



DAVALLIA PRIMARY SCHOOL

2018 Annual School Report



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From the Principal

It is a privilege to be the Principal of Davallia Primary School. Davallia Primary School continues to be a live and vibrant place of learning, which is built on our four core values of Respect, Responsibility, Perseverance and Innovation. These values underpin, drive and are reflected in all operations of our school. Our students are what makes our school such a fantastic environment to work in. They are interested, engaged, polite and respectful. On a daily basis, they endeavour to be the best version of themselves.

We believe learning at Davallia Primary School is not solely about academic attainment but learning should focus on the development of the whole child. Staff achieve this through the delivery of a well-balanced and carefully crafted learning program reflective of the academic, emotional, social and physical development of each and every child. As always, our learning is carefully wrapped up in a whole lot of healthy fun.

In 2018, staff have continued the work to improve student performance. Staff have accessed quality professional learning to continue to build the capacity of each staff member to deliver a quality and targeted learning experience for each child. Our school holds the belief that each and every child is differently able. As such, the individual needs of each child is our focus. This has seen the delivery of a case conference model for students with specific learning needs bringing together key stakeholders to provide collective support for individual children.

Our school prides itself on having a strong, meaningful and productive relationship with our school community. Our success in this regard sees Davallia Primary School viewed as a community school which has proactive and frequent community involvement.

In 2018, there was a whole school focus on improved communication processes across the school. This has seen the launching of a new school website, the implementation of the Department of Education's CONNECT platform and the refinement of a structure to be implemented for all parent/teacher interviews.

The Annual School Report provides our community with valuable information regarding school performance, financial position and some of the activities and celebrations Davallia Primary School has experienced during 2018.

John O'Neill
Principal



From the Board Chair

Davallia Primary School continues to go from strength to strength with their focus on continuous improvement for the betterment of their children's education. In addition to continuing the work on living the school values, forward planning is in place to grow the children's education in readiness for changes in the education system and life skills. Through planning for the future, staff as well as children are modelling Respect, Responsibility, Perseverance and Innovation.

2018 saw the launch of the new school website. This website enhances communication between families and staff. A much improved way to disseminate information, the website allows families to make quick checks on the calendar to give them their child's teacher email address. It is vibrant and intuitive and informs all who visit of various programs that are featured at the school.

The Board is very appreciative of the steps being taken to build the capacity of our technology both physically for the school and preparing students for even further emersion in this area. Programs such as the 'Typing Tournament', building on the students' keyboard and mouse skills, are essential for the exciting times ahead for the school and the future in education.

The Board supports the school efforts in ensuring a balance between technological and physical exploration within the children's curriculum. The development this year of the nature playgrounds enables the children to get physical, explore their abilities and practice sustainable learnings. None of this would be possible without the continued commitment of the P&C. Their support of the direction the school wishes to take enables continued innovation in delivering the curriculum which keeps Davallia Primary School known and sought after for its community spirit and teaching methodologies.

The contribution of the Principal, Associate Principals, teaching staff, non-teaching staff and administration staff demonstrate on a daily basis the "Davallian Way." Again, this continues to be exhibited to the surrounding community the role the school plays in developing the young citizens who will become contributing residents where ever they may live.

The Board would like to acknowledge the commitment by P&C and staff to uphold their professionalism and continue to deliver high quality programs for the children that are responsive to change and inclusive by nature.

In 2018 the school Board consisted of school community members, Mr Adrian Fuller, Mrs Kat Perincek and Mrs Robyn Horsman. A further four staff, Mr Mark Leaning, Mrs Denise Lynch, Mrs Sunny Kendrick and Mr John O'Neill, with Dr Mandie Shean and myself, Robyn O'Neill, continuing as a wider community representatives. Together, the Board continued to support the school administration team to provide oversight and advice where required.

The Board purpose is:

"Reflective of the school's values, the Board of Davallia Primary School works with the school community to achieve the best outcomes for students. It achieves this by contributing to good school governance so that school resources are used efficiently to meet school priorities and the needs of students."

