



DUNCRAIG PRIMARY SCHOOL



Annual Report 2022

Excellence. Every day.

Dun Craig Primary School Annual Report 2022

The 2022 Annual Report provides the community with key information about Dun Craig Primary School's academic and non-academic performance for the 2022 school year. This annual report details the school's achievements and our challenges.

Over the past 12 months the Dun Craig Primary School Board and staff have continued to work together to meet the targets of the existing School Business Plan and work collaboratively to build the next one, 2023-2025. During this time, all stakeholders have continued to reflect on what the school has achieved; what has worked, what hasn't and what we need to do to improve. The school community recognised the five key areas to build the ultimate outcome - Successful Students.

Area 1: Teaching

Area 2: Learning Environment

Area 3: Resources

Area 4: Leadership

Area 5: Relationships

At Dun Craig Primary School, we believe our students learn best when supported with teaching and learning experiences that challenge them to accomplish their very best. During 2022, we refined our vision to "Excellence. Every day." This vision is applied to ourselves, as educators, our students and the positive relationships we build with our parents. Families at our school are encouraged to actively engage in their child's educational journey, as we work together, to provide a school experience that is academically, socially and emotionally rewarding for all students.

Nicole Borbas
Principal



Dun Craig Primary School Board Report 2022

The boards of Independent Public Schools 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 has been evolving in our direction and focus to ensure the best for our students. Utilising the information gathered through staff, student and family surveys, as well as NAPLAN data, the schools strategic plan has been continually consulted to analyse our current objectives and set future targets. The Dun Craig Primary School (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.

As always, we strive to oversee growth in student overall development, as well as the overall health of the school in general. The work undertaken by our Building and Grounds committee continued and through engagement with school staff, the Department of Education and the local member, maintenance and upgrades have continued to be undertaken to school buildings and facilities. Another area of continued improvement is within the board itself, building upon the improvements that were implemented last year to improve the culture, transparency and functioning of the board. This included Good Governance training for new Board members and a School Board Workshop for the Principal and Chair. We hope that this will provide better support for Dun Craig to ensure that we meet the needs of the community and perform in their best interests.

The School Board recognises the tireless efforts that the P&C has undertaken this year. It was fantastic to see a new group of parents forming the P&C this year and succeeding in all areas. Through the selfless donation of their time and effort, the P&C members worked to ensure that they not only have unique and enjoyable ways of raising funds for projects that support and assist our school, but also bring the community together. We must also acknowledge the dedication of our teachers and support staff who are ensuring that our school goes from strength to strength each year. We wish all of them the best for 2023.

In 2022, members of the DPS Board have:

- Reviewed student performance data;
- Reviewed parent feedback via Parent forums conducted by the school;
- Endorsed the school's financial statements and Annual Budget;
- Endorsed school development days for 2023;
- Endorsed booklists for 2023;
- Reviewed the activities of the school's P&C;
- Conducted public meetings;
- Reviewed Board performance after meetings;
- Reviewed activities and feedback from the school's Building and Grounds committee;
- Endorsed the ongoing commercial license for on-site OHSC provider;
- Endorsed the use of school facilities for additional after school programs;
- Endorsed increase to voluntary P&C contributions and charges to provide additional resourcing to various school based activities;
- Reviewed the School's Business Plan 2023-2025;
- Reviewed the use of social media as a supplementary communication tool and supported staff in the establishment of the Dun Craig Primary School Facebook page; and
- Reviewed updates to the Dun Craig Primary School Board Terms of Reference.

I have had the privilege of serving in the role of Chair of the School Board for the past twelve months and have enjoyed the opportunity to work alongside the staff, parents and members of the community who have offered up their time to serve our school in performing the duties required by the Board. I would like to thank you all for your ongoing efforts.

