



**Sutherland
Dianella**
Primary



Annual Report 2022



**Sutherland
Dianella***Primary*



Sutherland Dianella Primary School (5143)

Student Numbers (as at 2022 Semester 2)

Student Number	(FTE)
----------------	-------

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	46	48	39	42	51	45	46	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	20	25	147		192
Female	21	21	124		166
Total	41	46	271		358

Destination Schools	Male	Female	Total
4026 John Forrest Secondary College	5	2	7
	7		
4038 Mount Lawley Senior High School	6		6
1378 John Septimus Roe Ang Com Sch	1	5	6
4051 Morley Senior High School	5	1	6
1085 Chisholm Catholic College	2	1	3
1125 Perth College		3	3
4129 Duncraig Senior High School	1	1	2
1178 Servite College	2		2
4211 Alkimos College		1	1
1100 Aranmore Catholic College	1		1
4004 Balcatta Senior High School		1	1
4158 Ballajura Community College	1		1
4213 Bob Hawke College	1		1
4057 Carine Senior High School	1		1
1074 Guildford Grammar School		1	1
1149 Mercedes College		1	1
4042 Perth Modern School	1		1
1466 Peter Carnley Anglican Comm Sch		1	1

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	1.6	0
Other Teaching Staff	23	17.5	0
Total Teaching Staff	25	19.1	0
Allied Professionals			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	10	6.8	0
Total Allied Professionals	13	9.8	0
Total	40	30.9	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
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%
2022	91.1%	90.2%	88.3%	97.4%	81.8%	69.5%	91.1%	90.1%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	85.3%	10.9%	2.9%	1.0%
2021	80.6%	14.2%	5.2%	0.0%
2022	67.0%	27.7%	4.4%	0.9%
Like Schools 2022	61.8%	29.0%	7.5%	1.6%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

Administration		
Principal	Blake Ingersole	
Deputy Principal	Tricia Mitchell	
Deputy Principal/Learning Support Co-ordinator	Janelle White Vanessa Papalia	
Manager Corporate Services	Leonie Malkovic	
School Officer	Deb Mortimer (Term 1/2) Sarah Mule & Emma Richard (Term 3/4)	
Library Officer	Georgia Johnson	
Teaching Staff		
K	C4A	Bianca Arbuckle, Olivia Wells & Chrissie Hatzon
K	C4B	Bianca Arbuckle, Olivia Wells & Chrissie Hatzon
PP	C2	Tayla Armstrong
PP	C3	Andrea Gahan
1	C1	Tiffany King/Robyn Wheatley
1	B4	Seona Main
2	B3	Bianca Koranis
2/3	B2	Naomi Fotheringham
3	B1	Angela Panting
4	C5	Jane Saunders
4	A5	Alyse Scorda & Jo Smith
5	A4	Alexis Francké
5	A3	Vanessa Papalia, Micayla Byrne & Anna Humphries
6	A1	Eleanor Richards
6	A2	Meghan Siebel/Candice Louise
Specialist Teachers		
Physical Education	Ben Matheson & Kiani Adamson	
Art	Candice Louise	
Music	Grant Welch	

Italian	Paolo Sabattini
Science	Chrissie Hatzon
DOTT Support	Christine La Cava
DOTT Support	Steven Rea
Mini Lit	Christa Fung
Non-Teaching Staff	
Education Assistant	Ryn Chuah
Education Assistant	Linda Field
Education Assistant	Patricia Lee
Education Assistant	Samantha Sheridan
Education Assistant	Anna Sinagra
Special Needs Education Assistant	Felicity Caporn
Special Needs Education Assistant	Heidi Domondon
Special Needs Education Assistant	Fiona Campbell
Gardener/Handyperson	Aniello Pizzolante
Cleaner in Charge	Mark Bonett
Cleaners	Dinesh Malik/Sudesh Kumar

Dear Parents and Carers,

I am pleased to present to you the annual report for Sutherland Dianella Primary School for the year 2022. Despite the challenges we faced due to the Covid-19 pandemic, we were able to adapt and ensure that all students had access to a rigorous, engaging and challenging curriculum.

We started the year with a few COVID challenges and many students learning from home (and teachers, teaching from home) but we were excited to commence face-to-face teaching as soon as possible. Our teachers worked tirelessly to ensure that students received quality education and support, whether in-person or online.

The return of community events was fantastic for our school. We were able to organise several events that brought together students, parents, and teachers. These events created a sense of community and helped us build stronger relationships with each other.

I am proud to share that the NAPLAN data for Sutherland Dianella Primary School in 2022 was either equal to, or above like schools across most areas. Our students performed well, and we commend them for their hard work and dedication. We will continue to work hard to ensure that our students receive the best education possible.

Looking towards the future, we are excited to announce that new programs will be commencing in 2023. We will be measuring the impact of these programs, and we look forward to seeing the results. Our goal is to ensure that our students are provided with the best possible opportunities to succeed.

In closing, I would like to express my gratitude to the staff, students, parents, and carers of Sutherland Dianella Primary School for their continued support.

We are committed to providing quality education and ensuring the success of our students. We look forward to a successful and rewarding 2023.



Blake Ingersole

Principal

It would be trite to describe 2022 as an unprecedented year so I will say instead that 2022 presented many great challenges and opportunities for our small school community.

At the conclusion of 2021 we were advised that our former Principal, Ms Jenn Allsop, had taken up a role at another metropolitan primary school. Jenn served SDPS with distinction and we were incredibly fortunate to have her stewardship for many years. Our Deputy Principal, Mr Blake Ingersole stepped up the challenge as our Acting Principal for the start of 2022.

What Blake might not have anticipated was the tremendous upheaval that term one brought to SDPS and the State in terms of the impact of COVID-19. From staffing shortages, pivoting to online learning, modifications to workspaces and classrooms to improve ventilation, additional cleaning measures and supporting our children during this difficult time – Blake and his whole team did a fantastic job of providing stability in that the learning never stopped. I acknowledge the many, many hours of additional work (and stress) that this period brought to Blake and his team and the whole school community is very grateful for this.

In term 2, I was asked by the Department of Education to sit on a recruitment panel for our new Principal. The role attracted a number of very highly capable applicants, many of whom acknowledged the fantastic school community and achievements of SDPS in their applications. Following an extensive process, I was very pleased that Blake Ingersole was appointed to the role on a permanent basis.

The School Board has had a busy year as we have continued to monitor the School's performance against the Business Plan. The Board received presentations from all learning areas within the school in assessing progress against the various domains and was pleased to see significant progression in a number of key areas. These presentations are an important way for the many work areas in the school to demonstrate their achievements and speaks to the significant planning and coordination work that our teachers and administrators do on top of their teaching responsibilities.

While we had anticipated that SDPS would undergo its triennial school review this year this was not to be the case and the review will be conducted in due course. One positive in this is that the School will have even more data to present on its achievements in the last few years, including its outstanding results in NAPLAN.

On a personal note, this year was my final year as a member of the School Board. In my five years, including four as Chair, I have had the opportunity to work with many talented and caring parents, teachers and administrators. Like many community organisations, schools are often fuelled by the personal commitment of a few and I'm thankful for the time and commitment of those that I have worked with.

I'd like to express my deep appreciation for the efforts of my fellow board members in 2022 and I wish the Board and SDPS all the very best for its future endeavours.

Sam Hastings-Fernance

Chair

Sutherland Dianella Primary School Board

Program Overview - 2022

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 when 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 Collection**

At the beginning of each year, students in Years 2-6 complete the Starting Point Maths Assessment (Dr Paul Swan) to inform teachers of the strengths and areas for growth for the students in their class. Teachers use a whole school Maths spreadsheet to record their class data and focus on areas of growth prior to starting the Origo Maths program.