I would like to thank all Board members for their commitment to Davallia Primary School, and continuing to undertake the purpose of the board with great consideration and passion resulting in an amazing satisfaction result from the families for the school as a whole.

Finally to our amazing students and student leaders. Thank you for your adaptability, your eagerness to learn, your talents and strengths and your diverse kind natures. You continue to act in the "Davallian Way".

Mrs Robyn O'Neill
Board Chairperson
December 2018

Board Membership and Actions

School Board Membership

Parent Representatives

Mrs Robyn O'Neill	Board Chairperson
Mrs Kat Perincek	Parent
Mrs Robyn Horsman	Parent
Mr Adrian Fuller	Parent

Community Representative

Dr Mandie Shean	Community Member
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Staff Representatives

Mrs Sunny Kendrick	Staff
Mrs Denise Lynch	Staff
Mr Mark Leaning	Staff

School Principal

Mr John O'Neill	Principal
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2018 Board Actions

- Reviewed and endorsed the 2018 One-line Budget
- Initiated letters of thanks to supportive community organisations
- Reviewed and endorsed the Adverse Weather policy
- Reviewed and endorsed the Complaints Management policy
- Reflected on the Board's Code of Conduct
- Discussed Reconciliation Action Plan (RAP) and supports the school investigating our own RAP
- Approved and endorsed the 2018 Funding Agreement
- Perused and approved the 2017 Annual School Report
- Provided recognition of and celebrated staff achievements
- Analysed the 2018 National Schools Opinion Survey data and identified future actions
- Approved the 2019 & 2020 Booklist supplier – Champion Education
- Approved the Delivery and Performance Agreement
- Monitored the Financial Management of the school
- Undertook school community survey regarding school uniform and approved additional items to the school uniform
- Approved the 2019 Voluntary Contributions and Charges Schedule
- Reviewed the Board Terms of Reference
- Endorsed the 2019 School Development Days
- Reviewed and endorse the Behaviour Management policy
- Recognised and celebrated the contributions of outgoing School Board Chairperson – Mrs Robyn O'Neill

School Context

Davallia Primary School is situated in the established northern suburb of Duncraig and is well regarded as a school of quality by the community it serves.

Built in 1974, the school now boasts a student enrolment of over 490 students. Our focus for each student is to develop their academic, social and emotional potential. We recognise all students are differently able and as such, our school caters well for academically strong students and equally for students who have specific learning needs.

Staff are highly motivated and well skilled. Their collective and collaborative efforts are focussed on the individual child, providing learning opportunities to access and engage with an appropriately challenging curriculum. With high expectations being the norm for staff and students, we at Davallia Primary School are committed to the notion of continuous improvement. Staff routinely access quality professional learning opportunities to further develop their extensive educational knowledge and skills.

School facilities continue to be a focus of development. Our school has achieved many goals and improvements in infrastructure over many years by accessing a range of funding from a variety of sources including Federal Government, Department of Education Capital Works Program, Care for Kids, Carine IGA and our amazing P & C Association. Recent developments include 2 x Nature Playgrounds, new Gardeners Workshop, new Sports Store, sports surfaces renewal, outdoor stage area, ICT provisions, flexible learning furniture and performing arts multimedia upgrades, just to name a few!



Vision

“To grow resilient individuals who strive to reach their personal potential, live by our values and contribute to their community.”

Our vision is what our community desires for the children who attend our school. Our community wishes our students to be strong and resilient individuals who persevere in their quest to reach their individual potential. Their wish is for all Davallians to develop a strong set of values by which they follow, believe in and live their lives by, ultimately being valuable and active community minded citizens.



School Values

Our school values of Respect, Responsibility, Perseverance and Innovation are alive, real and part of our everyday experience at Davallia Primary School. Our staff embed our school values in their planning and practice, our students believe in and endeavour to live our school values and our community recognises the importance of our school values. They are not a statement of rhetoric, but meaningful values that help shape our school culture.

The school values are reflected upon during school assemblies, in signage around the school and in the behaviours we demonstrate daily. Whether you are a student, staff member, parent, community member or a tradesperson visiting our school, there is an expectation of our school values being observed and modelled.

