

Dumbleyung Primary School



**DUMBLEYUNG
PRIMARY SCHOOL**

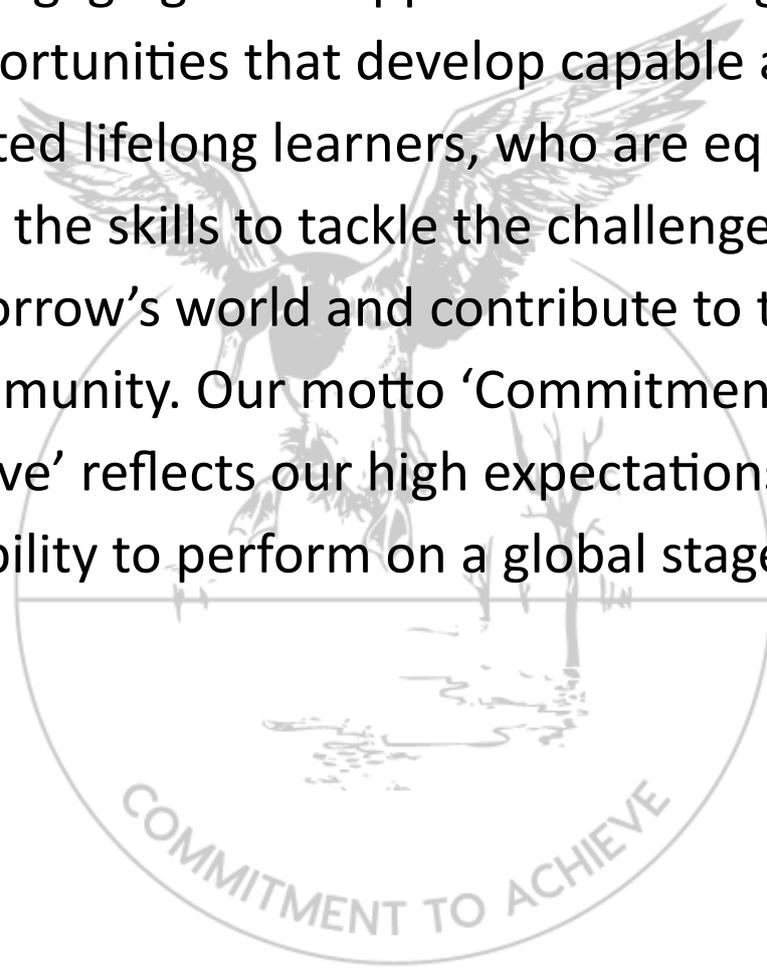


ANNUAL SCHOOL REPORT

2018

School Vision

At Dumbleyung Primary School we provide engaging and supportive learning opportunities that develop capable and motivated lifelong learners, who are equipped with the skills to tackle the challenges of tomorrow's world and contribute to their community. Our motto 'Commitment to Achieve' reflects our high expectations and ability to perform on a global stage.



DUMBLEYUNG
PRIMARY SCHOOL

Our School

FOREWARD FROM THE PRINCIPAL

Welcome to the Dumbleyung Primary School 2018 Annual School Report. The following report provides information to our community on the wide variety of programs and achievements made at Dumbleyung Primary School in the last year. I would like to take this opportunity to formally thank our wonderful school community for their on-going support and drive for the best educational outcomes for all students at Dumbleyung Primary School. As the old proverb says 'it takes a village to raise a child' and community is so vital in doing this.

I must thank the dedicated staff at Dumbleyung Primary School for their sustained efforts in putting our students front and centre, providing them with engaging, supportive and rich learning opportunities that provide GROWTH. I hope you look on the following pages with a sense of pride, as we do, for our amazing local school that serves its community well. At Dumbleyung Primary School we all have a 'Commitment To Achieve' which echoes this great town too!

Melanie Ball

PRINCIPAL

April 2019

Dumbleyung Speech, Drama & Art Festival WINNERS for 2018!



Our School

Staff

Melanie Capper Ball (Principal), Catherine Patterson (3-6 Teacher—fulltime), Joanne Pearce (K - 2 Teacher – full time), Laura Bartram (DOTT Teacher /Kindy– 2 days), Tracy Taylor (Education Assistant K – 2), Julie Justins (Special Needs Education Assistant 3 – 6), Tamara Bartram (Manager Corporate Services), Mariliis Koster (Cleaner), David Stephens (Gardener/Handyperson) and Julie-Ann Evans (Chaplain).

All teachers hold the necessary qualifications and all staff hold current Working With Children Checks. Our staff are committed lifelong learners who engage in professional learning throughout the year that aligns with Department of Education initiatives and Dumbleyung Primary School’s Strategic and Operational plans.

Administration Staff		FTE
Principal	1	1.0
Teaching Staff		
Teaching Staff	3	2.4
School Support Staff		
Clerical/Administrative	1	0.8
Education Assistants	2	1.5
Gardening/Maintenance	1	0.5
Cleaning	1	0.25

Farewell to Mila, Jill and Catherine

Mila Balcombe our long standing cleaner of 31 years retired as did Jill Clarke our part-time Senior Room, Art and Sport teacher and Mrs Patterson left to grow a family. We wish them all the very best for their future ventures but have welcomed them back at many opportune moments to support our students and school in a casual work capacity.



School Context

Dumbleyung School Community

The town of Dumbleyung is situated 280kms south east of Perth. Its nearest towns are Wagin (38km west) and Katanning (54km south). Dumbleyung has a population of approximately 500 and is primarily a farming community. Its services include a Hospital, General Store/Post Office, Roadhouse, District Club, Agricultural Supplies, Hairdresser, Swimming Pool, Squash Courts, Recreational Oval/Sports Complex, Police Station, Community Resource Centre which includes the Café 'Along Came Henry'.

Dumbleyung Primary School was originally established in 1911. Student numbers reached over 210 in the early 1960's and in 1968 the school became a District High School. The school was reclassified to a Level 3 Primary School for the start of the 2000 school year. Our community celebrated the school's Centenary in 2011.

