

DIANELLA  
PRIMARY COLLEGE



# Dianella Primary College Annual Report 2022



# Dianella Primary College Annual Report 2022

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### BACKGROUND INFORMATION TO DIANELLA PRIMARY COLLEGE

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#### **Understanding the School Annual Report**

The Annual Report provides parents, caregivers and members of the community with an overview of Dianella Primary College's performance over the past year. It provides information about student academic performance, school programs and staff development.

This report is one component of the total reporting process that the school undertakes. As an Independent Public School, Dianella Primary College with the input and endorsement of the School Board developed a 3-year business plan, 2021– 2023, together with an overarching strategic plan and individual learning area plans. As Principal, I entered into a Statement of Expectations with the Director General. This Annual Report reflects how we have performed against our Business Plan targets.

#### ***Our Purpose***

Dianella Primary College's purpose is to create an inclusive ethos that promotes the intellectual, social and physical development of all students. We strive for an educational environment that prepares students for the opportunities, responsibilities and experiences for their future life. Specifically, Dianella Primary College is actively engaged in motivating and engaging students in a safe and stimulating learning environment using the principles of teaching, learning and assessment.

#### **Our Mission**

At Dianella Primary College we strive to provide a contemporary education to meet the needs of individuals and the wider community through:

- establishing ambitious targets, with high academic and non-academic expectations, for our students;
- establishing a learning environment that is safe, caring and inclusive;
- delivering high quality learning and teaching programs with pedagogical practices aligned to the Western Australian Curriculum;
- expanding the quality of teaching through utilising expert teachers to operate collaboratively, sharing their skills and understandings;
- engaging all staff in a systematic, continuous and comprehensive self-reflection and development process related to school operations and teaching and learning practices, including whole school participation in peer teaching observations and feedback;
- targeting resources through school improvement planning to maximise student achievement; and
- building strong internal and external partnerships including positive interactions between the school and the wider school community.

In developing our Business Plan and meeting the expectations of the Statement of Expectations the following Department of Education and Government policy frameworks and strategic directions have informed development, targets and outcomes:

- Strategic Directions for Government Schools 2020-2024;
- Progressing Classroom First Strategy;
- Focus 2022; and
- School Improvement and Accountability Framework.

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### Our Context

Dianella Primary College located in the suburb of Dianella 13 km north-east of the Perth CBD became an Independent Public School in 2015. The school forms part of the Dianella Education Precinct as it is located adjacent to Dianella Secondary College and Dianella Secondary College Education Support Centre, offering students a seamless K-12 education precinct with enhanced transition to secondary school processes. The Dianella Education Precinct has a joint school board, with varied community representation and individual school representation.

Dianella Primary College caters for a culturally diverse student and community population; in 2022 the school had 360 students as of Semester 1. The student population increased throughout the year, with 388 students enrolled as of Semester 2. Approximately 6% of our mainstream student population is Indigenous and overall approximately 90% of our students come from a culturally and linguistically diverse background. At the start of the year we had 30 students enrolled in our on-site Intensive English Centre. Enrolments in the IEC program increased significantly throughout the year, with 48 students enrolled at Second Semester census. The Intensive English Centre program assists students from a wide variety of educational, language and cultural backgrounds, to learn or further develop knowledge and skills of the English language. The students in the IEC are from the local and wider area and are bussed to and from school daily depending on their location. Students spend up to two years in the IEC program before exiting into a mainstream class. Students from the local area attend DPC, with students from surrounding areas enrolling in their local school. Dianella Primary College is proud of our culturally diverse population and embraces an inclusive school culture.

2022 was the sixth year of our school name change from Mirrabooka Primary School to Dianella Primary College. The three schools of the Mirrabooka Education Precinct, being the Primary School, Senior High School and Education Support Centre collectively changed their names. The decision to rename each of the schools was a joint decision of the three schools with unanimous support from the precinct board, parent and citizenship associations, school community and staff. The new names reflect the geographic location of the schools, a strengthened precinct model and supports the changing demographic of the area; with large scale land developments taking place adjacent to the school in the Dianella suburb. The name change has been highly successful across the precinct.

Dianella Primary College aims to provide opportunities for children to develop their intellectual, physical, social, cultural and emotional skills. We have exciting programs for students with all phases of the Western Australian Curriculum areas currently being implemented and have specialist programs in Physical Education, ICT, Music, LOTE (Spanish) and Science. We have a strong student services team to enhance our commitment to building and supporting a safe learning environment for all our students. Literacy and Numeracy are key focuses of the educational activities at the school and the school provides excellent educational opportunities for our students and their individual needs in regards to this. In 2019 we created a designated STEM learning area (The Hive), turning an under used room into a purpose built teaching and learning environment. Dianella is well equipped with pods of laptops and iPads and our wireless network effectively covers the school to provide connectivity at point of need.

Dianella Primary College has dedicated and committed staff who continually go above and beyond in their roles. Dianella Primary College has expansive, attractive facilities that enhance the learning experiences of all students. In 2020 we completed our Nature Play space and along with our spare parts play areas provide a captivating area for students to play and engage with each other and with nature. In 2022 we expanded our Nature Play area to incorporate a designated early childhood space. The school is very supportive of utilising our school environment to enhance student learning and teachers and students utilise outdoor green learning environments, community garden and onsite bush reserves to support student learning. Our purpose-built specialist facilities ensure learning experiences are maximised.

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At Dianella Primary College, we believe that every child has the right to the best possible education, and the educational process is best served when the school, the child, the teacher and the parent/care givers work together in a positive way to support learning. The local community reflects the richness and diversity of families who have English as an additional language. A supportive Dianella Precinct Board and Parents and Citizens' Association supports the running of the school. The P&C body works with the school to provide a wide range of educational resources for students and also to foster the sense of community which exists at the school. We have developed long running partnerships with volunteers and associated organisations that support and compliment the programs running in the school.

In 2022 Dianella Primary College participated in the Public School Review process. As a school we received effective ratings in each domain, with all areas being endorsed for a 3 year return review. This was a very positive review and as a school we are pleased that the significant work over the course of the previous 3 years was recognised.

Public school reviewers noted the following:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational planned directions.
- The Principal used the review process as an opportunity to engage staff in evaluating the college's performance in domain areas, identifying strengths, focus areas and future actions.
- Staff meetings and school development days were utilised to further ensure whole-staff contribution to the Public School Review process. The Principal reported this to be highly beneficial providing time for staff to reflect, work collaboratively and to ensure their voice was valued and heard.
- A tour of the school by the student leaders, provided the review team with an extensive overview and insight into the school's context and priorities through the lens of the students, enriching the validation process.
- Staff, students, families and community members participated enthusiastically in the validation process, demonstrating a genuine understanding of their school.

The full school review report is available on our school website.

### **Anthony Middleton**

Principal

Dianella Primary College

### **PRIORITIES 2022**

In 2022 our school priorities are directly linked to our Business Plan focus areas. Collectively as a school we are focusing our physical and financial resources on improvement in the following areas:

- Literacy Improvement
- Numeracy Improvement
- STEM
- Attainment of English language proficiency for students in the IEC
- Community Engagement
- Pastoral Care
- Sustainability

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As a school we understand that maximising the academic achievement of our students is at the forefront of our work, but that it is equally important to cater for students overall wellbeing and progress. This is achieved through consistent reflective practices across the school and school wide focusses on whole school processes.