Tom Hockley
2022 Board Chair

School Organisation and Structure Staff 2022

Principal

Nicole Borbas

Deputy Principals

Michelle Moyes
Leah Clegg
Jenny Cole

Manager Corporate Services School Officer

Jennifer Ryan
Sue Hutchinson
Leanne Gray

Teaching Staff

Rebekah Rossi
Rachael Waters
Leonie Hetebry
Tara Phillips
Lindsay Calton
Malinda Cowton
Helen Spiers
Sandy Firman
Susie Wass
Kelly Edwards
Alex Collett
Elena Adams
Jenny Cole
Louise Oldroyd
Felicity Wensinger
Tarryn Mosconi
Amy Jones
Ted Orzel
Janet Wilderspin
Nadine Jackson
Jan Ruscoe
Stephen Miller
Joanne Watkinson
Angela Coombes
Mathew Zanatta
Sara Orford
Maddalena Finnie



Education Assistants

Janette McConkey
Anna Garie
Trisha Hazell
Dianne Tastula
Nadine Krauskopf
Paula Kunzli
Janet Phillips
Julie Trew
Michelle Gabrielli
Agnes Ruzics
Carolyn Sheehan

Chaplain

Rumbi Tsokota

School Psychologist

Jan McArthur

Library Officer

Linda Key

Gardener

Gary Holmes

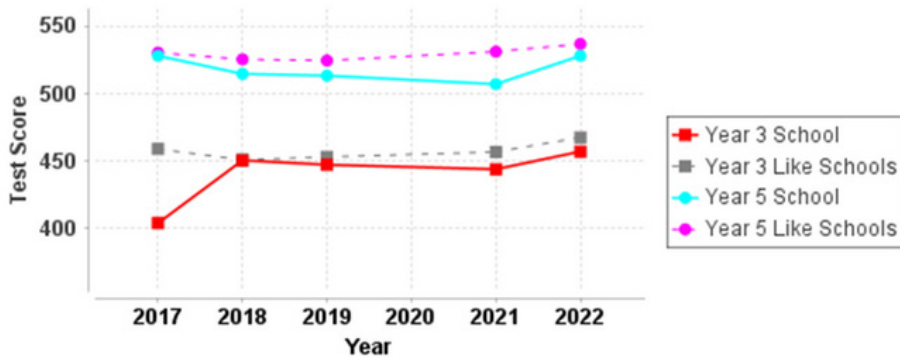
Cleaners

Wendy Beattie
Alison Wilson
Punpavee Vorapun
Allan Wilson

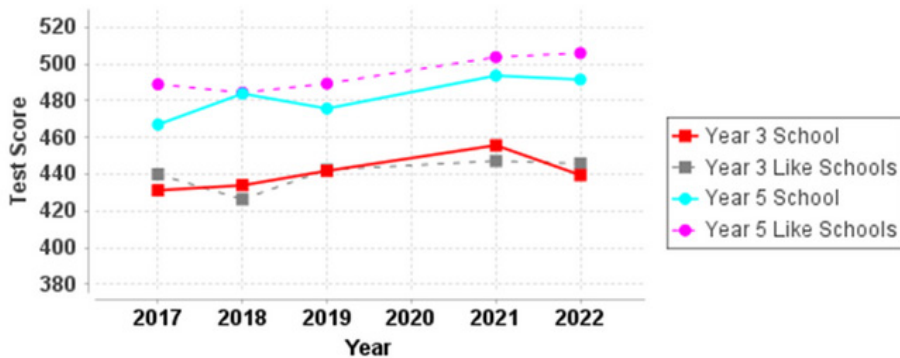


NAPLAN 2022 - English Results

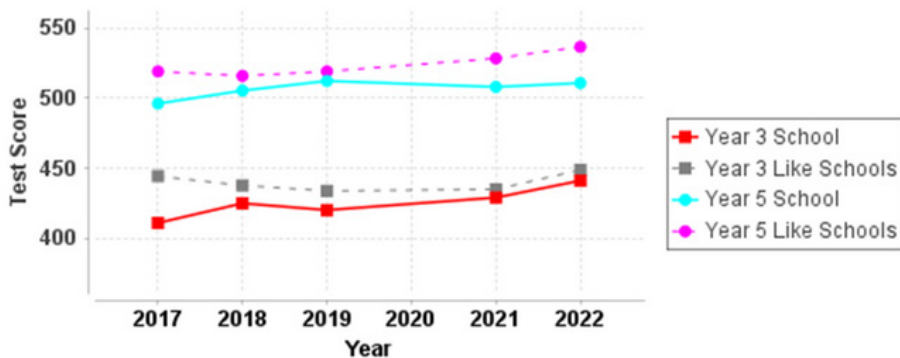
Average Reading Score



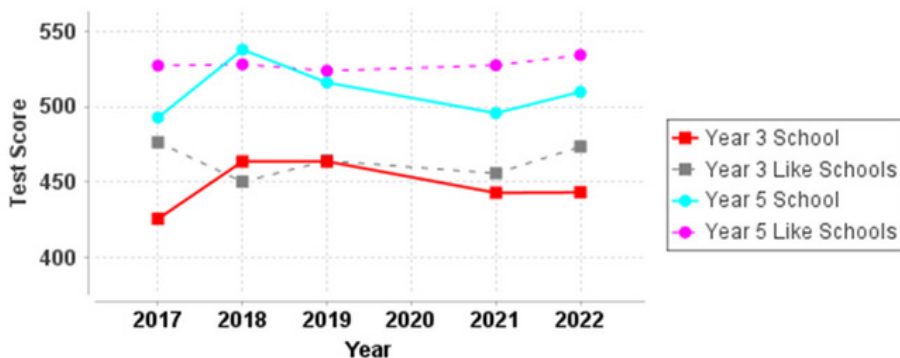
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score



