satisfactory - 33 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 54

Health and Physical Education - Health Education

Excellent - 6 High - 18 Satisfactory - 30 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 54

Health and Physical Education - Physical Education

Excellent - 5 High - 18 Satisfactory - 31 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 54

Technologies - Digital Technologies

Excellent - 5 High - 16 Satisfactory - 33 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 54

The Arts - Music

Excellent - 0 High - 40 Satisfactory - 14 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 54

The Arts - Visual Arts

Excellent - 0 High - 26 Satisfactory - 28 Limited - 0 Very Low - 0 No allocated Grade - 0
Total: 54

Learning Area Grade Report

Year Group: Year 3
School: SUTHERLAND DIANELLA PRIMARY SCHOOL
Reporting Period: Semester 2, 2020

This report shows peer group grade achievement in the learning areas studied at the school. This information will show the number of students in each of the achievement levels and the total number of students within the learning area. To ensure the privacy of individual students, no comparative information is provided when the peer group is less than ten students.

Learning Area Grade Reports in Year 3

English

A - 7 B - 13 C - 17 D - 4 E - 0 No allocated Grade - 0
Total: 41

Mathematics

A - 11 B - 16 C - 12 D - 2 E - 0 No allocated Grade - 0
Total: 41

Science

A - 2 B - 27 C - 12 D - 0 E - 0 No allocated Grade - 0
Total: 41

Humanities and Social Sciences

A - 8 B - 16 C - 13 D - 4 E - 0 No allocated Grade - 0
Total: 41

Health and Physical Education - Health Education

A - 8 B - 15 C - 17 D - 1 E - 0 No allocated Grade - 0
Total: 41

Health and Physical Education - Physical Education

A - 3 B - 10 C - 26 D - 2 E - 0 No allocated Grade - 0
Total: 41

Technologies - Digital Technologies

A - 6 B - 21 C - 13 D - 1 E - 0 No allocated Grade - 0
Total: 41

The Arts - Music

A - 0 B - 33 C - 8 D - 0 E - 0 No allocated Grade - 0
Total: 41

The Arts - Visual Arts

A - 0 B - 18 C - 23 D - 0 E - 0 No allocated Grade - 0
Total: 41

Languages - Italian

A - 4 B - 15 C - 18 D - 4 E - 0 No allocated Grade - 0
Total: 41

Learning Area Grade Report

Year Group: Year 4
School: SUTHERLAND DIANELLA PRIMARY SCHOOL
Reporting Period: Semester 2, 2020

This report shows peer group grade achievement in the learning areas studied at the school. This information will show the number of students in each of the achievement levels and the total number of students within the learning area. To ensure the privacy of individual students, no comparative information is provided when the peer group is less than ten students.

Learning Area Grade Reports in Year 4

English

A - 4	B - 16	C - 19	D - 4	E - 0	No allocated Grade - 0
Total:	43				

Mathematics

A - 6	B - 18	C - 19	D - 3	E - 0	No allocated Grade - 0
Total:	46				

Science

A - 1	B - 17	C - 26	D - 2	E - 0	No allocated Grade - 0
Total:	46				

Humanities and Social Sciences

A - 2	B - 18	C - 23	D - 3	E - 0	No allocated Grade - 0
Total:	46				

Health and Physical Education - Health Education

A - 5	B - 16	C - 24	D - 0	E - 0	No allocated Grade - 1
Total:	46				

Health and Physical Education - Physical Education

A - 4	B - 15	C - 26	D - 1	E - 0	No allocated Grade - 0
Total:	46				

Technologies - Digital Technologies

A - 3	B - 14	C - 28	D - 1	E - 0	No allocated Grade - 0
Total:	46				

The Arts - Music

A - 0	B - 32	C - 14	D - 0	E - 0	No allocated Grade - 0
Total:	46				

The Arts - Visual Arts

A - 2	B - 20	C - 24	D - 0	E - 0	No allocated Grade - 0
Total:	46				

Languages - Italian

A - 5 B - 21 C - 16 D - 4 E - 0 No allocated Grade - 0
Total: 46

Learning Area Grade Report

Year Group: Year 5
School: SUTHERLAND DIANELLA PRIMARY SCHOOL
Reporting Period: Semester 2, 2020

This report shows peer group grade achievement in the learning areas studied at the school. This information will show the number of students in each of the achievement levels and the total number of students within the learning area. To ensure the privacy of individual students, no comparative information is provided when the peer group is less than ten students.

Learning Area Grade Reports in Year 5

English

A - 3	B - 16	C - 23	D - 5	E - 0	No allocated Grade - 1
Total:	48				

Mathematics

A - 6	B - 14	C - 26	D - 4	E - 0	No allocated Grade - 1
Total:	51				

Science

A - 1	B - 17	C - 28	D - 4	E - 0	No allocated Grade - 1
Total:	51				

Humanities and Social Sciences

A - 1	B - 14	C - 31	D - 4	E - 0	No allocated Grade - 1
Total:	51				

Health and Physical Education - Health Education

A - 1	B - 25	C - 24	D - 0	E - 0	No allocated Grade - 1
Total:	51				

Health and Physical Education - Physical Education

A - 4	B - 19	C - 22	D - 3	E - 0	No allocated Grade - 3
Total:	51				

Technologies - Digital Technologies

A - 3	B - 21	C - 25	D - 1	E - 0	No allocated Grade - 1
Total:	51				

The Arts - Music - Instrument (Clarinet)

A - 0	B - 0	C - 5	D - 0	E - 0	No allocated Grade - 0
Total:	5				

The Arts - Music (Instrument)

A - 0	B - 0	C - 5	D - 0	E - 0	No allocated Grade - 0
Total:	5				

The Arts - Music

A - 0 B - 34 C - 16 D - 0 E - 0 No allocated Grade - 1
Total: 51

The Arts - Visual Arts

A - 3 B - 26 C - 18 D - 3 E - 0 No allocated Grade - 1
Total: 51

Languages - Italian

A - 0 B - 17 C - 28 D - 5 E - 0 No allocated Grade - 1
Total: 51

Learning Area Grade Report

Year Group: Year 6
School: SUTHERLAND DIANELLA PRIMARY SCHOOL
Reporting Period: Semester 2, 2020

This report shows peer group grade achievement in the learning areas studied at the school. This information will show the number of students in each of the achievement levels and the total number of students within the learning area. To ensure the privacy of individual students, no comparative information is provided when the peer group is less than ten students.

Learning Area Grade Reports in Year 6

English

A - 7 B - 7 C - 17 D - 2 E - 0 No allocated Grade - 0
Total: 33

Mathematics

A - 5 B - 10 C - 12 D - 8 E - 0 No allocated Grade - 0
Total: 35

Science

A - 5 B - 8 C - 21 D - 0 E - 0 No allocated Grade - 1
Total: 35

Humanities and Social Sciences

A - 3 B - 7 C - 24 D - 1 E - 0 No allocated Grade - 1
Total: 36

Health and Physical Education - Health Education

A - 4 B - 11 C - 20 D - 1 E - 0 No allocated Grade - 0
Total: 36

Health and Physical Education - Physical Education

A - 3 B - 7 C - 22 D - 3 E - 0 No allocated Grade - 1
Total: 36

Technologies - Digital Technologies

A - 9 B - 13 C - 13 D - 1 E - 0 No allocated Grade - 0
Total: 36

The Arts - Music - Instrument (Clarinet)

A - 0 B - 0 C - 1 D - 0 E - 0 No allocated Grade - 0
Total: 1

The Arts - Music (Instrument)

A - 1 B - 2 C - 1 D - 0 E - 1 No allocated Grade - 0
Total: 5

The Arts - Music

A - 0 B - 22 C - 14 D - 0 E - 0 No allocated Grade - 0
Total: 36

The Arts - Visual Arts

A - 5 B - 11 C - 17 D - 3 E - 0 No allocated Grade - 0
Total: 36

Languages - Italian

A - 3 B - 10 C - 18 D - 4 E - 0 No allocated Grade - 1
Total: 36

Overview [2020]

Students in Years 3-6 attended weekly sixty-minute lessons of Italian that consisted of a variety of engaging and interactive learning experiences. Students from Years 3 -5 study under the newly implemented Western Australian Curriculum for Languages, which is due to be fully implemented across all year levels by 2021.