Our Students

Student Enrolment Profile

A total of 26 students were enrolled at Dumbleyung Primary School in 2018. The enrolment figures at the conclusion of 2018 were as shown:

Kindergarten	4	Year 3	4
Pre-Primary	3	Year 4	3
Year 1	5	Year 5	3
Year 2	1	Year 6	4
TOTAL	13	TOTAL	14

Student Attendance

Attendance rates fell by 0.2% in 2018, however we were still above the average for public schools in Western Australia, and above the average for like schools with similar contexts.

	Dumbleyung	Like Schools	WA Public Schools
2015	90.7%	91.8%	92.7%
2016	92.8%	88.3%	92.6%
2017	95.3%	90.2%	92.7%
2018	93.1%	91.5%	92.6%



School Context

Our Values

Learning: We have a positive approach to learning and encourage it in others. We believe all students have the capacity to learn.

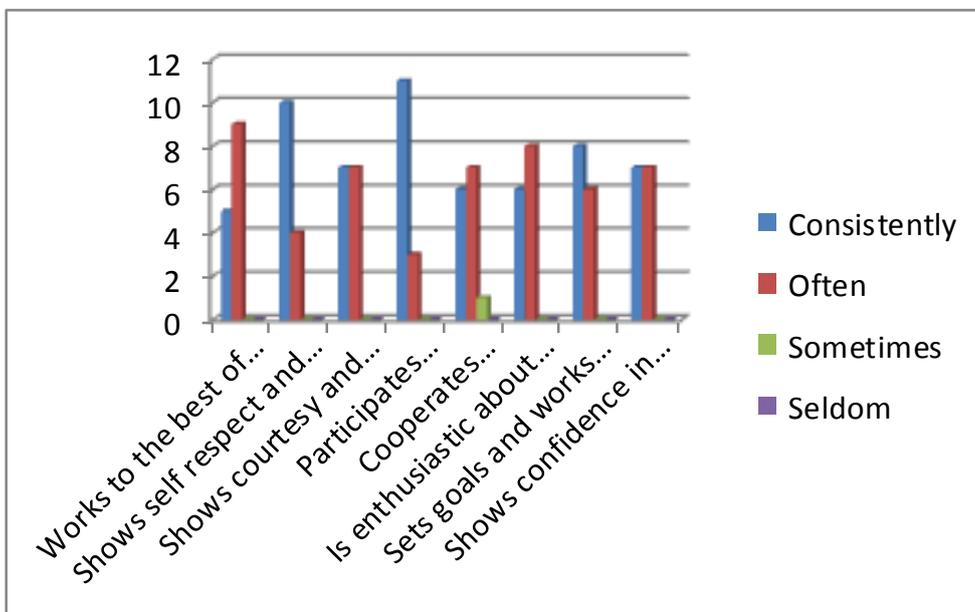
Excellence: We have high expectations of our students and selves. We set high standards of excellence and commit to achieve them.

Equity: We have a strong commitment towards recognising the needs of all students and their differing circumstances. We are dedicated to achieving the best possible outcomes for all in a safe and supportive environment.

Care: We develop relationships based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents and the wider community and embrace these opportunities.

Students are rewarded with faction points when they display the school values. The Student Leadership tally the results and they are shared at whole school assemblies. Overall students scoring the highest tallies for 'School Values' receive a merit certificate and prize at school Assemblies. The high expectations of behaviour and school values have assisted in overall improvements on Attitude, Behaviour and Effort.

*Attitudes, Behaviour and Effort
as reported Semester 2, 2018*



Attitude Behaviour and Effort Questions as on School Report

Attitudes Behaviour and Effort

A decrease in the number of 'seldom' reported reflects the high expectations across the school in 2018. There were no suspensions.

Progress Toward School Business Plan 2017-2019 Targets

Self-assessment of the progress towards targets as featured in the 2017-2019 Dumbleyung Primary School Business Plan.

Dumbleyung Primary School set four major priority areas in its 2017-2019 Business Plan:

Focus 1: Success For All Students

Our goal is to enable all students at Dumbleyung Primary School to reach their potential by differentiating the curriculum to cater for all student needs in a multi age group setting.

Focus 2: High Quality Teaching

Dumbleyung Primary School Staff are committed to high quality teaching and building their capacity to deliver quality learning opportunities within a safe and inclusive learning environment through professional reflection and feedback.

Focus 3: Effective Leadership

Staff and students at Dumbleyung Primary School will develop their leadership and accountability skills through various roles and responsibilities that make positive contributions to our school.

Focus 4: Strong Governance & Support

Dumbleyung Primary School will work collaboratively with the wider school community to ensure we are a capable and responsive school with an emphasis on student well-being.



Progress Toward School Business Plan 2017-2019 Targets

Targets

The following targets have been set in relation to Focus 1 & 2 of our School Business Plan;

Focus 1: Success For All Students

Focus 2: High Quality Teaching

Specific measurement for each Target can not be published in this document for confidentiality reasons, but excellent progress toward each Target has been made.

Reading

- Increase the percentage of Pre-Primary to Year 2 students achieving at and above On-Entry progression point indicators in semester 2 each year (PP—1.0, Y1—1.5, Y2—2.0).
- Increase the reading growth of every stable cohort Year 3 by 2.5 NAPLAN bands when tested again in Year 5.