2022 NAPLAN data demonstrates an upward trend in Reading achievement, with Year 3 and 5 students performing slightly below Like Schools. The introduction of Literacy Pro Reading Program and Letters and Sounds in K-2 is likely to be contributing to increased performance overall. In other areas of the English assessments, both Year 3 and Year 5 students are performing below Like Schools, although there are upward trends in Spelling and Grammar and Punctuation. The introduction of Soundwaves from Years 3-6 and K-2 Letters & Sounds is beginning to make a difference. In 2022, there was a downward trend in Writing achievement, despite this area being an area of growth in 2021 NAPLAN.

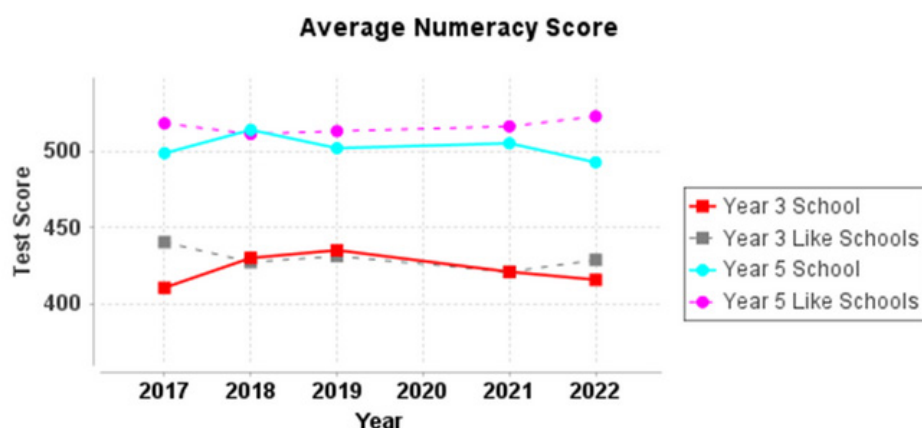
When analysing Individual Test Data for the Year 3 and Year 5 students in 2022, there is a significant pattern of achievement. Across all English assessments, our students compared similarly to Like Schools. Notably, Duncraig Primary School had a greater percentage of students in the Middle 60%, but fewer students in the Top 20% for achievement. This indicates a need for moving those students who are achieving at Band 4 in Year 3, and Band 6 in Year 5; concentrating on how we can boost those students in order for them to move up into the higher Bands and be comparable to Like Schools for student achievement in the Top 20%.