As a school we understand that students learn best in a safe and supportive environment, where there is consistent whole school approaches. As such the staff again worked collectively in 2022 to develop our shared beliefs around; Whole School Values, Professional Knowledge, Professional Practice and Professional Engagement.

### MATHEMATICS

- 95% of students achieve 12 months or more numeracy progress yearly.
- All students on Individual Education Plans achieve progress against personalised targets.
- DPC numeracy NAPLAN mean will be above like school average.
- DPC mean numeracy progress from On Entry to Year 3 will be above like school average.
- DPC percentage of students in the top 20% of testing to be at or above like schools percentage in NAPLAN numeracy testing.

### LITERACY

- 95% of students achieve 12 months or more literacy progress yearly.
- 80% of all students exiting the IEC after completing their full allocation of time, achieve level 3 or above across all 4 modes of the EALD progress maps
- All students on Individual Education Plans achieve progress against personalised targets.
- In all literacy areas of NAPLAN DPC mean will be above like school average.
- DPC percentage of students in the top 20% of testing to be at or above like schools percentage in all literacy areas of NAPLAN.

### STEM

- Each year students will have the opportunity to engage in at least three comprehensive STEM projects.
- Students will use the DPC STEM process to solve real world problems linked to the West Australian Curriculum.
- Students will learn, develop and apply the Four C's of Creativity, Critical thinking, Collaboration and Communication.

### PASTORAL CARE

- Achieve 95% or higher attendance across the school.
- Achieve 95% or higher students arriving at school on time.
- Students on Individual Attendance Plans to achieve progress against goals.
- Continue to meet all elements of the National Quality Standards
- Culturally responsive practices leading to improved student outcomes for our school community.

### COMMUNITY ENGAGEMENT

- Yearly linked to learning STEM family workshop.
- Alternate years literacy and numeracy linked to learning family workshops.

### SUSTAINABILITY

- Embedding of whole-school sustainability plan, providing a continuum of sustainability education from K-6.
- Individual year groups will focus on one designated sustainability practice, linked to their curriculum.

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### **TEACHING PEDAGOGIES AND CLASSROOM PRACTICES**

#### **As a Community we:**

- Promote and uphold our School Values of Harmony, Perseverance, Responsibility and Innovation.
- Provide a safe, supported and productive learning environment where all students are motivated and engaged.
- Develop positive, respectful relationships with all students.
- Acknowledge students by name in the classroom and in the playground.
- Set high expectations and examples for student's behaviour and achievement.

#### **Professional Knowledge**

##### **At Dianella Primary College all staff:**

- Use consistent lesson design and delivery, including monitoring and data collection practices across the school.
- Use data to tailor learning pathways and target resources.
- Differentiate the Curriculum to meet individual student needs, catering for support and extension whilst utilising Individual Education Programs.

#### **Professional Practice**

##### **At Dianella Primary College all staff:**

- Value the Literacy and Numeracy Block daily, whilst following the whole school Literacy and Numeracy planner.
- Provide a print rich classroom environment that is stimulating and inspiring.
- Utilise the ISTAR model for explicit teaching instruction.
- Students' progress is rewarded on multiple levels.
- Student-centred planning: decisions are based on knowledge of the students and their prior learning and attributes.
- Frequent monitoring and diagnostic assessments are used to inform lesson differentiation and provide feedback to students.
- Promote students to become independent learners by providing opportunities to learn within the Green Learning Spaces and Intentional Play Spaces.
- Utilise STEAM and ICT resources in a responsible way, to prepare students for a technologically advanced future.
- Follow the agreed Behaviour Management process for positive reinforcement and consequences for breaches.
- Foster perseverance where students are encouraged to try their best and take calculated risks to problem solve.

#### **Professional Engagement**

##### **At Dianella Primary College all staff:**

- Productively collaborate as educators to share Professional Learning and Teaching Practice.
- Organise in school activities/excursions for students to participate in, relating these with real life experiences.
- Set performance management goals with their line manager and work towards them in order to grow professionally as an educator.
- Participate in Peer Observations and provide constructive feedback to colleagues to assist in self-assessment and reflective practice.
- Seek to develop positive, working relationships with community members and outside agencies.
- Provide opportunities for parent/carer involvement in the classroom and at whole school events.
- Involve parents/carers in their child's learning journey and provide feedback on achievements and future goals.
- Participate in whole school events and celebrations.

# Dianella Primary College Annual Report 2022

## Harmony

To show harmony we...

**Play with everyone**  
**Welcome new people to our school**  
**Accept differences**  
**Celebrate unique skills and talents**

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Harmony

## Innovation

To show innovation we...

**Are creative**  
**Try something different**  
**Have a go**  
**Learn from our mistakes**  
**Imagine**

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Innovation

## Perseverance

To show perseverance we...

**Do our best**  
**Look for solutions**  
**Work hard**  
**Celebrate effort**  
**Keep trying**

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Perseverance

## Responsibility

To show responsibility we...

**Own our behaviour**  
**Think before we act**  
**Lead by example**  
**Show good citizenship**  
**Take pride in ourselves and our school**

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Responsibility

### Business Plan

In 2021 we started the first year of our current Business Plan cycle 2021 – 2023. Using data from NAPLAN testing, whole school assessments, moderation activities, on entry testing and teacher judgments, and feedback from parents, staff and students through surveys the school set improvement targets in the following four areas:

#### Literacy

# 95% of students achieve 12 months or more literacy progress yearly.

# 80% of all students exiting the IEC after completing their full allocation of time, achieve level 3 or above across all 4 modes of the EALD progress maps

# All students on Individual Education Plans achieve progress against personalised targets.

# In all literacy areas of NAPLAN DPC mean will be above like school average.

# DPC percentage of students in the top 20% of testing to be at or above like schools percentage in all literacy areas of NAPLAN.

#### Numeracy

# 95% of students achieve 12 months or more numeracy progress yearly.

# All students on Individual Education Plans achieve progress against personalised targets.

# DPC numeracy NAPLAN mean will be above like school average.

# DPC mean numeracy progress from On Entry to Year 3 will be above like schools averages.

# DPC percentage of students in the top 20% of testing to be at or above like schools percentage in NAPLAN numeracy testing.



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## STEM

- # Each year students will have the opportunity to engage in at least three comprehensive STEM projects.
- # Students will use the DPC STEM process to solve real world problems linked to the Western Australian Curriculum.
- # Student's will learn the Four C's of Creativity, Critical Thinking, Collaboration and Communication.

## Pastoral Care

- # Achieve 95% or higher attendance across the school.
- # Achieve 95% or higher students arriving at school on time.
- # Students on Individual Attendance Plans achieve progress against goals.
- # Continue to meet all elements of the National Quality Standards
- # Culturally responsive practices leading to improved student outcomes for our school community.

## Community Engagement

- # Yearly linked to learning STEM family workshops.
- # Alternate years literacy and numeracy Linked to Learning family workshops.

## Sustainability

- # Embedding of whole-school sustainability plan, providing a continuum of sustainability education from K-6.
- # Individual year groups will focus on one designated sustainability practice, linked to their year level curriculum.

To support the attainment of Business Plan targets the following Outcomes and supporting Objectives have been collaboratively developed across the school. Objectives progress and achievement were monitored twice termly using a traffic light system through our School Strategic Plan.