In Terms 2 and 4, students complete the PAT M standardised assessment to assess progress and achievement. In Terms 1 and 3, students complete the SDPS Common Assessment Task (problem solving). The data collected from this assessment is recorded on the whole school Maths spreadsheet for teachers to interrogate and analyse.

- **NAPLAN Data at SDPS**

Our 2021 NAPLAN data showed that Mathematics is continuing in an upward trend. On Average, SDPS Year 5 students were 27 points above like schools and SDPS Year 3 student were 13 points above like schools. This we believe, can be attributed to the consistent and connected approach of our teaching staff, using Origo, New Wave Mental, RUCSAC and 3P Learning throughout the whole school. SDPS Previous Year 6 students (Year 7 NAPLAN) scored 20 points above Year 6 WA Public Schools.

- **Rich Learning Opportunities for Students to Participate in at SDPS**

Numero - The SDPS Numero Teams had a high level of success competing against numerous other schools and represented SDPS in the Final. The teams were made up of students from Years 4 – 6 who demonstrate excellence in maths. The teams trained before school and during lunch times with Miss Alexis Francke. They were selected from a Numero Student Engagement Program run on Thursdays by Alexis Francke for a total of 10 weeks. Eight students in Year 6, participated in the Year 6 *Have Sum Fun Online Maths* Competition. Our two teams competed against 55 other Year 6 teams from around Western Australia in a timed problem-solving competition. They met for one hour a week over 4 weeks. Our SDPS Team 1 were ranked 9 in the competition and our SDPS Team 2 ranked 37.

On Friday Mornings before school, teachers at SDPS opened their classroom doors inviting students in for Maths Club. This club has grown from 2021 and was split into a Junior Maths Club and a Senior Maths Club in 2022. Student were exposed to many different Paul Swan maths games, 3P Learning tasks, Card games and Numero.

- **Promoting a Positive Maths Culture at SDPS**

Students at SDPS participated in 3P Learning (Mathletics) World Maths Day where they completed a series of timed rounds solving basic number facts with other students from around the world. In 2021, the SDPS students were ranked 264 out of 16000 participating

schools. In 2022, SDPS students improved their ranking to 251 out of 16000 participating schools.

In Term 3, Students celebrated 100 Days of school. The theme was chosen this year by using student voice through surveys both verbally (in K-2) and digitally using MS Forms (Years 3-6). Students were also asked to provide their ideas for activities that they would like to participate in on the 100th Day of School. During the weeks leading up to 100 Days of School, Students from Kindy to Year 6 collected cans to donate to OzHarvest WA.

Our Directions - Priorities 2023

- Continue to use PAT Maths, Starting Point Maths and NAPLAN as standardised tests to measure student progress and achievement
- Ensure that Maths data continues an upward trend in NAPLAN through consistent and connected practise
- Look at including daily warmups to revise concepts previously taught
- Whole school times tables and division app to improve the fluency and accuracy across the school in this area
- Continue to build a positive Maths culture at SDPS and increase involvement of parents and carers by running Partnership with Parents sessions throughout the year, organise high interest whole school Maths incursions, world Maths Day and the celebration of 100 Days of School.
- Build capacity in staff when teaching Numero
- 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. Multi step word problems to be revised
- Include student voice in activities and to provide feedback on their learning
- Incorporate Teaching for Impact strategies across the school
- Ensure that staff have the resources needed to teach effectively
- Include more rich learning tasks and experiences to extend students which include, AMC, Have Sum Fun Online, Numero (school, interschool and Student Engagement Program)
- Teaching staff to continue to analyse student data to inform and moderate grade allocation across phases of learning
- Continue to support and grow the SDPS Maths Club

Gallery 2022



Senior and Junior Maths Club held every Friday Morning at SDPS



SDPS 2022 Interschool Numero Team

Classroom Activities

- 100 second to win it
- Making 100 in Numero
- Class vs 100 zombies
- Making something as a class with 100 pieces of pasta
- 100 artwork
- 100 origami creations

Lunchtime Activities

- Building 100 dominoes
- Making sandwiches in 100 seconds
- Running distances in 100 seconds
- Drawing portraits 100 seconds
- Line tag for 100 seconds
- Shooting hoops in 100 seconds
- Running 100m
- Making something in Minecraft with 100 blocks
- Building towers in 100 seconds

Fitness Ideas

- 100 laps of the oval
- Make the number 100 as a school
- Tug of war for 100 seconds
- 100 push ups/sit ups
- Pirates Gold to the number 100
- 10 x 10 different exercises (push ups, sit ups etc.)

Dress up Ideas

- Dress up as the number 100
- Make a hat to represent something that is 100 years old
- 100cm socks
- 100 Shirt Design
- Dress up as people who have done something related to 100
- Dress as someone who is over 100 years old and have changed the world
- Dress up as something that is 100 years or older (landmarks, people etc.)

Promoting a Positive Maths Culture 100 Days of School Student Voice collected from the students in Years 2-6 using MS Forms



Promoting a Positive Maths Culture - 100 Days of School: Whole School Fitness activity



Promoting a Positive Maths Culture - 100 Days of School: Dress Up event, available activities, and collecting 100 cans from students for OzHarvest WA

Author: Janelle White

Program Overview – 2022

At Sutherland Dianella Primary School (SDPS), the Número program provides students with the opportunity to support and extend their mental computation skills. The Número program exposes students to a variety of Mathematical concepts (targeted to their individual level) as well as the opportunity to collaborate with others. Número at SDPS is run from Kindergarten to Year Six with an extension program offered to Years Four, Five and Six students. Número is integrated within all year level Mathematics programs, with classes scheduling the program within a weekly or fortnightly timetable. Since 2017, students from SDPS have also had the opportunity to compete in the Interschool Número Competition.

Our Evidence

Integration of Número within the Daily Mathematics Program

- Classroom teachers are embedding the Número program as part of their weekly or fortnightly mathematics programs
- Classroom teachers are utilising the Número program within 'buddy classes' with the opportunity for younger students to be mentored by their older peers
- The Número program is further utilised in the upper primary classes to extend higher ability students as well as to support students requiring support and development of basic number facts

Número Student Engagement Program

- In 2023, the Número Student Engagement program consisted of 16 students. These students were chosen based on their academic achievement in Mathematics, alongside their efforts and achievement in the Número lunchtime sessions
- In 2022, 12 students were selected to compete in both the Número Heat and Grand Finals
- Student reflection of the program reinforced its success and engagement within the chosen student group

Interschool Número Competition

- From the Student Engagement Program, 12 students (from three teams) were chosen to compete in the Interschool Número Heat on 31 October where they placed 1st, 2nd, 3rd out of the 16 competing teams

Staff Engagement within Número

- In July, staff attended a professional learning session to refresh the rules and skills involved with Número
- Staff are embedding Número regularly into their daily Mathematics teaching and learning program

Our Directions - Priorities 2023

Further Professional Development for Staff

- Staff to attain further training and development to build knowledge of the rules and skills associated with Numero

Partnerships with Parents – Numero

- At least one Partnerships with Parents dedicated to Numero to demonstrate how Numero is used within classrooms as well as how to utilise the program in the home environment
- Numero challenge presented in at least two newsletters throughout 2023