In addition to the Languages program, selected students in 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); write and perform original scripts set "in gelateria" (Year 5); and to be introduced to Italian through a study of the Italian translation of "The Very Hungry Caterpillar" (Year 2).

Our Judgement [2020]

The unexpected and unprecedented events of 2020 had a direct effect on how Italian language and culture was celebrated at SDPS this year. The whole-school Italian Day celebrations (scheduled as part of Languages Week in Term 3) had to be postponed until 2021.

The Mount Lawley Senior High School Languages Expo, an event that SDPS students would normally have performed at, was also cancelled.

In class, students continued to enjoy their studies of the Italian language and culture via a range of engaging, 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 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.

Our Evidence [2020]

- Digital technologies embedded in Italian activities and games (Quizizz, iMovie, Book Creator, Quizizz, various iPad apps).
- "Languages Showcase" Vimeo presentation went out to whole SDPS community and had a high level of engagement and positive feedback.
- Successful implementation of WAC: Languages across Years 3-5.
- Collaboration of HaSS and Languages learning areas with HaSS/Languages Week "Noongar Seasons" in-school poster design competition.
- New resources, teaching aids (eg. websites, apps etc) embedded in teaching and learning programs.
- Positive student feedback on Languages SEP programs (Years 2, 5 and 6) 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.
- 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
- Year 4 and 5 students participated in Western Australian Association of Teachers of Italian (WAATI) competition, with one Year 5 SDPS students claiming third place and 20 students receiving certificates of commendations and participation. This achievement was highlighted through presentation of certificates at assembly.
- Network meetings with Italian teachers at neighbouring schools and establishment of contact with MLSHS GAT (Italian) teachers.

School Priorities [2021]

- Italian Day celebrations in Term 3, 2021 to mark Languages Week and lift profile of Italian in the SDPS community beyond Years 3-6.
- Italian labels for room furniture (e.g. lights, fan, door etc) for all classrooms.
- Implementation of Year 6 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.
- Continued networking and collaboration with Languages teachers at neighbouring schools to create and moderate assessment tasks.

Gallery 2020



Author: Bronwynne Jones
Learning Area Leader: Languages

Overview [2020]

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: Artists as Inspiration.

Term 2: Australia and Contemporary Australian Artists.

Term 3: Sport Art and Technology in Art.

Term 4: Summer and Under the Sea.

Alongside the Visual Art program, selected students from Year groups were given the opportunity to participate in the Visual Art GATE program. In Term One students in Year Three and Four completed projects using various printmaking techniques. Students used Gelli plates and various watercolour painting techniques to create painted paper. They used the painted paper to make collaged landscapes in the style of Australian artist Laura Blythman. Students used lino carving tools to create a lino print of their choice. In Term Two students in Year One and Two used the 'Negative Space' painting technique to create abstract paintings on canvas. They used clay to make Guppies and learned about weaving by using wool to create a Circle Loom. In Term Three students in Pre-Primary and Year One used the 'Negative Space' painting technique to create a Flower Garden painting. Students used foam to make radial symmetry prints of flowers and drew and painted a still life Sunflower composition.

The Biennial Art Auction was held in Term Four. All classes in Year One to Six created a collaborative Art piece. Bids were placed via an online auction website and ran over two weeks. In total, over \$550 was raised. The money raised will be used towards the purchase of art materials in 2021.

Our Evidence [2020]

- Positive feedback data from student surveys and self-reflection.
- Positive feedback from student surveys for the Visual Art GATE programs that were run throughout the year.

School Priorities [2021]

- 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.

Gallery 2020



Author: Candice Louise
Learning Area: Visual Art

Overview [2020]

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 and the year six graduation.

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.

Our Judgement [2020]

2020 has seen an, although interrupted, delivery of a curriculum reflective primary school music program for students. A range of various skills across both Making and Responding to music has been learned. Students have learned the importance and process of composing their own music using various methods suitable to each year level. The inclusion of technology in upper years as well as musical instruments played a vital role in the composition process.

All students have been given the opportunity to both sing and play classroom instruments and further developing technical skills on specific instruments including the recorder and the ukulele. Each year level has either developed a foundation or further developed their skills on their instruments and have been given an opportunity to compose and perform their own music on their instrument.

A range of various songs have been learned that reflect a range of different cultures and times including a main focus on Indigenous Australian music. The broad range of music studied has given students an insight into both musical history and culture. Students have been given an opportunity to study, learn and sing the songs as a class.

The Australian music curriculum has been directly reflected in the music lessons with a separate focus in each year level and each term. Students focus on composition, developing instrumental skills, music theory, culture and history. The incorporation of both practical, individual, group and written activities has contributed to the learning needs of students.

Both the choir and instrumental music students have been given ongoing opportunities for weekly lessons as well as opportunities to perform at various events including end of term assemblies, showcase events and workshops. Due to COVID restrictions choir students were unable to participate in a larger scale performance though continued to perform at smaller in school performances.

Our Evidence [2020]

A range of both individual and classroom evidence samples have been recorded and can be accessed to demonstrate the learning process of the music program, choir and instrumental program for 2020.

Each student has a music portfolio with work samples collected throughout the year. Each piece of work is filed into the music portfolio where it can be accessed. Evidence of musical compositions, instrumental assessments and activities demonstrating the study of musical theory, history and culture can be found in the student's portfolio and are accessible in each classroom for Learning Journey and to be taken home at the end of the year.

Music reports are made available at the end of each semester with a focus on Making in semester one and Making and Responding in semester two. Reports are a direct reflection of both the student's efforts and grades in the classroom. We expect that across years one to six to see a consistency in grades and where necessary a higher percentage increase of grades and efforts across all years. We have targeted specific learning areas and students to focus on developing skills and improving grades and efforts which has deemed successful in 2020.

Evidence of practical assessments and performances have been photographed and videoed. Work samples can be found on student's iPads as well as a demonstration of practical skills learned. This also applies for Instrumental Music Students and the choir. Their practical performances are a direct reflection of the skills and processes that have been learned in music.

School Priorities [2021]

- Full implementation of Australian Curriculum: The Arts
- Engagement of Music specialist with Hub colleagues through Connect community
- 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
- Alignment of Performing Arts Music, with our school's Business Plan

Gallery 2020



2020 Sutherland Dianella Primary School Showcase Event – IMMS and Choir Performances



Music Count Us In 2020
Choreography



Year Five Students Teaching Choir

Author: Grant Welch
Learning Area Leader: Performing Arts
Music

Overview [2020]

Sutherland Dianella Primary School (SDPS) aims to offer all students with the highest quality Physical Education program possible in what is an increasingly complex and rapidly changing world. In 2020 we have all faced complexities and challenges and it is critical for all students at SDPS are able to cope with life's challenges and flourish as healthy, safe and active citizens. At the core of our Health and Physical Education program is the acquisition of movement skills and concepts to enable students to confidently and competently participate in a range of physical activities. Students develop an understanding of how the body moves and the importance of positive attitudes towards physical activity participation.

Our Judgement [2020]

In 2020 we were faced with a number of challenges and complexities surrounding COVID 19. However, due to the support and flexibility of administration and the community we were able to minimise the impact it had on the Health and Physical Education program and in particular its major events. Unfortunately, Eagles cup, T20 Blast, Basketball WA Slam series and interschool cross country events were all cancelled due to COVID 19. However, the swimming carnival was moved to term 4 and the cross country was successfully run with no spectators. Although a challenging year, SDPS maintained the vast majority of its sporting initiatives and offered students the opportunity to participate in two brand new programs Taekwondo and Ten Pin Bowling. Furthermore, the school secured a \$10,000 sporting schools grant to develop Physical Literacies across the school. The grant enabled us to design and paint a brand new Fundamental Movement Skill Track and build staff capacity through professional learning and introduction of KIDDO and Champion life programs across the school.