## Strategic Plan

Major Outcome	Objective
<b>High Quality Teaching</b> Enhanced Teaching and Learning program	Embed a culture of reflective practice, where all staff seek continual improvement through self-reflection, performance development and embed current best practice into their teaching and learning programs.  Whole school approaches and teaching philosophies are promoted to the wider school community and stakeholders; teachers, students and parents, identify, support and value high quality teaching.
<b>Success for All Students</b> Numeracy and Literacy	Through embedded current best practices, Literacy and Numeracy results will be comparable with national means, exceeding like-school comparisons.

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<p>Intensive English Centre (IEC)</p> <p>Information Communication and Technology</p> <p>Science</p> <p>National Quality Standards (NQS)</p>	<p>Students in the IEC Program gain accelerated English proficiency and will exit the IEC with greater resilience, enhanced confidence, a positive sense of identity and self-worth and an understanding of Australian society and school culture.</p> <p>Equip students with ICT capabilities and problem-solving skills to prepare them for the future world of work.</p> <p>Provision of an exceptional, hands on, engaging science program, where all students are curious and excited about science and will enter secondary school with above expected science understanding and inquiry skills.</p> <p>Recognised as a school of excellence in the achievement of the 7 quality areas of NQS and to provide intentional sharing of our expertise across the network and beyond.</p>
<p><b>Effective Leadership</b> Develop Leadership Capacity of Staff</p>	<p>Development of staff leadership capabilities through distributed leadership, with aspirational staff attaining school and external leadership positions or level 3 classroom teacher status.</p> <p>Staff lead curriculum teams in Literacy, Numeracy, STEM, Sustainability and ACSF to continually monitor and evaluate the effectiveness of programs, analyse data and identify successes and improvement areas. Provision of literacy and numeracy coaches, who work collaboratively to plan, assess and reflect on practice.</p>
<p><b>Strong Governance and Support</b> Community Engagement</p>	<p>Ongoing provision of Linked to Learning community engagement strategies, where parent and community capabilities and understandings are enhanced through targeted initiatives to improve student engagement and achievement.</p> <p>Student attendance data exceeds national averages, targeted students are placed on attendance programs and high attendance is valued and rewarded.</p>

### Literacy Improvement

# Dianella Primary College

## Annual Report 2022

### **CURRICULUM – INFORMATION ABOUT THE SCHOOL'S PERFORMANCE**

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The ongoing collection and analysis of historical data about student achievement at Dianella Primary College identified a need to address and develop aspects of planning that would result in value adding to the curriculum offered, and to ultimately provide a focus on core teaching and learning strategies, allowing all students at the school an equal opportunity to reach their potential.

Specific measures were put in place which saw an increased awareness of the importance of collecting a variety of quality data and analysing it at both a whole school and classroom level in order for planning to be purposeful, efficient and successful. As a school we are focusing on measuring progress along with achievement. Progress is measured through twice yearly PAT testing in literacy (reading) and numeracy. Assessments used for achievement data analysis included triangulated NAPLAN data, SAER profiling, Brightpath moderation, EAL Progress Maps, On Entry Assessment data and summative reporting analysis tools (SAIS). Student data is now stored in a central data base that enables staff to easily identify student trends and areas of strength or deficiency. This analysis resulted in areas of improvement being clearly identified, strategic targets set and whole of school planning being put in place for the 2022 school year.

#### **English**

In 2022 we continued whole school approaches to Literacy and have achieved positive results in specific areas. Explicit teaching of phonics using the Letters and Sounds Program, supported through whole school professional learning, ongoing use of Soundwaves spelling program in Years 3-6 and consistent whole school approaches to moderating of writing using Brightpath and embedded reading practices have led to improved student outcomes. Utilising specialist teachers to provide targeted intervention through MiniLit and Soundwrite program to address specific needs of SAER, along with whole school approaches to word recognition through connected curriculum approaches have led to improved student outcomes.

As a school we are continually looking to strengthen our teaching and learning programs and we annually self-reflect and identify areas to improve.

As a school we have identified the following priority areas for 2023 to continue to improve in literacy.

- Evidence based practices
- Data driven approaches for teaching and learning
- Data driven teaching and learning
- Differentiated learning
- Phonics for Reading and Spelling
- Vocabulary; and
- Connected curriculum – High Quality Literature, Integrated Planning & Knowledge Building

Additional human resources in a full time literacy support coordinator, with a particular focus on the early years, a full time intervention coordinator working with students in middle and upper primary classes, along with a 0.2 FTE school based speech pathologist were employed in 2022. These staff members supported staff with the embedding of programs and provision of professional learning in the literacy targeted areas.

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## LITERACY FOCUS 2022



Our school syllabus is part of the mandated curriculum for the planning, assessment and reporting of student progress in Western Australia, as prescribed by the Western Australian Curriculum and Assessment Outline.

### Evidence Based

- Scarborough's Reading Rope
- Letters & Sounds
- Soundwaves Spelling
- LDC writing structures

### Data Driven

- Literacy Assessment Planner
- Stats Database
- Brightpath Moderation
- Teaching and learning cycle



### Differentiation

- IEPS
- 3 Tier Intervention
- Small group work
- Targeted Teaching Points
- Sounds Write
- Letters & Sounds



### Connected Curriculum



#### High Quality Literature

- Literature Spine
- Focus Texts
- Supporting Texts
- Various Text Types

#### Integrated Planning

- Collegiate Collaboration
- Whole School Planning Framework
- Cross-curricular Connections
- Integrated Units of Work

#### Knowledge Building

- Print Rich Environment
- Hands on experiences
- Linked Excursions/Incursions
- Oral Language Focus

### Vocabulary

- Targeted Vocabulary Planning
- Select words from: shared focus text, small group reading, spelling words
- Cross-curricular vocabulary exposure
- Interactive Word Wall
- REVIEW DAILY= Recite, recall and apply.



### Synthetic Phonics for Reading & Spelling

#### LETTERS & SOUNDS

- K-3
- Systematic, explicit teaching of phonics for reading & spelling
- Decodable readers

