



**Sutherland
Dianella**
Primary



Annual Report 2021



**Sutherland
Dianella***Primary*

Student Numbers and Characteristics



Sutherland Dianella Primary School (5143)

Student Numbers (as at 2022 Semester 1)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	45	48	39	43	51	46	45	338
Part Time	41								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	21	24	148		193
Female	20	21	124		165
Total	41	45	272		358

	Kin	PPR	Pri	Sec	Total
Aboriginal	1		1		2
Non-Aboriginal	40	45	271		356
Total	41	45	272		358



Sutherland Dianella Primary School (5143)

Destination Schools

2022 school destinations of the 2021 student cohort

Year Level : Male: 27 Female: 26 Total: 53

Destination Schools	Male	Female	Total
4026 John Forrest Secondary College	7	7	14
4038 Mount Lawley Senior High School	2	5	7
4051 Morley Senior High School	4	2	6
4004 Balcatta Senior High School	3	1	4
1378 John Septimus Roe Ang Com Sch	2	2	4
1178 Servite College		4	4
4213 Bob Hawke College	1	1	2
1107 Aquinas College	1		1
4050 Balga Senior High School		1	1
4036 Dianella Secondary College		1	1
4022 Hampton Senior High School	1		1
1223 La Salle College	1		1
1125 Perth College		1	1
4141 School Of Isolated And Distance Education	1		1
4168 Shenton College	1		1
1374 St Andrew's Grammar	1		1
1440 St George's Anglican Grammar Sch		1	1



Sutherland Dianella Primary School (5143)

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Level 3 Teachers	2	1.2	0
Other Teaching Staff	23	17.5	0
Total Teaching Staff	25	18.7	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	11	6.8	0
Total School Support Staff	14	9.8	0
Total	41	30.5	0



Sutherland Dianella Primary School (5143)

Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	93.3%	93.6%	92.7%	83.4%	86.2%	79.5%	93.1%	93.4%	91.6%
2020	94.5%	94.5%	93.2%	92.7%	92.4%	77.6%	94.5%	94.4%	91.9%
2021	93.8%	93.7%	92.4%	96.6%	86.0%	76.8%	93.8%	93.5%	91.0%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	79.4%	13.2%	5.5%	1.8%
2020	85.3%	10.9%	2.9%	1.0%
2021	80.6%	14.2%	5.2%	0.0%
Like Schools 2021	79.9%	16.2%	3.2%	0.7%
WA Public Schools 2021	71.0%	19.0%	7.0%	3.0%

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	Montana Fiorillo
PP	C3	Andrea Gahan
1	C5	Seona Main
1	C1	Tiffany King/Christina La Cava
2	B3	Naomi Fotheringhame
2	B4	Vanessa Papalia/Felice Mack
3	B2	Bianca Koranis
3	B1	Tayla Schwager
4	A4	Alexis Francké
4	A3	Steven Rea
5	A5	Angela Panting
5/6	A1	Jo Smith/Alyse Scorda
6	A2	Janelle White

Specialist Teachers	
Physical Education	Ben Matheson
Art	Candice Louise
Music	Grant Welch
Italian	Bronwynne Jones
Science	Chrissie Hatzon
DOTT Support	Robyn Wheatley
DOTT Support	Alison Rayner
Mini Lit	Tricia Mitchell
Non-Teaching Staff	
Education Assistant	Ryn Chuah
Education Assistant	Linda Field
Education Assistant	Patricia Lee
Education Assistant	Sarah Mule
Education Assistant	Samantha Sheridan
Education Assistant	Roz Wallace
Special Needs Education Assistant	Felicity Caporn
Special Needs Education Assistant	Heidi Domondon
Special Needs Education Assistant	Racheal Hunter
Gardener/Handyperson	Aniello Pizzolante
Cleaner in Charge	Mark Bonett
Cleaners	Dinesh Malik/Sudesh Kumar

Board report 2021

It has become custom for me to say at the commencement of each annual report from the Board that it has been a busy year. Indeed, 2021 did not disappoint.

After extensive work in 2020, this year SDPS commenced its work under its new three-year business plan. The business plan was designed to align with the Department of Education domains upon which it assesses school performance along with some SDPS-specific targets. The five domains being Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement and Progress. This alignment has made Board monitoring of the various targets and objectives more streamlined allowing for a greater depth of analysis at the Board's regular meetings. It has also ensured that the school administration can capture evidence of the school's achievements at regular intervals which will assist in the upcoming school review process (in 2022).

To assist the Board with its deliberations over the school's performance against the business plan objectives, many members of staff presented on a range of interesting topics. I would like to thank these staff for their presentations – Blake Ingersole (On Entry Data, NAPLAN data), Trisha Mitchell (National Quality Standard, Progressive Achievement Test data, English), Alexis Francke (HASS), Angela Panting (Social and Emotional Learning), Naomi Fotheringham (English), Janelle White (Mathematics), Steven Rea (Science), Ben Matheson (Health and Wellbeing), Vanessa Papalia (ICT), Leonie Malkovic (Finance) and the Executive Team (Intervention and other ad hoc presentations along the way).

This year the Board considered and endorsed policies relating to attendance, behaviour and good standing. It also endorsed the new SDPS Facebook page which provides the school with an additional communication channel to parents and the community.

Perhaps the most positive news presented to the Board this year was the 2021 NAPLAN results. The students did an outstanding job in their assessments with sustained improvements in both mathematics and reading and substantial improvements in writing. SDPS is now 'at' or 'above' like schools in these fields. While these results are always a point in time reflection of achievement, they represent many years of effort by our students, teachers and parents and I would like to thank the wonderful teaching staff at SDPS for their dedication to their craft.

A school would not be able to function effectively without a dedicated Executive team. We are very fortunate to be served by an outstanding team in Jenn Allsop, Blake Ingersole and Trisha Mitchell. Many parents only have contact with the Executive team when there's something very good or very bad to discuss however I can attest that the Executive team are always working on enriching the learning experience at SDPS.

Finally, I would like to extend my appreciation to the members of the Board for their time, energy and effort in helping the school achieve its objectives. I would particularly like to thank those Board members whose terms expire at the end of 2021 – Karen Cropley, Jacky Mills (who also served as Deputy Chair of the Board for the last three years), Blake Ingersole and Janelle White.

Annual report

This year was amazing! Getting back on our feet after COVID-19. Of course, we still had restrictions, but we had a little more freedom than last year. Adapting to these changes our amazing students and teachers still managed to have good time! Although we had restrictions, our school offered us so many great opportunities, making this year bigger and better than ever before.

One small change we've made this year is the fact that we now do the Acknowledgement of Country at every assembly. It's a great idea to acknowledge the land on which we learn on every day and to have memorised the all the phrases. It's amazing that Sutherland has brought this into our assembly routine.

Our Easter hat parade was something to be proud of! It was an egg-cellent sight as the Art Park had a forecast of rainbow eggs and confetti! We had winners selected for prizes for best hat and raffle winners.

Congratulations to this year's Robo Cup teams for making it to the finals and travelling to compete at Curtin University and represent for our school. Along with the Numero teams for hosting this year's competition at our very own school, congratulations for all the practice and effort you put in, to making sure you represented our school with pride.

August saw us celebrate the 2021 Book Week Parade! We saw so many wonderful characters walking around the school, we could hardly recognise anyone. Everyone's costumes were so unique, with amazing detail!

Lunch times were made even better when were treated to a change in our Canteen menu! From sushi and sausage rolls to restaurant like pizzas and milkshakes. We would like to thank our lovely canteen workers for making sure there were never any hungry children.

Thankfully the weather allowed us to put on our annual Athletic and Swimming carnivals! All the factions did a great job, there was so much effort and hard work put in and everyone enjoyed it! Special congratulations to Kirby and Elliott for taking out this year's Athletic and Swimming Carnival trophies! Congrats to the inter school participants for all their efforts and for representing our school at these events.

One event that had more snoring then sleeping was the Roar and Snore! This year we added in the activity of toasting marshmallows! Of course, we still had the classics of Spotlight and the famous Quiz!

We all know we raised lot money at the Roar and Snore, but what other events where we were able to raise money for our school? The colour run of course! Everyone was hyped to get coloured from head to toe in bright powder and even dunk a teacher along the way! Congratulations to everyone who participated in fundraising!

This year we were able to host more excursions and events than last, whole school incursions happened including the bee and Maths Show incursions, along with our Year Six Camp! Everyone had a great time and made so many memories to look back on in the future! Thanks to our great teachers for putting in the effort to plan all the events.

Speaking of our teachers, we've had some come and go this year, but we know that all of them took time out of their lives to help us learn and to be exceptional role models to us. We would like to thank the SDPS school, staff, students and community for making our time here the most memorable ever.

Authors: Luke Chiang & Claudia Harper

Program Overview - 2021

Sutherland Dianella Primary School has a consistent and connected approach to the teaching and learning of Literacy. We continued to implement Shared and Guided Reading, Talk 4 Writing, Sound Waves, Initial Lit (PP) as whole school English programs. MiniLit and Spelling Mastery were implemented as Intervention Programs. SDPS has a whole school approach to assessment in English and analyses NAPLAN, PAT and class-based data to improve teaching and learning. In 2021, there was a continued focus on improving student outcomes in Reading. New decodable and high-quality home readers, class novels and guided reading books were purchased to support the reading focus. There was also a focus on building a love of reading across the school. During Book Week, SDPS celebrates and promotes a love of reading. There is the annual Book Week Parade and in 2021, activities included 'Pop Up' reading stations in the playground, the Great Book Swap, Class based book reviews, and excursion to the local library for an author talk. Other literacy events included The Great Sutherland Dianella Spelling Bee and visit by our local library to the kindergarten students as a part of the Better Beginnings Program.

Our Evidence

NAPLAN Reading for 2021 indicates significant improvement from 2019 with Year 3s and 5s being above like schools. NAPLAN Grammar and Punctuation and Spelling for 2021 indicates improvement from 2019 with our Year 5 students being above like schools and Year 3 students being below like schools.

SDPS uses PAT Assessments in Reading, Grammar and Punctuation and Spelling to monitor student achievement and progress. Soundwaves diagnostic tests and Initial Lit Assessments are used to planning and to monitor progress in Spelling. In our 2021, we changed we implemented a Mid-Year PAT Reading assessment for the purpose of classroom teachers identifying gaps and developing an action plan for Semester 2. This proved to be a valuable tool, and this will be expanded to include Grammar and Punctuation in 2022. Throughout the year, we purchased a significant number of quality home readers for early and junior primary including The Australian Decodable series and sets of nonfiction and fiction paired books. With the support of the P&C, we purchased a classroom set of the Pie Corbett Reading Spine for each classroom to provide high quality literature for all students.

Our directions - Priorities [2022]

- Develop consistent and connected practice comprehension strategies
- Focus on Reading through whole school Guided Reading, Shared Reading, Integrating Australian Literature Spine books into classrooms and continuing to build a strong culture of reading across school.
- Continue building a range of quality home readers for early and junior students
- Build nonfiction books in the school library
- Focus on improving student outcomes in Grammar and Punctuation [Data Wall focus]
 - *Build teacher knowledge about Grammar and Punctuation
 - *Develop a scope and sequence for teaching Grammar and Punctuation at SDPS
 - *Investigate quality resources for teaching Grammar and Punctuation
- Use NAPLAN and PAT Reading, and Grammar and Punctuation Data and plan for targeting gaps
- On-Entry Assessment for identified students in Year 1 and 2 and use information for planning
- Review whole school Phonics and Spelling Programs

Gallery 2021



Top Left: Reading in the Early Years Playground during Book Week.

Top Right: The Great Sutherland Dianella Spelling Bee

Middle: Novel study, Narnia, in Year 4

Bottom Left: Reading funny decodable stories from the School of Monster series in Year 1

Author: Tricia Mitchell
Learning Support Coordinator

Program Overview - 2021

Talk for Writing enables children to imitate the key language they need for a particular topic orally before they read and analyse the text. Through engaging activities, students rehearse the language they need, followed by shared writing to show them how to craft their writing which enables students to write to their own texts.