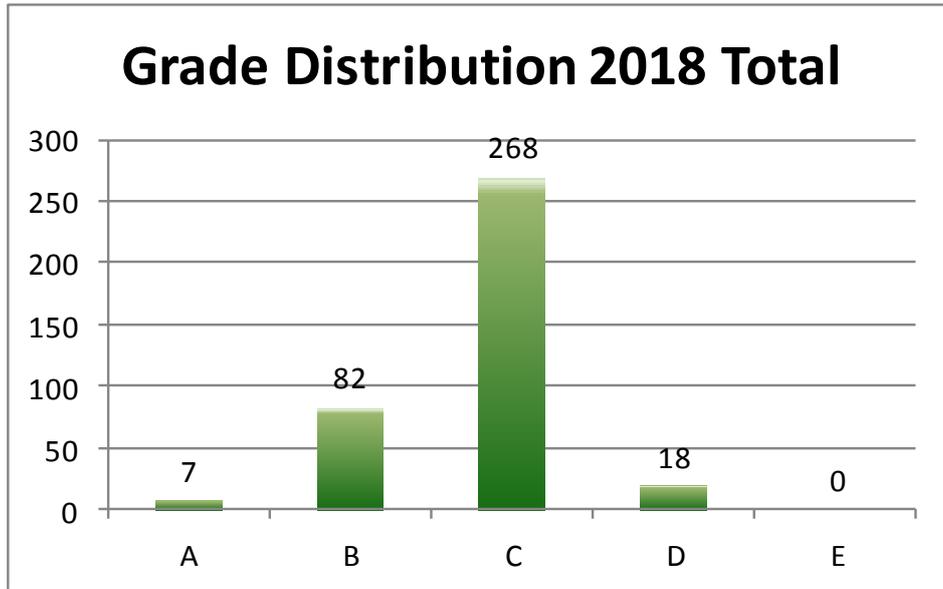
Writing & Conventions

- Increase the percentage of Pre-Primary to Year 2 students achieving at and above On-Entry progression point indicators in semester 2 each year (PP—1.0, Y1—1.5, Y2—2.0).
- 100% of students achieving above national minimum standard in writing (NAPLAN) for year 3 and year 5.

Mathematics

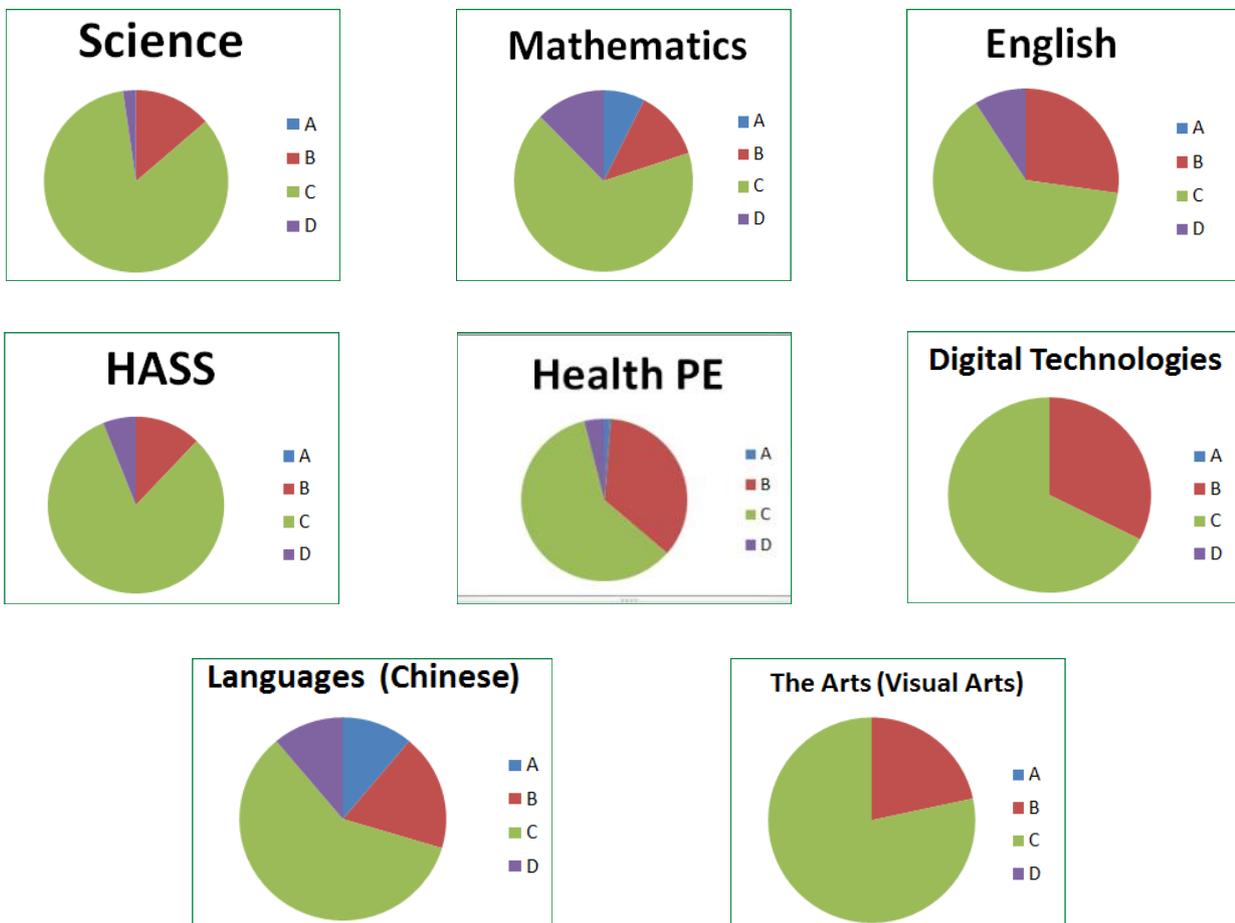
- Increase the percentage of Pre-Primary to Year 2 students achieving at and above On-Entry progression point indicators in semester 2 each year (PP—1.0, Y1—1.5, Y2—2.0).
- Increase the percentage of Year 5 students achieving NAPLAN Numeracy bands of 6 and above.
- Increase the percentage of Year 3 students achieving NAPLAN Numeracy bands of 4 and above.

Focus 1: Success For All Students / Focus 2: High Quality Teaching



The above graph shows the number of times each grade was reported across all areas in 2018. It shows that the majority of students are on track, receiving C's meaning they are at the expected level for their age. Seven A's were reported and no E's. Cross School moderation has been identified for 2019 as a strategy to ensure we are not marking too hard.