As a result of the consistent application of our values in all school operations, Davallia Primary School is fortunate to experience a high standard of student behaviour and conduct. Whether in classrooms, in the playground or in the wider community, students at Davallia Primary School are recognised for their positive conduct.

It should be noted Davallia Primary School does not implement a structured whole of school Values 'program'. Our values are part of the fabric of Davallia Primary School and as such, are embedded in school culture, expectation and behaviour.

In 2018, the Davallia Primary School Student Leadership Readiness Program was refined further and implemented for Year 5 students as they headed towards student leadership roles during 2019. The program, consisting of the applications of taught concepts through games, discussions and activities, assists to develop understandings of what it means to be a 'good school leader' and the qualities and characteristics needed to lead well. These qualities are reflective of our school's values.

Further to this, in 2018 our values were consistently referred to as part of the Year 6 Peer Mediation program. Our Year 6 students support younger children in the playground and assist students to reflect on the way they play and the types of play they are involved in against our school's values.

So what do our school values look like in action?

Innovation - To show innovation we.....	Respect - To show respect we.....
<ul style="list-style-type: none">• imagine• are creative• try something different• take risks• learn from our mistakes	<ul style="list-style-type: none">• consider others• really listen• are well mannered• follow rules• forgive mistakes• value uniqueness
Perseverance - To show perseverance we.....	Responsibility - To show responsibility we.....
<ul style="list-style-type: none">• look for solutions• do our best• work hard• celebrate effort	<ul style="list-style-type: none">• own our behaviour• think before we act• commit and follow through• lead by example

Enrolment and Infrastructure

SCHOOL COMMUNITY

School Board

The School Board representation is inclusive of members from the school community, the wider community and staff. Adopting predominantly an advisory role, it supports the school through strategic planning, financial management and policy advisory.

The School Board consists of Chairperson Mrs Robyn O'Neill (Parent) with other board members including:

Parent Representatives - Kat Perincek, Adrian Fuller and Robyn Horsman

Staff representatives - Mark Leaning, Sunny Kendrick, Denise Lynch

Community Representative - Dr Mandie Shean

Principal – John O'Neill

Parents and Citizens Association

The P & C Association is always a progressive and highly effective aspect of our school. Raising significant funds and providing a social platform for the school community, they work tirelessly to make our school the best it can be. In 2018, approximately \$50,000 was provided to the school. These funds are inclusive of recurrent provisions for ICT (\$12,000) and a range of additional resources such as STEM (\$12,000). 2018 will see Ms Nicole Durrant, P & C President, conclude her leadership. Nicole has been an outstanding contributor to and leader of the Davallia Primary School P & C Association.

STAFF INFORMATION

Davallia Primary School is staffed with well qualified and highly skilled educators and non-teaching staff who continue to deliver appropriately challenging and engaging learning programs. As an Independent Public School, our commitment to providing the best teaching and non-teaching staff for our students is always at the forefront of all staff selection. Staff selection processes are undertaken in line with expectations of the Public Sector Standards and Department of Education policy and guidelines.

Teaching Qualification

All teaching staff hold suitably recognised qualifications and all are registered teachers with the Teachers Registration Board of Western Australia.

LEARNING ENVIRONMENT

School Facilities

The school continues to improve infrastructure to ensure a contemporary educational experience is delivered for all students who attend. Our school is very well resourced and equipped with current technologies ensuring our students have the very best available. We have had a strong endeavour to provide the best ICT opportunities for students and staff to interact and learn with. We apply a strategic replacement schedule to ensure all ICT equipment is kept to the highest standards. We thank the P & C for their \$12,000 recurrent funding for this purpose.

2018 realised the construction of a new Nature Playground for students from Year 3 – Year 6. The design and build was managed by Nature Playground with construction meeting the design requirements of the Department of Education and PlaySafe WA. This large nature play space has been an excellent addition to our school grounds and a wonderful asset for the wider community as well. Over the past 3 years our school and community have invested in excess of \$100,000 toward Nature Play spaces.