Our Evidence [2020]

Term 1

- Year 3&4 interschool Tennis Hot Shots
- Track Stars (shortened program)
- Tennis Hot Shots (shortened program)
- League Stars (Rugby League Program)

Term 2

- Cross Country (Covid 19 restrictions in place- no spectators,)

Term 3

- Athletics Carnival
- Interschool Athletics Carnival
- Trackstars returned (shortened program)

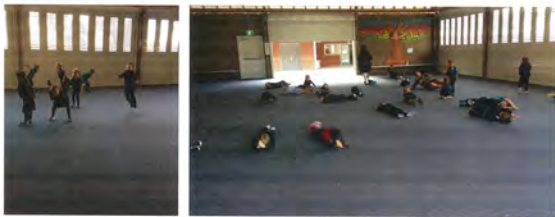
Term 4

- Tennis Hot Shots
- Trackstars
- Taekwondo
- Ten Pin Bowling
- Swimming Carnival

School Priorities [2021]

- Explore and implement a school based bicycle program
- Continue to maintain and extend sporting opportunities within the school and wider community
- Maintain and build upon relationships with sporting organisations, both local and state level.
- New strategies in integrating Health and Physical Education skills and knowledge into teaching and learning programs.

Gallery 2020



QA2 Sport with Mr Matheson Term 2 Wk 7



On Fridays we do sport with Mr Matheson. Today we went to the undercover area. Today we learnt how to be statues when we stop, balancing on one foot, rolling like a pencil and we played a Bee game. Mr Matheson also showed us 'hips to lips' with our arms when we run, that's the proper way.



QA2 Kindy Sports Carnival Term 3 Wk 8



The Kindy Sports Carnival and FMS helps the children develop competence, confidence and independence in their abilities and their gross motor skills. The carnival included long jump, throws, sprints, middle distance and a relay race. Children were awarded ribbons for 1st, 2nd, 3rd and 4th.

Author: Ben Matheson
Learning Area Leader: H & PE

Overview [2020]

Student Engagement Programs were introduced as an initiative a SDPS in 2016 and have continued to evolve and improve over the last 5 years. The main focus is on deepening engagement in school life and learning.

This is achieved through:

*opportunities for students who show an aptitude for an area of learning to work at a greater depth and breadth through enrichment programs.

*opportunities to improve the resilience, enthusiasm for learning or Growth Mindset for students through engagement programs.

During 2020, there were three cycles of Student Engagement Programs with each programs running for 8 – 10 weeks. There were 12 different Student Engagement Programs in 2020.

113 students ranged from Pre-Primary to Year 6. Eight students participated in more than one program during 2020.

Cycle One programs were Italian, Visual Arts, Music and Minecraft Education.

Cycle Two programs were Italian, Visual Arts, Genius Hour and Physical Education.

Cycle Three programs were Introduction to Introduction to Italian for Year 2, Visual Arts, Genius Hour and Introduction to Coding EV3 Robots.

Our Judgement [2020]

The Student Engagement Committee met regularly to oversee the nomination and selection of students. The SEP Committee also oversees the quality of programs being offered to students and supports the creation of programs to meet the needs of students.

An important focus for the committee is to keep the programs on offer relevant to students, fresh and engaging, rigorous and challenging.

Minecraft Education offered in Cycle One proved both challenging and engaging for students and was an integral part in sparking a Minecraft Education Lunchtime club for a wider group of students with SEP students acting as an 'expert' group.

A new program offered in 2020 was two cycles of Genius Hour for Years 3 – 6. The Programs had a Design and Technology focus. It proved very engaging and challenging for students. Genius Hour students presented their work at the Term 3 SDPS Showcase event.

An important improvement for SEP has been the timetabling of Student Engagement Programs at two set times during the week which has been less disruptive for classroom teachers.

Feedback from teachers who facilitated the programs in 2020 was that by having smaller groups, they had the opportunity to get to know students and build positive relationships.

In 2020, Tricia Mitchell gave a presentation to the SDPS School Board about the SEP Program.

Our Evidence [2020]

In 2020, 113 students from PP to Year 6 participated in 12 different Student Engagement Programs. Eight students participated in more than one program during 2020.

Feedback from students is gathered following each program and used by the SEP Committee and SEP teachers to work toward continual improvement of programs.

Feedback from 2020 programs included:

'The greatest aspect of the Visual Arts program is having lots of opportunities for new art ideas.' 'The Lino printing was the best. I learnt how to carve and print. I didn't know this type of art existed.' 'To improve the program, we could have longer time and do a bigger project with the whole group working together.' 'A new SEP could be a Science and Art combined project.'

In SEP Music, 'I loved using Garage Band and making a Music Video. I learnt how to play Pink Panther on the Ukele and I tried out some different instruments and to play some notes on them.'

School Priorities [2021]

At the end of 2020, the Student Engagement Committee reviewed the 2020 programs, and set plans and priorities for 2021 considering feedback from students, teachers of Student Engagement Programs and classroom teachers. The committee also considered school and system priorities and resourcing. Student Engagement Programs are an integral part of the SDPS Business Plan 2021 – 2023.

Priorities in the SDPS 2021 – 2023 Business Plan include:

- Engagement and enrichment programs are tailored for students from Pre-Primary to Year 6
- Resource allocation facilitates Student Engagement Programs

2021 Student Engagement Plans and Plans include:

- One extended session per SEP Program to allow for an excursion, incursion, project work
- Continue with current programs e.g. Genius Hour, Visual Arts, Physical Education
- Introduce new programs linked to school priorities e.g. Book Clubs, Writing
- Hands on activities e.g. cooking, visual art textiles
- Access to SEP by a wide range of students and targeted students
- Showcase Student Engagement Programs using a range of platforms including Showcase event
- Collection of a wider range of feedback and data about SEP program

Gallery 2020



Top Left: Year 2 Introduction to Italian
 Top Right: Year 3/4 Physical Education
 Bottom Left: Year 1/2 Visual Arts
 Bottom Right: PP/1 Visual Arts



Top Left: Year 3 Genius Hour: Making Marble Runs
 Top Right: Year 4/6 Genius Hour: Arcade Games
 Bottom Left: Year 4/5: Intro to Coding EV3 Robots
 Bottom Right: year 3/4: Minecraft Education

Author: Tricia Mitchell
 Learning Support Coordinator

Overview [2020]

The Health and Wellbeing (HWB) Committee aims to improve the physical, mental, emotional and social health of our students and our community to increase student satisfaction, engagement and well-being at Sutherland Dianella PS.

The HWB committee recognizes and celebrates our school context and demographic. It forms key partnerships and collaborates with various committees across the school to effectively plan and implement numerous initiatives throughout the year. It works alongside the Social and Emotional Learning Team (SEL) and collaborates with both the Maths and HASS teams to recognise various events and celebrations through whole school events, assemblies and class activities.

As a committee we work together to provide an inclusive, safe and welcoming environment to all students, staff and members of the school community.

Our Judgement [2020]

Throughout 2020, the HWB committee demonstrated great flexibility and work ethic to ensure the impact of COVID was bare minimum. Although some events were cancelled or moved due to the pandemic, as a committee we successfully ran the vast majority of our initiatives throughout 2020. With the help of committed team members, annual events such as the Roar and Snore, Colour Run and 100 Days of school were successfully planned and implemented throughout 2020.

As well as maintaining many key initiatives, 2020 marked the introduction of Champion Life for SDPS students in K-6. Champion life provided students and staff access to;

- Body sets: active movement break in the form of a follow-along video for K-8 students. Each Body Set concludes with a wellbeing tip from our role models
- Challenges: 6 weeks of content that can be completed over the term allowing students to practice role model-led activities then record and upload their own efforts to our secure online portal or app
- Well-being Monitor: available for years 4 - 8 and delivers a simple, before and after activity "check-in" system captures the emotional state of students and tracks it over time

Data collected from the Wellbeing Monitor presents a snapshot of students' emotional wellbeing on an individual, class and school basis. This data is collated and mapped over time and accessible to teachers, school leaders and wellbeing or pastoral care teams.