2018 Grade Distribution by Learning Area



Focus 1: Success For All Students / Focus 2: High Quality Teaching

2018 On-Entry Assessment

On-Entry Assessments were carried out in Terms 1 and 4 on all students from Pre-Primary to Year 2. On-Entry Assessment is very useful for teachers as a way of identifying learning needs of children. This has also led to IEPs and GEPs being written for a number of students with clear goals set from this data.

Below are the results from Term 4.

Pre-Primary

	Speaking & Listening	Reading	Writing	Numeracy
Cohort Average 2018	480	500	392	1.4

Year 1

	Speaking & Listening	Reading	Writing	Numeracy
Cohort Average 2018	785	664	710	2.2

Year 2

	Speaking & Listening	Reading	Writing	Numeracy
Cohort Average 2018	Can not publish data			

Due to small student numbers,

averages were calculated as a way

to publish data. In the case of Year 2 we had only one student sit the testing and therefore can not publish

Information.

Focus 1: Success For All Students / Focus 2: High Quality Teaching

NAPLAN

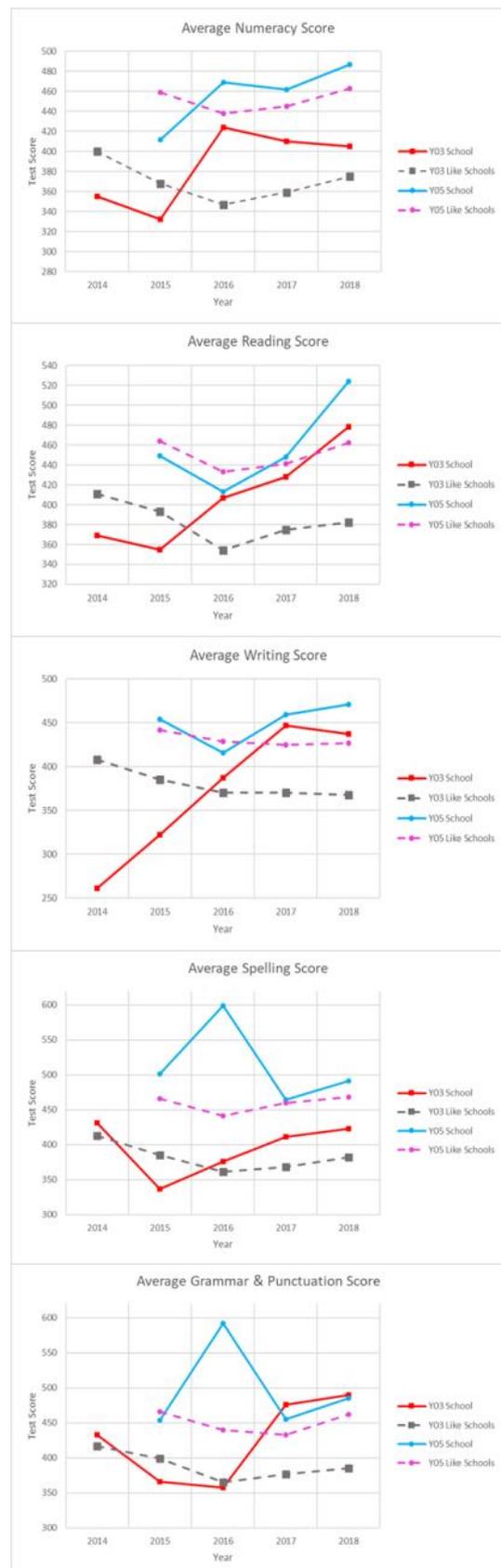
The purpose of NAPLAN is to provide parents and community with information about student performance in relation to nationally agreed benchmarks in achievement. Year 3 and 5 students participated in NAPLAN in 2018 and such data needs to be reported with care in small schools to maintain student confidentiality. Due to small numbers there is variability in student performance each year which is not the case in larger schools where trends in data can be observed. Results displayed below are averages.

Year 3 NAPLAN Summary

		2016	2017	2018
		Year 3	Year 3	Year 3
Numeracy	Above			
	At National			
	Below			
Reading	Above			
	At National			
	Below			
Writing	Above			
	At National			
	Below			
Spelling	Above			
	At National			
	Below			
Punctuation & Grammar	Above			
	At National			
	Below			

The table displayed above shows that all Year 3 students in 2018 are performing above the *National Minimum Standards* in all areas.

Long-term data



Long-term data shows an increase in scores in most areas for Year 3 and in all areas for Year 5 in 2018 as well as higher scores in all learning areas when compared to *like* schools (schools with a similar socio-economic index).

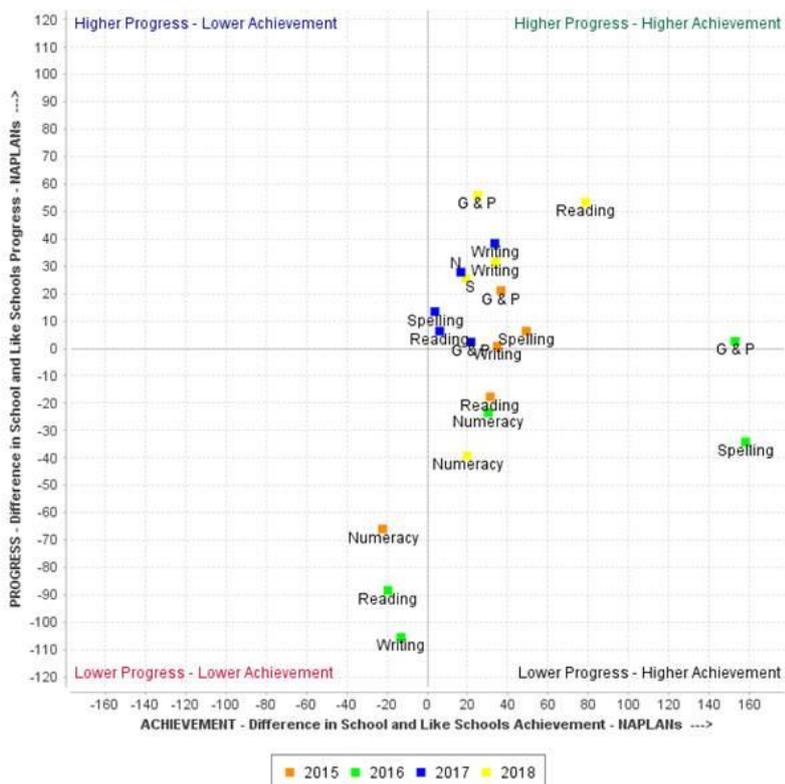
Focus 1: Success For All Students / Focus 2: High Quality Teaching