#### SOUNDWAVES SPELLING

- 4-6
- Evidence based sequential spelling program



# Dianella Primary College Annual Report 2022

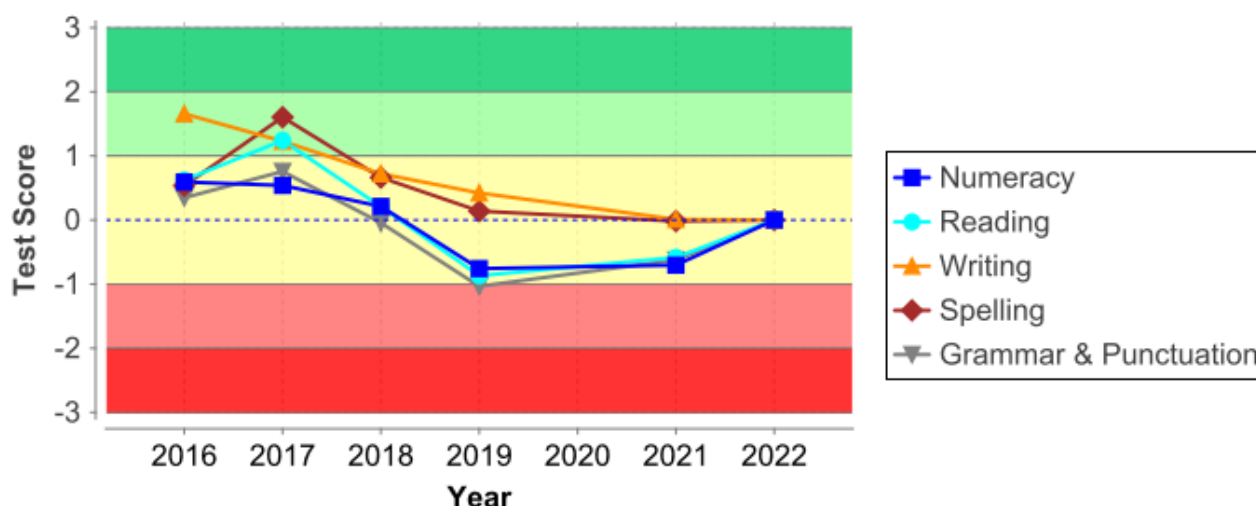
## LITERACY NAPLAN RESULTS 2022

### NAPLAN

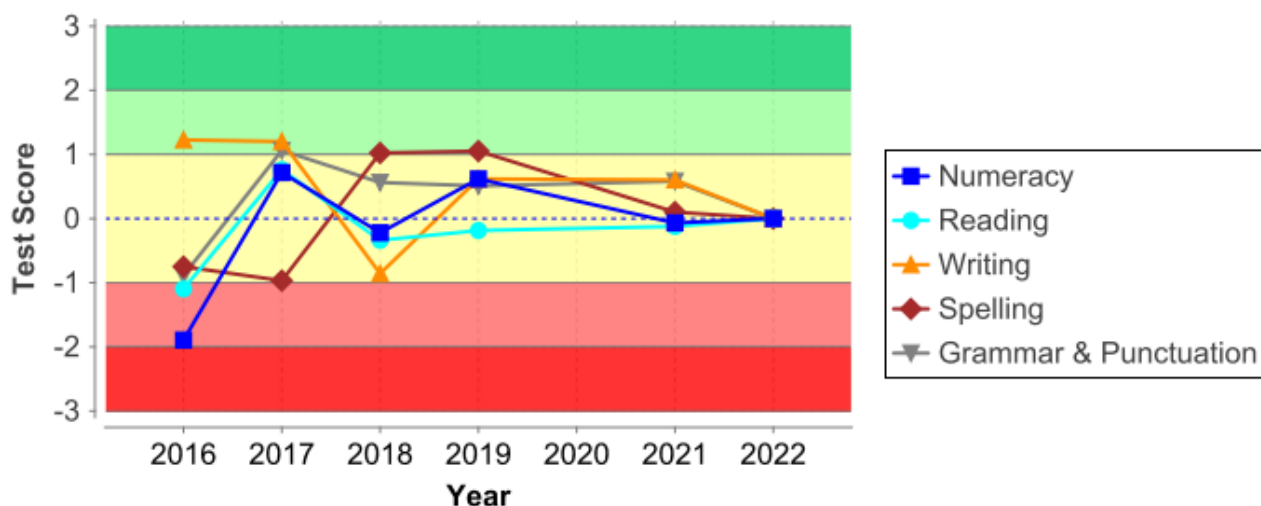
In 2022 Dianella Primary College Year 3 NAPLAN Performance achieved as expected results in all areas tested. When compared to like schools, our Year 3 Comparative Performance was well above like school averages in Reading, Spelling, Grammar and Punctuation and Writing.

In 2022 Dianella Primary College Year 5 NAPLAN Performance achieved as expected results in all areas tested. When compared to like schools, our Year 5 Comparative Performance was equal to like school averages in Reading. Above like school averages in Spelling, Writing and Grammar and Punctuation.

### Year 3 Performance

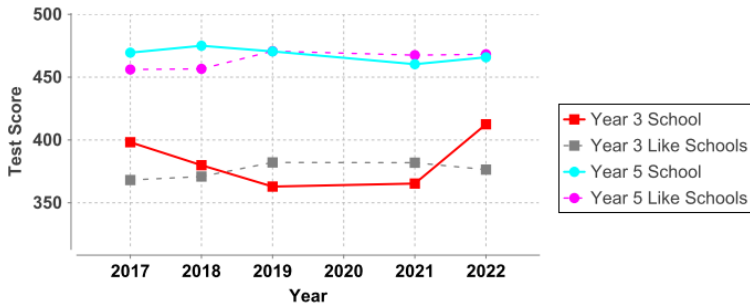


### Year 5 Performance



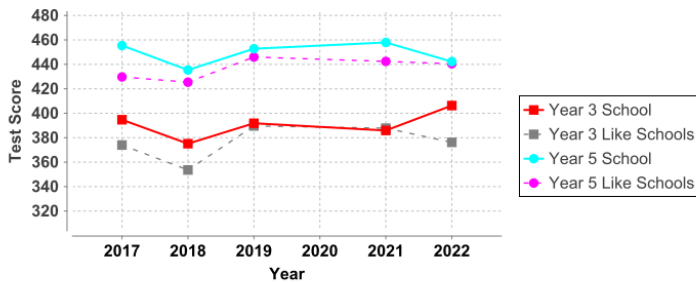
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**Average Reading Score**



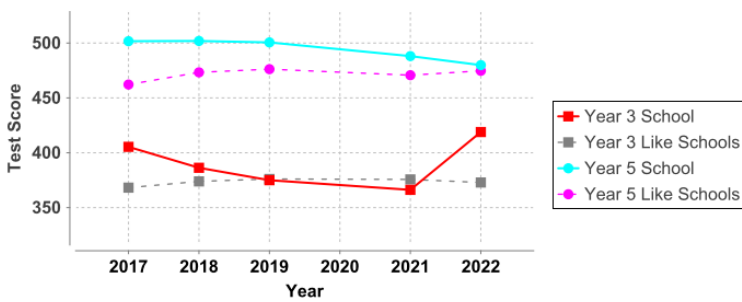
Year 3 Reading Target – achieved  
Year 5 Reading Target – similar

**Average Writing Score**



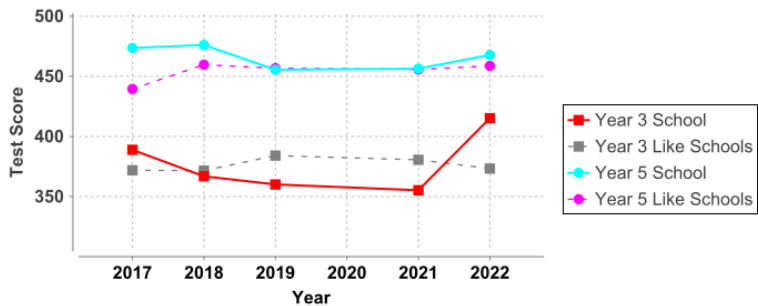
Year 3 Writing Target – achieved  
Year 5 Writing Target – similar

**Average Spelling Score**



Year 3 Spelling Target – achieved  
Year 5 Reading Target – achieved

**Average Grammar & Punctuation Score**



Year 3 Reading Target – achieved  
Year 5 Reading Target – achieved

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## LITERACY NAPLAN RESULTS 2022

The literacy results from the NAPLAN testing in 2022 are illustrated below. The tables show the proficiency bands of all students undertaking the assessments at Dianella Primary College as compared to like schools.

Boxes coloured red reflect percentage of students achieving below expected standard for year level.

Boxes coloured orange reflect percentage of students achieving at minimal level for year level.