Safety and Health

Safety of staff, students and the wider community is a priority at Davallia Primary School. We have two elected Occupational Health and Safety Officers who maintain a vigilant inspection of school facilities and practices. We are proactive in addressing potential hazards in an appropriate timeframe.

Enrolment and Infrastructure (cont)

Student Council

The Student Council is at the pinnacle of student leadership in the school and consists of 10 elected Year 6 students. The council was ably led by the Head Boy Brock Hodgkinson and Head Girl Mia Strijk. Our Student Council provides significant student and whole school leadership and is always a positive role model for academic endeavour and rigour, positive student behaviour and community respect. 2018 saw the Student Council attend the GRIP Student Leadership Conference at the Perth Convention Centre as part of their leadership development. A highlight in 2018 was the Student Councillor assembly which was extremely well received by the community. The Student Councillors supported the business of the P & C through attendance at school discos and also numerous fundraising ventures.

Student Leaders

A second tier of student leadership includes roles associated with Faction groupings throughout the school. The Faction Captains and Faction Vice-Captains hold significant roles which support the Physical Education program. A range of other leadership opportunities are provided for our Year 6 students including monitor positions for the Library, Eco-Warriors programs, Arts and PA/Multi-media. Further to this, all Year 6 students are actively involved in the very successful, whole of school playground Peer Mediation program. Their exemplary role modelling and positive playground problem solving was well received across the school.



Enrolment and Infrastructure

Student Attendance Data

Davallia Primary School Attendance Target - 95%

Davallia Primary School is fortunate to have a school community who values education and recognises the importance of positive attendance patterns. During 2018, students attended school with an attendance rate of 95.2% (+0.01% from 2018) which achieves the set target in this area. School attendance data also exceeds that of 'like schools' (94.7%) and that of state mean (92.6%).

Average attendance rate (%)

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public schools	School	Like Schools	WA Public schools	School	Like Schools	WA Public schools
2018	95.2%	94.9%	93.7%	99.5%	85.8%	80.8%	95.2%	94.7%	92.6%
2017	95.1%	94.6%	93.8%	95.2%	82.7%	81.2%	95.1%	94.4%	92.7%
2016	94.4%	94.8%	93.7%	98.3%	82.2%	80.7%	94.4%	94.6%	92.6%
2015	94.5%	95.3%	93.8%	97.8%	88.5%	81.2%	94.5%	95.2%	92.7%

Class Structure

Davallia Primary School operates a double or triple stream class structure. In 2018 the following class groupings were in operation:

3 x Kindergarten
 3 x Pre-Primary
 2 x Year 1
 3 x Year 2
 2 x Year 4
 1 x Year 4/5
 1 x Year 5
 1 x Year 5/6
 2 x Year 6

Year Group	Classes	Students
Kindergarten	3	66
Pre-Primary	3	64
Years 1 to 6	12	361
Total	18	491



Celebrations

There is always something exciting happening at Davallia Primary School and lots to celebrate. Some of our collective achievements and celebrations are listed below.

- Opening of new nature Playground - \$71,000
- Year 6 Rottnest Island Camp – 63 students and 7 staff attended
- Year 5 Zoo Snoozes – 2 classes
- Year 1 Library Sleep Over – 2 classes
- Year 6 Student Council attendance at GRIP Leadership Conference
- Carine District Sports Association Interschool Athletics Carnival – 4th Place
- Carine District Sports Association - Cross Country Champion School (2018, 2017, 2016)
- Carine District Sports Association Interschool Lightning Carnival – Soccer Champions
- School Sports Association Diving Competition – 2018 Champion Primary School
- One Big Voice Performance – combined 4000 strong student choir
- Candi Nelson - School Services Officer of the Year Nominee
- Faction Athletics Carnival Champions - Marri Faction (back to back)
- Capital Up-grades - New Gardener's Workshop, New Sports Store
- Representation – Rotary Speaking Competition
- Completion of Junior Primary Under Covered Area Mural
- 2018 Joondalup Kaleidoscope Festival
- French Master Chef Competition
- Book Week and Book Fairs – thousands of dollars raised
- Open Night – strongly supported by the community
- URStrong - The language of Friendship Workshop
- Jump Jam – Brett Fairweather visit
- WA Schools' Junior Orchestra Festival – Award of Excellence
- Support of the LiveLighter Aged Care Games Support
- Adoption of new school cap and bucket hat
- Celebrated the retirement of Dr Veronica Morcom – 36 years in education
- STEMonstration – STEM Week
- Project ORCA involvement and calf naming
- Ride to School Day
- Trivia Night - \$9,000
- Family Fun Night - \$6,400
- IGA Carine Support - \$1,000 donation
- 5 Cent Challenge - \$2,100 raised