		2018
		Year 5
Numeracy	Above	
	At National	
	Below	
Reading	Above	
	At National	
	Below	
Writing	Above	
	At National	
	Below	
Spelling	Above	
	At National	
	Below	
Punctuation & Grammar	Above	
	At National	
	Below	

Year 5 NAPLAN Summary

Long-term data shows an increase in scores for all learning areas in 2018 as well as higher scores in **all** learning areas when compared to *like* schools (schools with a similar socio-economic index). This means we are doing better than our comparison like schools. The graph below shows student progress from Year 3 to Year 5 showed higher achievement and higher progress when compared to like schools.

Student Progress and Achievement Compared with Like Schools
NAPLAN Year 3 to Year 5 Longitudinal



Focus 1: Success For All Students / Focus 2: High Quality Teaching

Literacy

The Senior Room continued to implement the 'Seven Steps to Successful Writing' model which the whole school teaching staff participated in. The participation of all staff in professional learning provides vital collaboration and spring boarding off colleagues in the implementation cycle which is important for acquisition of new skills in teaching.

Guided Reading continued to also be a focus with our extensive *Key Links collection*. Our 100 Nights of Reading program continued and with great momentum. Many students eagerly competed for the reward of prizes and book ownership after their efforts in reading at home. Literacy Pro continued and has been added to with a range of books available in the library and classrooms for independent reading which is followed by a computer quiz giving feedback directly to teachers on student comprehension.

Spelling Mastery was used across the whole school with additional instruction from 'Words Their Way' in the Senior Room and Diana Rigg resources in the Junior Room.

100 Night of Reading participants receiving rewards for milestones.



Focus 1: Success For All Students / Focus 2: High Quality Teaching

Numeracy

Mathematics was identified as an area of focus early in 2016 with long-term data showing a slow-down of student progress and so Numeracy was a continued focus in 2017 and 2018. This can be attributed to the change in curriculum to the national curriculum and the higher expectation of achievement within the junior and middle childhood phases.

The increased instruction time during our timetable has been beneficial to our Numeracy block structure, greater time can now be allocated to explicit teaching of mathematics to target students needs.

The Term 2 NAPLAN showed an increase in scores proving attributed changes are enhancing performance and growth. We accessed network support through the Numeracy Hub where cross school moderation and data analysis was carried out. This assisted our Senior Teacher in identifying the skills we needed to focus on during instruction time of the Numeracy Block in 2018 and played vital in moderation processes for grade allocation.

A continued effort in automaticity of number facts using Paul Swan strategies and learning of times tables is one of the whole school approaches to numeracy improvement. Mrs Patterson also ran a whole school timed numeracy challenge which saw students race to compete against their last personal score. The overall winner was not the student with the highest score, but the students who showed the greatest improvement over time. PB's are our aim (Personal Bests).

Teachers are continuing to focus on mathematical language in the numeracy block and work in rotations to accommodate for the varying levels of skill attainment which allows for small groups of teacher focus while the others complete independent tasks such as mental maths, Targeting Maths, apps on the iPad, Mathletics on the computer, Paul Swan games, times table quizzes, problem solving task cards and educational assistant tuition and prompting.

Online tutorials in demonstrating mathematical skills and concepts have been another way technology has assisted the teaching and learning process within the classrooms at Dumbleyung Primary School. Mathematics across the curriculum has also been enhanced with our STEM focus particularly in digital technologies through the beginning of coding or programming and the use of computational language.



Mathematic high flyers awarded with Faction Tokens 'Learning and Excellence' by Mr McCormick in recognition of their times table improvements.

Focus 1: Success For All Students / Focus 2: High Quality Teaching

SCIENCE

In 2018 Science remained a focus across the whole school, with Physical Sciences and Biological Sciences being the strands taught explicitly throughout the year. At Dumbleyung Primary School, we use the Primary Connections program which makes strong links between the teaching of science and literacy. Primary Connections uses an inquiry based model of learning which progresses in 5 phases: *Engage, Explore, Explain, Elaborate* and *Evaluate*.



In Semester One the senior class completed a unit called, 'Magnetic Moves' where they engaged in hands-on activities to explore things such as: how magnets exert force on certain objects, materials magnets attract, poles and magnetic fields. 'Desert Survivors' was the unit of focus in Semester Two. Children explored some of the physical and behavioural features of desert plants and animals and compared them to those located in their own environment. Students investigated how features of desert plants and animals help them to survive in their environment.

In Semester One the junior class completed the unit, 'Look! Listen!' Students engaged in hands-on activities to develop their understanding of how light and sound are produced and how they travel. They developed an understanding of the role of light and sound in their lives and the community. In Semester Two the students enjoyed the unit, 'Watch it Grow', where they explored the growth, change, reproduction and death of a range of living things. They engaged in a hands-on investigation of mealworms, comparing growth and change under different conditions.

During Science Week, activities were planned for each day of the week across the whole school. The activities were to designed to spark curiosity, excitement and interest in the students and to boost their enthusiasm for Science.



Focus 1: Success For All Students / Focus 2: High Quality Teaching

LOTE Chinese Mandarin

Dumbleyung Primary School provided all students from Year 3-6 with Chinese Mandarin lessons in 2018. It was decided as a school community that Mandarin would prove most beneficial for our students in the future since we come from a Agricultural area that provides food directly to Asian Markets. Senior Room students have live Mandarin lessons weekly from a tutor in Beijing, which feeds directly in to our classroom via our eBoards. Online tutorials and articulation tests are performed and allows the classroom teacher to make a grade assessment.