Boxes coloured green reflect percentage of students achieving above minimal level for year level.

The band reflects level of achievement, with higher bands demonstrating increased capabilities at year level. Our Business Plan targets focus on decreasing percentage of students at or below minimum standard and increase student percentages in the top 20% of achievement when compared to like schools.

### Percentage of students in each Proficiency Band for Reading 2019 & 2021

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	2%	4%	3%
7	530 - 581					11%	9%	6%	8%
6	478 - 529	2%	8%	14%	7%	24%	21%	29%	21%
5	426 - 477	33%	27%	26%	22%	28%	34%	20%	30%
4	374 - 425	27%	31%	36%	28%	17%	17%	24%	21%
3	322 - 373	23%	17%	14%	21%	15%	16%	16%	17%
2	270 - 321	6%	11%	5%	15%				
1	Up to 269	8%	7%	5%	7%				

Year 3 Writing results demonstrate achievement of our Business Plan Goals for both increased percentages of students in the top 20% of achievement and decreased numbers of students at or below the minimum standard when compared to like schools.

Year 5 Writing results demonstrate comparable percentages of students in the top 20% of achievement and percentage of students at or below minimum standards when compared to like schools.

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Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	3%	8%	7%
7	530 - 581					11%	15%	16%	15%
6	478 - 529	10%	15%	24%	14%	28%	29%	20%	27%
5	426 - 477	13%	17%	19%	15%	22%	26%	20%	24%
4	374 - 425	21%	21%	26%	20%	28%	17%	18%	14%
3	322 - 373	19%	16%	17%	17%	7%	10%	16%	14%
2	270 - 321	27%	21%	12%	25%				
1	Up to 269	10%	10%	2%	9%				

Year 3 Reading results demonstrate achievement of our Business Plan Goals for both increased percentages of students in the top 20% of achievement and decreased numbers of students at or below the minimum standard when compared to like schools.

Year 5 Reading results demonstrate comparable percentages of students in the top 20% of achievement and percentage of students at or below minimum standards when compared to like schools.

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					15%	7%	12%	8%
7	530 - 581					15%	19%	22%	17%
6	478 - 529	10%	17%	26%	15%	31%	23%	20%	26%
5	426 - 477	21%	19%	29%	16%	17%	24%	20%	22%
4	374 - 425	23%	19%	17%	18%	15%	15%	4%	16%
3	322 - 373	8%	11%	10%	21%	7%	13%	20%	11%
2	270 - 321	21%	15%	12%	15%				
1	Up to 269	17%	19%	7%	16%				

Year 3 Spelling results demonstrate achievement of our Business Plan Goals for both increased percentages of students in the top 20% of achievement and decreased numbers of students at or below the minimum standard when compared to like schools.

Year 5 Spelling results demonstrate achievement of our Business Plan Goals for both increased percentages of students in the top 20% of achievement and decreased numbers of students at or below the minimum standard when compared to like schools.



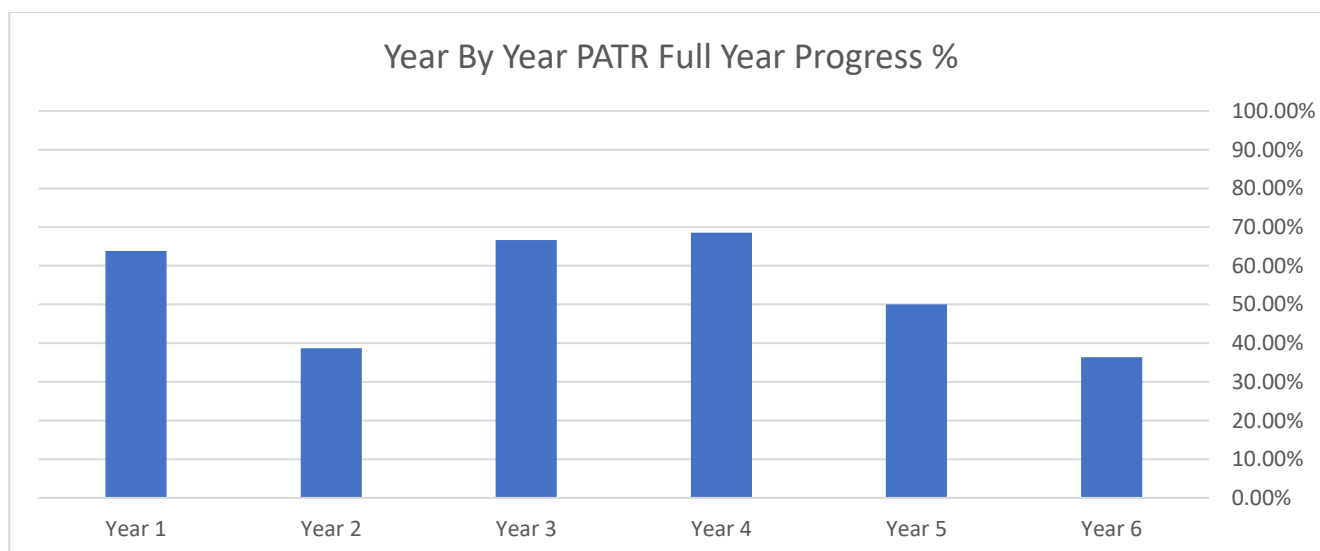
# Dianella Primary College Annual Report 2022

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685					▲	▲	▲	▲
8	582 - 633					11%	4%	10%	5%
7	530 - 581	▲	▲	▲	▲	9%	12%	8%	11%
6	478 - 529	6%	17%	29%	13%	22%	24%	24%	20%
5	426 - 477	21%	18%	14%	12%	20%	28%	22%	31%
4	374 - 425	19%	17%	19%	23%	19%	18%	18%	20%
3	322 - 373	17%	16%	21%	21%	19%	16%	16%	13%
2	270 - 321	19%	17%	10%	18%	▼	▼	▼	▼
1	Up to 269	19%	15%	7%	13%				

Year 3 G&P results demonstrate achievement of our Business Plan Goals for both increased percentages of students in the top 20% of achievement and decreased numbers of students at or below the minimum standard when compared to like schools.

Year 5 G&P results demonstrate achievement of our Business Plan Goals for both increased percentages of students in the top 20% of achievement and decreased numbers of students at or below the minimum standard when compared to like schools.

Through the use of our PAT Testing we have been able to measure student progress of achieving 12 months or more progress.



Data from our PATR demonstrates that we did not achieve our overall target of 95% of students achieving 12 months or more literacy gains in 2022 across all year levels. Although we faced significant challenges to a consistent learning program in 2022 due to Covid, staff and in particular our school literacy team have identified areas of concern through analyses of data, teacher judgments and

# Dianella Primary College Annual Report 2022

anecdotal evidence. Strategies, with targeted support and resources to target improved literacy outcomes will be the focus of our whole school literacy program in 2023 and beyond.