Family Fun Night
Dunking Machine - Mrs Cadby

NAPLAN Analysis Summary

Below is a summary of collected data from the National Assessment Program Literacy and Numeracy (NAPLAN) for students in Years 3 and 5. The data below indicates the 2018 assessment results in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar. The School Mean is compared to the State Mean and 'Like Schools' Mean. 'Like Schools' are other WA Public schools having a similar socio-economic index. The scores below are the raw NAPLAN scores, which allow results to be compared across year levels and over time. Highlighted areas are comparisons according to our business plan targets.

2018 NAPLAN Results

Reading	Yr3	Yr5
School Mean	456	533
Australian School Mean	434	509
WA Schools Mean	417	496
'Like Schools' Mean	467	537
DPS students in top 20% of the nation	38%	35%
DPS students in middle 60% of the nation	48%	57%
DPS students in bottom 20% of the nation	14%	8%

Punctuation and Grammar	Yr3	Yr5
School Mean	452	528
Australian School Mean	432	504
WA Schools Mean	419	496
'Like Schools' Mean	476	545
DPS students in top 20% of the nation	21%	35%
DPS students in middle 60% of the nation	65%	56%
DPS students in bottom 20% of the nation	14%	8%

Writing	Yr3	Yr5
School Mean	418	487
Australian School Mean	407	460
WA Schools Mean	397	455
'Like Schools' Mean	430	490
DPS students in top 20% of the nation	14%	26%
DPS students in middle 60% of the nation	76%	68%
DPS students in bottom 20% of the nation	11%	6%

Spelling	Yr3	Yr5
School Mean	435	521
Australian School Mean	418	503
WA Schools Mean	407	495
'Like Schools' Mean	438	524
DPS students in top 20% of the nation	25%	28%
DPS students in middle 60% of the nation	63%	62%
DPS students in bottom 20% of the nation	11%	10%

Numeracy	Yr3	Yr5
School Mean	427	527
Australian School Mean	408	494
WA Schools Mean	401	486
'Like Schools' Mean	441	523
DPS students in top 20% of the nation	31%	36%
DPS students in middle 60% of the nation	52%	57%
DPS students in bottom 20% of the nation	17%	8%

Proportion of Year 3 and Year 5 students meeting the National Minimum Standard in Numeracy, Reading, Writing, Spelling, Grammar and Punctuation

	Numeracy	Reading	Writing	Spelling	Grammar
Year 3	100%	100%	97%	98%	97%
Year 5	100%	100%	95%	97%	95%

Numeracy Target

Numeracy Target

In Numeracy, Year 3 and Year 5 performance will equal or exceed the performance of 'Like Schools'.

In 2018 a continued focus has been placed on the delivery of and assessment against the Australian Curriculum. NAPLAN Data suggests appropriate student achievement over time when compared to State and National achievement with significant value adding in Year 5.

	Year 3 Numeracy							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	24%	30%	38%	31%	43%	44%	35%	36%
Middle 60%	72%	65%	56%	52%	50%	52%	58%	57%
Bottom 20%	4%	6%	6%	17%	7%	4%	8%	8%

	Year 5 Numeracy							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	28%	47%	34%	40%	45%	39%	42%	38%
Middle 60%	66%	53%	63%	54%	59%	54%	53%	55%
Bottom 20%	7%	0%	3%	6%	6%	7%	4%	7%