Junior Room students also continued to dabble with Mandarin immersion through the Federally Funded ELLA (Early Learning Languages Australia) program we commenced in 2017. Junior Room students have access to Australian Government Apps for Language Instruction to ensure that all children get the benefits of early language learning irrespective of their geographical location and access to language teachers.

'We Know that learning another language is a great brain gym for children, and we know that in the longer term the more access they have to a second language, from early time all the way through.... they actually do better in school.'

- Professor John Hajek, the university of Melbourne



Focus 1: Success For All Students / Focus 2: High Quality Teaching

Physical Education

Physical Education lessons this year largely focussed on the skills needed to participate in our many sporting events. 2017 saw us utilise the town pool for swimming practice which positioned us to win the overall Faction Swimming carnival for 2018 against Nyabing and Kukerin. Term 3 was a big one with both the Faction Athletics Carnival and Interschool Athletics Carnival being held. Over the year records were broken and many champions made!



The Arts

It was also a big year for The Arts at Dumbleyung Primary School. Our first major event was The Dumbleyung Speech, Drama and Arts Festival, where Kukerin, Nyabing, Wagin, Braeside, Kulin and Lake Grace schools come to compete in all things Arts. Year 3 - 6 students submitted sculptures and paintings, and performed individually and/or in groups in front of hundred plus crowd reciting poetry and performing mime. 2018 saw Dumbleyung Primary School win the overall day which was an enormous effort for our 15 Senior Room students who were involved. Special thanks to specialist Art teacher Mrs Ang Ohlsen who upskilled our children in their artistic abilities to produce pieces for the Festival of such high quality, they got us over the winning line!



Focus 1: Success For All Students / Focus 2: High Quality Teaching

Learning Support

Students who experience difficulties, as well as those that are gifted in particular areas receive additional support which is documented in the form of an Individual Education Program (IEP). IEPs include a goal for a specific need, strategies/ interventions and resources that are adopted to meet the need with a review date to monitor progress. Through Network support, 2018 saw DPS Education Assistants trained in the Mini and Mac Lit Intervention Programs devised by Monash University. Our P&C association purchased the expensive accompanying packs that can only be acquired once staff have completed training. DPS is now well positioned to give needed research based interventions in reading, writing and spelling. The programs have shown much growth and improvements for participating individuals.

Mini Lit being run by Mrs Tracy Taylor.



School Health Nurse

Our school health nurse, Pia Lambert, regularly visits Dumbleyung to keep staff and students up-to-date with the latest health news. In 2018 she talked to the Year 5 and 6 students about puberty, provided professional learning to staff on Asthma and Anaphylaxis, and also offered resources and advice regarding individual health and wellbeing concerns.

Health & Wellbeing

In addition to the above, a number of programs helped maintain staff and student wellbeing throughout 2018. These included Aussie of the Month, Merit Certificates, Protective Behaviours, School Chaplaincy Programme, Breakfast Club, Crunch and Sip, Discos, Leadership symposium and the CHAT /SDERA Program.



Focus 2: High Quality Teaching / Focus 3: Effective Leadership

Professional Learning:

All staff participate in Professional Learning that links directly to our School Business Plan, Our School Targets and Performance Management Agreements and are aligned with the AITSL standards. With the quest of lifting student performance, Professional Learning provides an opportunity to improve effective teaching strategies through reflective practice and continued learning.

Some of the Professional Learning Staff took part in 2018 were;

- ◇ Mini Lit and Mac Lit Training, Monash University
 - ◇ Asthma & Anaphylaxis
 - ◇ Seven Steps to Successful Writing
- ◇ K-6 NMLDC Spelling, Writing & Synthetic Phonics
 - ◇ NMLDC Literacy Leaders Series
- ◇ The Unrelenting Focus On School Improvement
 - ◇ Student Centred Funding Model
 - ◇ NAPLAN Online Readiness
 - ◇ Guided Reading Instruction
 - ◇ Letters and Sounds PL
 - ◇ GSSN Numeracy Hub

2018 was the second year Dumbleyung Primary School participated in the **Great Southern Schools Network (GSSN)** which is made up of 10 schools across the Katanning Cell belonging to the Wheatbelt Region. This collaborative relationship assists schools to harness the collective knowledge of all leaders and expert teachers within the network , tackling new initiatives or directives together in the quest of school improvement and accountability. This important social knowledge network fosters growth and development of all staff involved and offers a supportive approach to common areas of improvement. Schools meet once a term and plan for agreed action for identified needs. Some School Development Days are also scheduled together.

Targeted Initiatives & Focus 4: Strong Governance and Support

School Chaplain

School Chaplain Julie-Ann Evans continued in her role for two days a week, Thursday and Friday, where she would focus on student well being, conflict -resolution with peers and inclusivity within the playground. She ran a special program for the Senior room girls called 'Blossom' which focused on the positive approach to self-image. Chappy organised a guest speaker, David Smethurst, who shared his humanitarian work in Estonian orphanages to the wider school community. Compassion and caring for those around you were key messages delivered from the incursion. Chappy has been an integral part of our whole school wellbeing for both students and staff, providing a listening ear and support on our many varied school activities.



Breakfast Club

As a part of our school funding we ran Breakfast Club in the art room. School chaplain Julie-Ann Evans ran the program which was pivotal in providing a healthy start to the days learning at Dumbleyung Primary School. Breakfast club is open to all students at DPS and promotes a happy connected environment which strengthens the link between students and school. The atmosphere was always warm and welcoming which saw children talk freely and happily assisting with peer relationships. Children in the leadership group also assisted in setting up and packing away, with all children responsible for their own dishes providing an opportunity for life skills to be rehearsed.



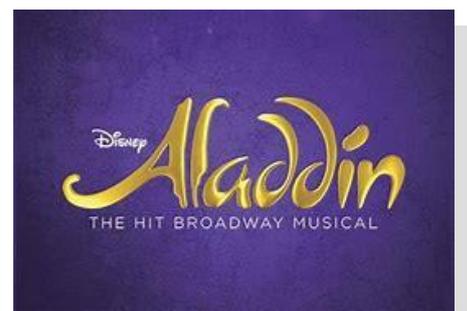
Focus 1: Success For All Students / Focus 2: High Quality Teaching & Focus 4: Strong Governance and Support

Aladdin

Term Three saw the whole school travel to Crown Entertainment to view Disney's musical 'Aladdin'. The children had excelled in their performance of Aladdin the year before and so viewing the professional performance was an exceptional way to complete the full learning experience.