Talk 4 Writing is embedded across the school from Kindergarten -Year 6 and in 2021 teachers have begun to integrate texts with Science and classroom themes. This year Writing has shown significant improvement across all year levels using Cold to Cold Task Narratives and NAPLAN data.

Our Evidence – How did we do and how do we know?

- NAPLAN Data – for both Year 3 and 5 there was a significant improvement from 2019 to 2021. SDPS is above like schools in Year 3 and 5.
- Cold-Cold Narrative Writing Tasks Rubrics and Writing Samples (Term 1 and Term 4) - shows improvement in each class data across the school
- 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.
- Whole school planning to show a range of poetry, fiction, and non-fiction texts.
- Induct new staff in Talk 4 Writing to ensure consistent practise across the school.

Our directions - Priorities [2022]

- Induct new staff in Talk 4 Writing to ensure consistent practise across the school.
- One whole school Talk 4 Writing text
- Link texts with HaSS and/or Australia
- Continue to link texts with Science and classroom themes
- Link texts with student voice
- Implement BrightPath across the school
- Further development of Grammar and Punctuation in Talk 4 Writing

Gallery 2021



Small world table in an Early Childhood classroom linking to their Talk 4 Writing text.
Year 4/5 performing their fiction text
A range of published Talk 4 Writing Texts on display at the SDPS Showcase Event
Year 1 students performing their text.

Author: Naomi Fotheringham

Program Overview - 2021

SDPS follows a research based whole school approach to Mathematics. This includes the daily use of Origo and New Wave Mental Maths. Students use the RUCSAC model for understanding and choosing appropriate strategies to solving word problems. Numero is taught in class, included as a student engagement program, used to peer teach with buddy classes and in the SDPS Maths Club. System and school-based data is gathered and analysed by staff on a regular basis to continually review and improve student achievement and inform teaching.

Our Evidence

Whole School Data

Common Assessment Task using RUCSAC framework - Teachers were given posters explaining different strategies to assist students in better understanding how to work out a worded problem. These posters were digital with the aim that classes using OneNote would make them available on the class content library for easy access. In Years 1 and 2 these were made available in the form of Posters. Students understanding of the RUCSAC framework demonstrated an increase in selecting the 'most appropriate strategy' in Term 4 from that of Term 1 in the Common Assessment Task.

Starting Point Maths, Pat Maths and NAPLAN all showed strengths in addition, Subtraction, multiplication. With a general upwards trend in all areas of Mathematics. Graphing, interpreting data, multistep word problems, division and geometry were identified by SDPS Admin and teachers as areas for growth after interrogating the data in Professional Learning Communities and Staff PDD. This data also informed decisions made in Years 4-6 when cross setting Maths to cater for the needs of each child.

Building and Promoting a Positive Maths Culture at SDPS

Students were invited to participate in three Whole school Maths challenges through 3P Learning (Mathletics) for World Maths Day, The Tokyo Olympics and the November Numeracy Challenge. Students earned points for the school by engaging in Mathletics live activities. SDPS ranked in the top 300 schools out of over 1600 schools participating in over 57 countries.

The SDPS Numero Teams had a high level of success competing against many other schools. Students who attended Maths club on Monday, Wednesday and Friday mornings practised their Numero skills with students from all year groups. Not only was it fun for the students, but a powerful learning experience with older students passing on their incredible knowledge of the game.

Other activities in promoting a positive culture of maths were 100 Days of school where students participated in lunch time activities to celebrate being at school for 100 days. Students designed t-shirts displaying their creativity involving the number 100, engaged in the 100 piece Lego challenge, 100 ways to be kind and many other activities. All students attended the Maths Show incursion delivered by Felsted Education to mark the special 100th Day of School.

Our Directions - Priorities [2022]

- Continue to focus on Problem Solving using the RUCSAC as a framework. The focus will be on the check and choose steps allowing students to further develop and choose the most effective strategy.
- Whole school scope and sequence of problem-solving strategies to be developed, utilising the resources available through Mathletics (problem solving eBooks)
- Update Best practice in Hand to include maths vocabulary (WALT and WILF) To assist teachers, the Dr Paul Swan's 'My Word Book Mathematics' to be made available digitally through OneNote and Connect.
- Partnership With Parents to inform parents of concepts, Numero or resources available for them to assist their child with at home
- Pat M to be used twice a year in Term 2 and Term 4.
- Continue to build a positive maths culture with 100 days or School, World Maths Day, 3P Numeracy Challenges, incursions, Mathletics Gold certificate recognition at assemblies, Partnership with parents and newsletter submissions.

Gallery 2021

<p>MAKE A LIST</p> <p>WRITE OUT A LIST OF COMBINATIONS, NUMBERS OR RESULTS</p> 	<p>GUESS AND CHECK</p> <p>MAKE A REASONABLE ESTIMATE AND CHECK YOUR ANSWER.</p> 	<p>LOOK FOR A PATTERN</p> <p>DO CAN YOU SEE ANYTHING REPEATING OR CHANGING?</p> 			
<p>MAKE A SIMPLER PROBLEM</p> <p>FIND AN EASIER METHOD TO ARRIVE AT THE SAME ANSWER</p> 	<p>WRITE A NUMBER SENTENCE</p> <p>WRITE OUT AN EQUATION WITH THE INFORMATION THAT YOU HAVE</p> <p>$6 \times 8 = 48$ $3 + 7 = 12$</p> 	<p>ACT IT OUT</p> <p>USE CONCRETE MATERIALS OR ACT OUT THE PROBLEM</p> 			
<p>USE LOGICAL REASONING</p> <p>USE A SERIES OF STEPS AND MAKE CONNECTIONS TO HELP YOU FIND AN ANSWER</p> 	<p>DRAW A DIAGRAM</p> <p>DRAW A SKETCH, PICTURE OR DIAGRAM TO HELP YOU IMAGINE THE PROBLEM</p> 	<p>WORKING BACKWARDS</p> <p>START WITH THE ANSWER OR USE THE INVERSE OPERATION</p> 			
	<p>New wave mental maths</p> 	<p>ORIGO EDUCATION</p> 	  		
<p>New problem-solving posters that are available for teachers to print, display on Interactive Whiteboards and upload to OneNote for students to have access to. Also included are the Whole school consisted connected practise approach to Mathematics with a common assessment task example from Year 1 and Year 6, New Wave Mental Maths and Origo Education.</p>			<p>Building a Whole School Maths Culture 100 Days of School Lego Maths Competition Whole School Maths Show Incursion</p>		

Author: Janelle White

Program Overview - 2021

In 2021, it has been encouraging to see classes utilising Numero into their daily teaching and learning programs at SDPS. Some classes have utilised Numero on a weekly basis as part of a warmup or conclusion of their Mathematics lessons. It has been positive to see Numero used within the buddy program, with older students teaching the skills and game play to their younger peers.

In Term 2, sixteen students were selected to participate in the Numero Student Engagement Program. These students were able to set clear goals and work on areas of growth regarding the Numero Game. The program was planned to target a specific skill each week. The students worked collaboratively and developed problem solving and critical thinking skills.

Following the Student Engagement Program, the students competed in the Interschool Numero Competition Heat. For the third year in a row and progressed into the Grand Final.

Our Evidence

- 1st and 2nd place in the Numero Interschool Competition
- Positive student feedback from the Numero Student Engagement Program
- Buddy Numero Classes working well to teach younger students the skills and game play within Numero

Our Directions - Priorities [2022]

- Numero will continue to be embedded into the teaching and learning program at SDPS.
- Teachers will plan and implement Numero sessions on a more regular basis into their classroom.
- SDPS will continue the Numero Student Engagement Program during Term 2 with training for the Interschool Competition occurring after the completion of the program.
- Further develop the mental computation and problem-solving skills of our students through Numero.

Gallery 2021



Students from Years 5 and 6 which represented SDPS at the Numero heats and Grand Final in 2021

Author: Alexis Francke

Program Overview - 2021

The whole school Science program created by Kym Raphael is now in its third year at Sutherland Dianella Primary School. The program starts in Pre-primary and is carried through to Year Six. Science inquiry skills and Science as a human endeavour are integrated throughout the learning program.

Science is divided into four areas:

- Biological sciences
- Chemical sciences
- Earth & Space sciences
- Physical sciences

The students in Year One and Two visit the Science Lab once a week to carry out their investigations and lessons with Mrs Chrissie Hatzon (Junior Science Teacher) and Ms Ryn Chua (Education Assistant for Science in the Junior Years).

Our Evidence

- Science is formally assessed at the end of Semester One and Two. Grades and effort are reported to parents. In Semester 2, Science as a human endeavour was assessed by classroom teachers.
- Students who are working above, at or below the expected standards in teacher assessments are identified and strategies are included in teacher forward planning.
- Students worked on Science Dictionaries which identified specific vocabulary to be revised at home, parents working in partnership with the school.
- The Progressive Achievement Test (PAT) is assessed from Year 3 to Year 6
- Share and showcase Science at SDPS via our newsletter, community papers, competitions, social media, awards and local universities.
- The theme for National Science Week 2021 was **Food: Different by Design**. We celebrated Science Week by having a school incursion, 'Bee Educated'. The students learnt about how bees live and their importance to the environment.
- Feedback from students indicates that the students enjoy the Science program and look forward to their Science lessons.

Our directions - Priorities [2022]

- Science Word Walls are in all classrooms – Class teachers are provided with key Science language relevant to year groups to integrate/teach/expose within the classroom.
- Classroom teachers are encouraged to use Key Links, Into Connectors & Connectors during guided reading with a focus on alignment with the Science Understandings for each term.
- Explicit teaching of Science Literacies is carried out in Science and in classrooms.

- Teachers collaboratively plan to ensure consistent teaching of Science Literacies.
- **Science Week Theme 2022:** *Glass: More than meets the eye.* It is based on the UN International Year of Glass. It will celebrate the many roles that glass plays in our lives – from phone screens to optical fibre to glassware in labs – plus investigating glass as a part of our sustainable future. The uses for and intrinsic nature of glass in science make it a suitable topic for investigation across all strands of science education.
- Community partnerships – Call out to community experts to assist in classrooms at the beginning of the year.
- Promotion of Science within the school and wider community
- Class Teachers provide end of Year Targets for parents/carers

Gallery 2021

Science Lessons Years 1 & 2

In Biological Sciences the Year One students were presented with different tools and we discussed how some bird beaks are structured like these tools. The students worked in groups to test which tools were best for the different foods.





In Physical Sciences the Year Two students built and tested puff rockets and pom-pom poppers to demonstrate how push/pull forces make things move. Gravity is a pull force that pulls towards Earth.



In Biological Sciences the Year Two students were given a focus question and were asked to make a prediction.

How does changing the temperature affect how a mealworm develops?

Students completed their observations of the mealworms, measuring growth and noted any changes. Students observed that the larvae kept in the fridge were not active. This is because insects are cold blooded.

Author: Mrs Chrissie Hatzon

Program Overview – 2021

The Science Program at SDPS offers a consistent and connected practice approach across all years from Kindergarten to Year Six, incorporating the latest technologies.

The Science Curriculum is in three parts

- Science Understanding aims to provide students with the knowledge of Science concepts across Biological Sciences, Physical Sciences, Chemical Sciences and Earth and Space Sciences.
- Science as a Human Endeavour aims to build students' understanding of ways in which people solve problems using Science, and the
- Science Inquiry Skills provide a framework for investigating problems including posing questions, making predictions, assessing variables, and analysing results.

We facilitate open learning tasks and experiments that give students the greatest opportunity to succeed.