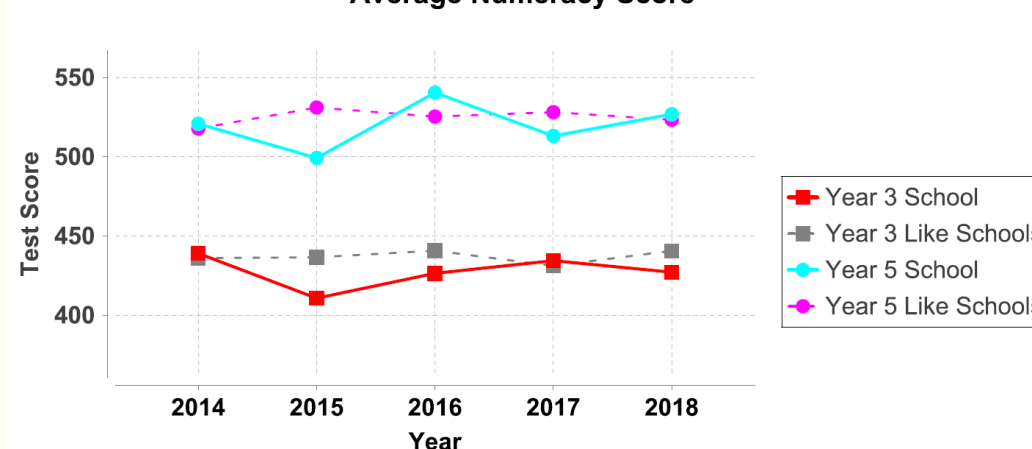
2016 – 2018

2016 – 2018 comparative data suggests consistent high student performance from Years 3-5 with 40% of the cohort in the top 20% of all student results. 6% of the cohort fell in the bottom 20% of all student results. Overall we exceeded 'Like Schools' performance in Year Five Numeracy.

Results in Reading are close to or exceed the performance of 'Like Schools'. This target was met.

In general terms, Year 3 students achieved at an appropriate rate in comparison to the achievement of 'Like Schools'. In 2018 we did not achieve our goal of bettering like school performance in the bottom and top 20%. We were close to but below 'Like Schools' performance in Year 3 Numeracy.

Average Numeracy Score

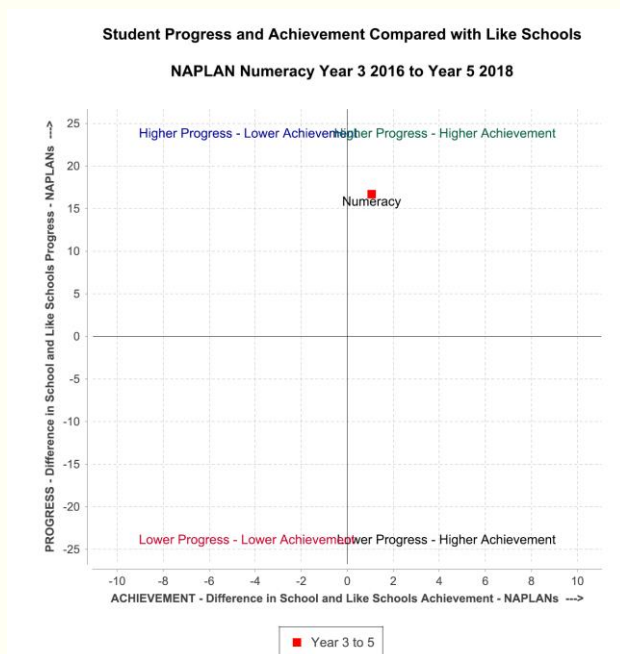


Numeracy Target (cont)

Year 5 student performance data demonstrates slightly above 'Like School' performance, and is 100 points higher than the cohort average score when tested in 2016. The Year 3 average data score is below that of 'Like Schools'. The Year 5 average score is above 'Like Schools'.

Data reveals that student gain for Year 3 2015 to Year 5 2017 reflects higher progress with higher achievement of 'Like Schools'. A two Proficiency Band increase was observed. Numeracy performance was still strong in Year 3 due to a large group (31%) of students in the top 20%.