The children were in awe of the colours, costumes, set design and special effects but were particularly thrilled to see their own characters being played out on stage by a professional. Thank you to our amazing P & C for making the day possible, as they fully funded the day for our school.

Performing Arts we believe provide huge GROWTH opportunities for our students as it challenges students to step out of their comfort zones to learn, recite, and deliver lines as individuals and in group situations to authentic audiences. Our wider Dumbleyung Community have had a long history of theatrical performances over the years with the local Repertory Club, we like to nurture our Communities future talents!



2018 Infrastructure Improvements

2018 saw the refurbishment of the toilet blocks at Dumbleyung Primary School. Both the student and teacher toilets received an upgraded pipe network, taking out the old cast iron pipes and replacing them with industry regulated plastic pvc pipe.

The walls were painted, new laminate doors were installed, new paper towel dispensers were added, chrome dual flush buttons were added, ambulant stalls were included, new tiling in the boys stalls, new toilet roll dispensers, full length mirror and new windows on the external walls with cut out ventilation and screen sections to improve air flow.

Extensive cleaning out of the internal duct area removed past years of clutter, allowing for drips and water leakage to be easily identified.

The water fountain also received new checkerboard steps and a paint job, to match all of the external doors to the toilets, showers and classrooms along the corridor which are now in federation green to match the school's theme.

Overall the toilets are looking modern and fresh compared to how they were, a welcomed upgrade indeed.



2018 Community Participation

Pre-Kindy Program

Dumbleyung Primary School prides itself in providing all future enrolments an extensive pre-kindergarten program that offers tailored school based activities developmentally appropriate to enhance the transition and early education of our community's 3 year olds.

Our city counterparts have access to a wide range of educational opportunities for 3 year olds. Evidence suggests, that an early start with trained teachers, sees greater long term academic achievement trajectories for children. At Dumbleyung Primary School we see it of utmost importance to offer that to our rural families and children.

The program in 2018 saw six, three year olds participate in a 10 week program run by Mrs Dot Adams and Mrs Tracy Taylor, on Friday mornings. The focus was fun age appropriate activities that developed children's fine and gross motor control, socialisation, oral language and exposure and understanding of school codes and behaviours.

The program has had incredible success making transition into Kindergarten seamless and exciting for our students. No separation anxiety has been evident and we have Kindergarten students starting day one equipped with greater autonomy and agency and a genuine excitement for school.



Pre-Kindy participants having some fun!



Local fire fighter Shep showing the Senior Students how bush fires are subdued.

2018 Recognising People

Parents and Citizens Association

We have a very active P&C which support and initiate fundraising activities and contribute regularly to the school through the purchase of sporting equipment, teacher and student resources, play equipment, ICT equipment and financially supporting students attending camps and excursions.

President

Candice Ward

Treasurer

Suzanne Cronin

Secretary

Michelle Smith



School Council

The School Council met throughout the year to discuss school planning, financial processes, grant applications, curriculum needs and the review of several policies including the school dress code policy.

P&C President / Parent Representative

Candice Ward

Parent Representative

Jane Coad

Community Representative

Mrs Helen Gooding

Staff Representative

Mrs Joanne Pearce



2018 Awards

Dux

Sydnee Wright

Senior Science Award

Flynn Bartram

Sport

Hannah Cronin

3/4/5 Academic

Isabel Koster

Art Award

Sydnee Wright

Citizenship

Sydnee Wright

CCC for Good Manners

Shayla Blake

3/4/5 Class

Lachlan Bennett

Junior Science Award

Cleo Ward

1/2 Most Improved

Darby Ball

1/2 Academic

Abbie Smith

K/PP Most Improved

Braedlee Kirk

K/PP Academic

Kelsie Smith

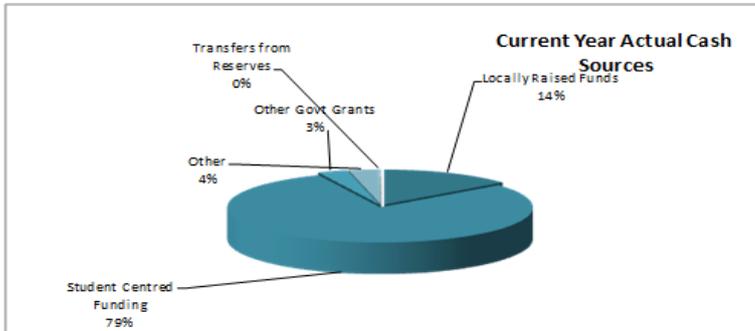
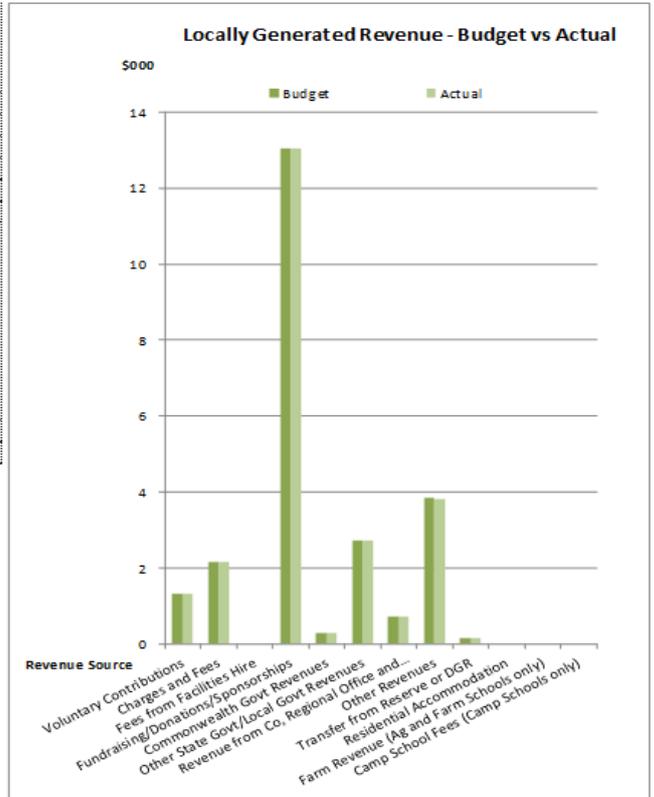