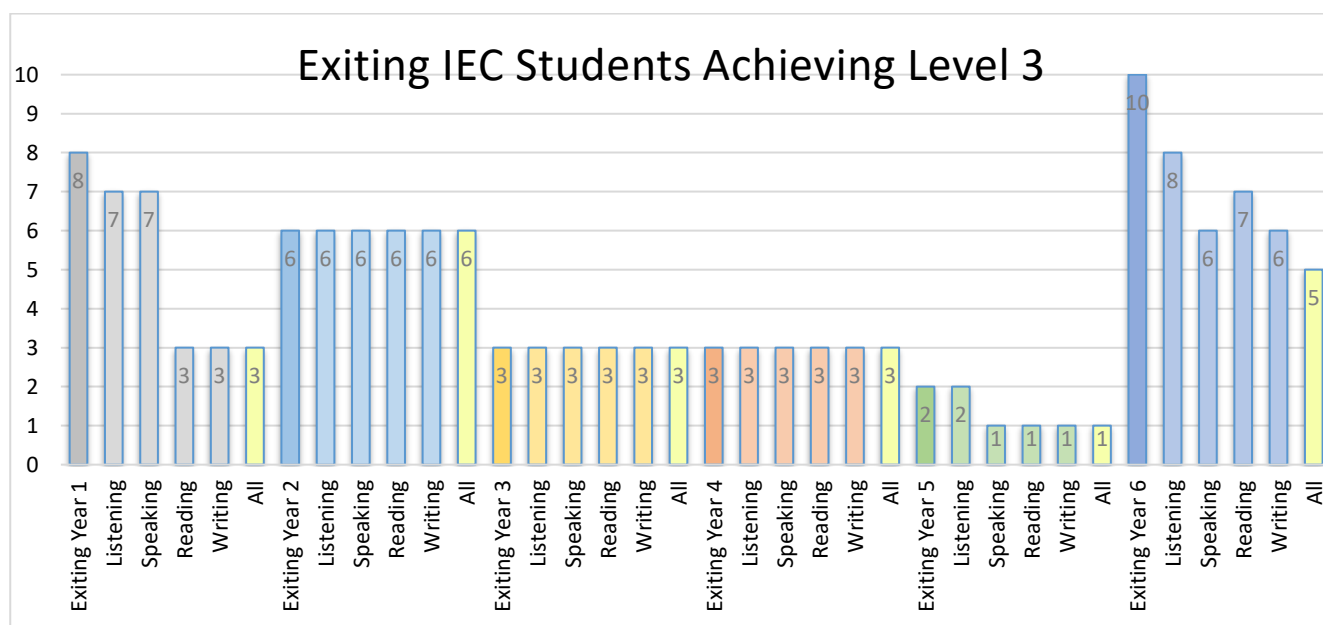
As a school we have identified the following priority areas for 2022 to continue to improve in literacy.

- Evidence based practices
- Data driven approaches for teaching and learning
- Data driven teaching and learning
- Differentiated learning
- Whole school synthetic phonics program for Reading and Spelling
- Vocabulary; and
- Connected curriculum – High Quality Literature, Integrated Planning & Knowledge Building

## Intensive English Centre

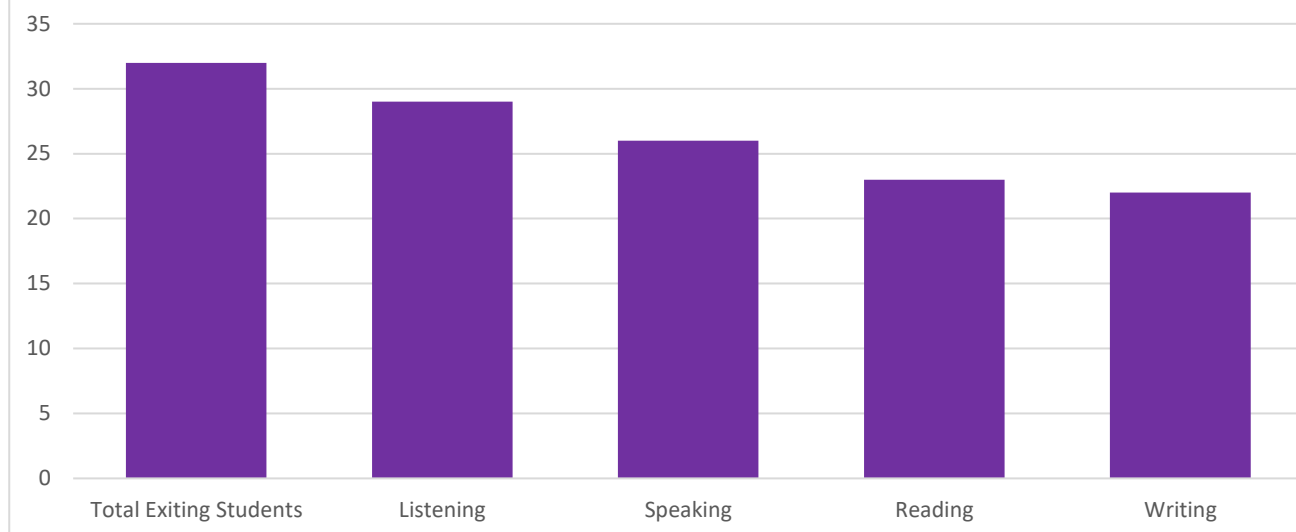
### 2022 IEC Review

- In 2022 a total of 32 students exited the Intensive English Centre. Of these, 14 were Lower Primary, 6 were Middle Primary and 12 were Upper Primary.
- 21 of the 32 students (66%) achieved Level 3 or better across all four modes.
- The target for the 2021-2023 cycle is for 80% of students to achieve Level 3 or better across all four modes (i.e. Listening, Speaking, Reading and Viewing and Writing) when using the EAL/D Progress Maps.
- Although our overall target was not achieved, we increased the % of students exiting at Level 3 from 44% to 66% - an improvement of 22%.
- The graph below shows achievement by phase of learning for each progress map mode for all students who exited.
- The graph below shows achievement by phase of learning for each progress map mode for all students who exited.



# Dianella Primary College Annual Report 2022

Exiting Students Achieving Level 3



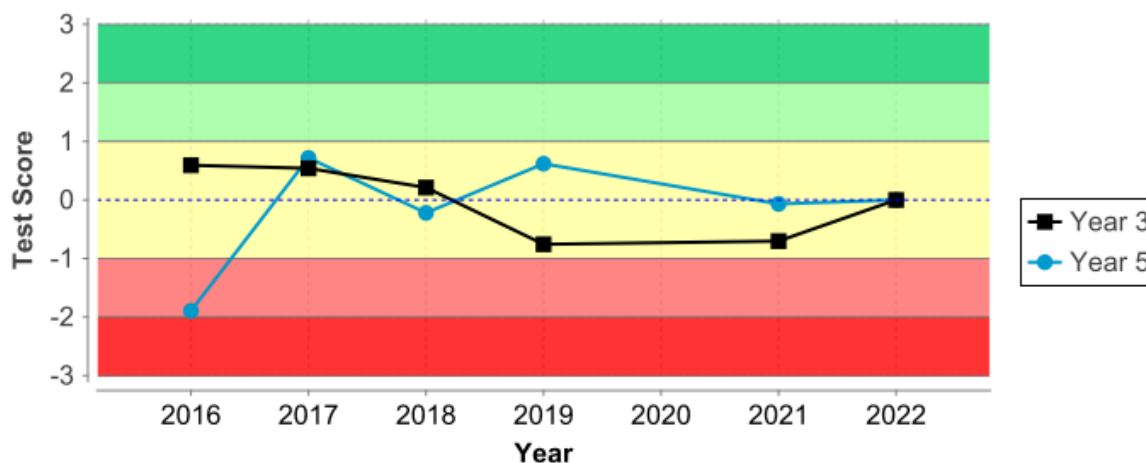
## Numeracy Improvement

### NUMERACY

Dianella Primary College achieved as expected results in year 3 and year 5 NAPLAN Numeracy testing in 2022 with 95% of the year 3 cohort achieving at or above the National Minimum Standard and 86% of the year 5 cohort achieving at or above the National Minimum Standard.