Year 5, Numeracy performance was very strong in due to a substantial portion (40%) of students in the top 20%.



Year 3 student achievement average was 427. This is 12 points lower than the 2017 cohort average. Year 5 student achievement average was 527. This is 14 points higher than the 2017 cohort and a 100 point gain for matched students in 2016 when in Year 3.

The school average for both Year 3 and Year 5 is close to that of 'Like Schools'.

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	20%	19%	18%
7	530 - 581					28%	28%	29%	28%
6	478 - 529	30%	29%	26%	31%	34%	31%	29%	28%
5	426 - 477	22%	24%	31%	29%	24%	16%	17%	20%
4	374 - 425	28%	25%	22%	26%	1%	4%	6%	6%
3	322 - 373	14%	14%	12%	10%	1%	1%	0%	1%
2	270 - 321	4%	6%	9%	3%				
1	Up to 269	2%	2%	0%	1%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

2019 Foci from Data Analysis

- Continue to develop targeted early intervention strategies for identified students (On-entry Assessment)
- Continue to provide extension opportunities in Numeracy
- Continue to employ externally moderated whole school assessment tool for Australian Curriculum Mathematics (PAT) and NAPLAN (Off Years)
- Focus on number and place value from Years 2-5
- Focus on problem solving and deconstructing word problems
- Focus on representation and interpretation of data
- Focus on fraction concepts, patterns and algebra across all year levels
- Address readiness for online NAPLAN online

Literacy Target - Reading

Reading Target

In Reading, Year 3 and Year 5 performance will equal or exceed the performance of 'Like Schools'.

This table presents the % of Davallia Primary School students who achieved in the top 20%, middle 60% and bottom 20% of all schools assessed.

	Year 3 Reading							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	39%	37%	48%	38%	43%	41%	39%	35%
Middle 60%	52%	60%	46%	48%	50%	53%	53%	57%
Bottom 20%	9%	3%	6%	14%	7%	6%	8%	8%

	Year 5 Reading							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	34%	38%	44%	43%	43%	36%	43%	36%
Middle 60%	57%	62%	50%	46%	52%	59%	51%	56%
Bottom 20%	9%	0%	6%	11%	5%	6%	7%	7%

2016 – 2018

Comparative data from 2016-2018 demonstrated that the % students in the Top 20% increased from Year Three to Year Five and is higher than that of 'Like Schools'. This met the target in this area. The number of students achieving in the bottom 20% of all Australian Schools is slightly higher than that of 'Like Schools' in Year Three and Five.

Results in Reading are close to or exceed the performance of 'Like Schools'. This target was met.

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017	2018	2017	2018	2017	2018	2017	2018
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					31%	27%	30%	27%
7	530 - 581					26%	28%	24%	27%
6	478 - 529	48%	39%	42%	43%	19%	24%	17%	24%
5	426 - 477	16%	22%	22%	27%	18%	12%	18%	15%
4	374 - 425	14%	20%	15%	15%	6%	7%	11%	6%
3	322 - 373	20%	12%	14%	8%	0%	2%	0%	2%
2	270 - 321	2%	3%	8%	4%				
1	Up to 269	0%	3%	0%	2%				

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

2019 Foci

- Target teaching text structure and purpose with an increased focus on Informative and persuasive text.
- Ensure all students achieving in the bottom 20% of all Australian Schools have targeted intervention plans and SAER support
- Ensure data and planning stemming from On-Entry assessment is transitioned from PP – Yr 1 and actioned
- Maintain explicit teaching of skills - inferring, interpreting and sequencing across genres

Literacy Target – Punctuation and Grammar

Punctuation and Grammar Target

In Punctuation and Grammar, Year 3 and Year 5 performance will equal or exceed the performance of 'Like Schools'.

This table presents the % of Davallia Primary School students who achieved in the top 20%, middle 60% and bottom 20% of all schools assessed.

