2013 Annual Report

Principal’s Message

Welcome to the 2013 Duncraig Primary School (DPS) Report. This report provides information on school performance to the Duncraig community. It also contains additional information required to meet federal reporting requirements.

Duncraig is a quality primary school with community, staff and students who consistently pursue outstanding academic, social, physical and creative achievement. Individual student achievement, positive success, health and well-being and working cooperatively in a team environment are essential ingredients in this successful school.

In 2011 we began working as an Independent Public School. Due to the extensive work undertaken by staff and the School Council/ Board in 2010 the transition occurred very smoothly. Some of the advantages of this status are greater control of finances, greater flexibility, development of a Business Plan, and importantly, the selection of staff.

In 2013 the school participated in its first independent review. The purpose of the Review was to provide an assurance to the Minister for Education, the Director General of Education and the school community on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement and associated Business Plan.

The complete Review can be found on the school’s website: www.duncraigps.wa.edu.au

The continued success of Duncraig Primary School is due to the outstanding efforts of our whole school community. The staff and parents work in a partnership to deliver the best educational opportunities for each child. Parental involvement in the school has been considerable with assistance being provided in many ways.

I hope you find this report informative and easy to read. Please contact me at school should you need further information.

Gary Stenhouse

Principal
An Overview of Duncraig Primary School

Duncraig Primary School began operations in 1973. It is located in the western suburbs of Perth, a short distance from the Indian Ocean and is within the local government area of Joondalup, the state electorate ofHillarys and the Commonwealth electorate of Moore. It is situated in an area well served by community facilities. The school enrolls children from a wide cross section of the Perth community. As such, many of the children’s families have immigrated to Australia in recent years.

Duncraig has a relatively small school population for a Level 5 school with an enrolment of nearly 400 children from Kindergarten to Year 7, and this aspect contributes to a strong sense of school identity and promotes a positive school culture. Parents expect a high standard of teaching and learning from the experienced and talented staff and this expectation is reflected in the high academic standards achieved by our students while attending our school and following their progression to high school.

Mission Statement

At Duncraig Primary School our purpose is to create a caring and supportive environment for all children, to enable them to achieve their academic, artistic, social and physical potential while fostering respect of self and each other, and to become valued and contributing members of society.

Our Vision

We support the vision for government school education in Western Australia in that, we want all students in our school to achieve the highest standards of learning possible so that they are equipped to deal effectively with the opportunities and challenges they encounter in a changing world. We want them to be enthusiastic about learning, in a safe and supportive learning environment. We want motivated and capable teachers and school leaders who feel valued and supported in their work.

Our Values

We are committed to values that we believe are essential to achieving the best possible outcomes for all our students. Our actions are guided by the following four core values. In stating these values, we acknowledge that the words alone are not sufficient. It is the actions, based on these values that are important.

- **Learning**
  We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

- **Excellence**
  We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

- **Equity**
  We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.
• **Care**
  We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in providing a quality education for our students.

### 2013 School Board Report

Duncraig Primary School (DPS) made the transition to becoming an Independent Public School in 2011, which resulted in a number of changes to school administration. This included a change to the role of the School Board (formerly the School Council), and now forms an important aspect of the school’s self-management process. In partnership with the principal, Board members work to oversee the school’s performance and operation to ensure the school achieves the various milestones detailed in its Business Plan.

The 2012-2013 School Board was represented by four elected community members (Ms Deb Edwards, Mrs Meremie Kingham, Mrs Dianne Laird and Dr Jeremy Shaw) and three members of the DPS staff (Mr Gary Stenhouse, Mr Lloyd Morris and Mr Ted Orzel).

During the first half of the year, our school underwent its first independent review, where the school was assessed against the commitments set out in its Delivery and Performance Agreement. The final report from the review process was very positive. The reviewers particularly noted the ease with which they were accepted into the classroom by students of all years, highlighting the positive and interactive relationship between students, staff and parents. I encourage all parents to take a look at the review document, which provides an easy to digest appraisal of the school’s performance. Copies are available on request from the school or from the DPS website.

The year has not been without its challenges. Government funding cuts in the second half of 2013 will result in a rationalisation of the school’s resources in terms of Education Assistant allowance and Support Program funding. Despite these current, and possibly future, fiscal limitations, the School Board is confident that student learning will continue to demonstrate growth under the strategic guidance of the Business Plan and our dedicated teachers.

The DPS P&C must also be highly commended for their fundraising efforts this year, as they have made a significant contribution, via the generosity of the school community, towards funding a variety of improvements to our school. This strong community spirit, together with the collaborative ethos of the school’s motivated and experienced staff will ensure that DPS is well placed to strive for excellence in 2014 and beyond.