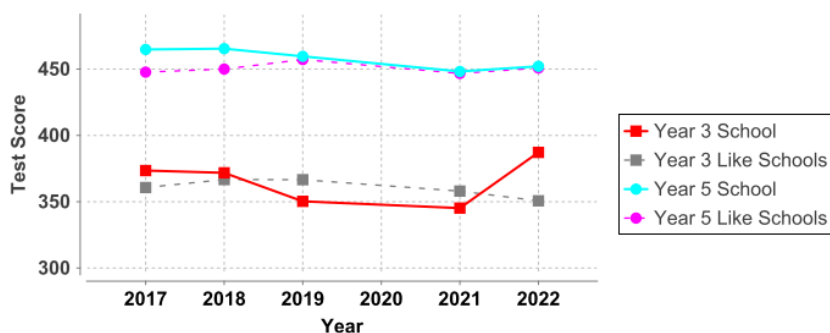
Analysis of numeracy data shows that although the school is achieving as expected results, we continue to have a large percentage of students at or below National Minimum Standard. Strategies embedded in 2021 around whole school testing using Progressive Assessment Testing in Numeracy and. The school will continue to provide in class Numeracy support through provision of a Numeracy coach.

Numeracy Performance



# Dianella Primary College Annual Report 2022

**Average Numeracy Score**



Year 3 Reading Target – achieved  
Year 5 Numeracy Target – achieved

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above								
9	634 - 685					▲	▲	▲	▲
8	582 - 633					2%	2%	6%	2%
7	530 - 581	▲	▲	▲	▲	9%	8%	12%	8%
6	478 - 529	0%	5%	12%	4%	15%	20%	16%	22%
5	426 - 477	4%	12%	12%	10%	32%	33%	20%	33%
4	374 - 425	25%	23%	29%	21%	32%	24%	31%	24%
3	322 - 373	40%	26%	29%	29%	9%	13%	14%	11%
2	270 - 321	25%	25%	12%	26%	▼	▼	▼	▼
1	Up to 269	6%	9%	5%	11%				

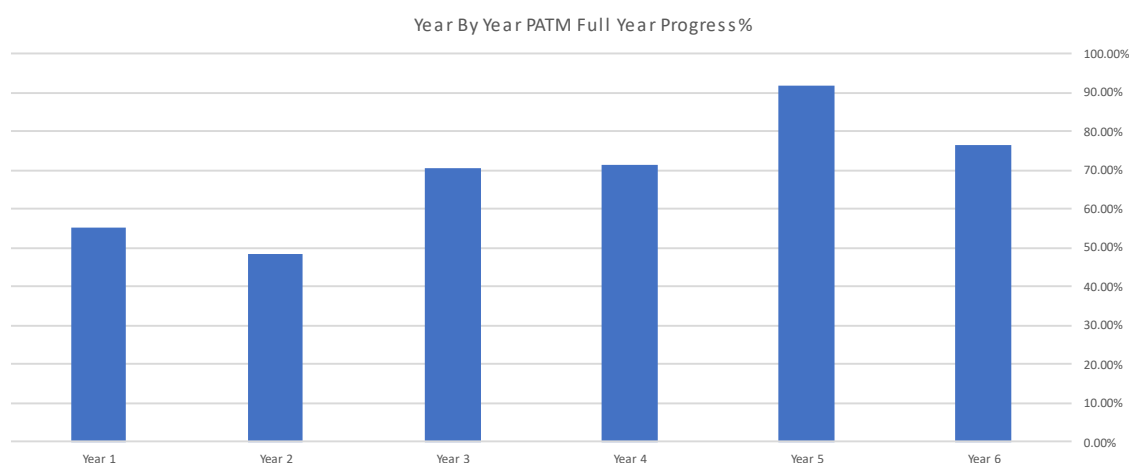
Year 3 Numeracy results demonstrate achievement of our Business Plan Goals for both increased percentages of students in the top 20% of achievement and decreased numbers of students at or below the minimum standard when compared to like schools.

Year 5 Numeracy results demonstrate increased percentages of students in the top 20% of achievement. Year 5 results demonstrate a greater percentage of students at or below the minimum standard when compared to like schools. .

# Dianella Primary College Annual Report 2022

Data from our PATM demonstrates that although we did achieve our target of 95% of students achieving 12 months or more numeracy gains in Years 4 and 6, we did not achieve this percentage across all year levels. Although we faced significant challenges to a consistent learning program in 2021, staff and in particular our school numeracy team have identified areas of concern through analyses of data, teacher judgments and anecdotal evidence. Strategies, with targeted support and resources to target improved numeracy outcomes are set out below and will be the continued focus of our numeracy program in 2022 and beyond.

## Whole Year Progress % - Numeracy



As a school we have identified the following priority areas to address specific learning needs across our school in the area of numeracy.

- Fluency
- Word problems
- Data analysis
- Differentiated learning
- Consistent lesson frameworks; and
- Moderation

Additional human resources in the form of a numeracy support coordinator along with our numeracy committee, were engaged in 2021 to support staff with the embedding of programs and provision of professional learning in the targeted areas. This targeted support was continued in 2022 and will again be utilised in 2023.

# Dianella Primary College Annual Report 2022



## 2022 MATHEMATICS FOCUS

OUR SCHOOL SYLLABUS IS PART OF THE MANDATED CURRICULUM FOR THE PLANNING, ASSESSMENT AND REPORTING OF STUDENT PROGRESS IN WESTERN AUSTRALIA, AS PRESCRIBED BY THE WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE.

### FLUENCY



- DAILY REVIEWS (P - Y6)
- BOND BLOCKS (Y1 - Y3)
- MILESTONE TRACKER/WESTWOOD (P - Y6)

### WORD PROBLEMS



- RUCSAC - PROCESS
- CONCRETE / REPRESENTATION / ABSTRACT
- BAR MODEL - REPRESENTATION

### DATA ANALYSIS



- CLASS HAND OVER - STATS DATABASE
- DIGITAL DATA WALL - WHOLE CLASS GROUPING
- PATH ANALYSIS - TEACHING POINTS
- END OF UNIT ASSESSMENT - TEACHING POINTS

### DIFFERENTIATED LEARNING



- 3 TIER INTERVENTION
- INDIVIDUAL - BOND BLOCKS/ MILESTONES
- SMALL GROUP - PERSONALISED LEARNING ROTATIONS
- WHOLE CLASS - AUSTRALIAN CURRICULUM

### LESSON FRAMEWORK



- ISTAR MODEL
- DAILY REVIEWS
- INTRODUCTORY AND STANDARD LESSONS
- CURRICULUM AND PERSONALISED LEARNING FOCUS ROTATIONS

### MODERATION



- MODERATION WEEK BEFORE REPORTS
- SCSA ASSESSMENT MODERATED BETWEEN CLASSES
- MATHS TRACKER BOOK ASSESSMENTS

# Dianella Primary College

## Annual Report 2022

### Survey Parents, Students and Teachers

In 2022 we utilised the national school opinion survey to gauge parent satisfaction in the school and to support our strategic directions for our upcoming 2023 Business plan cycle. Although comprehensively advertised and promoted, provided in both digital and hard copies, we only received a small number of parental responses, 28 in total.