Our Evidence

Science Word Walls

Science EA Ryn Chua provides words to teachers for each topic. Teachers use these in a variety of ways:

- Integrating with weekly spelling vocabulary
- Introducing relevant vocabulary each week as the topic expands
- Vocabulary included in IEPs for relevant students.
- Parents provided words to unpack with their children prior to covering the topic
- Words are discussed during explicit teaching phase of each lesson and added to the word wall
- Words are grouped by section within each topic to provide structure for the unit of work

Science Literacies

These are covered in a variety of ways:

- Shared big books in the junior years
- Clear intentional alignment between Talk 4 Writing and the current Science topic
- Classroom teachers using the Key Links and Into Connectors as part of Guided Reading
- Explicit teaching of vocabulary

Progressive Achievement Test

Discrepancy between Reporting to Parents and PAT data:

Year	A	B	C	D	E	Average	Students Achieving Stanine 5 or Above (C Grade Equivalent)			
PP	1	16	30	1	0	3.35				
1	0	9	21	1	0	3.22	2018	2019	2020	
2	4	10	24	1	0	3.44	Year 3	40%	58%	70%
3	3	13	39	0	0	3.35	Year 4	51%	61%	61%
4	0	20	19	2	0	3.44	Year 5	59%	45%	47%
5	1	11	29	4	0	3.20	Year 6	50%	76%	54%
6	2	9	38	2	0	3.22				
Total	11	88	190	11	0	3.32				
Percentage	3.6	29.3	63.3	3.6	0		Overall	50%	60%	58%

Reporting to Parents
(Science)

Progressive Achievement Test

96% of students passing (C grade or above) through Reporting to Parents, whereas 58% achieve the same standard equivalent in PAT. See below for improvement.

- Reporting to Parents - Science Inquiry Skills/Science as a Human Endeavour MS Forms created for each topic to provide formative and summative assessment. Science as a Human Endeavour sample topics were provided to teachers, with rubrics and alignment to the Australian Curriculum outcomes. This was a standing PLC agenda item for several weeks at the beginning of Semester 2.
- National Science Week: Food – Different by Design 15 - 23 August (Term 3 Week 5) Students were engaged with the incursion and made clear links between the content and their learning in class. See below for improvement.
- Scientists in Schools
An interested party is prepared to engage with the school. Staff to propose a project that would be suitable for collaboration.
A callout was made to the school community for any parties interested in offering to present or participate in their area of expertise. See below for improvement.
- Promotion of Science within the community
Newsletter roster covering K-6 science topics and learning throughout the year.
School website updated with new and recent content
- End of Year Targets
These are provided to parents by teachers at start of year meetings

Our directions - Priorities [2022]

- Reporting to Parents
Expand the range of MS Forms assessments for Science Understandings to provide diagnostic assessments in each strand. Examine each of the assessments to ensure consistency of language, form etc.
- Science as a Human Endeavour
Compile assessments for Science as a Human Endeavour on Connect, for teachers to access consistent and connected style of assessment, to facilitate assessment and ensure consistency of grading.
- Scientists in Schools
callout to the school community at the beginning of each term for members to contribute in their area of expertise. Callout to be specific to each strand and each year level topic. Type of engagement sought is to be more specific, to provide better guidance for interested parties.
- National Science Week - Glass – More Than Meets the Eye
Tie the theme in to Science as a Human Endeavour to provide evidence for Reporting to Parents. Re-visit a whole-school collaborative 'buddy' activity, for example students work to produce mosaic tiles using 'beach glass'.
- Progressive Achievement Test: Investigate the discrepancy in equivalent achievement between Reporting to Parents and PAT data.

Gallery 2021



Students at SDPS participated in a whole school incursion as part of National Science Week with the theme Food: Different by Design. The incursion was provided by 'Bee Educated' and comprised a working beehive students could observe, along with an informative and interactive presentation. Students developed their understanding of the life cycle and different roles of bees in the hive, the role they play in pollination of plants and the production of food. The presentation integrated with Design and Technologies - Food and Fibre Production and was supported by a separate Gifford Way Green Space project, which aims to provide habitat for native pollinators.



In Physical Sciences, Year Four students explored factors that could increase and decrease friction. To demonstrate this principle, they built their own hovercraft and tested them across a range of surfaces.



In Chemical Sciences the Year 5s investigated the properties and behaviour of solids, liquids, and gases. In this experiment, students were asked to attempt to inflate a balloon inside a bottle, explain why they couldn't, and come up with a solution for how it could work.



Year Six participated in various experiments showing clear examples of chemical and physical changes as well as reversible and irreversible changes. One of the experiments involved working with solutions and different mixtures to find out why some changes are irreversible, and others are reversible.

Author: Steven Rea

Program Overview - 2021

In 2021, the HASS Learning Area continued to focus on the HASS Skills of Analysing, Questioning and Researching, Evaluating and Communicating. Teachers at SDPS planned rich teaching programs of which integrated these skills. Teachers also began to ensure their students were also practising these skills in other areas of the curriculum.

Alongside this, teachers began to utilise Microsoft Forms as an alternate means of assessment for their students. The Forms assessments were conducted diagnostically and again as a summative assessment at the end of each unit of work. These assessments allowed teachers to not only track student progress but allow students to present their understandings in a different manner.

At the beginning of the year, COVID restrictions meant a quick change of the presentation of our commemoration of ANZAC Day. Students prepared a 'still image' with a narrator presenting each year level's learning. It was fantastic to see the prior learning and new understanding each of the students had on each of the 'groups' of war. SDPS had positive feedback from the school community and will continue in 2022.

2021 has seen teachers plan, moderate and assess differently and present students with more engaging and rich curriculum lessons.

Our Evidence

- Successful ANZAC Day Presentation (Power Point Presentation over the P.A with social distancing)
- Teacher use of Breakout EDU's digital platform to further engross the students within the HASS skills
- Most year levels utilising the Microsoft Forms platform for their Diagnostic and Summative Assessments
- Teachers using Common Assessment Tasks to assess student understanding of the four HASS skills
- Teachers beginning to integrate HASS within other Learning Areas

Our Directions - Priorities [2022]

- All year levels to use Microsoft Forms as a means for diagnostic and summative assessments
- Integration of HASS within one Talk for Writing rotation (linked to Remembrance Day)
- Integration of HASS within classes Guided Reading program
- Breakout Edu utilised in each classroom at least once per term

Gallery 2021



Indigenous songs taught in music class -

1. **Inanay Gapu Wanna** - Traditional Lullaby
2. **Sesere Eeye** - Traditional Torres Strait Islander Folk Song and Dance
3. **Bindi Bindi** - 'The Butterfly' - Gina Williams
4. **Wanjoo** - Gina Williams
5. **Wanjoo My Friend** - George Walley - Madjital Moorna Choir

Indigenous Music Lessons -

Year 1 - Kangaroo Dance

- Students listen to and play indigenous musical instruments and perform the kangaroo dance

Year 2 - Crane Dance

- Students listen to and play indigenous musical instruments and perform the crane dance

Year 3 - Yothu Yindoi 'Djapana'

- Students listen to and discuss purpose of 'Djapana' including reconciliation of Aboriginal and Balanda people

Year 4 - Christine Anu 'My Island Home'

- Students listen to and discuss the music of 'My Island Home' including comparasin of the version of the Warumpi Band and themes of the song

Year 5 - Yothu Yindi 'Tribal Voice'

- Students listen to and discuss themes of 'Tribal Voice' including common practices in traditional Aboriginal culture

Year 6 - Geoffrey Gurrumul Yunupingu - 'Wiyathul'

- Students learn about the history of Gurrumul Yunupingu and the instruments and purpose of the instruments used in the song



Week	Outcomes:	Lesson outline and resources	Differentiation (Level 1/2/3) What does each level look like (detail required)	Resources
2	<p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p> <p>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)</p> <p>Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</p>	<p>Wombat Stew</p> <p>Lesson 1 I do: Read Wombat Stew to the class discussing the book features.</p> <p>We do: Discuss how the animals are good friends to wombat, they saved his life. Brainstorm how we can be a good friend.</p> <p>You do: Students complete relationships worksheet.</p> <p>WALT: We are learning to use a familiar text to show relationships with friends. WILE: To see if you can write and draw how to be a good friend to others.</p> <p>Lesson 2 I do: Re-read Wombat Stew to the class.</p> <p>We do: Discuss each character in the story and their features and characteristics.</p> <p>You do: Students complete a character self-portrait on a character from the story.</p> <p>WALT: We are learning to complete a self-portrait. WILE: To see if you can use the knowledge form the text to complete a self-portrait.</p>		<p>Wombat Stew Big Book Relationships worksheets</p> <p>Wombat Stew Big Book Character Self-Portrait Worksheets</p>

HASS Integration within the Music teaching and Learning Program (Aboriginal and Torres Strait Islander Culture)

A Year 2 FPD showing Wombat Stew being used in Shared Reading and integrating Hass.

Author: Alexis Francke

Program Overview – 2021

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 Primary School supports Instrumental Music School Service students 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 Years 1 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. There are multiple opportunities throughout the year for the choir to perform at community and larger scale events. Both the choir and instrumental music students have been given ongoing opportunities to perform at various events including end of term assemblies, showcase events, in the local community and workshops.

Our Judgement [2021]

2021 has seen a 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 an important role in the composition process.

All students have been given the opportunity to both sing and play classroom instruments and further develop technical skills on specific instruments including the recorder, the glockenspiel, 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 songs have been learned that reflect a range of different cultures and times including a focus on Indigenous Australian music and First Nations People. 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 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.

Our Evidence [2021]

- 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 2021.
- 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 Journeys and 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.
- 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 [2022]

- Full implementation of Australian Curriculum: The Arts
- Engagement of Music specialist with Hub colleagues through Connect community
- 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 IMSS program from Year 5 to 6 achieved by a rigorous selection process and continued monitoring of student progress and engagement through consultation with IMSS teachers
- Continued involvement in major music events requiring collegial engagement and professional learning
- Alignment of Music teaching and learning with whole-school forward planning framework
- Provision of opportunities for student leadership within Choir and IMSS programs
- Students continue to demonstrate progress against Teaching and Learning outcomes
- High level of student engagement with Choir
- Positive feedback on Choir and IMSS performances
- High level of retention of students within the IMSS program

- Year 6 graduates going on to be offered positions within specialist Music programs in high school

Gallery 2021



2021 IMS Students performing at a whole school assembly



2021 SDPS Years 1-6 Choir performing at assemblies and local shopping centres

Author: Grant Welch

Program Overview – 2021

Students in Years 3-6 attended weekly sixty-minute lessons of Italian that consisted of a variety of engaging and interactive learning experiences. All students from Years 3 – 6 studied under the Western Australian Curriculum for Languages. A summary of content covered in each year level is as follows:

Year 3 - Greetings, colours, numbers, family members, animals, feelings, and adjectives

Year 4 - Days of the week, telling the time, school life (subjects, materials, people, and places)

Year 5 – Rooms of the house, neighbourhood, community, prepositions, Italian architecture

Year 6 – Grammar (verbs, articles, plurals), free time, hobbies and sports, party invitations

In addition to the Languages Program, selected students in Years 4 and 5 also participated in the Student Engagement Program (SEP). The ten hour-long sessions afforded each group the opportunity to extend their Italian language vocabulary as well as their appreciation and understanding of Italian culture. Year Fours researched various aspects of Italian culture to compare with the Australian way of life and presented their information to the group. Year Fives discovered the importance of “il gelato” in Italian culture and then used their new knowledge and vocabulary to write and perform their own scripts, set “In Gelateria”.

Our Evidence

Successful implementation of WAC: Languages across Years 3-6 with professional learning undertaken on new Languages exemplars and their resources to incorporate into 2022 planning.

- Digital technologies embedded in activities and games (Quizizz, iMovie, Book Creator, Canva) to create engaging learning tasks.
- “Languages Showcase” in Term 3 to highlight student success over variety of learning activities.
- Languages Week and NAIDOC Week celebrated concurrently with variety of Italian-Noongar-English language-based activities in Italian class time.
- Collaboration of HaSS and Languages learning areas with HaSS/Languages Week “Noongar Seasons” in-school poster design competition.
- Quality resources and teaching aids (charts and interactive games) purchased to promote higher student engagement in teaching and learning programs.
- Year 4 and 5 Languages SEP students gave positive feedback of the program
- Continued subscription to Italian newspaper *il Globo* to promote exposure and use of authentic Italian print materials in lessons.
- Students’ sense of pride and accomplishment in seeing their work on display in the school.

- Cultural celebrations of *Pasqua*, *Natale* and *Carnevale* noted through a range of engaging hands-on tasks (cooking *Anginette* for Christmas)
- Year 3-6 students participated in Western Australian Association of Teachers of Italian (WAATI) competition, with one Year 6 SDPS student receiving a certificate of commendation. This achievement was highlighted through presentation of certificate at assembly.
- Network meetings with Italian teachers at neighbouring schools to collaborate on planning and assessing engaging learning activities.