Future Directions - English

- Continue to collaboratively plan, teach, monitor and assess in writing using the whole school Talk 4 Writing text plan.
- Teachers will provide worked examples that demonstrate to students the steps required to understand writing skills and concepts.
- Consistent use of vocabulary walls in the junior years (PP-2).
- Implement magpie journals throughout each senior primary class (3-6).
- Continue to provide professional learning opportunities to members of the English team to lead the implementation of the T4W programme e.g., school visits, work shadowing, T4W masterclass.
- Develop and implement a whole school grammar scope and sequence to support the explicit teaching of grammar and punctuation.
- Implement a coordinated whole school guided reading approach that aligns with the Duncraig Instructional Model.
- Teachers will explicitly teach reading strategies as outlined in the whole school reading scope and sequence.
- Teachers will use questioning strategies to enable frequent checks for understanding and comprehension when reading.
- Continue to implement an independent reading program in the early years which inspires and motivates all students to read.
- Develop a whole school reading initiative which aligns 'at home' reading practices.
- Continue to celebrate reading accomplishments using Literacy Pro program incentives through DPS website, assemblies, news update and at cohort levels.
- Use assessment data from PAT-R adaptive test to inform the teaching and learning program.
- Teachers will utilise Elastik data to plan, assess and track student growth.
- Sort reading resources from reading room with some unused items being culled.
- Implement a diagnostic approach to assess Letters and Sounds in PP-2.
- Implement MiniLit as an early intervention program, targeting bottom 25% of students. (Year 1 and 2 students)



NAPLAN 2022 - Mathematics Results



Future Directions - Mathematics

- Whole school implementation of common mathematical language through Paul Swan Maths Routines Warm Up Activities.
- Whole school planning within cohort groups linked to term overviews and POLT targets.
- Learning Intentions and Success Criteria clearly stated during lesson instruction as per DIM.
- Staff participate in whole school disciplined dialogue regarding data.
- Mathematical games morning each term to promote mathematics.
- Create a milestone document that back maps what has been covered and where to from here for Paul Swan's Whole-School Approach to Problem Solving and Word Problems (timeline document to be formulated by Maths Team).
- Purchase additional literature books for each proficiency strand stored in Maths Resource area within the library.
- Further embed Mathematics Scope and Sequence into DPS Maths Curriculum.
- Maths Factor to demonstrate increased rigour through alignment with each year level Scope and Sequence.
- Westwood testing continued. Milestone booklets (Paul Swan) for IEP children.

2022 NAPLAN Numeracy data demonstrates a downward trend in Year 3 and 5 achievement, and below Like Schools. Year 3 students performed closer to Like Schools.

