2014 Annual Report

Everyday in every classroom, every child is learning and achieving
Principal’s Message

Welcome to the 2014 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 2014, Duncraig Primary School continued our focus on ‘everyday in every classroom, every child is learning and achieving. This is reflected through the five strategic themes in our Business Plan 2014 - 2016. These are Learning, Teaching, Leadership, Relationships and Resources.

In 2011 Duncraig Primary began working as an Independent Public School. In 2013 the school participated in its first independent review. The findings of this review have been incorporated into the school’s second Business Plan that was developed in 2014. The complete independent review and Business Plan can be found on the school’s website: www.duncraigps.wa.edu.au

The school continued its focus on achieving a high level of academic performance against like schools in the National Assessment Program - Literacy and Numeracy (NAPLAN) in 2014. This included a review of teaching and learning strategies in the English learning area and the development of a revised school plan. This work will continue in 2015 in the learning area of mathematics.

A major initiative in 2014 was the implementation of the KidsMatter program. KidsMatter is a mental health and wellbeing framework for primary schools. This initiative is part of a three-year plan, following on from the extensive staff professional learning that occurred in 2013. In 2015, the school will continue the professional learning for staff and embedding the program across the school.

For the first time, two cohorts of students left Duncraig to begin their secondary education in 2014. This reflected both the end and beginning of an era with year seven students graduating for the final time from the school. Year six students graduated from Duncraig Primary for the first time and from 2015 will be the senior student group in the school. This change was reflected across the Department of Education with all primary schools concluding their role in the education of year seven students.

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.

Lisa Tucker  B.A., B.Ed
2015 Principal
2014 School Board Report

Independent public school Boards work together with the school’s administration to develop, prioritise and review objectives and policies that aim to achieve the best outcomes for students. The Board also evaluates the school's performance against its own internally established milestones and targets (e.g. the school’s Business Plan) and against benchmarks set at the state and national level (e.g. NAPLAN).

The 2014 Annual Report provides a summary of Duncraig Primary School's (DPS) past and current achievements in the five major school performance improvement target ‘Areas’ and the strategies/initiatives that have been implemented to ensure a positive trajectory for students at DPS. As stipulated in the 2013 independent review, DPS governance is characterised by a “growing culture of collaboration and high expectation” and ‘is well-placed to drive improvements in student performance’. The Annual Report is a key tool in the schools self-reflection process and I encourage all parents to engage with this document and participate in the school’s collaborative ethos.

The DPS Board membership comprises the school principal, elected representatives from the school's staff and parent body and appointed community members with specific attributes relevant to the school's operation. Representatives for the 2013-2014 DPS Board included Mr Gary Stenhouse (principal), Mr Lloyd Morris (staff), Ms Jozie Goodfield (staff), Mrs Meremie Kingham (parent), Mr Luke Halden (parent), Mrs Dianne Laird (community) and Board Chair Dr Jeremy Shaw (parent). In October 2014, the Board also welcomed Mrs Carole Dennehy (parent).

I would like to extend my gratitude to all Board members for their valuable input during the year. The Board also acknowledges the significant contributions made by members of the school’s P&C, who have selflessly donated their time and effort to provide more opportunities for students at DPS. Duncraig prides itself on its community spirit and I thank all parents, extended family and community members who have participated in making the 2013-2014 year such a great success.

In 2014, members of the DPS Board have:
- Reviewed the targets and milestones in the school’s Business Plan
- Reviewed student performance data
- Considered school staffing issues
- Participated in the selection process for the school’s interim principal
- Endorsed the school’s monthly financial statements
- Reviewed the activities of the school’s P&C

Dr Jeremy Shaw
School Board Chair
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 of Hillarys 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.

Duncraig is a Level 5 school with an enrolment of nearly 400 children from Kindergarten to Year 7 in 2014. 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.
Area 1: Learning: Success For All

Duncraig Primary School will foster a learning environment which encourages its students to leave school well prepared for their future, to be happy and secure in themselves and contribute positively to their community.

NAPLAN (National Assessment Program - Literacy And Numeracy)

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in years three, five and seven. The following data is derived from Duncraig Primary’s 2014 NAPLAN results. NAPLAN measures student performance against the national minimum standard. This standard describes some of the skills and understandings that students can generally demonstrate at their particular year of schooling. As can be seen by the following table, the majority of students achieved the national minimum standard or better in all five assessments.