Gallery 2022



Interschool Numero Competition Grand Final Students



Interschool Numero Competition Heat – 1st, 2nd and 3rd place

Week	Focus	Description
2	Goal Setting	- Create 2 Goals to achieve in the program - Workbook Set Up
3	Top Take Challenge (Regular Takes)	*Using all wild cards Top Take Strategy 1.) Add the centre (Use the centre total) 2.) Find a backup take 3.) Look for 'friendly totals/numbers'
4	Top Take Challenge (Sets)	*Using all wild cards Top Take Strategy 1.) Add the centre (Use the centre total) 2.) Find a backup take 3.) Look for 'friendly totals/numbers'
5	Timed Top Take Challenge Competition	- 8 & 9 Card Top Take Challenges - Live Leader board
6	Numero Game Play	- Strategy within game play
7	Numero Game Play (Timed Games)	- 10 minute games - Live leader board (1 card = 1 point)
8	Numero Competition Practice	- Numero Game Play (10 Minutes) - Team Top Take (5 minutes) - Individual Top Take (4 minutes)
9	Numero Competition Practice	- Numero Game Play (10 Minutes) - Team Top Take (5 minutes) - Individual Top Take (4 minutes)
10	Numero Competition Practice	- Numero Game Play (10 Minutes) - Team Top Take (5 minutes) - Individual Top Take (4 minutes)
	Reflection	- Student Survey - Reflection in Workbooks (PWL of Numero SEP)

Numero Student Engagement Program

Author: Alexis Francke

Program Overview - 2022

Sutherland Dianella Primary School has a consistent and connected approach to the teaching and learning of Literacy. We implement Shared and Guided Reading, Talk 4 Writing, Sound Waves, and InitialLit (PP) as whole school English programs. MiniLit was implemented as the main intervention program. SDPS has a whole school approach to assessment in English and analyses NAPLAN, PAT and class-based data to improve teaching and learning. In 2022, there was a continued focus on improving student outcomes in Reading and Grammar and Punctuation. Building a love of reading across the school is an important focus. Student voice was actively sought from Kindergarten to Year 6 prior to the purchase of non-fiction books for the library. The Premier's Reading Challenge was promoted and 77 SDPS students actively participated. Students from Kindergarten to Year 6 thoroughly enjoyed working with WA author James Foley to understand and create characters in stories. A highlight was the annual Book Week Parade and in 2022, Book Week activities included 'Pop Up' reading stations across the school, the Great Book Swap, and an excursion to the local library for an author talk. Other literacy events included The Great Sutherland Dianella Spelling Bee, a visit from our local library to the Kindergarten students as a part of the Better Beginnings Program and a Spare Parts Puppet Theatre performance.

Our Evidence

2022 NAPLAN Reading scores demonstrate continued improvement from 2021 with both the Year 3 and 5 cohort being above like schools. 2022 NAPLAN Grammar and Punctuation scores indicate improvement from 2021 with both Year 3 and Year 5 students being above like schools. 2022 NAPLAN Spelling scores indicate improvement from 2021 with Year 5 students being above like schools and Year 3 students being slightly below like schools. SDPS uses PAT Assessments in Reading, Grammar and Punctuation and Spelling to monitor student achievement and progress. Soundwaves diagnostic tests and InitialLit Assessments are used for planning and to monitor progress in Spelling. Following extensive research and consultation, it was decided to implement InitialLit [Pre-Primary to Year 2] and PLD [Year 3 – Year 6] as whole school programs in 2023. Professional learning in InitialLit and PLD was undertaken by all staff and resources were purchased. The SDPS Grammar and Punctuation Scope and Sequence was developed for implementation in 2023. With the support of the P&C, a refurbishment of the school library was initiated and will continue in 2023. Throughout the year, we purchased a significant number of high quality non-fiction books for the library based on student voice. Students shared their interests and requests for new books through class discussions and completing student surveys.

Our Directions - Priorities 2023

- Implement InitialLit to support the teaching and learning of literacy skills including phonics, reading, spelling from Pre-Primary to Year 2

- Implement PLD Literacy to support the teaching and learning of literacy skills including Phonics and Spelling in Years 3 -6
- Implement NSW font for teaching and learning of handwriting
- Develop consistent practices in the teaching of comprehension skills
- Create an engaging and inspiring library space
- Build a love of reading through class-based activities, whole-school activities and promoting high quality literature
- Use student voice when purchasing new fiction and nonfiction books for the school library
- Implement the scope and sequence for teaching Grammar and Punctuation at SDPS
- Use a range of data sources [NAPLAN, PAT, On Entry, InitialLit, PLD and class-based assessments] to track student progress and improve student achievement in English.

Gallery 2022



Top Left : Lunchtime reading in Early Childhood
Top Middle: James Foley Incursion tailored for each year level
Top Right: Year 4 student enjoying the Aussie STEM Star book
Bottom Left: The Great Sutherland Spelling Bee finalists
Bottom Middle: Spare Parts Puppet Theatre Incursion
Bottom Right: Book Week Parade

Author: Tricia Mitchell

Program Overview - 2022

Our Whole School Science Program is used across the school from Pre Primary to Year Six. This program enables students to learn about the 4 key understanding areas: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences. Students have access to the Science Room for lessons and have a range of resources available to conduct experiments in each Key Understanding area. Students in Years One and Two have specialist science lessons with Mrs Hatzon and Ms Chuah.

Science Inquiry Skills are woven into the teaching and learning program across the year. Students learn about the key skills needed to conduct Scientific experiments and also develop an understanding of the different variables. Science as a Human Endeavour is integrated into classroom programs, and students learn a variety of content linking Science to their everyday lives.

Our Evidence

Science Literacies

We have implemented Science Literacies into learning programs across the school this year. The range of ways that Science Literacies are demonstrated across the school are varied. A sample of these are the following:

- Kindergarten having a Science Inquiry table and science vocabulary words (encouraging students to learn through play with access to vocabulary to extend their learning).
- Science inquiry small worlds in Year One. Giving students opportunities to link their learning to imaginative and hands on activities.
- Use of Science word walls from PP-Year 6 in each classroom, displayed across each Key understanding areas.
- Application of an understanding of Science vocabulary through applied use of the science words walls in spelling and vocabulary work in the upper years.
- Guided reading, non-fiction focus. Students given opportunities to explore science concepts and look at the key features of these non-fiction texts.
- Shared reading of Big Books in the early years. Enriching science learning with access to whole class discussion texts.

Science Week – Lunchtime Experiments

Science Week 2022 was a fabulous week with lots going on. Students were invited to participate in lunch time activities across the week. Activities occurred in both the early years and main playgrounds, providing access to all students. Students had the opportunity to engage in hands on learning and also hear the science behind the projects.

The featured activities included:

- Oobleck (exploring a neo-Newtonian fluid, friction, solid and liquid properties)
- Volcanoes and Bottle Rockets (bicarbonate of soda and vinegar reaction- creation of gas to propel an object)
- Bubbles – an exploration into translucent objects, light, colour theory.

Glass Mosaic Collaborative Project – Science Week

This Year's Science Week Theme 'Glass, More than Meets the Eye' captured the imagination of school staff and a plan was developed. We were fortunate to receive a grant from the National Science Week Grants for Schools program, enabling us to receive \$500.00 towards our school Science Week activities.

Our proposed Science Week Project took shape under the name 'Glass - tells its own story'. Three glass mosaic splashbacks for the three school block drink fountains were collaboratively designed and created by students in Years K-PP, Year 1-3 and Year 4-6.

The themes of each project are as follows:

Students in K-PP learnt about how glass is made, as well as learning that glass rubbish can be turned into sea glass through a natural process in the ocean over many years.

Students in Years 1-3 learnt about the process of making glass. Discussions were had across all classes about where glass is used in everyday life.

Students in Year 4-6 learnt about the glass making process in further detail. Students focused in on how raw materials are turned into molten glass, the glass blowing process and the end results.

Updating Science Books (Science Literacies)

Through Science Literacies, it was discovered that our library had a limited selection of quality non-fiction Science texts that link directly to the 4 key understanding areas in Science. Thorough research was undertaken to identify texts that link to each of the 4 areas across each Year level from PP- Year 6. The Science budget was used to purchase new reading texts that are available for students to borrow from the library to further their interests and understandings, as well as being used by classroom teachers to aide in the teaching of specific content in the classroom. These books will be available for student borrowing in 2023.