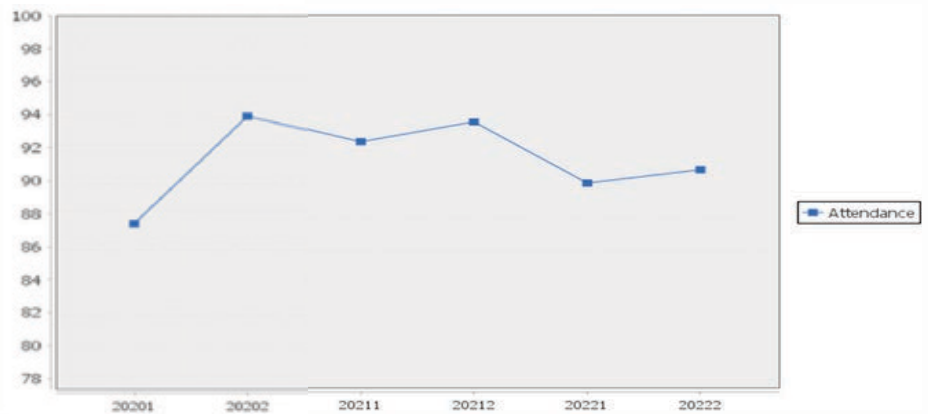
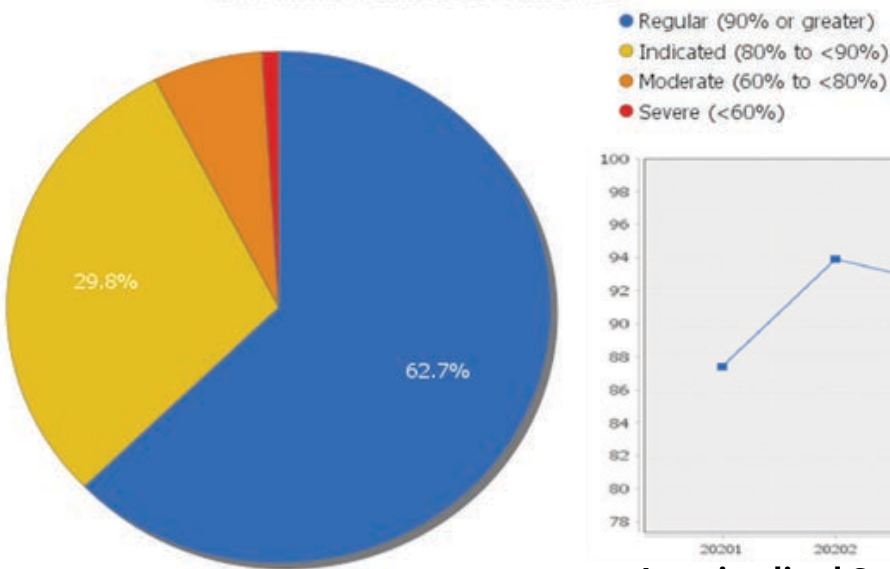
Once again, when looking at Individual Test data, our students tended to perform comparably to Like Schools with students who achieved in the Bottom 20%, however, we are behind Like Schools when we look at achievement in the Top 20% of students. Many of our students performed in the Middle 60%, and this indicates a need to push those middle students into the higher bands.

In 2022, Curriculum Leadership continued to focus on Paul Swan Maths resources, and staff implemented High Impact Teaching Strategies in Mathematics. Additionally, Westwood Maths assessments and PAT Numeracy were utilised to analyse further Mathematics data.



Student Attendance 2022

Attendance Profile 2022 Semester 2



Longitudinal Student Attendance Data

Attendance Rate by Collection Period

There was a noticeable decline in student attendance data in 2022, when compared to previous years (with the exception of Semester 1 2020, when COVID first impacted student attendance data).

2022 was the first year when Western Australian school students were directly impacted by COVID with mandated quarantining and widespread disease. Semester 1 attendance was most affected, with the attendance rate starting to rise again in Semester 2. This data reflects what was happening in the community at the time, as quarantining periods were reduced and close contacts became irrelevant.

More significantly, are the number of students who were at risk - Moderate or Severe attendance, at the end of Semester 2. While some of these students are impacted by disability or health needs, there are proactive steps that we can make at a school level to improve attendance for individual students. These include:

- Continue to utilise a case management approach to at risk students.
- Provide time for class teachers or Admin to make phone calls to follow up attendance.
- Continue to build relationships with parents and families to ensure open communication about attendance.
- Provide opportunities for students to participate in school activities that are not academic—Sporting, Minecraft Club, board games.
- Promote school attendance and attendance data on social media, in newsletters and school website.
- Liaise with School Chaplain and School Psychologist in order to support those students and families where anxiety and school refusal is evident.