In 2013, members of the DPS Board have:
- Participated in the DPS independent review
- Reviewed the targets and milestones in the school’s Business Plan
- Assisted with the development of the 2014-2016 Business Plan
- Considered school staffing issues
- Reviewed and endorsed the school allergy policy
- Reviewed student performance data
- Endorsed the school’s monthly financial statements
- Reviewed the activities of the schools P&C
- Undertaken school board training
- Conducted a public meeting

*Dr Jeremy Shaw*
*School Board Chair*
Area 1: Learning: Success For All

NAPLAN (National Assessment Program Literacy And Numeracy)

This data is derived from NAPLAN results which are collected in Years 3, 5 and 7. As can be seen by the following table, the vast majority of DPS students achieved the National Minimum Standard or better.

<table>
<thead>
<tr>
<th>Year/Task</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tr>
<td>Sch/State</td>
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<td>DPS</td>
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<td>DPS</td>
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<tr>
<td>Year 3</td>
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<td>Year 5</td>
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<td>Year 7</td>
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A number of DPS students achieved much higher than minimum standards. This graph shows the percentage of DPS students who achieved results in the top 20% of all Australian schools.

Across the assessment areas and year groups, there was an average of 22% of DPS students who were in the National top 20%.

Areas identified by the NAPLAN assessments to be areas of challenge for DPS include: Numeracy, Reading and Spelling in Year 3; Numeracy in Year 5; and Writing in Year 7. In each of these areas results were more than one standard deviation below the predicted school mean. Further ongoing support will be required for these cohorts in coming years.

Positive areas identified by the NAPLAN assessments include: the progress made from Year 5 to Year 7 in Grammar and Punctuation (See graph to the right); and the reversal in the downward trends in Year 5 in all assessment areas.
The above tables show the percentages of students in the top 20%, middle 60% and bottom 20% of the state and among “like schools”. As expected, Duncraig PS generally has significantly more students across the board in the top 20% than the state average of 20%. Whilst some of DPS’s results are marginally behind those of “like schools”, all results are within one standard deviation of predicted school means.

There are improvements across the board of up to 15% when comparing the percentage of students in the top 20% of the state to those of the same in 2012.

Of the 31 Yr 7 students who sat the test in 2013, 28 (84%) of them had also sat the test at DPS in 2011 as a Yr 5. When comparing how the cohort as a whole achieved between Yr 5 in 2011 and Yr 7 in 2013, the percentage who scored in the top 20% of the state in Science remains fairly stable (33% – 32%), however there is a significant improvement in Society and Environment with an increase of 22% (35% - 57%).

As the WAMSE assessments have now been discontinued, the school will consider how best to continue to compare assessments in Science and Society and Environment with those of other schools.

**On Entry Assessment**

In the first half of first term, all eligible Pre-Primary students were assessed in Literacy and Numeracy using the On Entry Assessment program. This assessment is delivered to all Pre-Primary students in the state and collects information on essential literacy and numeracy skills and understandings of each child. This information then assists staff to ensure that learning programs are targeted to meet and develop each child’s requirements through informed and intentional teaching.

Parents were informed how their child fared in the assessment by way of a printed report which were followed up with parent-teacher meetings as required.
Area 2: Teaching: Sound Teaching

Professional Development

All staff have engaged in Professional Learning (PL) in accordance with the Teacher Registration Board requirements. PL is also dictated by the needs of the school and individual Performance Management goals.

PL undertaken in 2013 included –
- Implementing the Australian Curriculum.
- First Steps Writing, Early Years Learning Framework, and I Get It training.
- Information and Communication Technologies – interactive whiteboards, tablet devices, and on-line learning tools.
- Health needs – Anaphylaxis, Epilepsy, Asthma

Teacher Judgements

Generally, teacher judgements reflect favourably when compared to similar schools. Teachers are conscious of the need for moderation to ensure consistency across classes. As an example, to the right are the teacher judgements for DPS Year 3 students in English compared to the grades given to students in “like schools” and also across the state.

Instructional Excellence

A common pedagogy has been adopted across the school (see Duncraig Cluster booklet) and Instructional Intelligence strategies and tactics are embedded in daily classroom practice.
Two accredited Instructional Intelligence leaders model best practice and provide ongoing leadership to colleagues and pre-service teachers.

Staff were surveyed to determine the level of employment of Instructional techniques and strategies actively utilised in the classrooms. All staff indicated confidence in utilising the Instructional Tactics and Social Skills as defined in the Duncraig Cluster Scope and Sequence and use of at least a minimum number of strategies in their teaching.

School Survey

In 2013 the school staff completed the Staff Satisfaction survey. The results of this survey were seen as largely positive from the 31 staff who completed the survey. Of the 50 statements in the survey, there were 23 statements to which no staff member disagreed, including -
- The school is well organised and runs smoothly.
- The school encourages a sense of pride in achievement and a sense of self-worth.
- Students enjoy being at this school.