Data Collection

This year we have completed a variety of Science assessments to collect Data about how we are travelling in this learning area. In Semester 1, PP-Year 2 completed Science Inquiry Skills checklists and Years 3-6 completed Microsoft Forms Digital assessments for the Science Inquiry Skills. Data collected and analysed showed growth across cohorts.

Below is a summary of the key takeaways:

Year 4 2021 to Year 5 2022

- Growth in median achievement score
- Improved understanding of the controlled variable in an experiment
- Improvement in questioning and predicting skills
- Improvement in sequencing an experiment and identifying a range of safety rules.
- Further work needed on identifying variables.

We have also completed PAT Assessments in Semester 2 that focus on students interpreting Science Literacy based questions and responding showing their knowledge of the 4 key understanding areas. Further interpretation of the results will be conducted to see our growth areas for 2023.

Our Directions - Priorities 2023

Reporting to Parents

Continue to use the checklists and MS Forms for Science Inquiry Skills assessments. Work towards collating a bank of Year Group Science as a Human Endeavour Assessments, as a basis for further years and consistent assessment practices.

Science Literacies Resources

Continue to build and grow the Science Literacies resources to assist teachers and students to learn through Guided Reading, Shared Reading and Science Investigations. A key focus is to enable Science as a Human endeavour to be taught with linked resources in the classroom.

Science Week 2023 – Innovation: Powering Future Industries

We will be continuing the success of this year's Science Week activities into next year. The theme links to Artificial Intelligence, which will be interesting to explore with all students. We will investigate the possibility of applying for a grant to complete another big science week activity as well as lunchtime activities across the school.

Science as a Human Endeavour

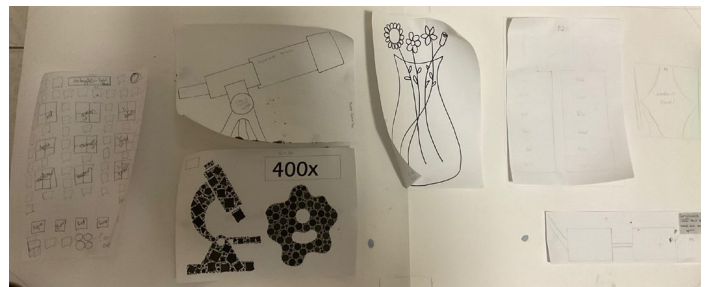
We will begin to investigate how we can link Aboriginal Culture into our Science Learning. We will investigate the 2 Way Science Program, and see how we can integrate this into our Science Learning program and Science as a Human Endeavour in classrooms.

Gallery 2022

Science Week Lunchtime Activities



Science Week Glass Mosaic Project



Author: Seona Main



A Mosaic installed as a drink fountain splash back, on completion of the project.

Program Overview - 2022

Our whole school Science program is now in its fourth 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. This allows for a developmental approach and continuation as each year builds on the concepts previously taught.

Science is divided into four areas:

1. Biological sciences
2. Chemical sciences
3. Earth & Space sciences
4. 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).

Feedback from students indicates that the students enjoy the Science program and look forward to their Science lessons.

Mrs Chrissie Hatzon also teaches Science to the students in Kindergarten. Science is integrated into all learning areas.

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 Science 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 2022 was **Glass: More than meets the eye**. It is based on the UN International Year of Glass. It celebrates the many roles that glass plays in our lives.
- Feedback from students indicates that the students enjoy the Science program and look forward to their science lessons.

Science Week Glass Mosaics

Students from Kindergarten to Year 6 participated in the Glass Mosaic Project as a key part of our National Science Week celebrations. These Glass Mosaics have been installed at the three drink fountains around the school...all telling the story of glass.

Background info for each mosaic is as follows:

C Block: represents the ocean, where over years, glass rubbish is broken down and turned into sea glass by our powerful natural environment.

B Block: represents products that are made from or with glass. Can your class identify them all?

A Block: represents the glass creation process and in particular, the glass blowing process. Heating up the raw materials in a furnace, blowing the glass to create different forms, and the end product of a stained-glass window.

During Science Week, our students participated in lunch time experiments which included the following: Oobleck, vinegar and bicarb volcano display in K-PP and vinegar/bicarb rockets in 1-6, shape bubbles in both K-PP and 1-6.



Our Directions - Priorities 2023

- 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 during Science and in classrooms.
- Teachers collaboratively plan to ensure consistent teaching of Science Literacies.
- **Science Week Theme 2023: Innovation** - Powering Future Industries.

The theme will incorporate the advancement in technology in all industries, especially using artificial intelligence (AI).

Student investigations could include the use of AI in industry, as well as recent advancements in renewal energy technology, data science, and environmental monitoring. With topics of interest from medicine to marine research, agriculture, climate change and mining there will be opportunities to engage with the theme from a variety of perspectives.

- 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 2022

Kindergarten Science: Weather Theme



Word wall/weather chart



Demonstrating waterproof materials



Weather reports on television



What clothes do we wear?



Weather Journal



Predicting the weather



Sorting materials using a Venn diagram
(How things move)

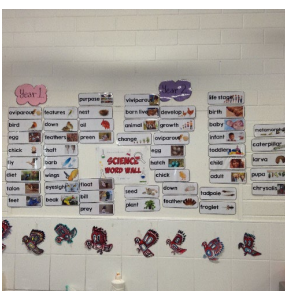
Science Lessons Years 1 & 2

Year One: Birds

Bird craft: Students chose the type of beak and feet. What shaped beak will your bird have? What food will it eat? What shaped feet will it have? Why did you choose them?



Year Two:



Word Wall: Year 1 & 2 – Metamorphosis: Larva, pupa, darkling beetles



Evaporation



Transpiration: Plants produce water vapour when they breathe.



Water on the Earth: Water is a natural resource

Author: Chrissie Hatzon

Program Overview - 2022

Sutherland Dianella Primary School recognises that education of sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living.

A key initiative for 2022 has been the development of a Sustainability Action Plan and a Sustainability Policy, which will provide clarity for future action.

Education has been delivered to students, staff and the community via newsletters and assembly announcements. Staff PL was delivered through an Early Close meeting, highlighting links between the Cross Curriculum Priorities and the curriculum, seeking staff input into the Sustainability Action Plan and a Sustainability Policy, and outlining current challenges.

What we know about sustainability:

1. Students need to be explicitly taught about sustainability.
2. Education for sustainability is cross-disciplinary.
3. Education for sustainability is a total approach that:
 1. Teaches Knowledge
 2. Teaches Skills
 3. Develops Values
4. Education for sustainability must generate motivation and commitment to take sustainability action for improved outcomes for a sustainable world.
5. Sustainability is developed through positive relationships. When we care about ourselves, we are more likely to care about others. When we care about others, we are more likely to care about the environment in which we all live.
6. Sustainability is best developed through a whole school approach.

Our Evidence

Sustainability programs maintained at SDPS

- Co-mingled recycling (paper, cardboard, number '1' and '5' or 'crunchy' plastics)
- Containers for Change, which has so far raised \$286.80
- Battery collection through City of Stirling
- Printer toner through Fuji (admin) and Planet Ark (community)
- Soft plastics through REDcycle (suspended October 2022)
- Organic waste (worm farms)
- Worm Tea
- Early Childhood vegetable garden
- Gifford Way Green Space and bushland

Student leaders – The Green Team

22 students represent each class from Year One to Year Six and are at the heart of recycling and sustainability efforts across the school. They are empowered with the responsibility for collection of waste resources and bear responsibility for taking messages into the school and out into the home.