School Culture Self-Assessment Survey - Relationships

	Strongly disagree		Disagree		Unsure		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about the activities of this school	3	4%	8	9%	12	14%	48	56%	14	16%
I am provided with opportunities to actively engage in my children's education 🤔	8	10%	25	30%	12	14%	28	34%	10	12%
I am comfortable to approach the school to discuss my children's progress	2	2%	7	8%	6	7%	48	56%	22	26%
The staff care about my children ★	1	1%	2	2%	10	12%	40	47%	32	38%
Teachers at our school are professional, committed and enthusiastic ★	3	4%	4	5%	5	6%	39	46%	34	40%
Staff and students at this school respect each other ★	3	4%	2	2%	7	8%	46	54%	27	32%
I feel like the staff are working with me in preparing my children for the next stage of their education ★	5	6%	7	8%	20	24%	38	45%	15	18%
I feel welcome in my children's classrooms	6	8%	3	4%	15	19%	31	39%	24	30%
The school recognizes students for their progress and achievements	2	2%	4	5%	15	18%	49	58%	15	18%
The school values the role of parents as partners in education 🤔	2	2%	16	19%	16	19%	36	42%	15	18%
I feel welcome when I am in the school ★	-	-	2	2%	8	10%	47	57%	26	31%
I am made to feel welcome when I attend the front office	4	5%	11	14%	10	12%	37	46%	19	23%
Our school council values the opinion of the community when big decisions need to be made 🤔	1	1%	5	6%	43	53%	20	25%	12	15%
Our school council is representative of our school community 🤔	-	-	4	5%	47	58%	19	23%	11	14%

In May 2022, the School Culture Self-Assessment Survey was completed by parents. One domain of the Survey - Relationships, is included in our Annual Report data.

Areas to celebrate:

- Recognition that staff care about students.
- Teachers are seen as committed, professional and enthusiastic.
- Mutual respect between staff and students.
- Recognition of school-parent partnerships.
- Parents feel welcome in the school.

Some areas to think about:

- Increased opportunities for parents to actively engage in students' education.
- Communication of the value of parents as partners.
- School Board valuing the opinion of the community.
- The school council being representative of the community.



Going Forward:

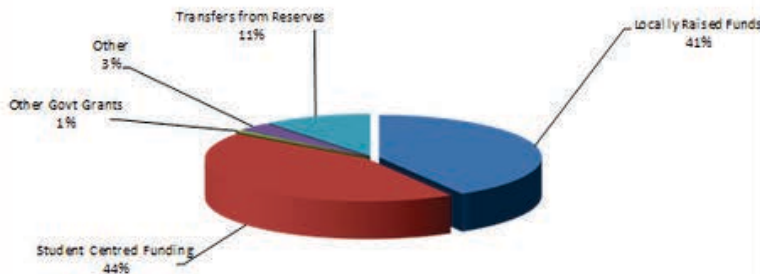
- Ensure clear communication through classroom Connect, Seesaw and parent meetings, regularly.
- Consider an Open Night to showcase learning in Term 3, 2023.
- Provide communication from the School Board in newsletters, and web-page updates.
- Continue to engage the community and students to enable community and student voice to be considered in decision making.
- Administration staff to continue to be visible before and after school, to talk with parents and connect with students.