In addition to measuring student achievement against the national minimum standard, NAPLAN also allows schools to measure the achievement and progress of their students against “like” schools. These schools are comparable to Duncraig Primary in key factors such as students’ family backgrounds (parent occupation and education). The following table is a comparative summary of Duncraig Primary’s performance against “like” schools.

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<td>-1.1</td>
<td>-0.0</td>
<td>-1.2</td>
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<td>0.7</td>
<td>-0.0</td>
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<td>0.3</td>
<td>-0.3</td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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<td>-0.9</td>
<td>-0.5</td>
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<td>-0.7</td>
<td>-0.0</td>
<td>0.3</td>
<td>0.8</td>
<td>-1.1</td>
</tr>
</tbody>
</table>

In this table, the top row of cells (Year 3, Year 5, Year 7) indicate the percentage of students achieving the national minimum standard or better for each year. The columns labeled 2012, 2013, and 2014 represent the years of assessment.

- **Above** indicates more than one standard deviation above the predicted score.
- **Expected** indicates within one standard deviation of the predicted school mean.
- **Below** indicates more than one standard deviation below the predicted school mean.
In 2014, numeracy and literacy (reading, writing, spelling and grammar) continued to be a curriculum emphasis at Duncraig Primary. Although the school’s results were generally within the expected range, these results were in negative deviation from the predicted school mean. Further ongoing support will continue for identified individual students and cohorts in subsequent years.

The school’s emphasis on literacy and numeracy has seen some positive indications of improvement.

Numeracy, particularly in year 5 was identified as a specific area at risk in previous years.

The graph to the right indicates positive progress has been made from Year 5 to Year 7 in numeracy. The school is also beginning to see the reversal of downward trends in some assessment areas.

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 diagnostic 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 received a written report on their child’s achievement in this assessment at the end of term 1. Parent meetings with the class teacher were also conducted as required.

Major Improvement Strategies
The following strategies were implemented in 2014:

- Development of a new Business Plan 2014 - 2016 with revised literacy and numeracy targets, strategies and milestones
- Development of a revised whole school literacy plan
- Professional learning in literacy for staff
- Provision of additional staff to support student learning in literacy and numeracy.
Area 2: Teaching: Sound Teaching

Staff at Duncraig Primary School are committed to continuous improvement and the delivery of high quality, motivating and engaging teaching and learning programs.

Australian Curriculum
In 2014 the Australian Curriculum phase 1 learning areas of English, mathematics, science and history were fully implemented. The Australian Curriculum is a national syllabus, determining the curriculum content for the student year levels from foundation (Pre-primary) to year ten. At Duncraig Primary, teachers now teach, assess and report student achievement against all phase 1 learning areas.

Professional Development
All staff have engaged in Professional Learning. Professional learning is a requirement of the Teacher Registration Board. Professional learning content is chosen according to the identified needs of the school and individual performance management goals.
Professional learning undertaken by staff in 2014 included:

- Australian Curriculum
- Jolly Phonics resource
- Early Years Learning Framework
- Mathematics – Problem Solving
- National Quality Standards – early childhood education
- WA Curriculum and Assessment Outline
- I Get It - Comprehension
- Social and Emotional Learning – Kids Matter and Friendly Schools Plus
- Information and Communication Technologies
- Student Health – Anaphylaxis and Epilepsy

Teacher Judgements – Reporting to Parents
Teachers at Duncraig Primary make a professional judgement of the academic achievement of their students twice a year. Generally, teacher judgements are comparable when equated to similar schools. To ensure consistency within and across student cohorts, teachers engage in moderation activities with colleagues. This graph demonstrates that the teacher judgements for Year 5 students in numeracy compared to the grades given to students in “like schools” and also across the state.

Instructional Excellence
Duncraig Primary has continued to implement a common instructional intelligence pedagogy across the school where common strategies and tactics are embedded in daily classroom practice. Two accredited instructional intelligence staff leaders model best practice and provide ongoing leadership to colleagues. As a result of a staff survey in 2013, all staff have 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 Staff Opinion Survey
In 2014 the school staff completed the staff component of the National School Opinion Survey (NSOS). The results of this survey have been included in a following section of this report.
We promote leadership, collaboration and the ability to work together to achieve desired outcomes.

Leadership Structure
Throughout 2014, staff at Duncraig Primary had opportunities to utilise and develop their leadership skills in a range of ways. The 2014 school leadership team comprised of the following staff:

- Level 5 Principal
- Level 3 Deputy Principal
- Level 3 Classroom Teacher
- Learning Support Coordinator
- Senior teachers
- Cost centre managers

Staff were provided with the opportunity to participate in various committees operating in the school, including the finance, behaviour management, grievance and KidsMatter committees, as well as nominating as the staff representative on the School Board. An English learning area curriculum working party was also established to develop the school’s operational plan.