Although beneficial to gauge parent satisfaction and opinions of surveyed parents, it is difficult to determine if this represents the opinions of the wider school community. Plans for future surveys will return to our normal procedure of having surveys completed in face to face situations (parent information evening and school open night) with the support of translators when required.

The purpose of the school survey was to determine the overall parental satisfaction of how the school is run along with targeted questions to gauge parental opinions on the school culture.

In 2022 we utilised the new Community Survey, that was used to gauge community satisfaction on the following areas:

- Relationships
- Teaching Quality
- Learning Environment
- Resources
- Leadership, and
- Student Achievement and Progress

Survey areas each received very pleasing overall average rankings of:

- Relationships – 4.1
- Teaching Quality – 4.3
- Learning Environment – 4.4
- Resources – 4.2
- Leadership – 4.3
- Student Achievement and Progress – 4.3
- 

The full 2022 Parent Satisfaction Survey results are available on our school website.

### **INFORMATION ABOUT SCHOOL MANAGEMENT**

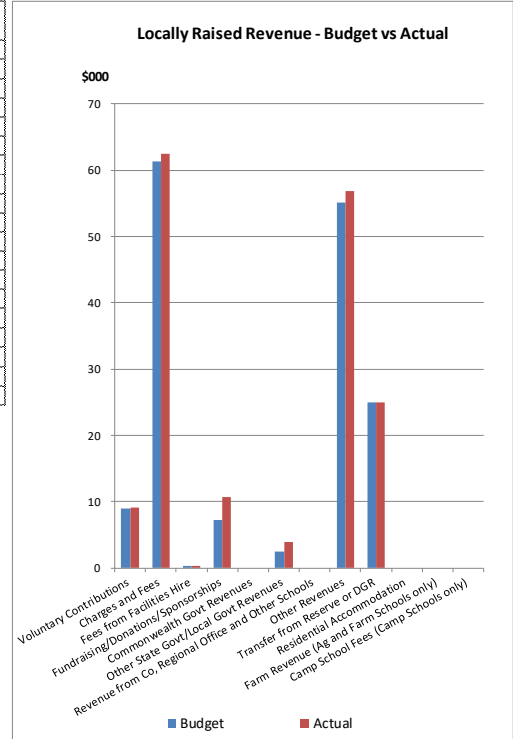
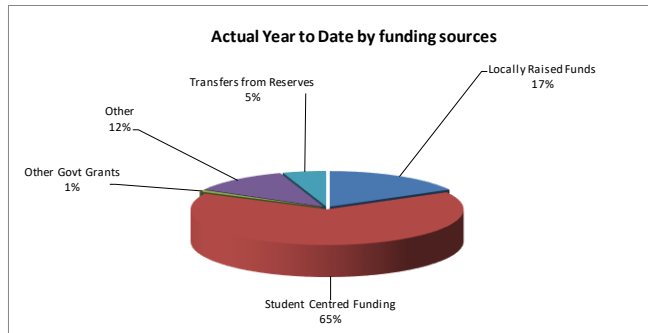
The financial summary below shows the income and expenditure for the 2021 school year. The areas of Literacy and Numeracy were again priorities for the school in 2021 and, hence, the allocation and expenditure in these areas were significantly higher than other learning areas. Adequate resourcing of school priorities in school plans is acknowledged as an essential component of budget planning and is reflected in the school's financial and human resource operations.

# Dianella Primary College Annual Report 2022

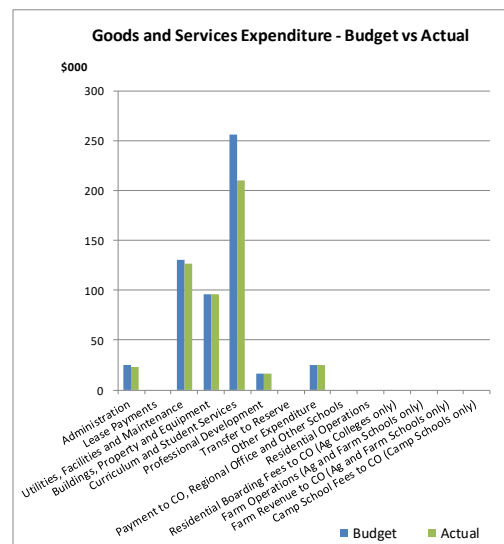
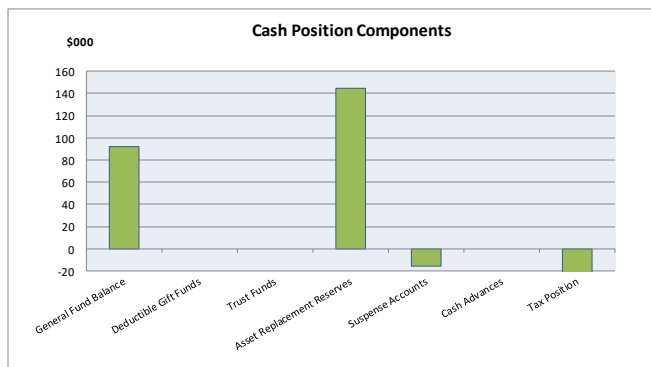
## School Budget

**Dianella Primary College**  
Financial Summary as at  
Enter date here i.e. 31/12/20xx

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 8,982.00	\$ 9,062.00
2	Charges and Fees	\$ 61,380.00	\$ 62,459.38
3	Fees from Facilities Hire	\$ 321.00	\$ 321.18
4	Fundraising/Donations/Sponsorships	\$ 7,255.00	\$ 10,698.70
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,500.00	\$ 4,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 55,092.00	\$ 56,874.30
9	Transfer from Reserve or DGR	\$ 25,000.00	\$ 25,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 160,530.00</b>	<b>\$ 168,415.56</b>
Opening Balance		\$ 103,652.00	\$ 103,651.58
Student Centred Funding		\$ 314,137.00	\$ 316,336.81
<b>Total Cash Funds Available</b>		<b>\$ 578,319.00</b>	<b>\$ 588,403.95</b>
Total Salary Allocation		\$ -	\$ -
<b>Total Funds Available</b>		<b>\$ 578,319.00</b>	<b>\$ 588,403.95</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 25,310.00	\$ 22,896.83
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 130,351.00	\$ 126,942.51
4	Buildings, Property and Equipment	\$ 95,653.00	\$ 95,652.97
5	Curriculum and Student Services	\$ 255,923.79	\$ 209,734.56
6	Professional Development	\$ 16,412.00	\$ 16,267.03
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 24,744.00	\$ 24,746.20
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 548,393.79</b>	<b>\$ 496,240.10</b>
Total Forecast Salary Expenditure		\$ -	\$ -
<b>Total Expenditure</b>		<b>\$ 548,393.79</b>	<b>\$ 496,240.10</b>
Cash Budget Variance		\$ 29,925.21	



<b>Bank Balance</b>	<b>\$ 196,722.36</b>
Made up of:	
1 General Fund Balance	\$ 92,163.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 144,879.56
5 Suspense Accounts	\$ (15,137.05)
6 Cash Advances	\$ -
7 Tax Position	\$ (25,184.00)
<b>Total Bank Balance</b>	<b>\$ 196,722.36</b>