Our Directions - Priorities [2022]

Lift profile of Italian as language of SDPS through range of initiatives:

- Survey school community before and after Italian celebrations to gauge engagement and use feedback to inform future events
- “Italian Day” with incursion (gelato van, music/drama performance, Carnevale mask parade), students dressed in Italian theme/or colours, in-class activities to have an Italian ‘flavour’
- Annual plan for Languages learning area to be shared with school community, outlining dates of special events, in class cooking lessons, invite parent involvement.
- Use of SDPS Times and CONNECT spaces to lift profile of Italian- have a section dedicated to Italian with “Word of the Week” or “Did you know?” section; word puzzles with prizes
- Embed Italian into other learning areas such as HaSS (NAIDOC) Science Week with “Word Walls translated.
- Classroom signage in Italian (la porta on doors).
- Greetings in Italian- Noongar- English (class teachers and at assemblies)

Gallery 2021



Students enjoying hands-on cultural experiences - cooking, drama, and student work samples

Author: Bronwynne Jones

Program Overview – 2021

Sutherland Dianella Primary School (SDPS) aims to offer all students with a high-quality Physical Education program. At the core of our Health and Physical Education program is the acquisition of movement skills, knowledge, and behaviours, enabling students to participate in a range of physical activities confidently and competently. Through weekly Physical Education lessons, morning fitness programs, interschool competitions as well as before and after school initiatives, students develop an understanding of how the body moves and the importance of positive attitudes towards physical activity.

Our Evidence

2021 saw the return of all school and interschool sporting events and carnivals. Students were presented with numerous opportunities across the year to participate in both school and interschool programs and competitions. Congratulations to Kirby Faction for winning both the Cross Country and Swimming carnivals and to Elliott for winning this year's Athletics Carnival.

SDPS continued to utilise the National Sporting Schools Program, providing funding to the school to deliver in and out of school volleyball, cricket, basketball and ultimate frisbee programs to students.

As well as introducing new initiatives to 2021, SDPS was able to maintain all carnivals and events from 2020 & 2019.

Term 1	Term 2
<p>Year 3&4 interschool Tennis Hot Shots Year 3 Champions Year 4 Champions</p> <p>Year 5 & 6 T20 Blast interschool competition Year 5 & 6 Boys (3rd Place) Year 5&6 Girls Champions</p> <p>Track Stars Tennis Hot Shots</p>	<p>Cross Country (Kirby Champions)</p> <p>Eagles Cup & Lightning Carnival Football (3rd place) Netball A Netball B Soccer</p> <p>3&4 Basketball Competition</p>
Term 3	Term 4
<p>Interschool Cross Country (4th Place)</p> <p>Athletics Carnival (Elliott Champions)</p> <p>Interschool Athletics Carnival (5th Overall, 2nd Handicap Shield)</p> <p>Volleyball Tennis Hot Shots Trackstars SEDA Netball</p>	<p>T20 Blast Regional Finals (2nd Place)</p> <p>Swimming Carnival (Kirby Champions)</p> <p>Ultimate Frisbee WA Sessions East Perth Basketball Sessions WACA Cricket Sessions Triathlon Program</p>

Our Directions - Priorities [2022]

- Maintain current inside and outside of school hours programs
- Maintain all carnivals
- Continue to promote and develop swimming carnival
- Increase ICT involvement through PE lessons.
- Maintain and build upon relationships with sporting organisations at local and state level.
- Build staff capacity to plan and effectively integrate Health and Physical Education into their teaching and learning programs.

Gallery 2021



2021 Swimming Carnival



2021 T20 Blast Boys Cricket Team

Author Ben Matheson

Program Overview - 2021

The Health and Wellbeing (HWB) Committee aims to promote, respond to, and develop the physical, mental, emotional health and well-being of all members of our school community. Through effective planning, promotion, and collaboration, the HWB committee runs numerous events and initiatives throughout the school year. The committee endeavours to increase student, staff and community satisfaction and engagement whilst establishing positive relationships throughout the school and wider community.

Our Evidence

Through effective planning and collaboration with the Social Emotional Learning and MESH learning areas the HWB committee maintained and successfully ran all initiatives throughout 2021.

Term 1	Term 2
<ul style="list-style-type: none"> • Harmony Week • National Day of Action against Bullying and Violence • Autism Awareness Day • Teachers Vs Students-Basketball 	<ul style="list-style-type: none"> • Walk to school day • NAIDOC Week • Teachers Vs Students- Duster Hockey
Term 3	Term 4
<ul style="list-style-type: none"> • Footy Colours Day • Fruit and Veg Month • RU OK day • NAPCAN Child Protection Week • Board Presentation 	<ul style="list-style-type: none"> • Roar and Snore • Colour Run

Upon reflection and review of previous events the HWB committee made successful changes to key events in 2021. These included

- Roar and Snore- using results of community surveys and the committee introduced new activities to the 2021 event
- Teachers Vs Students- Student voice used to select events.
- R U Ok Day- Staff model changed to increase the promotion of staff well-being as well as students.
- Colour Run – Double dunking introduced to increase the promotion and fundraising of the 2021 event.

The committee raised awareness, promoted significant cultural events, increased student knowledge and engagement whilst raising money for the school and wider community.

Our Directions - Priorities [2022]

- Student well-being data collection
- Maintain relationships with cross curricular committees
- Maintain all initiatives implemented throughout 2021
- Healthy Breakfast
- Further increase staff capacity and engagement in the Champion Life Program
- Data analysis of Champion life data.

Gallery 2021



2021 Colour Run



Harmony Week

Author: Ben Matheson

Program Overview – 2021

The primary outcome for the Visual Arts Program 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 must 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 printmaking, 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: Plants and Animals.
- Term 2: Australia and Artists as Inspiration.
- Term 3: Under the Ocean.
- Term 4: Art around the World.

Visual Art GATE 2021

Alongside the Visual Art program, selected students from different year groups were given the opportunity to participate in the Visual Art GATE program.

- Term One - students in Year Five and Six completed textile projects. Students learned different stitching techniques and created their own running stitch tapestries and Shibori tie dyed cushions.
- Term Two - students in Year Two, Three and Four created three-dimensional artworks. They drew detailed Chinese dragons and added these to their own decorated paper umbrellas. Students used papier mache to create bird sculptures using foil as the armatures and then adding tissue paper and painted paper.
- Term Three - students in Pre-Primary and Year One made salt dough birds and used the printmaking technique to create prints of their favourite book characters

Awesome Art Festival

In September 45 students in Years Three, Four and Five were given the opportunity attend the Awesome Arts Festival at the Perth Cultural Centre in Northbridge. Prior to the excursion, students created a postcard related to the theme of a 'Virtual Holiday.' These postcards were on display at the Perth Cultural Centre for students to see on the day, as well as the public. Students watched a theatre show called *Indigo Sand*, participated in a drawing workshop with author/illustrator James Foley, completed a scavenger hunt at Perth Institute of Contemporary Art and concluded with a plate weaving activity.



Students participating in activities at the 2021 Awesome Arts Festival held at the Perth Cultural Centre in Northbridge.

Our Evidence – How did we do and how do we know?

- Students actively involved and engaged in Art 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 Share and Showcase Visual Art Displays
- Positive feedback from student surveys for the Visual Art GATE programs that were run throughout the year

Our directions - Priorities [2022]

- Continue to promote the Visual Art program through regular newsletter updates, art displays in the front office, 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
- 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
- Using OneNote for students in Year Four to Six so students can access learning intentions, success criteria, drawing guides and activities as well as create digital portfolios

Gallery 2021



Author: Candice Louise

Program Overview - 2021

2021 was a big year for the Technology learning area and committee, where we saw processes put in place and plans established to successfully implement this learning area across the school. At the beginning of 2021, we created our first ever Technology Committee built up of staff representation from across all year levels. This committee would help support staff to deliver the Technology curriculum whilst also creating, managing, and promoting the use of various resources. Staff would assist in the process of gathering and analysing data to improve school outcomes.

The following points were identified as priorities for the 2021 year

- Creation of the Technology Operational Plan
- Building student and staff capacity in the junior classes
- Creating a General Capabilities Common Assessment Task
- Running of Coding clubs across junior and senior classes
- Running of the student Tech Team

Our Evidence – How did we do and how do we know?

- **Operational Plan**

In 2021, we created our first Operational Plan that would be used to drive committee meetings and create a focus/direction for the school. The Operational Plan included events for example Robo Rumble, Robo Cup and Digi Tech Week.

- **Building Student and Staff Capacity**

Throughout the year several Professional Development Days and Tech Sessions were run to provide staff with the opportunity to build their knowledge, skills and capacity to implement a wide variety of resources and devices into their teaching and learning programs. Our Technology committee also created infographics to promote and support staff who were trialling and implementing our resources.

- **General Capabilities CAT**

In Term 3 all year levels created a Common Assessment Task which focussed on the Technology General Capabilities. This task was created with an accompanying rubric that would be used in consecutive years to assess student capability. The General Capabilities CAT was administered in Term 4 with data collected and analysed in year level teams.

- **Coding Club**

Coding Club ran weekly for the Year 1-3 students across two days. Students would have the opportunity to try and learn new skills for different apps and websites. Some of these included Scratch Junior, Bee Bot, Code.org and Hopscotch. A senior Minecraft Club was also established and ran once a week to target the interests of our Year 5 and 6 Students.

- **Tech Team**

Tech Team continued throughout 2021 with student representatives from Years 3-6. These students

- Assisted as trouble-shooters within the classroom
- Familiarised themselves with new and existing apps on the school iPads.
- Assisted in other classes.
- Participated in the involvement of Coding and Minecraft.
- Assisted in the running of the Coding Club

Our directions - Priorities [2022]

- Continue to build staff capacity (moderation and resources)
- Continue the running of Coding and Minecraft Clubs
- Include the General Capabilities Common Assessment Task into the Whole School Assessment Schedule
- Delegate more roles and responsibilities to our Tech Team members to allow them to have a greater input around the school
- Create whole school STEM/Tech Challenges

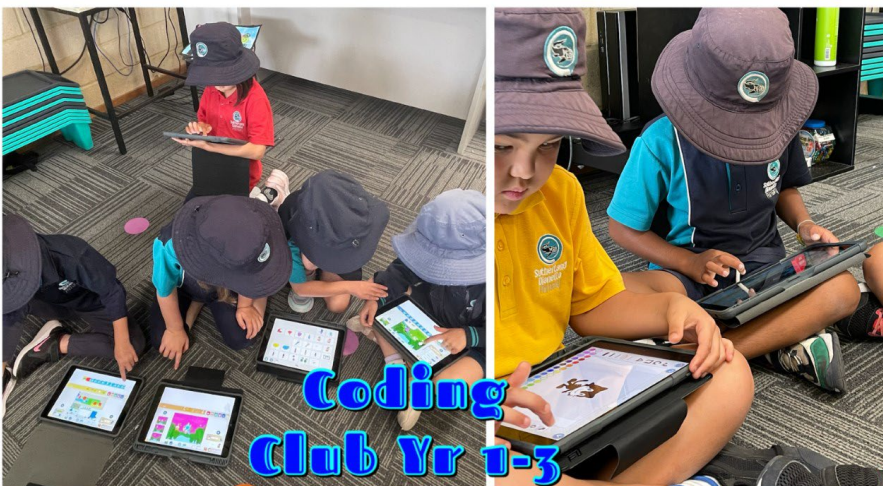
Gallery 2021



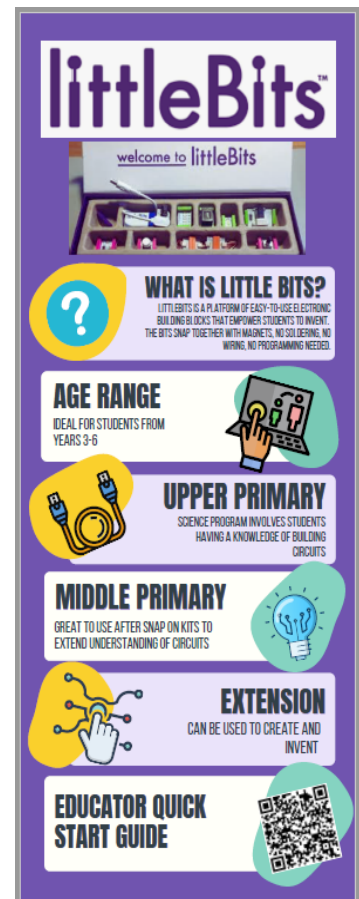
2021 Tech Team Members



WA State Robo Cup Competition



Coding Club



Little Bits infographic created for staff

Author: [Vanessa Papalia]

Program Overview - 2021

At Sutherland Dianella Primary School we endeavour to embed Social and Emotional Learning (SEL) in our students by developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. Social and Emotional Learning has become our overarching brand which encompasses the variety of programs and strategies we implement in the school. The Action Team meets once a term to lead the implementation of the whole learning community approach to Social and Emotional wellbeing of the school.