Professional Learning Facilitation
Professional learning is an emphasis during staff meetings and school development days where the school’s leadership team share their knowledge with colleagues. In 2014, Duncraig Primary staff facilitated professional learning in the following:

- KidsMatter resource
- Friendly Schools Plus
- Students at Educational Risk
  - Individual Education Plans
- ‘I Get It’ Comprehension resource

Performance Management
The performance management process for staff has a focus on individual goal-setting and is implemented over a two year cycle. Regular line manager meetings occur throughout this time where 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: Safe and Caring Learning
We develop and strengthen the involvement of local families and wider community in our school to improve outcomes for students at Duncraig Primary School.

Student Attendance
Student attendance at Duncraig remained at a high and consistent level. Students in years one, two, three, four and six were above the WA Public Schools average. Parents receive regular reminders about the importance of attending school on a regular basis and ensure their children are supported in their attendance. Furthermore, through procedures are in place to ensure students attend school at an acceptable level. This occurs through the creation of a safe and comfortable learning environment and also by prompt follow up on unauthorised absences. Where unexplained student absences occur, they are followed up by phone call, SMS or a letter home to parents.
Student Attitude, Behaviour and Effort
The attitude, behaviour and efforts of students at school are formally reported to parents twice a year. As can be seen by the following graph, the results of students in years two, four and six students, are positive. A high percentage of students are at a consistent level. Students are encouraged to do their best in all areas of school life.

Attitude, Behaviour and Effort Graph Assessment Profile:
1. Works to the best of his / her ability
2. Shows self-respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions.

Duncraig Primary School Behaviour Management
The school's Behaviour Management Policy is focused on acknowledging positive behaviour in our students. This includes a range of methods in which desirable behaviour is recognised and rewarded. This includes whole school rewards comprising of faction points, faction reward play, Student of the Month awards, praise from administration and merit certificates. Classroom- based rewards are also in place across the school.

Social and Emotional Well-being
In 2014, Duncraig Primary School implemented 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 evidence-based 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 Primary undertook professional learning in KidsMatter in 2013 to better recognise and address students’ social and emotional needs. Implementation of the program began in 2014 and will continue throughout 2015.
Student Enrolment
Student enrolment grew significantly in 2014, from approximately 300 students in 2013 to over 325 students in 2014.

Even though year 7 students will no longer be enrolled in primary school in 2015, the graph to the right indicates that student numbers are likely to remain stable in 2015.

Parent Involvement
Parent involvement is valued and therefore encouraged at Duncraig Primary. Parents are invited to be involved at the school through a range of opportunities. In 2014, these included:

- School Board membership
- Becoming a member of the P&C and attending P&C meetings and organised events
- Volunteering as a parent helper in the classroom
- Attending the annual school open night
- Attending special ceremonies such as Anzac Day
- Participating in surveys, such as the bi-annual parent satisfaction 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 kitchen garden

The school is fortunate to have an active Parent and Citizens (P&C) Committee
Among the events the P&C held in 2014 include:

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

School Parent / Carer Opinion Survey
In 2014 the school parent/carer community completed the parent component of the National School Opinion Survey (NSOS). The results of this survey have been included in a following section of this report.
Area 5: Resources: The Physical and Natural Environment

Duncraig Primary School models environmentally responsible behaviour and implements a curriculum that promotes responsible attitudes and behaviours towards resources.

School Staff
The human, physical and financial resources within the school continued to be managed astutely and according to departmental guidelines.

At Duncraig Primary, we recognise that one of our most important resources are our staff. Highly skilled teachers and support staff are instrumental in achieving a high quality learning environment for our students. In 2014, processes were conducted to fill teaching and non-teaching vacancies to ensure staff selected reflected the context and identified needs of our school. All staff regularly participate in performance management processes and have professional goals set as part of their agreements.

A range of staff, including cost centre managers, the Registrar and Principal, manage the physical resources in the school. The Finance Committee, chaired by the Registrar, monitors the school’s financial resources.

Grounds and Buildings
There is strong community input into the development of the school’s grounds with three committees established for this purpose. These committees included school staff, P&C representatives, the School Board and wider members of the community. The school’s Building and Grounds committee formulated a plan for the continued improvement of the appearance and function of associated parts of the school. Additional committees focused on the school’s kitchen garden and the creation of a nature playground.