Another new initiative implemented in collaboration with the Social committee was the random act of kindness week. Staff were all presented with another staff member who they were to show a random act of kindness in term 3. Staff members were presented with gifts, had their duty covered, morning coffee bought for them and many other gestures.

Our Evidence [2020]

Term 1

National Day against Bullying
Harmony Week
Autism awareness day

Term 3

100 Days of School
Footy Colours Day
Fruit and Veg Month
NAPCAN Child protection week
HPE day -Staff Vs Students
R U OK day
Random act of kindness
NAIDOC Week

Term 4

Roar and Snore
Colour Run
Teachers Vs Students

School Priorities [2021]

Build up and maintain relationships with cross curricular committees
Form part of the executive leadership team
Maintain significant celebrations
Continue to recognize cultural events, and relevant days of recognition
Further develop working relationship with SEL (further collaboration with events).
Healthy Breakfast
Further increase staff capacity and engagement in the Champion Life Program
Data analysis of Champion life data.

Gallery 2020



Author: Ben Matheson
Learning Area: Health and Well Being

Overview [2020]

This year has seen an exciting transition in the rebranding of our Mental Health program. 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. At SDPS we endeavour to embody these skills in our students. Consequently, Social and Emotional Learning has become our overarching brand which encompasses the gamut of programs and strategies we implement in the school.

Our Judgement [2020]

The Action Team created a poster of our Vision statement and strategies which is visible in all classrooms across the school.

Staff were provided with professional learning in the Be You component: Responding Together SEL Co-ordinator presented the School Board with the Social Emotional Learning program embodied at SDPS.

This year, through the Health and Well-being committee, the Champion Life Program has been implemented as a guided physical activity and wellbeing program. Student completed the tasks at home and class activities were also undertaken in classes.

This year we have had our 'Buddy Bench' installed in the Art Park which was gifted to the school by the Year 6 students of 2019. The 'Buddy Bench' serves as a meeting point for students who need assistance from the Peer Support Team.

Kid's Community Team

The Kid's Community team is made up of our Student Leader for 2020, Zeniah W and class representatives from Years One to Six. As a team, they collaborated with the Social and Emotional Team leader to plan special days such as R U OK? Day activities, assembly presentation of our new Social and Emotional Learning vision and managing the Student Says Board in their classrooms.

Peer Support Mentor Team

The Peer Support Mentoring program which consists of Year 6 representatives and whose role is to work alongside teachers and the Admin to address social issues in the playground. They were trained in using the Restorative Conversations support cards as a tool to assist students during recess and lunch times.

Social Work

Our Social Work students worked in partnership with the Student Services team to plan variety of programs and activities to meet the needs of our students at SDPS. They worked alongside the teachers to implement programs in the classrooms, negotiated activities for our R U OK? Day recess and lunch activities and built positive relationships with our students.

Good Standing Policy

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

A copy of the policy is on our website: <https://sdps.wa.edu.au/good-standing-0>

School Priorities [2021]

- *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 in the Be You Component: Mentally Healthy Communities and Family Partnerships
- *Kids Community Team and Peer Support Team will be continued.
- *Good Standing Policy to continue as a school focus.
- *Trauma Informed refresher course and for new staff by School Psychologist
- *Whole school approach to SEL with consistent practice
- *Investigate Mindfulness in the classroom program such as 'Smiling Minds'

Business Plan Link:

Relationships and Partnerships – Implementing of “Be You” module, ‘Family Partnerships’ to ensure the school works effectively, sensitively and confidentially with families to foster the mental health of children and young people.

- . Staff, student and parent relationships are respectful
- . Parent and carer satisfaction feedback is sought and acted on
- . Build on our current platforms of communication and promotion, to engage the wider community

SDPS Priority

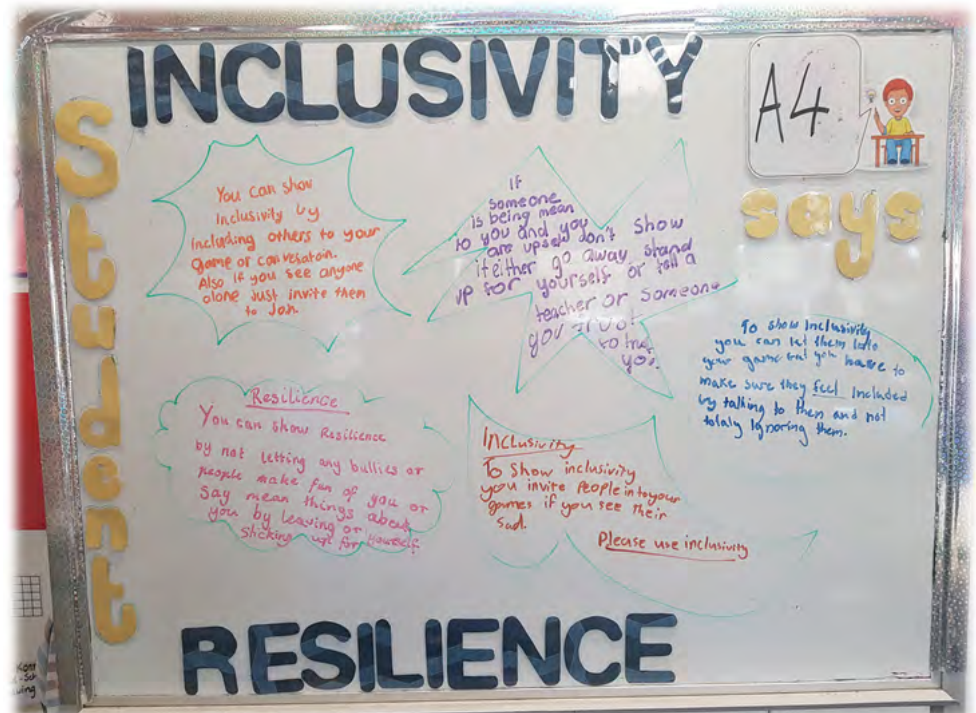
Learning Environment - ABE and Goal setting focus Kindergarten to Year 6 SDPS Priority, The learning environment is safe, caring, inclusive and culturally responsive

Student behaviour, attendance and engagement strategies enhance student learning

The health and wellbeing of students and staff is enhanced

Student Achievement and Progress – Implement Growth Mindset and goal setting across the school

Gallery 2020



Overview [2020]

The primary outcome for the Green Team Sustainability Program is to support efforts within the school to make the running of the school more sustainable, and to educate students in sustainable practice.

Students were engaged in a range of sustainable initiatives in 2020:

- Recycling paper
- Recycling organic waste
- Setting up and managing worm farms
- Selling 'Worm Tea' to help fund SolarBuddy
- Recycling batteries
- Recycling toner cartridges
- Taking part in the WA Government Containers for Change (CFC) program in partnership with City of Stirling
- Taking part in the SolarBuddy program
- 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 tea'
- 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

Our Evidence [2020]

- Participation in Containers for Change
- Announcements at assemblies
- Announcements in the school newsletter
- Expansion of worm farms
- Sales of 'worm tea' at assemblies
- Members of the school community continue to divert paper, batteries, toner cartridges and organic waste from landfill

School Priorities [2021]

- Conduct a waste audit and determine where we can be more sustainable
- Expand the rollout of CFC into classrooms by adding a classroom donation point
- Ensure an upward trend in PAT Science data

Gallery 2020



100% Worm Tea



Rich in iron, sulphur, calcium, nitrogen, phosphorus and potassium

University testing has been performed by Ohio State, Cornell University and the Australian CSIRO to prove the worth of worm tea. The tests have shown improved flower size, bloom quantity, quality and colour. Fruit and vegetable tests have resulted in yield improvements from 57% to over 200% as well as improvement in taste and appearance.

Directions: Safe to use on all types of plants. Dilute at a rate of 1:5 and apply to the drip-zone of your plants. Can be added to a spray bottle and applied to foliage.