Our Evidence

Embed Social and Emotional Learning into classroom practice

- Social and Emotional Learning was promoted through the Kid's Community team who created a video based on the vision statement.
- Student goal setting and the Attitude, Behaviour and Effort (ABE) were further embedded in the classrooms. Students have set their goals following the SMART plan and record their evidence of learning to demonstrate goal achievement.
- Programs such as Bounce Back and Protective Behaviours are part of our practice to ensure that student wellbeing is of paramount importance. Staff survey of the programs embedded in classrooms, professional learning for staff and memos have been ways these strategies have become part of our SEL practices.
- Staff participated in Professional Learning in the Be You program, completing the Family Partnership module.

Kid's community

- This year the Kid's Community were involved in special events such as R U OK? Day and 100 Days of School.
- The Kid's Community student leader was responsible for the Student Says Board which was delivered to each class over the term. Each term a virtue word (Resilience, Inclusivity, Respect and Empathy) was the theme for students to write about.
- Good Standing Dojo points are awarded daily to students who uphold the SEL Vision virtues. Four, 'Good Standing' students are randomly generated and awarded canteen vouchers at each assembly.

Student Leaders

- The Peer Support Mentoring program consists of Year six representatives whose role is to work alongside teachers and the admin to address social issues in the playground. These students were trained in using the Restorative Conversations support cards as a tool to assist students during recess and lunch times.
- Student Leaders created a video showcasing the responsibilities involved in their role as leaders to be presented to future Year six leaders.

Our directions - Priorities [2022]

Kid's Community Team to be given greater responsibility

- Kid's Community Team – Student Engagement Program in 2022
- Kid's Community Team – Video competition for whole school to promote and embed the SEL Vision

SEL Programs

- Review Zones of Regulation
- Investigate to embed programs such as 'MindUp' and 'Smiling Minds'
- The coordinator to provide Professional Learning to staff to review the use of the Bounce Back program's Scope and Sequence Document as part of the health program

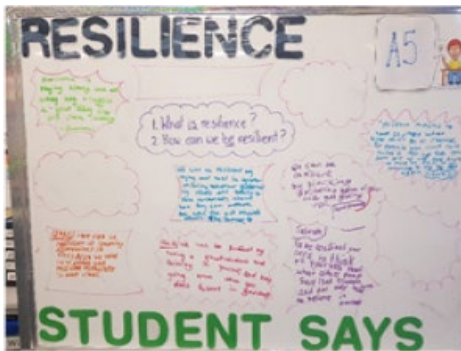
Be You

- The coordinator to provide Professional Learning to staff to review the use of the Bounce Back program's Scope and Sequence Document as part of the health program

Gallery 2021

SDPS VISION

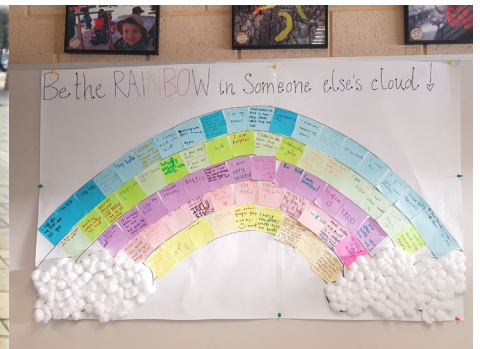
SUTHERLAND DIANELLA PRIMARY SCHOOL IS AN **INCLUSIVE** AND **NURTURING** COMMUNITY WHERE WE MODEL AND DEVELOP **EMPATHY, RESILIENCE AND RESPECT.**



Student Says Board - Each term a virtue was presented to each class to comment on.



Student Leaders with their peer support vests assisting students in the playground



'100 Ways to be Kind' which was completed as a part of celebrating 100 Days of School 2021

Author: Angela Panting & Jo Smith

Program Overview - 2021

In 2021, Sutherland Dianella Primary School (SDPS) continued their Reconciliation Action Plan (RAP) journey. As a school, we implemented many integrated approaches to ensure the Aboriginal and Torres Strait Islander culture was embedded into our everyday teaching and learning program. It has been wonderful see our staff and our community engaging our journey and interested in the progress we are making as a school. At the end of 2021, Sutherland Dianella Primary School has completed seven out of a required fourteen RAP actions. These included whole school celebrations, focus on Aboriginal and Torres Strait Islander days of celebration and an increase in the cultural competency of staff.

2021 saw more of a presence of the Aboriginal and Torres Strait Islander culture through classroom displays, integration within HASS and other learning area teaching programs, Whole Staff Professional Development Days, and large visible artwork in our school's undercover area. In 2021, the Executive Leadership Team at SDPS also came together to create an integrated, whole school approach to NAIDOC Week celebrations.

Overall, 2021 saw SDPS continue their onward journey to complete the Reconciliation Action Plan. With the continued support of the staff, community, and students, we look forward to continuing this engagement and excitement within our school in 2022.

Our Evidence

- 7 out of 14 required RAP actions completed
- All SDPS classrooms now have a Cultural display
- Completed Artwork in the undercover area
- Integration within daily teaching and learning programs across various year levels
- Successful NAIDOC week celebrations integrating all learning areas
- Acknowledgement of Country presented as a whole school at each whole school event

Our Directions - Priorities [2022]

- Complete more RAP actions in 2022
- Build a relationship with an Aboriginal Elder
- Continue to integrate the Aboriginal and Torres Strait Islander Culture within everyday teaching and learning programs

Author: Alexis Francke

Gallery 2021



Acknowledgement of Country Posters displayed in each classroom at SDPS



Students listening to a dreamtime story during NAIDOC Week celebrations 2021

2021 SDPS NAIDOC Week

	Tuesday	Wednesday	Thursday	Friday
Activity/Focus	Mathematics Lower Primary: Number Match (Matching Numbers in English and Noongar) Upper Primary: Noongar Counting Bingo Game	English Read a Dreamtime Story in the Classroom (full list of available texts in the library is below with an additional list of online stories)	Science Noongar Animals	HASS The 8 Noongar Seasons Lower Primary: Picture representation for each season Upper Primary: Research and digital representation of each season
Lunchtime Activity	Library - Dreamtime Story read by staff in the Library	Library - Dreamtime Story read by staff in the Library	Undercover Area: Aboriginal songs/Aboriginal Artists played for students to dance to. 'Move it Mob Style' Played as a movement activity for students.	Lego Club: Challenge: Use only red, yellow and black lego bricks to create a design
Resources	Classroom Activity: - Matching Game (Provided to classes) - Bingo Game (Provided to classes) Lunchtime Activity: Dreamtime Picture Book/Story Janelle - To provide mathematics games	Classroom Activity: - Dreamtime text (physical from the library) or digital from https://dreamtime.sdp.su.qld.gov.au/dreamtime-at-home/ Lunchtime Activity: Dreamtime Picture Book/Story Classroom Teachers: To borrow a dreamtime story from the library or use the online platform	Undercover Area projector Speakers Volunteer Staff Supervision	Lego Blocks Volunteer Staff Supervision Printed Noongar seasons for each class Template provided to lower and upper primary staff Alexis
Allocated Staff	Naomi & Vanessa: To read Dreamtime story in the library	Tiffany & Ben: To read Dreamtime story in the Library.	Grant	
ART	Collaborative ART Display for the Office and Library			
Physical Education	Indigenous Games as part of Phys Ed Lessons (Yukunga Indigenous Games Resources)		Whole School - Colouring In Competition (Vanessa to create Canva Poster to promote Competition) Health & Well Being - Indigenous 'Hall of Fame' to be displayed in the Library - Aboriginal Players Map	

Integrated SDPS NAIDOC Week planning 2021

Program Overview – 2021

Student Engagement Programs were introduced as an initiative a SDPS in 2016 and have continued to evolve over the last 6 years. The aim is to deepen 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.
- Students to improve their resilience, enthusiasm for learning or Growth Mindset through engagement programs

During 2021, there were three cycles of Student Engagement Programs with each program running for 8 – 10 weeks. There were 12 different Student Engagement Programs in 2021

- Cycle One programs were Visual Arts, Music, Italian and Cooking.
- Cycle Two programs were Visual Arts, Italian, Physical Education and Numero.
- Cycle Three programs were Visual Arts, Genius Hour, Physical Education and Book Club.

Our Evidence – How did we do and how do we know?

In 2021, 123 students from PP to Year 6 participated in the 12 different Student Engagement Programs.

- Feedback from students and teachers is gathered following each program and used by the SEP Committee and SEP teachers to ensure continual improvement of programs and that we are meeting the intended purpose. On average, students rated the programs 4.6 on a 1 – 5 scale.
- The Year 5 and 6 Numero Program and Year 2 Book Club were new additions in 2021 and both received great feedback.

Feedback from 2021 programs included:

Year 2 Book Club

'We did lots of fun activities', 'We got to use technology', 'I liked using PowerPoint and iMovie', 'Get a longer book', 'Book Club is really good'.

Year 5 & 6 Numero:

'I really liked learning different takes and how you use them. Also, I learned to do top take and double take and more.' 'This program would be good if you like math and like to compete with classmates using a mathematical card game, which is surprisingly fun and challenging.

Year 3 Genius Hour:

'The best thing is doing my genius idea and the showcase circuits', 'I loved this program because it helped me get ideas. And one idea triggers more ideas!' 'It's so much fun and exciting. You're going to invent something. Well not something in the markets like Kmart.'

Year 5 & 6 Cooking:

'I really enjoyed making all the food and working well with the other students.' *'Making cakes with Catherine.'* *Making milkshakes.'* *'We cooked new things we have ever cooked before, and we got to eat it.'* *'Students should get to choose the food we cook.'*

Year 3 Music:

'Sharing Japanese music history and creating taiko drums.' *'I would change nothing because it was fun the way it was.'*

Our Directions - Priorities [2022]

The Student Engagement Committee reviewed the 2021 programs and set plans and priorities for 2022 considering feedback, 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

2022 Student Engagement directions:

- Maintain current programs e.g., Genius Hour, Visual Arts, Physical Education, and consolidate recently introduced programs e.g., Book Club, Numero
- Introduce new programs linked to school priorities e.g. Writing, Social and Emotional Learning
- Hands on engagement activities e.g., cooking
- Collection of a wider range of feedback and data about SEP program including feedback from parents

Gallery 2021



Top Left: Year 3 Genius Hour students sharing their electrical circuits and switches made with snap circuits and Little Bits.

Top Right and Middle: Year 2 Book Club students reading *George's Marvellous Medicine* by Roald Dahl and creating an interactive book review.

Bottom Left: Chinese Dragon Umbrellas created by Year 3 & 4 Visual Art SEP students

Bottom Right: Year 1 Visual Art student with his printmaking art piece and salt dough bird.

Author: Tricia Mitchell
Learning Support Coordinator

Program Overview – 2021

The Green Team was established to support efforts within the school to make the running of the school more sustainable, and to educate students in sustainable practice. The Green Team falls under the Science Operational Plan.

The program sits within Sustainability as part of the SCSA Cross-Curriculum Priorities, which recognises that education for sustainability develops the knowledge, skills, values, and world views necessary for people to act in ways that contribute to more sustainable patterns of living.