There were only 11 statements which were disagreed with by more than one staff member. These included -
- Staff are recognised for their efforts.
- I am happy with the quality of the feedback on my work performance.
- The rules and consequences relating to discipline are enforced in a consistent manner.

In response to these points, initiatives such as reviewing the school’s Behaviour Management Plan and the Performance Management process have been instigated.
Area 3: Leadership: A Shared Approach

Staff at Duncraig PS have opportunities to utilise and develop their leadership skills in a range of ways. In addition to the L5 Principal and L3 Deputy Principal, the school also has a L3 classroom teacher, a Learning Support Coordinator, several senior teachers, Learning Area Coordinators and committee leaders.

Staff are encouraged to participate in the various committees operating in the school, such as the finance committee, the behaviour management committee, the grievance committee and the KidsMatter committee, as well as taking turns at being the staff representative on the School Board.

Staff meetings and School Development Days are held throughout the year and staff are encouraged to deliver internal professional learning sessions in their areas of training. In 2013 this included First Steps Writing, KidsMatter, use of the interactive whiteboards and how to interrogate NAPLAN data.

Staff Performance Management meetings are undertaken several times over a two year cycle and comply with departmental guidelines. Staff are given the opportunity to reflect on their performance and identify areas they wish to develop. Strategies are then put in place to address these goals.

Area 4: Relationships

Student attendance

As can be seen in this graph, student attendance at DPS is strong and consistent. Efforts are made to ensure that absences are authorised and recorded appropriately. Unauthorised absences are followed up promptly by phone call or SMS.

Attitude, Behaviour and Effort

Students’ Attitude, Behaviour and Effort is formally reported to parents twice a year. As can be seen by the graph showing results for Year 2 students, results are generally positive.

The school’s ‘Behaviour Management Policy’, which is currently being reviewed, includes a range of methods in which desirable behaviour is recognised and rewarded, eg, faction points, Aussie of the Month and merit certificates.
KidsMatter

In 2013 Duncraig Primary School enrolled in the KidsMatter program. KidsMatter is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children.

KidsMatter provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

Staff members at Duncraig PS undertook training in KidsMatter in 2013 to better recognise and address students’ social and emotional needs with the intention of further rolling out the scheme in 2014.

Parent Involvement

Parent involvement is encouraged and valued at Duncraig PS. Parents are invited to be involved at the school through opportunities including –

- Being a class helper
- Attending the annual School Open Night
- Participating in surveys, such as the Community Survey and the Open Night Survey.
- Assisting or spectating at sports events, such as the Interschool Swimming Carnival, the Interschool Winter Team games and the Athletics Carnivals.
- Attending the fortnightly assemblies.
- Attending and participating in the dance socials.
- Helping in the school vegie patch and garden areas.

The school appreciates the involvement of parents in the school and hosts a morning tea at the end of the year to show its thanks.

The school is also fortunate to have an active Parent and Citizens (P&C) Committee. Among the events the P&C has held are –

- School Discos
- the Easter raffle
- Lapathon
- Mother’s Day, Father’s Day and Christmas stalls
- Gardening Busy Bee

The P&C also runs the uniform shop and canteen and meets twice a term to discuss future events and how they can further support the school.

Area 5: Resources

The human, physical and financial resources within the school are managed astutely and according to departmental guidelines.

Processes were run to fill teaching and non-teaching vacancies in a professional and ethical manner. All staff have Working With Children cards and all teaching staff are members of the Teacher Registration Board. All staff regularly undergo Performance Management meetings and have professional goals set as part of their agreements.

The physical resources in the school are managed by a range of staff, including cost centre managers, the librarian, the gardener, the registrar and administration. The Building and Grounds Committee, which consists of the principal, the gardener and P&C representatives, have formulated a plan for the continued improvement of the appearance and function of associated parts of the school.

The Finance Committee, chaired by the Registrar, monitors the school’s financial resources.
Environmental Sustainability

The school is a Waste Wise School which recognises the efforts made to recycle materials such as paper, batteries, corks and reading glasses. Water and power are conserved through ensuring lights and air-conditioners are not left on when not required, and taps are not left running. Food waste is used to feed the worms and the worm castings are used to enrich the soil in the vegetable gardens.

Information Communication Technologies

The school is well resourced in Information Communication Technologies (ICT). Each classroom has an Interactive Whiteboard, partly funded by the P&C and a number of networked computers in each class. There also is a computer lab which holds approximately 15 computers which is available for all classes to access.

After much deliberation and research, the school has decided to implement a trial using a small number of iPads and an Apple TV in a classroom for a semester. The opportunity was offered across the school and, via the ICT committee, the decision was made to allow the two Pre-Primary classes be the first to use the devices in 2014. All involved look forward to seeing how these devices might be used to enhance teaching and learning in the classes.