All Proceeds to SolarBuddy



Do Not Drink



Author: Steven Rea
Learning Area: Science

National School Opinion Survey



**Sutherland
Dianella**
Primary

National School Opinion Survey – conducted biannually

Target: All results to be equal or above 4.0

Parent Survey: **Achieved**

Staff Survey: **Achieved**

Student Survey: **Working Towards**

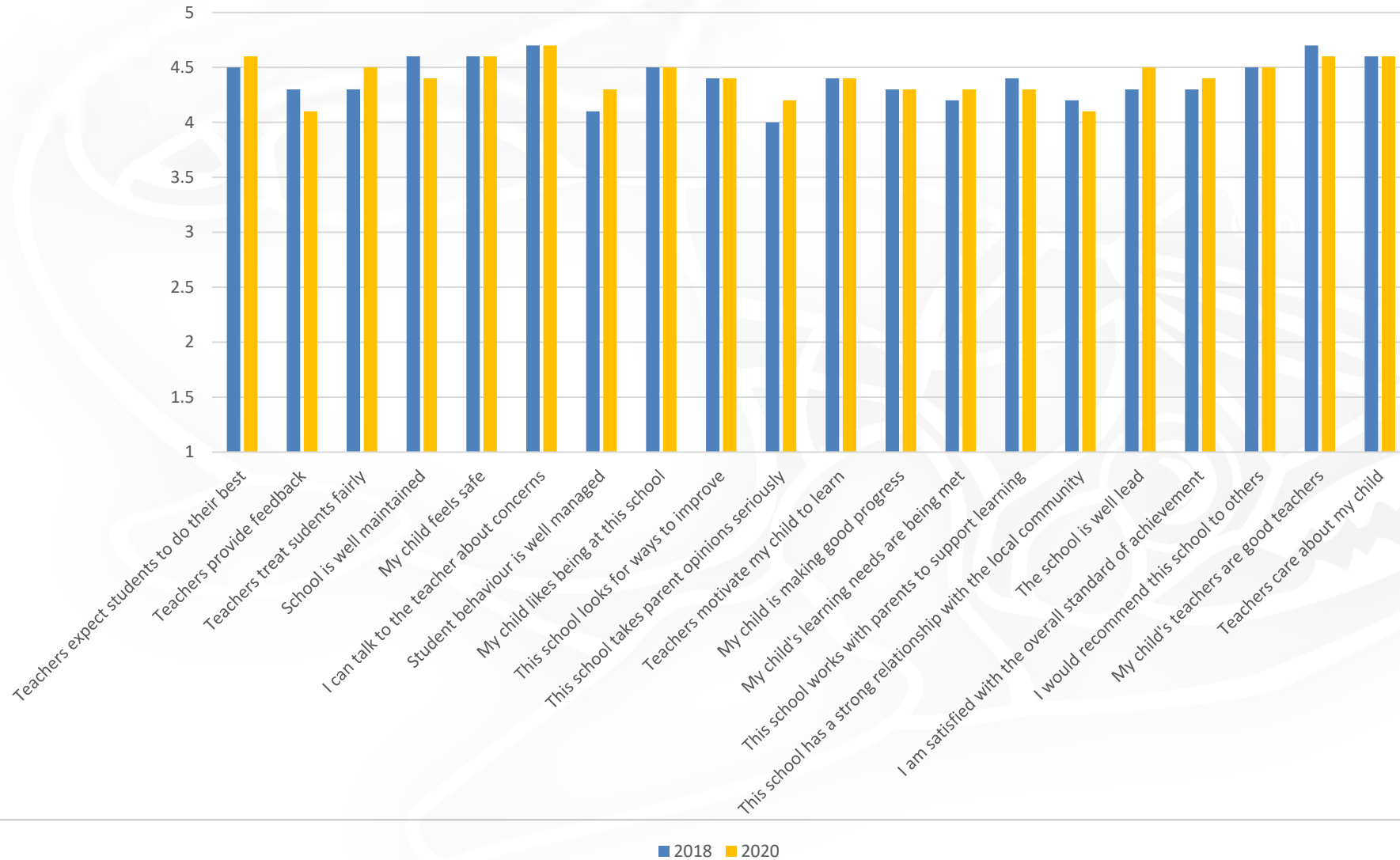
Areas of Focus

1. I can talk to my teacher about my concerns
 2. I like being at school
-

2018/20 NSOS - Parent



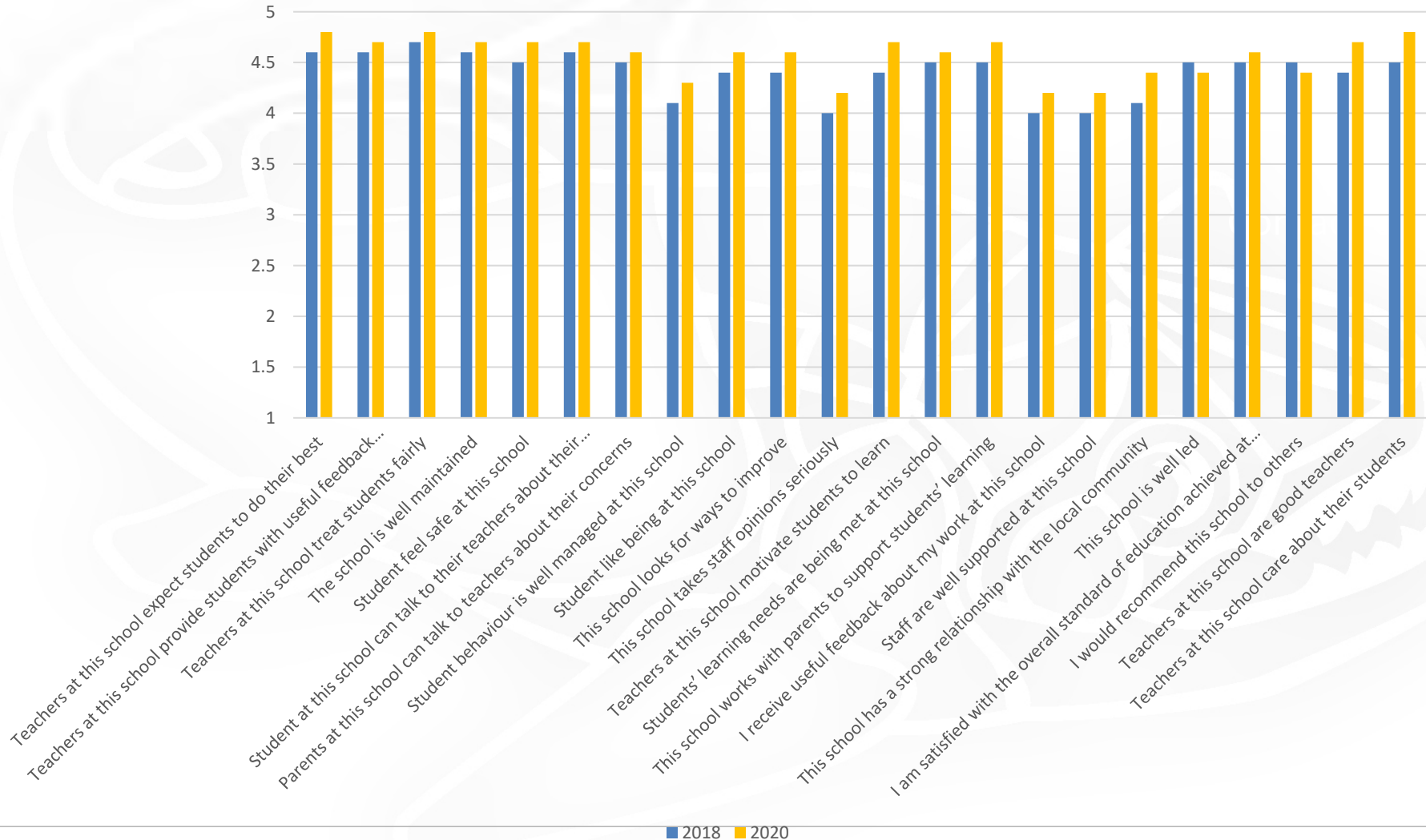
National School Opinion Survey - Parent



2018/20 NSOS - Staff



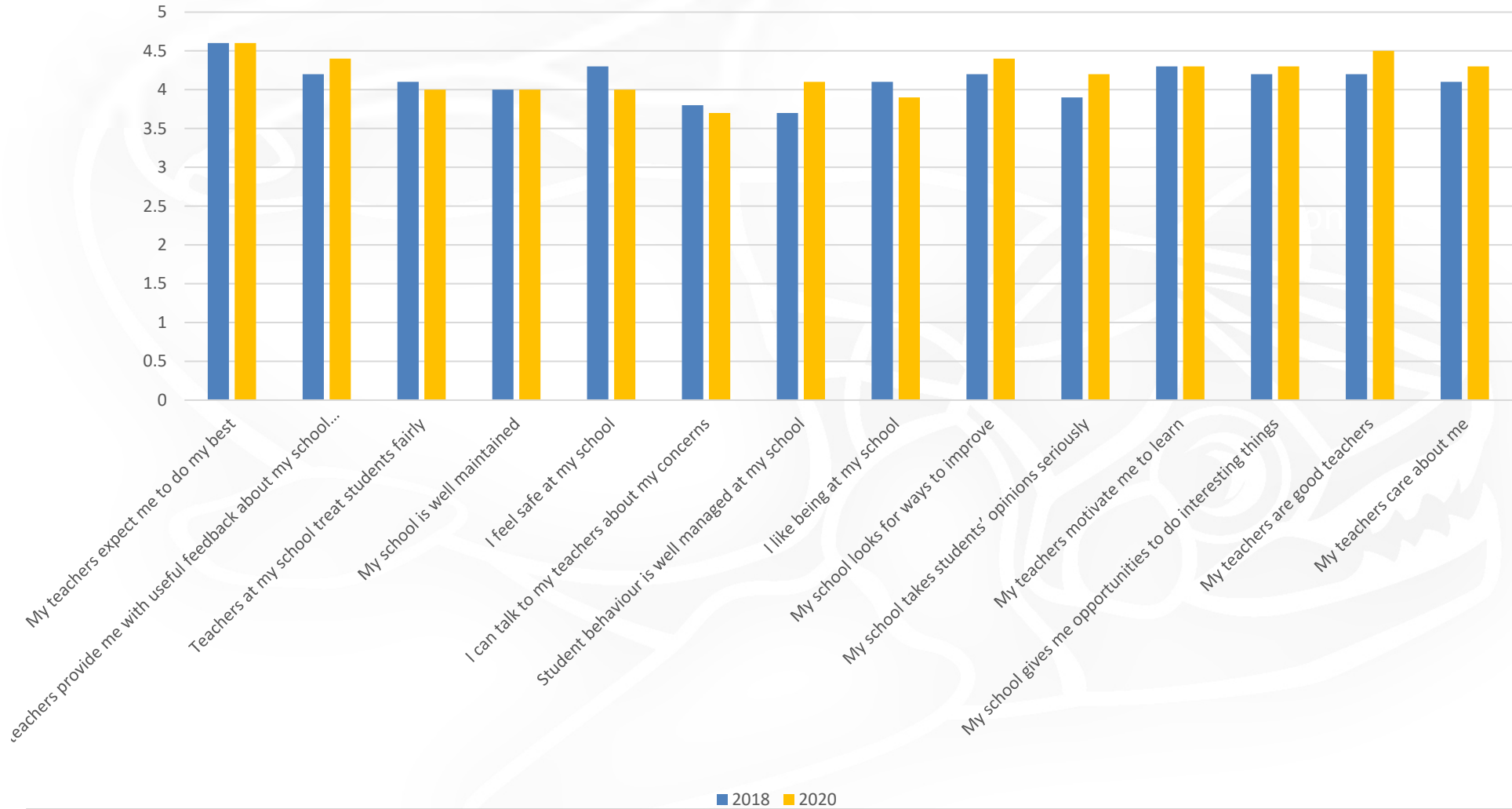
National School Opinion Survey - Staff



2018/20 NSOS - Student



National School Opinion Survey - Student



Year 7 Destinations 2021 School Year	
Bob Hawke	1
Chisholm Catholic College	3
Carine	1
Dianella Secondary College	1
Duncraig SHS	1
John Forrest Secondary College	3
John Septimus Roe	1
Morley Senior High School	17
Mt Lawley Senior High School	3
Perth College	1
Santa Maria	1
St Andrews	1
Servite College	1
Unknown	1

Year 6 Graduation Awards	
Head Boy	James Papadopoulos
Head Girl	Ariella Johnson
Dux	James Papadopoulos
Principal's Award	Terry Huang
Citizenship Award	Glynnis Mondello
Citizenship Award	Jett Loong