Environmental Sustainability
The school continued as a Waste Wise School, which recognises the efforts made to recycle materials such as paper, batteries, corks and reading glasses. Water and power were conserved through ensuring lights and air-conditioners were not left on when not required, and taps were not left running. Food waste was used to feed the worms and the worm castings were 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 laboratory that holds approximately 15 computers, available for all classes to access.

Student access to tablet technology was continued, following a successful trial in 2013. The school’s ICT committee considered expressions of interest and a decision was made to allow the two Pre-primary classes initial access to the devices in 2014. Further expansion of the tablet technology program is anticipated in 2015.
National School Opinion Survey

In 2014, all West Australian public schools administered the parent, student and staff National School Opinion Survey (NSOS). The results of this survey are included below.

Student Survey

Parent Survey

Staff Survey

Rating Score
- Strongly agree 5
- Agree 4
- Neither agree nor disagree 3
- Disagree 2
- Strongly disagree 1
Highlights of the 2014 School Year

Highlights of 2014 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 in the City of Joondalup Festival
- ‘Buddies’ student mentoring program continues in the school
- Swimming Lessons at Craigie Leisure Centre and Mullaloo Beach
- Athletics and swimming carnivals, interschool sports competitions including cross-country with faction captains taking on a leadership role during these occasions
- Jump-Rope for Heart
- P&C school disco
- Year 6 and 7 graduation and associated activities
- Social dance lessons ‘Dancesport’ culminating in a parent / student dance showcase
- Class excursions including Kings Park and Whiteman Park
- School incursions
- School Pyjama Day
- Visual Art Show
- Book Fair during National Book Week
- Book Week parade
- School choir performances
- Year 6 and 7 camp to Ern Halliday in Hillarys
- Anzac Ceremony
- Fortnightly whole-school assemblies with each class hosting one per year
- Open Night to showcase school and children’s work
- Annual Public Speaking competition
- Student Councillors participate in a leadership conference at the Perth Convention Centre
- The Eco Team and their involvement in recycling
### Annual Income

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<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$612</td>
<td>$16,689</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$45,530</td>
<td>$50,963</td>
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<tr>
<td>3 P &amp; C Contributions</td>
<td>$3,341</td>
<td>$19,213</td>
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<tr>
<td>4 Fundraising and Donations</td>
<td>$2</td>
<td>$1,205</td>
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<tr>
<td>5 State Government Grants</td>
<td>$169,462</td>
<td>$183,722</td>
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<tr>
<td>6 Commonwealth Govt Grants</td>
<td>$1,715</td>
<td>$6,860</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>$2,512</td>
<td>$37,493</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>$222,974</td>
<td>$315,534</td>
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<tr>
<td>Transfer from Reserves/Gift Funds</td>
<td>$27,639</td>
<td>$27,639</td>
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<tr>
<td>Opening Balance</td>
<td>$245,514</td>
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**Total Funds Available**: $496,127 (Budget) $588,687 (Actual)

### Annual Expenditure

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<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$29,070</td>
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<tr>
<td>2 Utilities</td>
<td>$81,821</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>7 Professional Development</td>
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<td>8 Frailcation Programmes</td>
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<td>9 Student Services</td>
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<tr>
<td>10 Miscellaneous</td>
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<td><strong>Total Expenditure</strong></td>
<td>$369,857</td>
<td>$281,104</td>
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**Transfer to Asset Reserves**: $36,000 (Budget) $36,000 (Actual)

**Total Funds Carry Forward**: $90,270 (Budget) $291,584 (Actual)

### Cash Position as at: 31.12.2014

- **Bank Balance**: $408,105
- **Made up of**:
  - 1 Carry Over Grants (committed): $0
  - 2 Deductible Gift Funds: $0
  - 3 Trust Funds: $0
  - 4 Reserves: $177,131
  - 5 Suspense Accounts: $900
  - 6 Uncommitted Funds: $290,006
- **Total Bank Balance**: $468,105

### Other financial information

- **Voluntary contributions collection rate**: 70.4%
  - **Total creditors as at: 31.12.2015**: $5,100
  - **Total Debtors as at 31.12.2014**: nil
- **Total assets/resources written off for the year**: Total value of new leases for the year

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**A brief comment on the financial performance for the year:**
Further Information

If you would like to find out more about Duncraig Primary School, you may wish 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