2022 Highlights

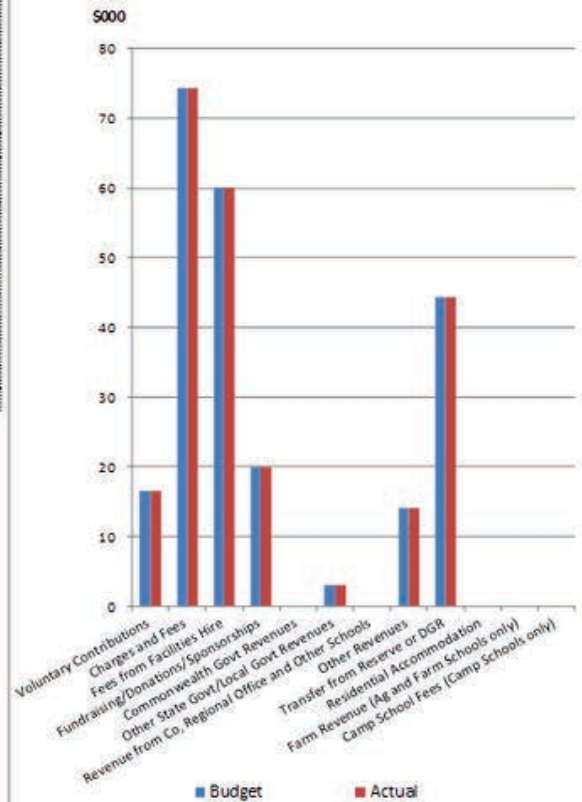


Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 16,477.00	\$ 16,477.00
2 Charges and Fees	\$ 74,282.00	\$ 74,332.50
3 Fees from Facilities Hire	\$ 60,000.00	\$ 60,000.00
4 Fundraising/Donations/Sponsorships	\$ 19,928.00	\$ 19,928.58
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 14,085.00	\$ 14,085.04
9 Transfer from Reserve or DGR	\$ 44,336.00	\$ 44,336.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 232,058.00	\$ 232,109.12
Opening Balance	\$ 160,970.85	\$ 160,970.85
Student Centred Funding	\$ 179,344.00	\$ 179,343.83
Total Cash Funds Available	\$ 572,372.85	\$ 572,423.80
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 572,372.85	\$ 572,423.80

Actual Year to Date by funding sources

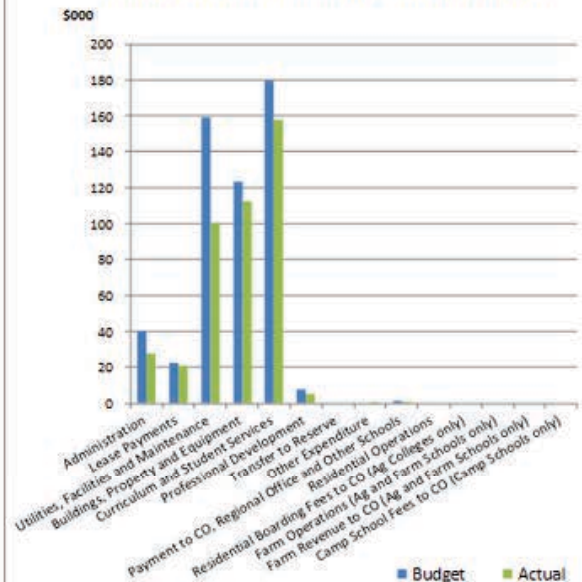


Locally Raised Revenue - Budget vs Actual

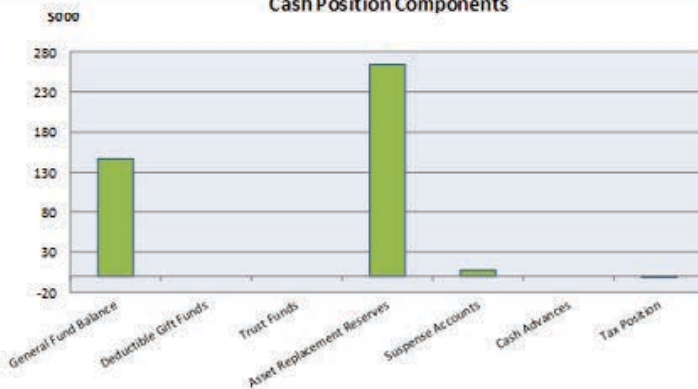


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 40,292.00	\$ 27,319.82
2 Lease Payments	\$ 22,500.00	\$ 20,990.42
3 Utilities, Facilities and Maintenance	\$ 159,000.00	\$ 100,359.64
4 Buildings, Property and Equipment	\$ 123,301.00	\$ 112,475.55
5 Curriculum and Student Services	\$ 179,865.00	\$ 157,996.46
6 Professional Development	\$ 8,000.00	\$ 5,454.77
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ -	\$ 334.33
9 Payment to CO, Regional Office and Other Schools	\$ 1,660.00	\$ 940.00
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	\$ 534,618.00	\$ 425,880.99
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 534,618.00	\$ 425,880.99
Cash Budget Variance	\$ 37,754.85	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
Bank Balance	\$ 416,552.53
Made up of:	
1 General Fund Balance	\$ 146,542.81
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 263,776.88
5 Suspense Accounts	\$ 7,604.84
6 Cash Advances	\$ -
7 Tax Position	\$ (1,372.00)
Total Bank Balance	\$ 416,552.53