North Metro Commitment to Excellence Award	Emily Chong
Science Award	Ariella Johnson
Science Award	James Papadopoulos
Physical Education	Kenny Hoyle
Physical Education	Ariella Johnson
Performing Arts: Music	Bhavisha Kesavan
Languages Award	Chiara Papaluca
Visual Art	Ava Horneman

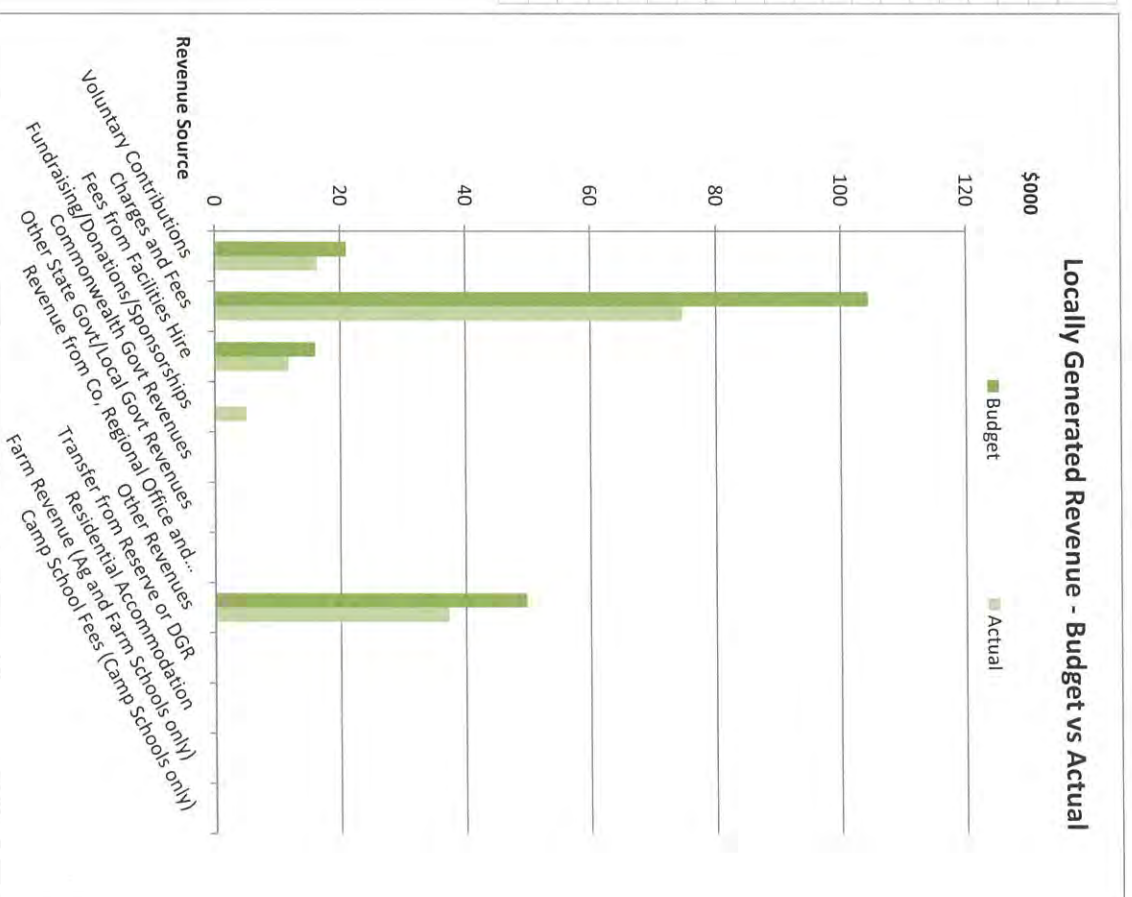
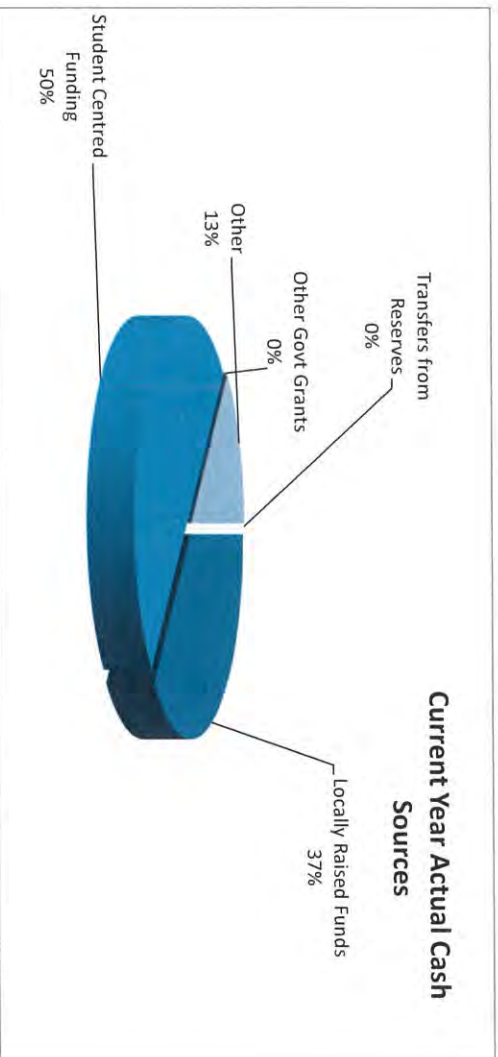
Pre Primary – Year 5 Awards			
Year	Form	Award	Student Name
PP	C2	Excellence	Kyan Wee
PP	C2	Academic	Anna Takayanagi
PP	C3	Excellence	Matilda Milos
PP	C3	Achievement	Setsen Batmunkh
1	C5	Excellence	Hazel Liang
1	C5	Achievement	Brian Izan De Leon
1	C1	Excellence	Darya Rakhsha
1	C1	Achievement	Daniel Smith
2	B4	Excellence	Gregorio Sardo
2	B4	Achievement	Mary Hollingworth
2	B3	Excellence	Oscar Chiang
2	B3	Achievement	Grace O'Donovan
3	B2	Excellence	Arhan Dey
3	B2	Achievement	Nishitha Sakthivel
3	B1	Excellence	Macey Kelly
3	B1	Achievement	Adele Spencer
4	A4	Excellence	Nate Mills
4	A4	Achievement	Christian John
4	A3	Excellence	Louis Lwe
4	A3	Achievement	Daye Kim
5	A2	Excellence	Milly Brice
5	A2	Achievement	Wynand Basson
5	A5	Excellence	Claudia Harper
5	A5	Achievement	Lachlan Williams
1	C1	Vicky Peovitis (Bambaci) Values award	Jarvis Wilson
1	C5	Vicky Peovitis (Bambaci) Values award	Lily Dalby