Our Directions - Priorities 2023

Activation of Bushland

- Link learning to the existing asset we have onsite, and maintain and enhance the bushland. Including clearing weeds, using Google image search to identify species
- Explore OHS issues around using the space
- Explore Bush School program to engage with the bushland adjacent to the school oval

Water

- Apply for funding for a rainwater tank
- Conduct a Waterwise audit

Energy

- Educating staff, students and the community about strategies that help to reduce energy consumption

Transport

- Maintain participation in National Walk to School Day
- Engage with **Your Move** program <https://www.yourmove.org.au/>
- Encourage more active transport

Biodiversity

- Continue to revegetate Gifford Way
- Build bee hotels for placement around the school with native vegetation

ATSI Histories and Cultures

- Closer links between the school Reconciliation Action Plan and Sustainability Action Plan

Gallery 2022



Community engagement through the Gifford Way Green Space project



Student Leaders presenting information to staff, students and the community with assembly announcements



Professional Learning provided to staff at an Early Close meeting



The 2022 student Green Team, meeting each week to maintain recycling programs and learn about new initiatives

The Green Team Nomination FORM



61 responses to the online Google Forms nomination form

Author: Steven Rea

The Green Team Nomination Form

Please use this form to express your interest in joining The Green Team.

As part of The Green Team, you will be expected to carry out a range of responsibilities, including:

- o Attend weekly meetings on Thursdays at Recess
- o Collect organic waste
- o Take care of the worms
- o Empty paper recycling bins
- o Collect batteries, printer cartridges and drink containers
- o Plant and take care of seedlings
- o Take responsibility for rubbish around the school
- o Inform the school community about ways to care for our planet
- o Embrace sustainability [WaterWise + WasteWise]

Program Overview – 2022

In the year 2022, our school made significant strides in the field of Technologies. We implemented a comprehensive General Capabilities Assessment across the entire school, initiated a stimulating STEM Challenge, and actively encouraged the use of technology resources by our esteemed staff members. Our collaborative efforts resulted in the collection and thorough analysis of data, which in turn led to the enhancement of our school's overall outcomes.

For the year 2022, we identified the following areas as priorities:

- To continue strengthening the skills and resources of our staff through training and support in moderation.
- To maintain and enhance our Coding and Minecraft Clubs.
- To incorporate the General Capabilities Common Assessment Task into our school's overall assessment schedule.
- To establish whole-school STEM/Tech Challenges that encourage participation and engagement across all grade levels.

Our Evidence

- **Promoting Resources to Staff**

In the year 2022, we actively promoted our school's STEM resources by showcasing them in the staff room. Our goal was to encourage staff members to incorporate a diverse range of resources into their teaching and learning practices, thereby facilitating the development of students' skills across various areas.

- **Coding Club**

In the year 2022, we offered a weekly Coding Club that catered to students in Year 1-6. These sessions took place over two days and provided students with diverse opportunities to explore and refine their skills across a range of apps and websites, such as Scratch Junior and Bee Bots. Additionally, we introduced a Minecraft Education program that aimed to foster engagement and proved to be highly sought-after among our students.

- **General Capabilities Common Assessment Task**

We continued our efforts to integrate a Common Assessment Task that assesses General Capabilities across all year levels. We made necessary modifications to the original format to align with the Western Australian Curriculum and collected assessment data using a school-wide assessment data collection sheet. By carefully analysing this data, we were able to make informed judgements and identify areas

of improvement across the school.

- **STEM Challenges**

We organised whole-school STEM challenges that provided students with opportunities to engage in STEM activities beyond the traditional classroom setting. Students from Year 1-6 were invited to participate in three challenges, which included creating a balloon-powered car, a paper plane challenge and a catapult challenge. As we move forward into 2023, we are excited to continue offering these whole-school STEM challenges as a means of encouraging students to explore and apply their STEM knowledge and skills in fun and engaging ways.

Our Directions - Priorities 2023

- In the upcoming year of 2023, we will introduce changes to the reporting schedule. Digital Technologies will be reported in Semester One, while Design and Technologies will be reported in Semester Two. This decision was made to enable students to acquire the necessary skills for their year level and to practice General Capabilities throughout the year.
- We will use data analysis to inform the implementation of technologies in the classroom and drive forward progress throughout the year.
- We will assign additional roles and responsibilities to our Tech Team members, enabling them to contribute more actively to the school's development.
- We plan to continue the tradition of STEM Challenges and will incorporate student feedback to determine which challenges to run. By empowering students to voice their preferences, we aim to create engaging and relevant activities that encourage student participation and interest in STEM.

Gallery 2022



Promoting Resources to Staff



Senior students teaching younger years in Coding Club



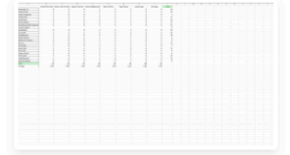
2022 General Capabiliteis Data K-6

KORANIS Bianca [Sutherland Dianella Prim Sch]'s OneDrive

GAHAN Andrea [Sutherland Dianella Prim Sch] modified on 14 Decem...

Unlock the iPad Screen Lock the iPad Adjust Volume Insert Headphones

Take a Photo Type Name Locate App Exit App Total Alexander Vo 0 2 0...



Whole school data collection



ARE YOU FEELING INNOVATIVE & CREATIVE?

JOIN OUR SDPS STEM CHALLENGE

WHO: YEARS 1-6
WHAT: TO MAKE A PAPER AIRPLANE
WHEN: DUE TERM 3 WEEK 4
WHERE: UNDERCOVER AREA
HOW: THAT IS TOTALLY UP TO YOU!

PRIZES FOR:
 THE MOST CREATIVE PLANE, THE FURTHEST DISTANCE AND THE MOST IMPRESSIVE TRICK.

Paper Plane STEM Challenge

Author: Bianca Koranis

Program Overview - 2022

At Sutherland Dianella Primary School, we endeavour to develop a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas, and environments throughout the world. Through our Humanities and Social Sciences (HASS) program, we aim to educate students to be informed, responsible, ethical, and active participants in society at a local, national, and global scale. In 2022, a large focus was placed on accumulating a data driven program to ensure we are consistently improving and changing our teaching and learning programs to adhere with our changing world and cultural, environment and civic events.

Our Evidence

Whole School Assessment Priority from Pre-Primary to Year Six

- Students from Pre-Primary to Year Six have completed a 'Common Assessment Task' each term to assess the four HASS skills, Analysing, Questioning and Researching, Communicating and Evaluating. These assessment tasks are moderated against the SCSA Judging standards and across year level teams
- Consistent Diagnostic and Summative Assessments are conducted at the beginning of each term or teaching and learning cycle. These assessments are standardised which has allowed further analysis of data within the HASS curriculum area, to drive and improve HASS teaching and learning across all year levels
- The HASS team regularly conducts an analysis of the collated data, to identify improvements as well as areas of improvement in our school. In 2022, this has further emphasised the need for additional resources

Whole School Focus on the Humanities and Social Sciences Skills

- In 2022, each class focussed on one HASS skill per term; Analysing, Communicating, Questioning and Evaluating respectively
- Staff conducted and moderated Common Assessment Tasks of which aligned with the skills. This assessment data was analysed and use to drive future planning as well as inform resource purchasing and integrated learning

Whole School Events – Focus on Cultural Awareness & Appreciation

- ANZAC Day – This year's ANZAC Day Commemoration was centred around the 'Symbols of Commemoration'. Each class focussed on one symbol and presented their learning via video to adhere with COVID-19 restrictions. This was a successful event with teachers utilising the completed digital format to inform lessons in their classrooms
- Harmony Week – In 2022, each class of SDPS was allocated a one or two countries to focus and research. By the end of the week, the students knew a greeting in the

language, the cultural food and sport and also the flag of their allocated countries. This was collated into a whole school Power Point which will be referenced for years to come

- NAIDOC Week – This year, students of SDPS learnt about a significant Aboriginal Individual during NAIDOC Week. Their learning was integrated within the MESH learning areas and was collated to produce a fantastic ‘learning journey’ of individuals. This was a fantastic student and community event, with parents able to view the displays before and after school. Students were also able to create bracelets in the Aboriginal and Torres Strait Islander colours and listen to First Nations artists during the week of celebrations
- Remembrance Day – In collaboration with the English Curriculum Leader Naomi Fotheringham, students of SDPS learnt and recited the words and actions of the poem, ‘November 11’. Staff were provided with integrated and meaningful activities, directed to specific year levels to unpack the meaning behind the poem. This year also brought the first face to face Remembrance Day Assembly with students congregated for the minute silence in our undercover area.