Current programs include recycling organic waste, paper, batteries, and printer cartridges. SDPS joined Containers for Change in 2020. Co-mingled recycling commenced in 2021.

Our Evidence

- **Gifford Way Green Space**
SDPS was awarded a grant of around \$1600 to regenerate the southern approach to the school. Approximately 20 staff, students and parents volunteered to plant almost 170 plants as part of the project. The Green Space aims to provide greater amenity to the community, regenerate a large area of the neighbourhood, and provide habitat for native pollinators. The Green Team have been involved in researching plant species, planning the layout, and planting and maintaining the Green Space. This is part of an 'outdoor classroom' integrated approach with the Biological Sciences and Design Technologies curriculum.
- **Waste Avoidance**
As part of the Containers for Change program, SDPS diverted around 1500 items from landfill and raised \$140.
Waste avoidance could be expanded to include soft plastics. The school does not currently have the capacity to process more organic waste.

In 2021 A3 undertook a pilot program to sort waste into 5 separate streams and divert resources from landfill. The results across the year are as follows:

A3 2021	Soft Plastic	CFC Containers	Organic waste	Co-mingled Recycling
Grand Total	1311 pieces	423 containers	81.7kg	31.69kg

- **SolarBuddy**
SDPS continues to raise funds towards SolarBuddy through the sale of worm tea, vegetables and through direct donation.

Our Directions - Priorities [2022]

- Sustainability Policy
- Projects and activities that could attract funding from the City of Stirling Living Green program should including sustainability objectives in key school documents, to improve the sustainability culture into the future. The school's policy would sit alongside other policy documents and undergo a drafting process before going before the school board to be ratified.
- Embed sustainable practices within classrooms.
- This would include regular education about consumption of energy through lighting and heating, consumables such as paper, and packaging such as soft plastics. Education on the 5Rs (Refuse, Reduce, Reuse, Recycle, Rot) and items that can go into co-mingled recycling, broaden the sorting of waste to include soft plastic and avoiding contamination of collection bins.
- Complete Phase Two of the Gifford Way Green Space by building Bee Hotels and laying substantial path material, funded by the Junior Landcare grant.
- Conduct a waste audit
- Conduct a waste incursion
- Include The Green Team report as a regular assembly item to promote SolarBuddy (see below), provide tips on sustainable living and information on separating waste.
- Continued focus on opportunities to support SolarBuddy through the sale of 'worm tea' and fresh vegetables grown in the Early Childhood Education vegetable gardens.

Gallery 2021



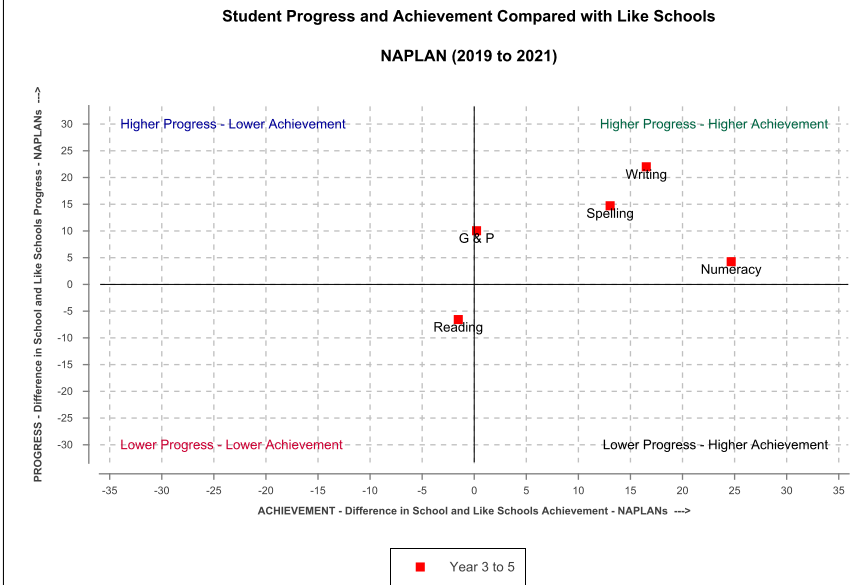
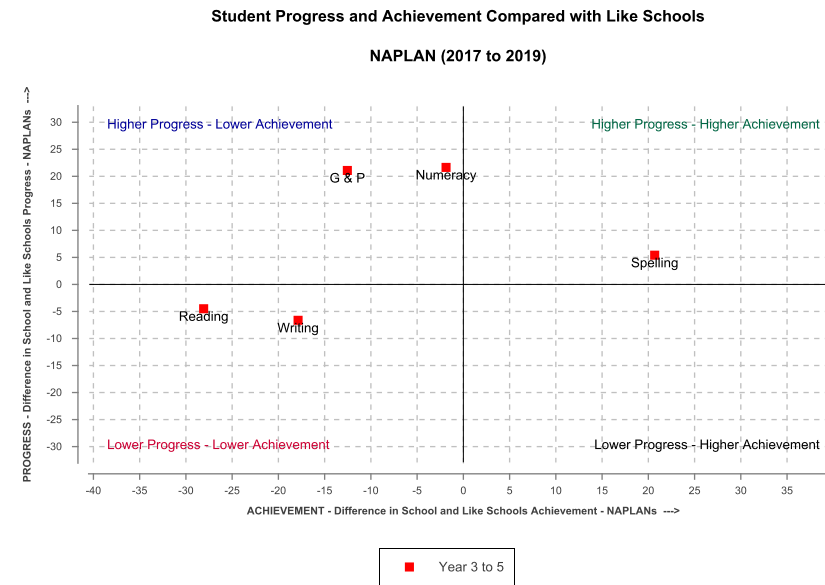
Author: Steven Rae

Comparative Performance Summary

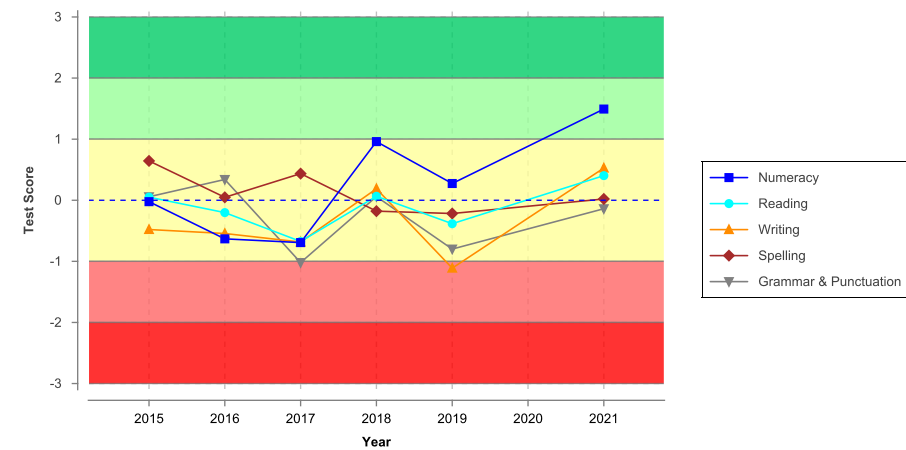
ICSEA: 1071 (2)

	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	1.0	0.3	1.5	1.7	0.7	0.9
Reading	0.1	-0.4	0.4	0.1	-0.7	0.0
Writing	0.2	-1.1	0.5	0.5	-0.9	1.7
Spelling	-0.2	-0.2	0.0	0.8	-0.0	1.5
Grammar & Punctuation	0.1	-0.8	-0.1	-0.1	0.1	0.8

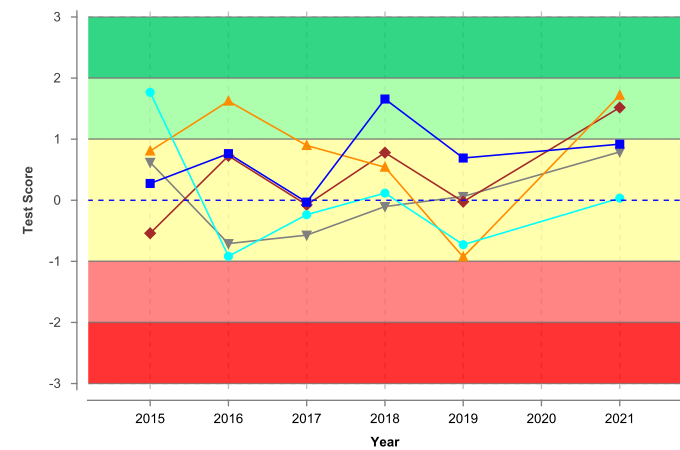
- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6