Administration		
Principal	Jenn Allsop	
Deputy Principal	Blake Ingersole	
Learning Support Co-ordinator	Tricia Mitchell	
Manager Corporate Services	Leonie Malkovic	
School Officer	Deb Mortimer	
Library Officer	Georgia Johnson	
Teaching Staff		
K	C4A	Bianca Arbuckle & Chrissie Hatzon
K	C4B	Bianca Arbuckle & Chrissie Hatzon
PP	C2	Seona Main
PP	C3	Andrea Gahan
1	C5	Alyse Scorda/Tayla Schwager
1	C1	Montana Fiorillo
2	B3	Naomi Fotheringham
2	B4	Stephen Styles/Felice Mack
3	B2	Candice Louise & Bianca Koranis
3	B1	Stephanie Goodier
4	A4	Angela Panting
4	A3	Steven Rea
5	A5	Felicity Collins/Tiffany King/Bronwynne Jones
5/6	A1	Alexis Francké
6	A2	Janelle White
Specialist Teachers		
Physical Education	Ben Matheson	
Visual Art	Candice Louise	

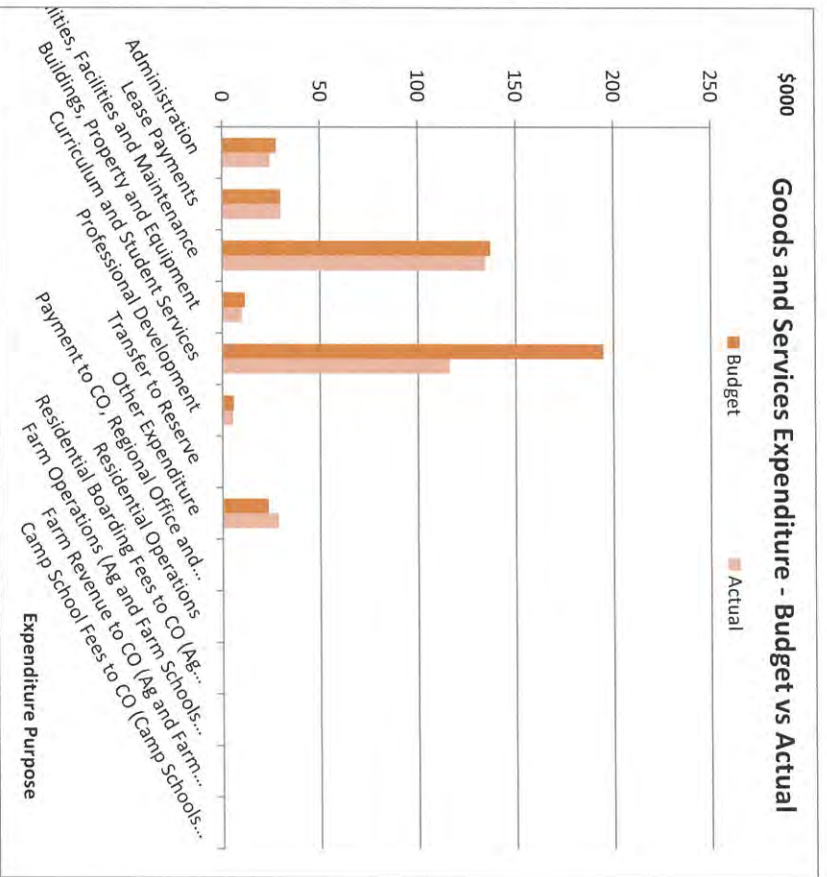
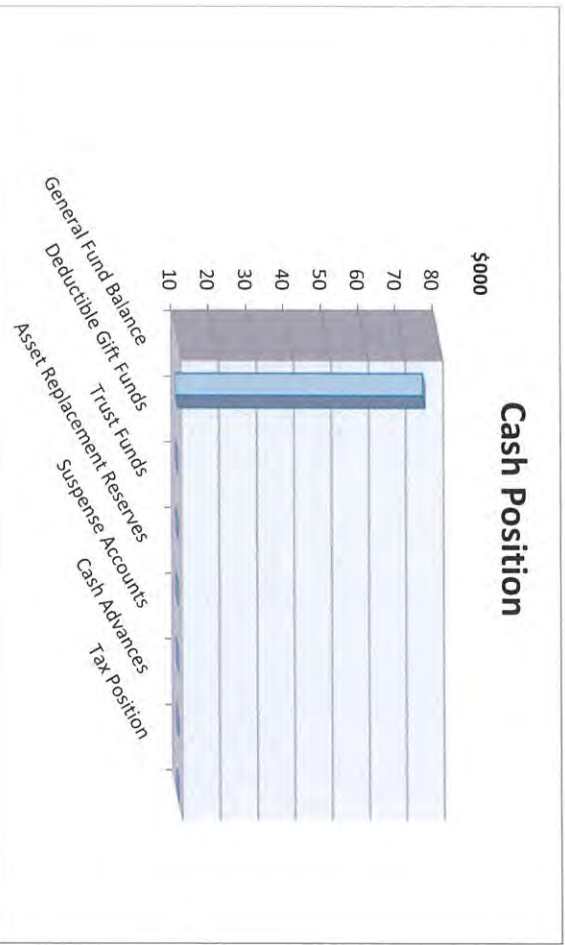
Music	Grant Welch
Italian	Bronwynne Jones
Science	Chrissie Hatzon
DOTT Support	Robyn Wheatley
DOTT Support	Alison Rayner
Mini Lit	Samantha Sheridan and Rachael Hunter
Non-Teaching Staff	
Education Assistant	Linda Field
Education Assistant	Patricia Lee
Education Assistant	Roz Wallace
Education Assistant	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	Racheal Hunter
Gardener	Aniello Pizzolante/Mark Bonett
Cleaner in Charge	Mark Bonett
Cleaners	Dinesh Malik/Sudesh Kumar