Our Directions - Priorities 2023

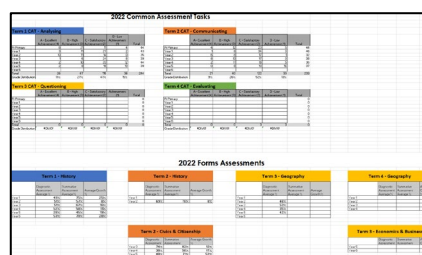
- Continued focus on HASS Whole School Assessment. This will involve further analysis of data as well as building staff resources to support the teaching and learning program of HASS.
- Continued focus on the HASS skills and ways to embed the teaching of these skills across all learning areas
- Continued focus on cultural awareness and appreciation. This will involve further emphasis on the cultures within our school community and ways to recognise the multicultural school we are at SDPS
- Continue our face to face assembly for Remembrance Day in 2023
- Continue the whole school learning for ANZAC Day with a different focus in 2023
- Harmony Week to liaise with the Social and Emotional Wellbeing Team

Gallery 2022



Harmony Week Learning Activities

Author: Alexis Francke



A screenshot of a data analysis spreadsheet for 2022 HASS Whole School Assessment. It shows various tables for '2022 Critical Assessment Tasks' and '2022 Forms Assessments' across different year levels (Years 1-6).

Whole School Data Analysis



Whole School NAIDOC Week Celebrations

Program Overview - 2022

Reconciliation Action Plans (RAP) enable organisations to sustainably and strategically take meaningful action to advance reconciliation. At Sutherland Dianella Primary School (SDPS) our Reconciliation Action Plan is in the planning stages, with our focus on creating a strong foundation before submitting our finalised RAP. In 2022, our focus was to create ongoing relationships with Aboriginal Individuals. From this focus, we have had Jack Collard and Alton Walley attend SDPS, to conduct teaching and learning experiences as well as to deliver a Welcome to Country at our whole school book awards. This has received positive feedback from our staff, community and students, further engaging with Aboriginal cultural before and after these insightful experiences.

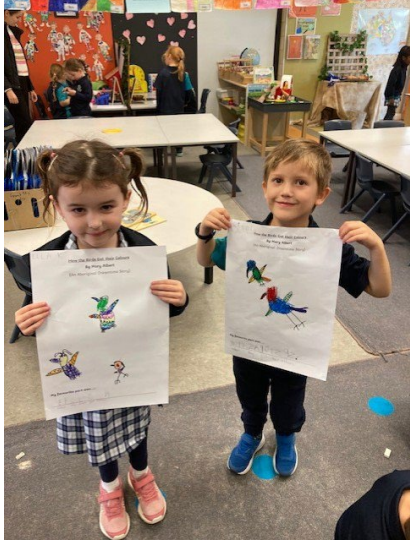
Our Evidence

- In 2022, SDPS held a whole school incursion presented by Jack Collard. Mr Collard explored Australian Animals, the seasons and dreamtime stories with our students. Mr Collard actively involved the students by providing them with roles within his demonstrations, consistently maintaining audience interaction
- To open the annual Book Awards ceremony, Mr Alton Walley delivered a Welcome to Country. He also spoke about our school's land and the way's in which the students can read the land. Again, SDPS had an immensely large amount of positive feedback from the community, staff and students and how we are seeking ways to embed Aboriginal Culture within our school community
- As per 2021, the staff of SDPS have continued to embed Aboriginal and Torres Strait Islander culture into their daily teaching and learning programs. The students have been exposed to songs, research tasks, incursions and excursions, language and much, much more. In 2022, it does feel as if SDPS is on a clear journey towards cultural awareness at every level

Our Directions - Priorities 2023

- Acknowledgement of Country to be held before every staff meeting in 2023
- Welcome to Country to be delivered by significant Aboriginal Elder at the Book Awards Assembly of 2023
- Smoking Ceremony to be conducted by Alton Walley to open the 2023 school year
- Continue to embed Aboriginal and Torres Strait Islander culture within the daily teaching and learning program
- Each class continuing to display Aboriginal and Torres Strait Islander culture within their classrooms for continuous reference
- Continue to work on and/or submit the Sutherland Dianella Primary School Reconciliation Action Plan

Gallery 2022



Cultural Integration within
Lower Primary Classrooms



Whole school Incursion
with Jack Collard



Book Awards Welcome
to Country Delivered by
Alton Walley

Author: Alexis Francke

Program Overview - 2022

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 provided sixty minutes of Visual Arts per week with a specialist teacher. The students are engaged in art projects where they have to apply both the Elements of Art (line, shape, space, texture, value and form) and the Principles of Design (pattern, contrast, unity, emphasis, movement, balance, rhythm).

Students have been exposed to a wide variety of art mediums including: clay, various paint types, pencils, crayons, chalk pastels and charcoal. They have had experiences in the techniques of using various painting techniques, printmaking, collage, clay work, textiles and modelling 3D sculptures using various mediums.

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 us. Artists create art to communicate ideas and to be both functional and decorative. We examine the wide diversity of arts from other cultures. Our students appreciate and value the worth and importance of art as it surrounds them and influences choices they make in their lives.

Students were engaged in art projects that incorporated the following themes:

- Term 1 & 2: Artists as Inspiration
- Term 3: Plants and Insects
- Term 4: Art from Asia

Visual Art Student Engagement Program 2022

Alongside the Visual Art program, selected students from different year groups were provided the opportunity to participate in the Visual Art Student Engagement program. The program which gives students the opportunity for extension and to use techniques and processes they not normally engage in during a regular class.

- Term One & Two - selected Year Six students researched a Noongar season and then designed and painted arrows incorporating the Noongar season into their design. Students worked with a partner to paint their arrows and their Noongar season design on the bike track in the junior play area. Students also created clay models and sets for Stop Motion animation films.

- Term Three - selected students in Year One and Two completed projects involving the art element of form. Projects included a monogram clay tile, painted planter pots, scratch art 3D houses and a landscape using modelling clay.
- Term Four- selected students in Year Four and Five created functional artworks. Students tie dyed their material to create cushions by using sewing techniques or by tying their material together. They used recycled materials to build the armature for an animal planter and used plaster bandage over the top. Students used acrylic paint to paint their planters.



Awesome Art Festival

45 students in Years Three, Four and Five were given the opportunity to go to the Awesome Arts Festival at the Perth Cultural Centre in Northbridge. Prior to the excursion, students created a bunting related to the theme of 'Dreams for the Future.' These buntings were on display at the Perth State Library for students to see on the day, as well as the general public. Students watched a theatre show called 'Dreams of a Lonely Planet', participated in a painting workshop with artist Natalie Zuchetti where they painted their own calico bags and attended two exhibitions.



Our Evidence

- 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 2023

- 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 in the office
- Art excursions for students involved in the Visual Art GATE programs

- Continue 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 and access feedback.

Gallery 2022



Author: Mrs Candice Louise

Program Overview - 2022

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 Year 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 Evidence

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 2022.

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 each semester.

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.