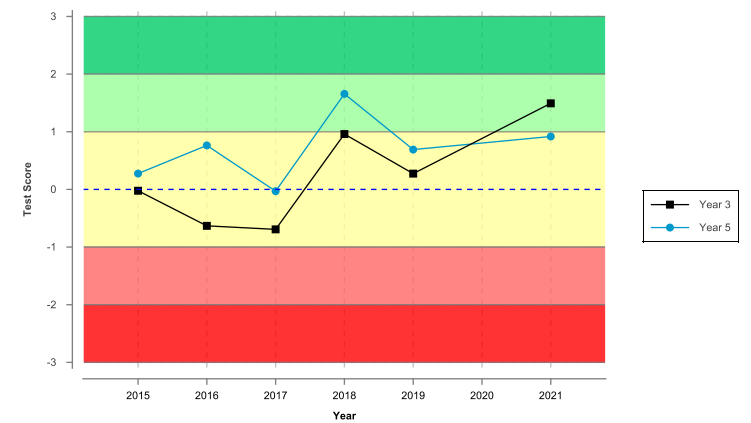
Comparative Performance: Year 3



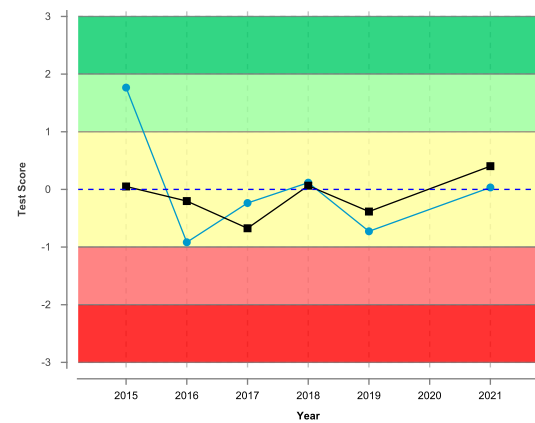
Year 5



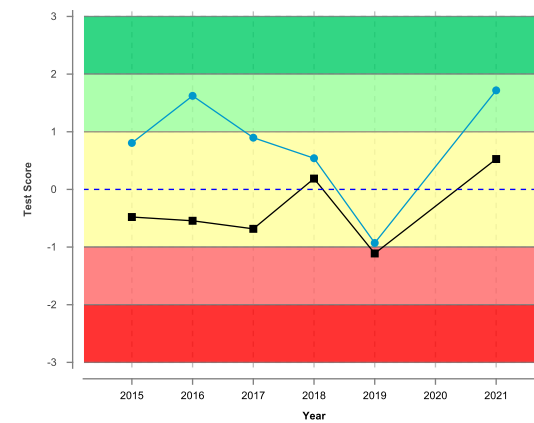
Comparative Performance: Numeracy



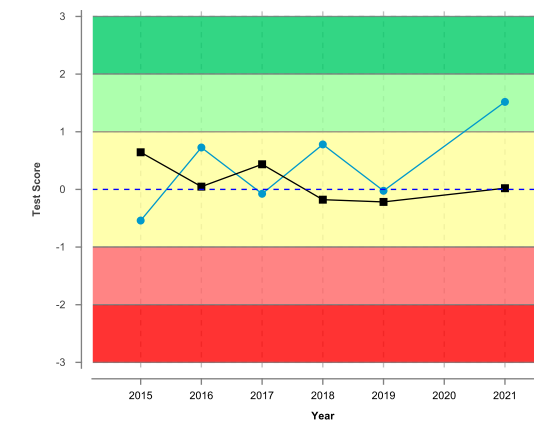
Reading



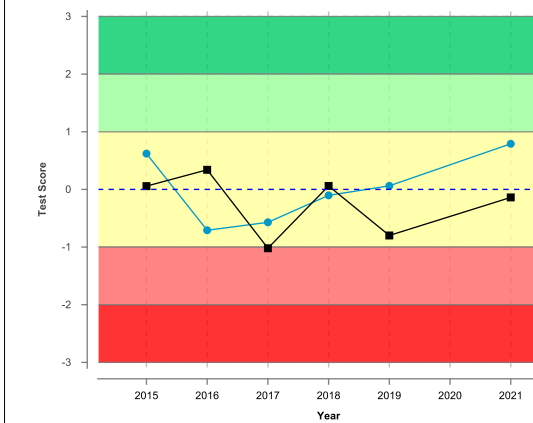
Writing



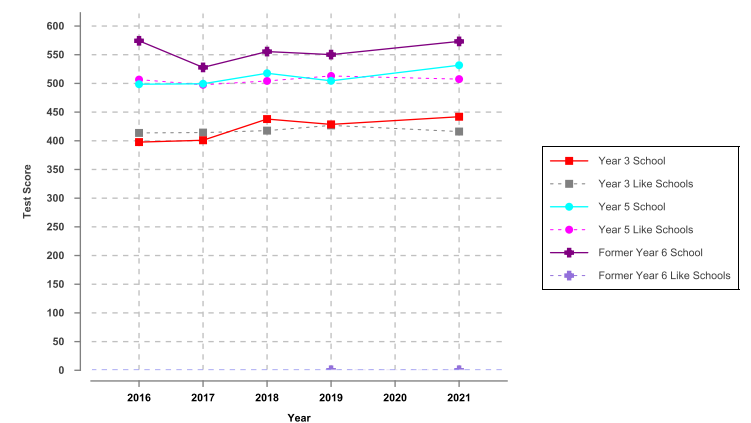
Spelling



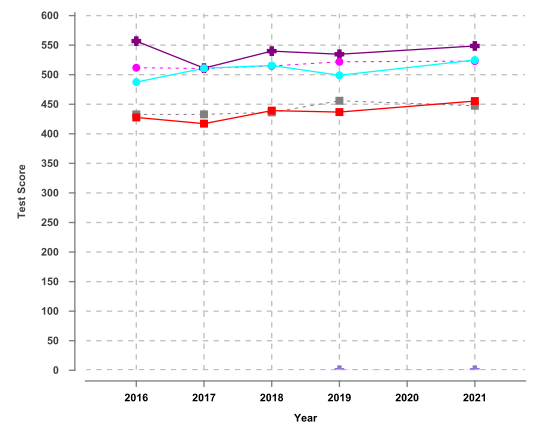
Grammar and Punctuation



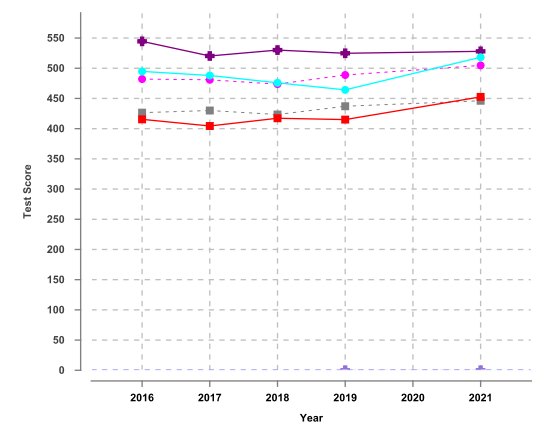
Longitudinal Summary: Numeracy



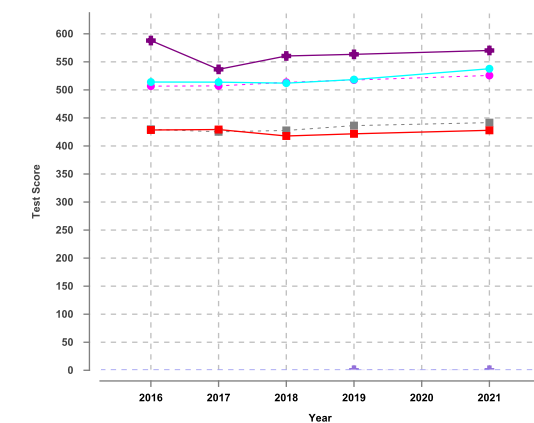
Reading



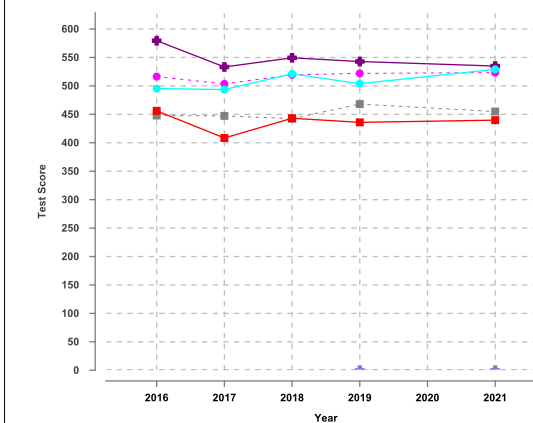
Writing



Spelling



Grammar and Punctuation



Proficiency Bands

Numeracy											
Band	Year 3				Year 5				Sch	Like Sch	
	2019		2021		2019		2021				
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch			
10											
9											
8								14%	15%	16%	13%
7								22%	22%	32%	24%
6	23%	23%	29%	18%	32%	34%	34%	30%			
5	31%	27%	24%	25%	16%	21%	14%	24%			
4	25%	26%	31%	31%	14%	7%	5%	7%			
3	10%	16%	16%	18%	3%	2%	0%	2%			
2	8%	6%	0%	7%							
1	2%	1%	0%	1%							

Reading											
Band	Year 3				Year 5				Sch	Like Sch	
	2019		2021		2019		2021				
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch			
10											
9											
8								5%	18%	22%	17%
7								24%	28%	29%	29%
6	29%	41%	36%	36%	41%	32%	33%	29%			
5	35%	25%	29%	24%	16%	13%	7%	16%			
4	15%	18%	15%	21%	8%	6%	2%	6%			
3	8%	9%	16%	10%	5%	2%	7%	2%			
2	8%	6%	4%	7%							
1	4%	1%	0%	1%							

Writing											
Band	Year 3				Year 5				Sch	Like Sch	
	2019		2021		2019		2021				
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch			
10											
9											
8								3%	8%	16%	11%
7								11%	14%	33%	21%
6	17%	21%	29%	28%	24%	36%	24%	36%			
5	40%	40%	51%	42%	41%	30%	20%	24%			
4	25%	27%	15%	21%	14%	8%	4%	6%			
3	6%	9%	2%	6%	8%	4%	2%	2%			
2	8%	2%	2%	2%							
1	4%	1%	2%	1%							

Spelling											
Band	Year 3				Year 5				Sch	Like Sch	
	2019		2021		2019		2021				
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch			
10											
9											
8								24%	18%	23%	23%
7								16%	25%	41%	28%
6	31%	31%	29%	35%	32%	29%	18%	24%			
5	23%	25%	25%	25%	19%	18%	9%	16%			
4	17%	22%	16%	21%	5%	7%	7%	6%			
3	15%	14%	20%	12%	3%	3%	2%	3%			
2	8%	6%	4%	5%							
1	6%	2%	5%	3%							

Grammar & Punctuation											
Band	Year 3				Year 5				Sch	Like Sch	
	2019		2021		2019		2021				
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch			
10											
9											
8								22%	24%	30%	22%
7								16%	22%	30%	23%
6	27%	44%	31%	40%	19%	25%	16%	25%			
5	35%	24%	24%	25%	27%	17%	11%	20%			
4	17%	15%	24%	19%	11%	7%	7%	8%			
3	10%	10%	15%	9%	5%	5%	7%	3%			
2	4%	4%	7%	5%							
1	6%	2%	0%	3%							

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

Student Numbers (as at 2022 Semester 1)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	45	48	39	43	51	46	45	338
Part Time	41								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	21	24	148		193
Female	20	21	124		165
Total	41	45	272		358

	Kin	PPR	Pri	Sec	Total
Aborig	1		1		2
Non-	40	45	271		356
Total	41	45	272		358

Suspensions

Year	Suspensions	Students	Total Number of Days
2019	7	5	14
2020	4	4	6.5
2021	11	10	52
2022	2	1	3

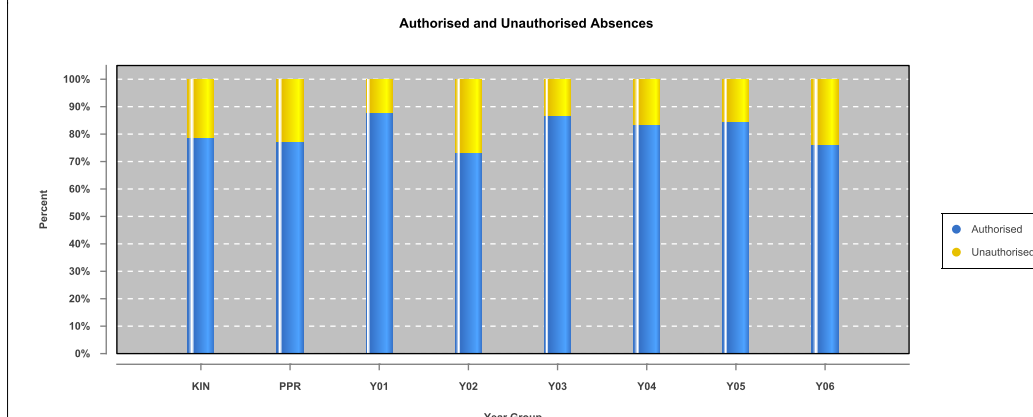
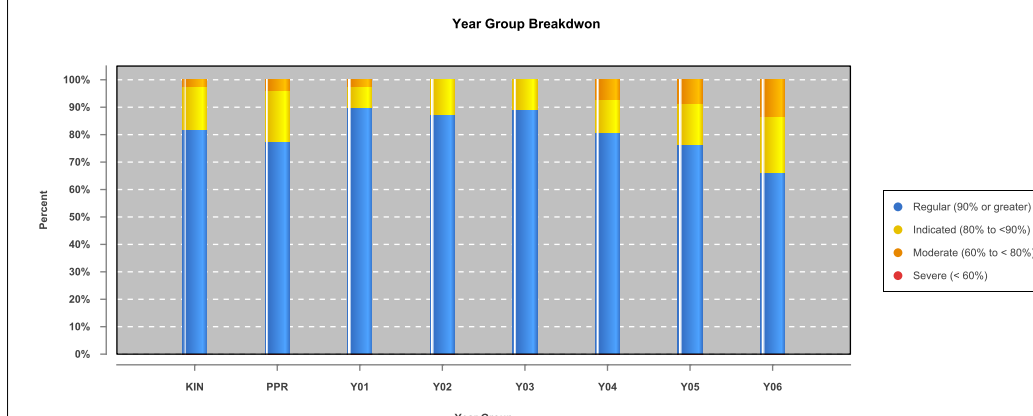
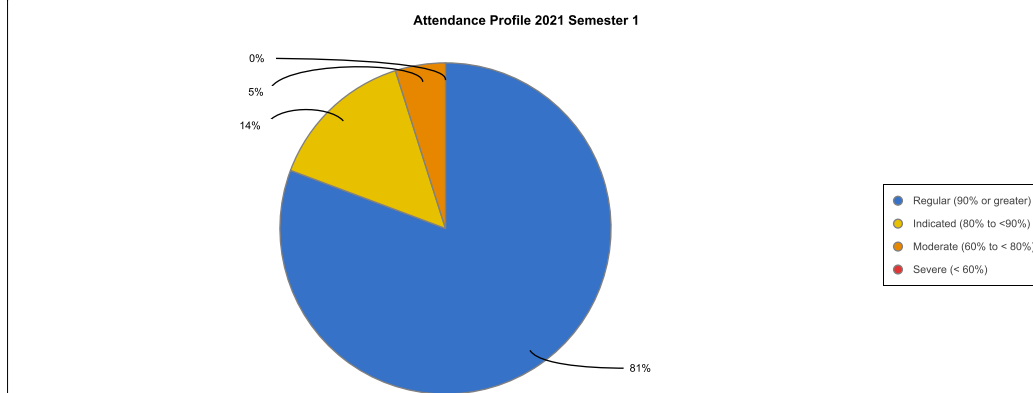
As at 23 May 2022