Voluntary Contributions Percentages	
Kindergarten	66.18%
Pre Primary	82.43%
Year 1 – Year 6	84.63%
Total	82.54%

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 21,000.00	\$ 16,301.45
2 Charges and Fees	\$ 104,370.00	\$ 74,731.18
3 Fees from Facilities Hire	\$ 16,000.00	\$ 11,700.00
4 Fundraising/Donations/Sponsorships	\$ -	\$ 5,066.50
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co., Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 49,700.00	\$ 37,199.82
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	\$ 191,070.00	\$ 144,998.95
Opening Balance	\$ 134,149.00	\$ 134,149.11
Student Centred Funding	\$ 106,139.00	\$ 145,533.47
Total Cash Funds Available	\$ 431,358.00	\$ 424,681.53
Total Salary Allocation	\$ 3,642,798.00	\$ 3,642,798.00
Total Funds Available	\$ 4,074,156.00	\$ 4,067,479.53



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 27,800.00	\$ 24,541.85
2	Lease Payments	\$ 30,000.00	\$ 29,815.57
3	Utilities, Facilities and Maintenance	\$ 137,300.00	\$ 134,419.82
4	Buildings, Property and Equipment	\$ 11,600.00	\$ 9,907.19
5	Curriculum and Student Services	\$ 194,663.00	\$ 115,939.31
6	Professional Development	\$ 5,750.00	\$ 5,495.36
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 23,340.00	\$ 28,371.22
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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		\$ 430,453.00	\$ 348,490.32
Total Forecast Salary Expenditure		\$ 3,220,619.00	\$ 3,533,917.00
Total Expenditure		\$ 3,651,072.00	\$ 3,882,407.32
Cash Budget Variance		\$ 905.00	



Cash Position as at:	
Bank Balance	\$ 81,317.10
Made up of:	
1 General Fund Balance	\$ 76,191.21
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 6,143.00
5 Suspense Accounts	\$ 2,458.78
6 Cash Advances	\$ -
7 Tax Position	\$ 3,475.89
Total Bank Balance	\$ 81,317.10



Term Report



REPORTED BY: Vivek Rosalba Sathiaseelan

Sutherland Dianella

TERM 3 - 2020

Term Report

School	Sutherland Dianella Primary School
Helping Hands Regional Operations Manager	Letica Hutchinson
Helping Hands Coordinator	Vivek Rosalba Sathiaseelan

Helping Hands News

During Term 3 at Sutherland Dianella, children have continued to develop their skillsets and enjoyed a range of activities that have continued to develop their creativity, sense of belonging, fine and gross motor skills, as well as their communication skills and problem-solving skills.

Throughout the term the children have returned to their regular routine with ease after the school holidays, children have also enjoyed having their regular educators at the service and have continued to build stronger relationships with all educators

In this term the children were interested in group games such as cricket, tennis, silent ball, soccer, dodge ball, art and craft activities. Some of our other popular group activities have included basketball, musical statue, musical hoops game. The children have loved getting outside to play these games and made use of the space right outside of the helping hands room. Throughout the term all the children have continued to develop their interests in art based, science, and construction activities. All the children have participated in the planning of our program and we have gathered more parent input to continue to encourage the children's interests and strengths

Staffing

In Term-3 we had multi-talented staff in the service such as, Hyun Ryoo(Lidiya), Hanchal Nagpal, Mariyam Kapasi, and Natalie Inni as educators We kept to the same staff during the term to ensure the consistency of the service for the children.

All staff members were very friendly with the children they have conducted and involved in variety of activities. Our service has been receiving some great mentoring and training from regular visits by the regional manager Letica Hutchinson and more experienced coordinators from surrounding services so has been upskilled this term and professionally developed.

At the end of term 3 2020 Vivek has made the decision to take a step back for health and wellbeing to a qualified educator at Sutherlands and we are very lucky we have Balpreet Kaur join Sutherlands helping hands , she has come for Melbourne Junior adventures group. So please help us make her fell welcome for term 4 at Sutherland's. Balpreet and Vivek cannot wait to see what Term 4 brings us at Sutherlands



Community Projects

This term we focused on building a stronger relationship with the school community and ensuring we were linking children's learning at school into our sessions.

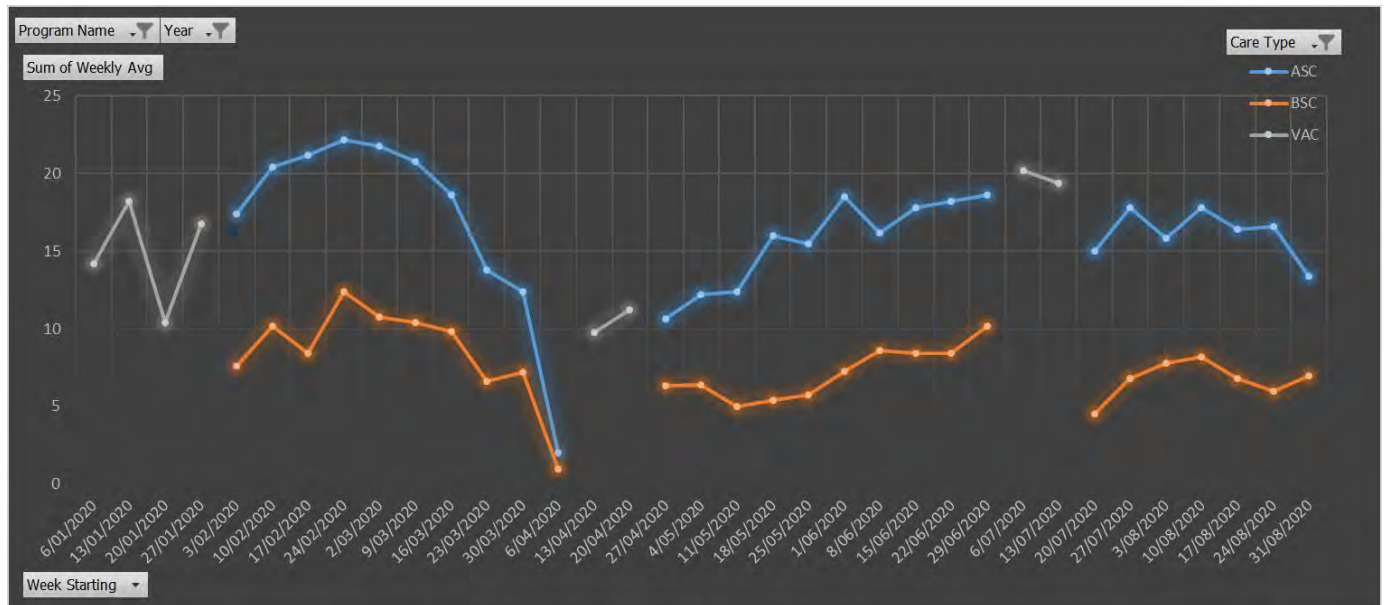
We limited children's screen time to 15 minutes educational/ homework and the staff monitored this and got involved with the apps children use at school.

Term 3 will be a focus for us to connect with the wider community and hopefully be able to have visitors back into the sessions like ambulance or police to do chats with the children





Usage levels and vacancies





**Sutherland
Dianella** *Primary*

Sutherland Dianella Primary School

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