Our Directions - Priorities 2023

- 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

Gallery 2022



Author: Grant Welch

Program Overview - 2022

Sutherland Dianella Primary School (SDPS) aims to offer all students a comprehensive Health Physical Education program. At the core of our program is the procurement of students developing their knowledge, understanding and movement skills to make decisions, build their resilience, manage risks, and develop respectful relationships. Our program emphasises the explicit development of movement skills and the concepts required for students to participate in a range of physical activities with competence and confidence. 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

2022 saw new leadership and new ideas within the Health and Physical Education Department at SDPS. Students have experienced a new teaching style and new ways of participating in a range of carnivals and sporting events. Congratulations to Kirby for winning both the 2022 Athletics Carnival and Cross Country and to Hawkes for winning the 2022 Swimming Carnival. Looking at interschool competitions, SDPS placed 1st in the NECISA Athletics Carnival handicap division and 2nd place overall for the Athletics events over the day.

The new initiative, Running Club, has been a great success. Students have shown commitment to the athletic sport like never before at SDPS, with some children achieving over 35km in 11, 30-minute sessions. SDPS looks to significantly improve their interschool placing in the 2023 NECISA Cross Country.

SDPS continue to apply for the National Sporting Schools government grant, providing funding for a record breaking 3 terms of 2022. We have been able to use the grant to purchase equipment and coaching from the National Rugby League, Football West, Athletics Western Australia, Netball Australia, the Australian Football League and Ultimate Frisbee Western Australia.

With a change of staff, SDPS was able to maintain most of the Interschool events in 2022 and maintain all inter-faction events. We look forward to increasing the achievement outcomes for the interschool events coming in 2023.

Term 1	Term 2
<p><u>Interschool Competitions</u></p> <ul style="list-style-type: none"> • Year 5 & 6 T20 Blast Interschool Competition <ul style="list-style-type: none"> ○ Year 5 & 6 Boys Champions ○ Year 5&6 Girls Champions 	<p><u>Interfaction Carnivals</u></p> <ul style="list-style-type: none"> • Cross Country - Kirby Champions <p><u>Interschool Competitions</u></p> <ul style="list-style-type: none"> • Year 3 & 4 School Slam Basketball Competition • Eagles Cup & Lightning Carnival <ul style="list-style-type: none"> ○ Football ○ Netball A ○ Netball B ○ Soccer <p><u>Clinics</u></p> <ul style="list-style-type: none"> - Football West - National Rugby League
Term 3	Term 4
<p><u>Interfaction Carnivals</u></p> <ul style="list-style-type: none"> • Athletics - Kirby Champions <p><u>Interschool Competitions</u></p> <ul style="list-style-type: none"> • NECISA Cross Country - 8th Place • NECISA Athletics Carnival - 2nd Overall, 1st Handicap <p><u>Clinics</u></p> <ul style="list-style-type: none"> • SEDA Netball • Netball WA • Athletics WA • Hot Shots Tennis 	<p><u>Interfaction Carnivals</u></p> <ul style="list-style-type: none"> • Swimming – Hawkes Champions <p><u>Interschool Competitions</u></p> <ul style="list-style-type: none"> • T20 Blast Regional Finals <p><u>Clinics</u></p> <ul style="list-style-type: none"> • AFL • Ultimate Frisbee • Hot Shots Tennis

Our Directions - Priorities 2023

- Maintain the swimming, cross-country, and athletics faction carnivals.
- Continue to promote the swimming carnival by facilitating morning training.
- Continue to develop schools overall cross-country abilities by facilitating a running club.
- Schedule curriculum content to support interschool competitions.
- Continue to create an inclusive participation-based approach to faction carnivals.
- Maintain and build on relationships with sporting organisations at a local level.

Gallery 2022



NECISA Cross Country



SDPS Swimming Carnival



Eagles Cup Soccer Team



SEDA Netball Clinic

Author: Kiani Adamson

Program Overview - 2022

In 2022, Student Engagement Programs have continued to play an integral role in extending student learning and deepening engagement in school life at SDPS.

Student Engagement Programs provide opportunities for:

- Students who show an aptitude in a particular 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 2022, there were three cycles of Student Engagement Programs with each program running for 8 – 10 weeks. There were 11 different Student Engagement Programs in 2022.

Cycle One programs were Visual Arts, Music and Debating.

Cycle Two programs were Visual Arts, Languages, Physical Education and Numeracy.

Cycle Three programs were Visual Arts, Physical Education, Technology: Claymation and Book Club.

Our Evidence

In 2022, 123 students from PP to Year 6 participated in 11 programs. The Year 6 Debating Program and Year 2 & 3 Technology: Claymation were new additions in 2022 and both received great feedback.

Most of the programs ran across several year levels and cover a diverse range of learning areas.

Below is an outline of several programs from 2022.

Ten students from Year 2 & 3 participated in a Technology based program which involved students developing the technology skills to create a short stop motion movie. Students worked both independently and in small groups to take clear photographs, use clay as a tool to create characters showing expression, and create a clear, creative storyline to make their Claymation Movie.

Nine students from Year 4 & 5 researched, planned, and created a three course Italian meal. Students made pizza, pasta with pesto and a torta di mele. During the program, students developed their oral language skills in Italian and their understanding and appreciation of Italian culture.

One of the engagement programs in 2022 involved a small group of eight students from Year 4 – 6 working with the SDPS Physical Education teacher to improve their fitness, flexibility and skills for Physical Education, Sport and playground activities.

Our Directions - Priorities 2023

The Student Engagement Committee reviewed the 2022 programs and set plans and priorities for 2023 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
- 2023 Student Engagement directions:
- Maintain current programs e.g. Visual Arts, Physical Education, and consolidate recently introduced or revitalised programs e.g. Debating and Languages
 - Introduce a new program to enhance student engagement and effectiveness in the schools 'Tech Team'
 - Collection of a wider range of feedback and data about SEP programs

Gallery 2022



- Top Left and Middle:** Year 1 & 2 Visual Arts students used clay texture tools and clay modelling techniques to make a clay relief tile featuring the first initial of their name.
- Top Right:** Year 4 & 5 Languages students made pesto as a part of Italian cooking.
- Bottom Left:** Year 6 Visual Arts students designed and painted the six Noongar seasons on the Early Years Bike Track.
- Bottom Right:** Students from Year 4, 5 & 6 participated in the SEP Numero program to extend their mathematical skills and strategic thinking for Numero game play.

Program Overview - 2022

The Health & Wellbeing Committee aims to endorse and coordinate several events throughout the school year. This supports students' awareness and promotes the wellbeing of students by providing resources, maintaining relationships and building an environment to foster the health of all students.

Our Evidence

The Health & Wellbeing Committee collaborated with many staff and community members to successfully implement all planned events throughout the 2022 school year.

<p style="text-align: center;">Term 1</p> <ul style="list-style-type: none">• Harmony Week• National Day Against Bullying & Violence• Autism Awareness Day• Teachers vs Students – Basketball	<p style="text-align: center;">Term 2</p> <ul style="list-style-type: none">• Walk to School Day• P&C Day• NAIDOC Week• Teachers vs Students – Minute to Win It
<p style="text-align: center;">Term 3</p> <ul style="list-style-type: none">• Fruit & Vegetable Month• HPE Day• R U OK Day• NAPCAN Child Protection Week• SDPS Support Staff Celebration• National Principals' Day• Hero Hunter Day• Teachers vs Students – Duster Hockey	<p style="text-align: center;">Term 4</p> <ul style="list-style-type: none">• World Teachers Day• Roar & Snore• Colour Run• Teachers vs Students – Tug of War

Our Directions - Priorities 2023

- Maintain relationships with other school committees
- Promote positive Health and Well-being across the school
- Community Healthy Breakfast in 2023

Gallery 2022



Fruit and Vegetable Month



Minute to Win It



Colour Run

Author: Mrs Alyse Scorda

Program Overview – 2022

Social and emotional learning (SEL) is the process through which people acquire and apply the knowledge, skills, and attitudes to develop their mental health and wellbeing. Research demonstrates that an education which promotes social-emotional learning has a positive impact on a wide range of outcomes, including academic performance, healthy relationships, mental wellness, and more.