2018 Financial Summary

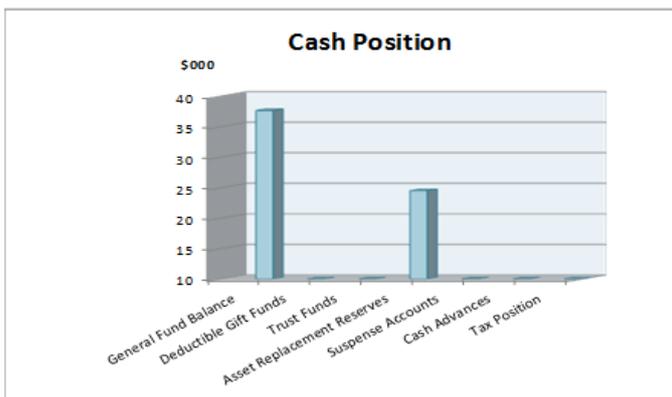
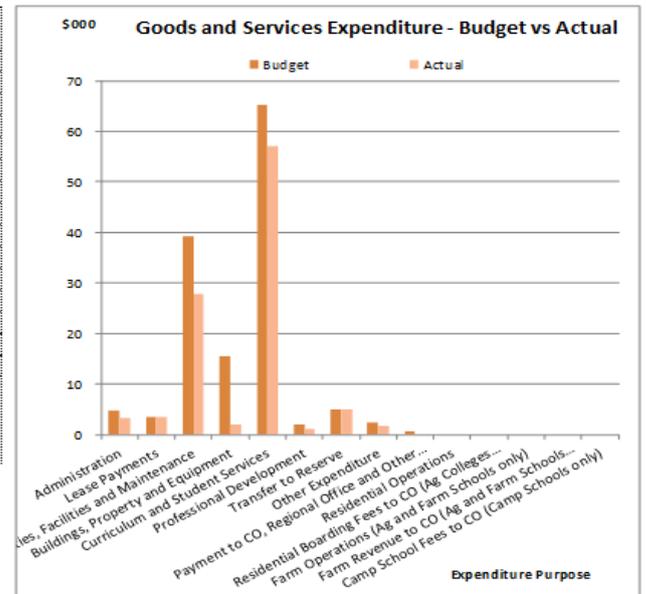
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Dumbleyung Primary School Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 1,320.00	\$ 1,320.00
2	Charges and Fees	\$ 2,157.00	\$ 2,157.82
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 13,049.00	\$ 13,049.15
5	Commonwealth Govt Revenues	\$ 278.00	\$ 277.95
6	Other State Govt/Local Govt Revenues	\$ 2,727.00	\$ 2,727.27
7	Revenue from Co, Regional Office and Other Schools	\$ 730.00	\$ 730.12
8	Other Revenues	\$ 3,839.00	\$ 3,816.18
9	Transfer from Reserve or DGR	\$ 157.00	\$ 157.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 24,257.00	\$ 24,235.49
Opening Balance		\$ 22,245.00	\$ 22,245.75
Student Centred Funding		\$ 92,590.00	\$ 92,590.39
Total Cash Funds Available		\$ 139,092.00	\$ 139,071.63
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 139,092.00	\$ 139,071.63



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 4,741.00	\$ 3,293.19
2	Lease Payments	\$ 3,484.00	\$ 3,482.91
3	Utilities, Facilities and Maintenance	\$ 39,186.82	\$ 27,744.56
4	Buildings, Property and Equipment	\$ 15,596.00	\$ 2,039.55
5	Curriculum and Student Services	\$ 65,318.18	\$ 57,060.33
6	Professional Development	\$ 2,000.00	\$ 1,120.20
7	Transfer to Reserve	\$ 5,050.00	\$ 5,050.00
8	Other Expenditure	\$ 2,343.00	\$ 1,647.29
9	Payment to CO, Regional Office and Other Schools	\$ 650.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 138,369.00	\$ 101,438.03
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 138,369.00	\$ 101,438.03
Cash Budget Variance		\$ 723.00	



Cash Position as at:	
Bank Balance	\$ 61,620.18
Made up of:	
1) General Fund Balance	\$ 37,633.60
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 24,485.58
5) Suspense Accounts	\$ 420.00
6) Cash Advances	\$ -
7) Tax Position	\$ 919.00
Total Bank Balance	\$ 61,620.18

2019 - Looking to the Future



While we have had a very successful 2018 at Dumbleyung Primary School, it is time to look to the future. Below are some areas for development that have been identified through data analysis as well as staff and community feedback.

Literacy

- ◇Reading (particularly Guided Reading)
- ◇Writing (7 Steps for Writing Success and literary devices)
- ◇Moderation of Teacher Judgements

Numeracy

- ◇Basic Facts recall
- ◇Mental Mathematics Strategies (Dr Paul Swan)
- ◇Problem Solving/Understanding of Mathematical Language /Mathematics Vocabulary
- ◇Moderation of teacher Judgements

STEM

- ◇Continue with Science as a specialist subject
- ◇Greater focus on STEM instruction across all year levels
- ◇Writing online in preparation for NAPLAN online

Health/Wellbeing

- ◇ Continue to Implement a whole school resiliency program (SDERA)
- ◇Emphasis on Pastoral Care / Continue with Protective Behaviour Education
- ◇Increase our capacity in the use of the Aboriginal Cultural Standards Framework

LOTE

- ◇Chinese Mandarin Year 2-6
- ◇Early Years ELLA Mandarin App