Highlights of the School Year

Highlights of 2013 included:

- Student of the Month, Aussie of the Month and Honour Certificates to recognise exemplary achievement and behaviour.
- Participating in the Interschool Numero Competition.
- Participation by students in Rooms 11, 12, 5 and 6 in the Joondalup Festival.
- Launch of Years 5 / 6 / 7 magazines.
- ‘Buddies’ student mentoring program continues throughout the whole school.
- Swimming Lessons at Craigie Leisure Centre and Mullaloo Beach.
- Athletics and Swimming Carnivals, Interschool Sports Competitions including Cross Country. Faction Captains take on a leadership role during these occasions.
- Jump-Rope for Heart
- P&C Lapathon
- School Disco
- Year 7 Graduation and associated activities.
- Social dance lessons – Dancesport lessons culminating in a Parent / Student social evening to showcase dance development.
- Various excursions including a full school excursion to Herdsman Wildlife Centre, Duncraig Library for Book Week, Year 5 extension group to Duncraig High School to make animated lego models, Jungle Gym, City of Perth Heritage Walk, Joondalup Festival and UWA Microscopy Centre.
- Various incursions including Electric Music, Junkadelic, St John Ambulance for first aid lessons.
- Library ran a Book Fair during National Book Week.
- Music ‘The Biggest Morning Tea’.
• School choir perform in the ‘West Coast Song Fest’ held at the Burswood Theatre.
• Year 7 camp to Ern Halliday in Hillarys.
• ANZAC Assembly
• Fortnightly whole school assemblies – each class host one per year
• Open night to showcase school and children’s work
• Annual Public Speaking competition is held in fourth term.
• Student Councillors and the Leadership training at Perth Convention Centre.
• The Eco Team and their involvement in recycling.
**SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2013**

### Annual Income

<table>
<thead>
<tr>
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<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$15,495</td>
<td>$15,495</td>
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<tr>
<td>2 Charges and Fees</td>
<td>$44,222</td>
<td>$44,222</td>
</tr>
<tr>
<td>3 P &amp; C Contributions</td>
<td>$15,547</td>
<td>$15,547</td>
</tr>
<tr>
<td>4 Fundraising and Donations</td>
<td>$279</td>
<td>$279</td>
</tr>
<tr>
<td>5 State Government Grants</td>
<td>$171,557</td>
<td>$171,557</td>
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<tr>
<td>6 Commonwealth Govt Grants</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>$181,381</td>
<td>$181,381</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$428,481</td>
<td>$428,481</td>
</tr>
</tbody>
</table>

Transfer from Reserves/Gift Funds $7,000
Opening Balance $82,173

**Total Funds Available** $517,654

### Annual Expenditure

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$24,737</td>
<td>$11,059</td>
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<td>2 Utilities</td>
<td>$62,379</td>
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<td>3 Repairs and Maintenance</td>
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<td>4 Building Fabric and Infrastructure</td>
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<td>5 Assets and Resources</td>
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<td>6 Leases</td>
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<td>7 Professional Development</td>
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<tr>
<td>8 Education Programs</td>
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<tr>
<td>9 Student Services</td>
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<tr>
<td>10 Miscellaneous</td>
<td>$5,349</td>
<td>$4,258</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$280,933</td>
<td>$230,143</td>
</tr>
</tbody>
</table>

Transfer to Asset Reserves $42,000

**Total Funds Carry Forward** $194,721

### Cash Position as at: 31/12/2013

- Bank Balance $414,569

**Made up of:**
- 1 Carry Over Grants (committed) $1,300
- 2 Deductible Gift Funds $0
- 3 Trust Funds $0
- 4 Reserves $168,770
- 5 Suspense Accounts $982
- 6 Uncommitted Funds $243,518

**Total Bank Balance** $414,569

### Other financial information

- **Voluntary contributions collection rate** 73.6%
- **Total creditors as at: 31.12.2013** $527
- **Total bad debts written off for the year**
- **Total Debtors as at: 31.12.2013**
- **Total assets/resources written off for the year**
- **Total value of new leases for the year**
Further Information

If you would like to find out more about Duncraig Primary School, you might like to visit the following websites:

http://duncraigps.wa.edu.au/

http://centoff-wdw1.int.det.wa.edu.au/schoolprofile/home.do (Schools Online)

www.myschool.edu.au

Contact

If you wish to contact the school regarding this report or any other matter, please feel free to do so using any of the following methods:

Phone   (08) 9447 8255
Fax     (08) 9447 6000
Email  Duncraig.PS@education.wa.edu.au

Post   Duncraig PS
       Roche Rd
       DUNCRAIG  6023
       Perth      Western Australia

Endorsement

The Chair of the Duncraig Primary School Board has endorsed this document for publication.

Dr Jeremy Shaw
School Board Chair