Suspensions by Year Group and Gender

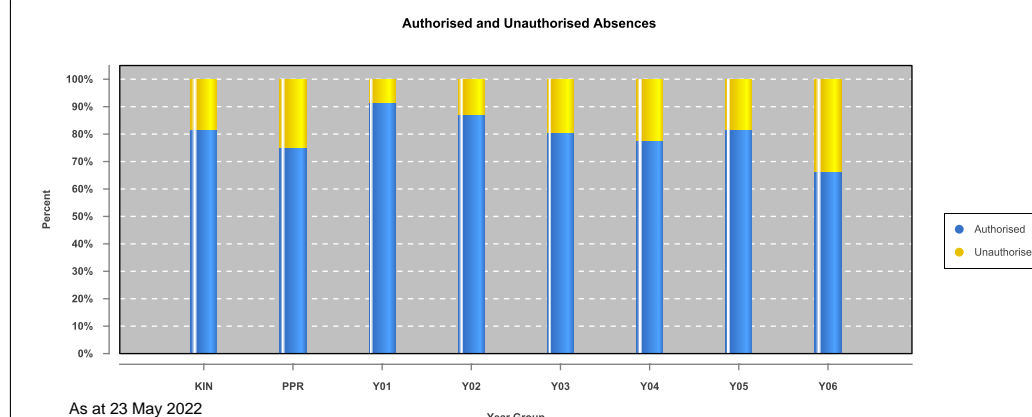
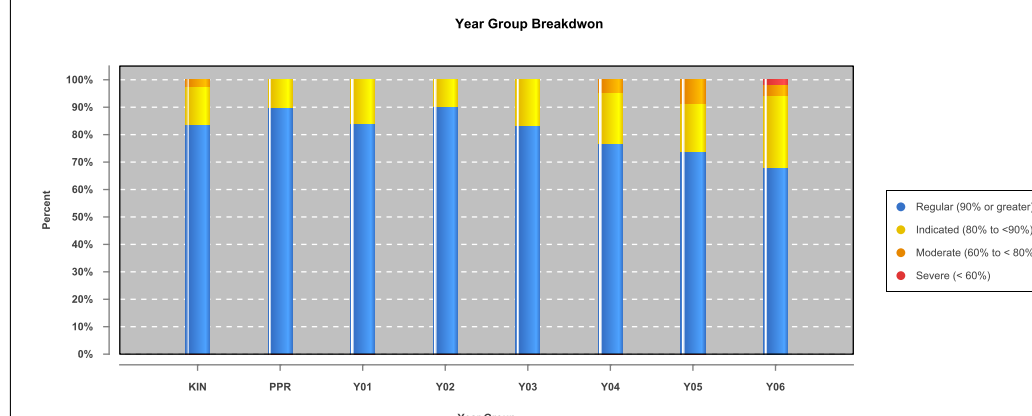
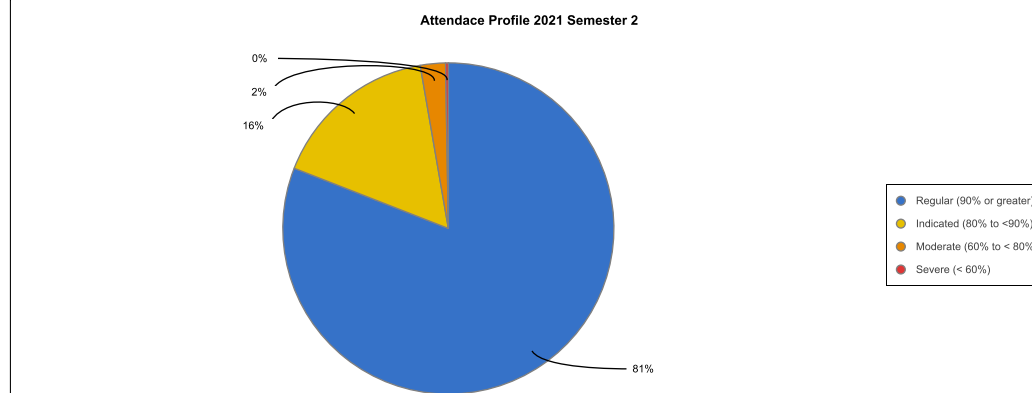
2021					2022				
Year Group	Gender	Suspensions	Students	Days Suspended	Year Group	Gender	Suspensions	Students	Days Suspended
Y03	M	1	1	1.5	PPR	M	2	1	3
Y04	M	1	1	1.5					
Y05	M	2	2	9					
Y06	F	1	1	5					
Y06	M	3	2	15					
Y07	M	3	3	20					

As at 23 May 2022

Attendance data - 2021 Semester 1



Attendance data - 2021 Semester 2

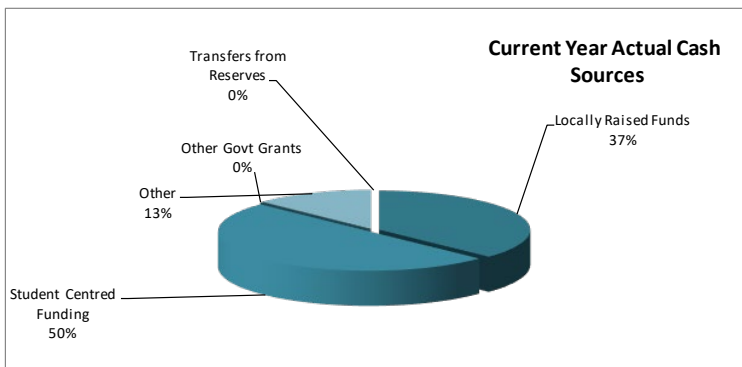
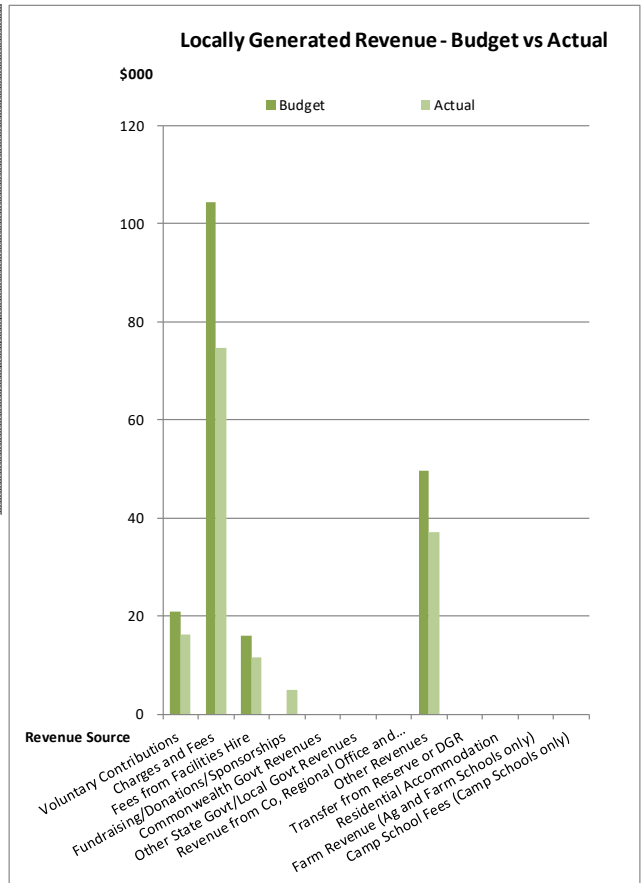


Year 6 Graduation Awards

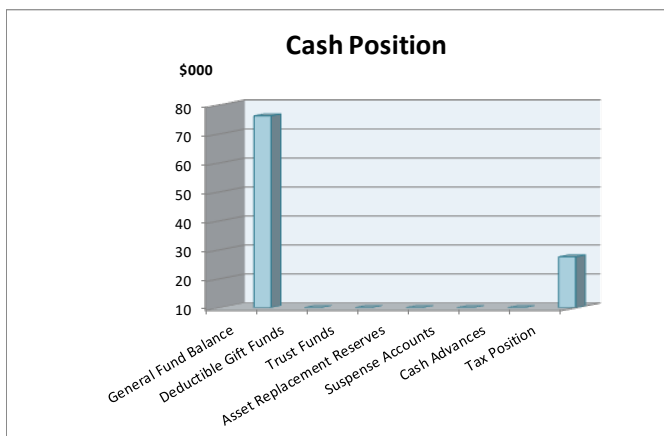
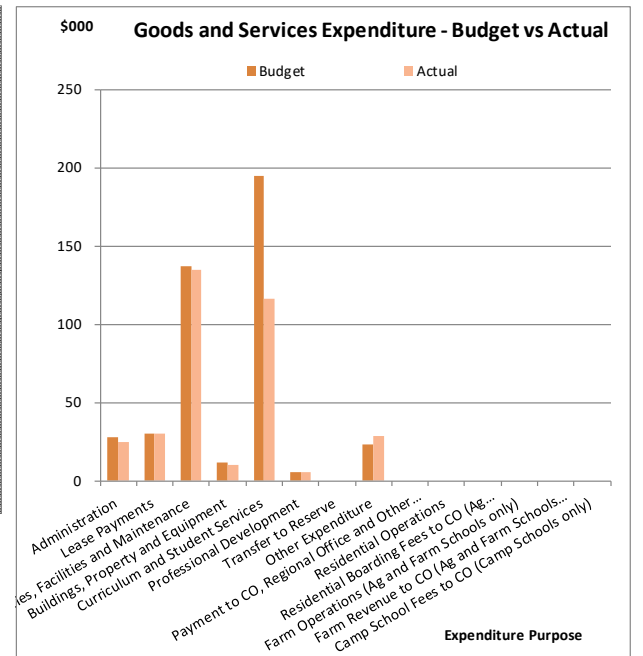
Year 6 Graduation Awards	
Head Boy	Luke Chiang
Head Girl	Claudia Harper
Dux	Claudia Harper
Principal's Award	Lara Pavone
Citizenship Award	Daniel Angelevski
Citizenship Award	Makayla Fung
North Metro Commitment to Excellence Award	Marcus Kim
Science Award	Daniel Angelevski
Science Award	Claudia Harper
Physical Education	Kobe Hoang
Physical Education	Lyla Clucas
Performing Arts: Music	May Dalby
Languages Award	Lara Pavone
Visual Art	Uma Norris
"Only our Best"	Eloise Meehan

Pre-Primary – Year 5 Awards			
Year	Form	Award	Student Name
PP	C2	Excellence	Olivia Liang
PP	C2	Academic	Matilda Sawle
PP	C3	Excellence	Jackson Wheeldon
PP	C3	Achievement	Leighton Blackman
1	C5	Excellence	Matilda Milos
1	C5	Achievement	Rubie wall
1	C1	Excellence	Luca Mistilis
1	C1	Achievement	Alaina Partridge
2	B3	Excellence	Hazel Liang
2	B3	Achievement	Callan Andrews
2	B4	Excellence	Orlando Corvaia
2	B4	Achievement	Julian Fernandez Escalona
3	B1	Excellence	Gregorio Sardo
3	B1	Achievement	Juliette Meehan
3	B2	Excellence	Oscar Chiang
3	B2	Achievement	Sofia Kippin
4	A4	Excellence	Arhan Dey
4	A4	Achievement	Rose Nastasi
4	A3	Excellence	Mahgol Rakhsha
5	A3	Excellence	Nicholas McIntyre
4	A3	Achievement	Anika Heard
5	A4	Excellence	Harper Andrews
5	A5	Excellence	Summer Johnston
5	A5	Achievement	Teleah Cropley
1	C1	Vicky Peovitis (Bambaci) Values award	Ava Falcone
1	C5	Vicky Peovitis (Bambaci) Values award	Ibaad Ahmad

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	\$ 112,359.98
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	\$ 27,566.99
Total Bank Balance	\$ 112,359.98