At Sutherland Dianella Primary School, we foster these skills through the creation of a safe learning community. There is an integrated focus on building healthy identities, managing emotions, achieving personal and collective goals, feeling and showing empathy for others, maintaining supportive relationships, making responsible and caring decisions and building resilience.

Social and Emotional Learning has become the overarching brand of our school, encompassing a variety of programs and strategies implemented both in and out of the classroom. The social-emotional learning committee meet regularly to ensure that social and emotional learning is embedded in the whole school community, through events, curriculum and policy compliance.

Our Evidence

We successfully met our three key focus areas this year: embed social and emotional learning into classroom practice, monitor and promote social-emotional learning within the school and respond to critical incidents.

Our major celebration in 2022 was R U OK? Day, where we facilitated a community project, our 'Talking Tree'. The SEL Action Team wanted to reconnect the school community after the COVID-19 Pandemic and we certainly achieved this. During Term Three, students, families and staff knitted and crocheted squares that were combined to create two tree blankets within the school. Parents were invited to a whole school assembly for the unveiling of the tree, and many remained for a presentation by Mrs Jo Smith on the background of R U OK? Day and social and emotional learning within the school. Classroom teachers also ran age-appropriate activities on friendship, listening and the importance of R U OK? Day.

After the creation of a SEL Vision Statement in 2021, we spent this year unpacking what the statement meant to the school community. A poster was created and displayed around the school. We also moved the student says board to a digital platform and spent each term defining a key term from the Vision Statement. Feedback from staff highlighted that they preferred the digital platform to a rolling whiteboard and would like this to continue in 2023. Our Good Standing process continued in 2022, with teachers selecting a

student each day (or each specialist lesson) who demonstrated the school values during the day. At each assembly, four students were randomly selected for a canteen voucher. The feedback from students is that this process is well-received.

We increased staff capacity through the completion of the Be You professional learning modules. These modules focussed on building a positive and engaging school community, which was a timely refresh of building relationships with families and carers, given all the disruption in recent years. We continued to use Bounceback as our whole school resilience program, combining it with other relevant programs including Growth Mindset, Zones of Regulation and Restorative Practice.

The Kid's Community was again a prominent student group within the school. They were involved in special events including R U OK? Day, 100 Days of School and the Oz Harvest Christmas Can appeal. Feedback from students was extremely positive and they enjoyed their leadership roles. The Year Six Peer Support Leaders also met regularly with the KidsMatter Action Team Leader Mrs Jo Smith to discuss their role within the school. They were surveyed at the end of the year and most reported that they learnt restorative practices to assist with minor playground conflicts and learnt strategies to support them when they were supporting classroom teachers on playground duty.

This year saw the return of the Be You survey to monitor social and emotional learning within the school community. We had the biggest uptake of parent responses this year, with 71 families completing the survey. The results from staff, parents and students in years four to six were overwhelmingly positive. Initial data was presented to Board where we saw data from all Be You domains above 3/5. There were some areas requiring attention, such as parents and staff requesting more information about social and emotional wellbeing, that we were able to address by the introduction of digital resource hubs.

Our Directions - Priorities 2023

Embed social and emotional learning into classroom practice,

- Continue building the Student Says platform digitally
- Kids Community roles to include additional projects
- Revisit Bounce Back with new staff in 2023
- Further refresher training in programs that promote SEL

Monitor and promote social-emotional learning within the school

- Consider reintroduction of termly parent sessions on a range of SEL topics

Respond to critical incidents

- Continue to maintain Gatekeeper training of SEL Action Team

Gallery 2022



R U OK? DAY



Collect a Can for Christmas!



Be you survey data



Year 6 Graduation Awards	
Head Boy	Nathaniel Mills
Head Girl	Harper Andrews
Dux	Nathaniel Mills
Principal's Award	Harper Andrews
Citizenship Award	Stella Bainbridge
Citizenship Award	Jeffrey Bray
Commitment to Excellence Award	Summer Johnston
Science Award	Christian John
Science Award	Teleah Cropley
Physical Education Award	Teleah Cropley
Physical Education Award	Nathaniel Mills
Performing Arts: Music Award	Thomas Howells
Italian Languages Award	Eros Fontana
Visual Art Award	Sarry Huang
Visual Art Award	Diane Kim
"Only our Best" Award	Dexter Leong

Pre-Primary to Year 5 Awards

Year	Class	Award	Student Name
PP	C2	Academic Excellence	Alexander La Cava
PP	C2	Academic Achievement	Aurica Varodi
PP	C3	Academic Excellence	Aiden Buckley
PP	C3	Academic Achievement	Ofelia Katin
1	C1	Academic Excellence	Ilya Moscaliov
1	C1	Academic Achievement	Lucy Rigby
1	B4	Academic Excellence	Jackson Wheeldon
1	B4	Academic Achievement	Thea Imlay
2	B3	Academic Excellence	Christian Krstanoski
2	B3	Academic Achievement	Sterling Rogers
2	B2	Academic Excellence	Luca Mistilis
3	B2	Academic Excellence	Lily Dalby
3	B2	Academic Achievement	Ruby Frohlich
3	B1	Academic Excellence	Orlando Corvaia
3	B1	Academic Achievement	Scarlett Di Carlantonio
4	C5	Academic Excellence	Jay Di Dio
4	C5	Academic Achievement	Mary Hollingworth
4	A5	Academic Achievement	Christina Van Elburg
4	A5	Academic Excellence	Oscar Chiang
5	A3	Academic Achievement	Saige Wijohn
5	A3	Academic Excellence	Rose Nastasi
5	A4	Academic Achievement	Frankland Rogers
5	A4	Academic Excellence	Arhan Dey
1	C1	Vicky Peovitis [Bambaci] Values Award	Mei Fukushima
1	B4	Vicky Peovitis [Bambaci] Values Award	Isaac Omerhodzic

Student-Centred Funding

Student-Centred Funding - 2022

Per Student Funding	\$ 2,744,274.00
Student and School Characteristics	\$ 647,552.42
Disability Adjustments	\$ 0.00
Targeted Initiatives	\$ 109,890.47
Operational Response Allocation	\$ 9,443.58
Regional Allocation	\$ 0.00
Total 2022	\$ 3,511,160.47
Transition Adjustment	\$ 0.00
Total After Transition Adjustment	\$ 3,511,160.47

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	41	0	\$204,672.00
Pre-primary	45	0	\$390,285.00
Year 1	48	0	\$416,304.00
Year 2	39	0	\$338,247.00
Year 3	43	0	\$372,939.00
Year 4	51	0	\$369,597.00
Year 5	46	0	\$333,362.00
Year 6	44	0	\$318,868.00
Total	357	0	\$2,744,274.00

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	2.00	\$3,127.50
Disability	36.07	\$278,445.82
English as an Additional Language or Dialect	18.00	\$43,920.00
Social Disadvantage	34.71	\$28,104.43
Sub Total		\$353,597.75
School Characteristics		
Enrolment-Linked Base		\$293,954.67
Locality		\$0.00
Sub Total		\$293,954.67
Total		\$647,552.42

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional support for delivery of mental health programs	\$11,479.50
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$7,220.51
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,648.96
Targeted Initiative: Preschool Reform Agreement	\$40,918.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$26,974.54
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,648.96
Total	\$109,890.47

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$9,443.58
Total	\$9,443.58