	Year 3 Grammar and Punctuation							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	28%	41%	32%	21%	41%	41%	36%	35%
Middle 60%	67%	57%	58%	65%	54%	53%	56%	56%
Bottom 20%	4%	2%	10%	14%	6%	6%	8%	8%

	Year 5 Punctuation and Grammar							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	28%	38%	34%	31%	49%	37%	43%	37%
Middle 60%	62%	63%	62%	58%	45%	58%	53%	55%
Bottom 20%	10%	0%	4%	11%	6%	5%	4%	8%

2016 – 2018

Achievement data from Year 3 in 2016 to Year 5 in 2018 demonstrated progress close to that of 'Like Schools' performance although achievement is still below. The number of students in the cohort achieving in the lower 20% of all Australian Schools is slightly higher with 'Like Schools' in Year 5.

The % of students in the top 20% of all students in Year 3 is below 'Like Schools' performance, and the % of students in the bottom 20% of all students is slightly higher.

Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					26%	33%	31%	34%
7	530 - 581					15%	20%	16%	23%
6	478 - 529	44%	44%	44%	52%	34%	26%	33%	24%
5	426 - 477	26%	28%	18%	17%	7%	9%	9%	11%
4	374 - 425	14%	12%	21%	18%	15%	9%	5%	7%
3	322 - 373	6%	7%	3%	6%	3%	3%	5%	2%
2	270 - 321	8%	4%	11%	6%				
1	Up to 269	2%	4%	3%	2%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

2019 Foci

- Use of correct terminology/metalinguage across the school
- Word-level grammar (Different classes of words used in English (nouns, verbs, etc), the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups)
- Targeted explicit teaching of adverbs, adjectives and apostrophes
- Sentences and clause-level grammar (ie. What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions)
- Different classes of words used in English (nouns, verbs, etc), the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups
- Heighten the awareness of effective editing skills
- Target boundary punctuation
- Early intervention strategies

Literacy Target - Spelling

Spelling Target

In Spelling, Year 3 and Year 5 performance will equal or exceed the performance of 'Like Schools'.

This table presents the % of Davallia Primary School students who achieved in the top 20%, middle 60% and bottom 20% of all schools assessed.

	Year 3 Spelling							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	27%	39%	20%	25%	38%	32%	29%	28%
Middle 60%	66%	54%	78%	63%	56%	62%	62%	62%
Bottom 20%	7%	7%	11%	11%	6%	6%	9%	10%

	Year 5 Spelling							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	21%	29%	24%	29%	40%	34%	37%	32%
Middle 60%	67%	65%	66%	62%	54%	57%	57%	60%
Bottom 20%	12%	6%	10%	9%	6%	9%	6%	8%

2016 – 2018

After the exceptional results in Spelling in 2016, the 2018 results were disappointing and did not match 'Like Schools' achievement. The % of students in the middle 60% and bottom 20% is very similar to that of 'Like Schools' by Year Five.

Proficiency Bands

In Year 3 58% of students scored in Bands 5 and 6. This compares well to 'Like Schools' (57%)
In Year 5 49% of the cohort scored in Bands 7 and 8. This compares to 46% in 'Like Schools'.

Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017	2018	2017	2018	2017	2018	2017	2018
10	686 & Above								
9	634 - 685								
8	582 - 633					15%	23%	15%	18%
7	530 - 581					21%	26%	24%	28%
6	478 - 529	20%	29%	29%	30%	32%	30%	44%	31%
5	426 - 477	38%	27%	29%	27%	22%	16%	9%	17%
4	374 - 425	28%	22%	26%	24%	9%	4%	5%	6%
3	322 - 373	12%	12%	6%	12%	1%	2%	4%	1%
2	270 - 321	0%	7%	9%	5%				
1	Up to 269	2%	2%	2%	2%				

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

2019 Foci

- Use of correct terminology/metalanguage across the school for Spelling and Grammar - morphemes
- Spelling correction tasks (correcting a misspelt word)
- Spelling context tasks (identification of misspelt words)
- Vocabulary Focus- exposing students to broader vocabulary beyond spelling levels (Guided Reading, PLD Dictation)
- Continue to use data collected from On-Entry Assessment for targeted early intervention and to inform planning when transitioning from PP to Year 1

Literacy Target - Writing

Writing Target

In Writing, Year 3 and Year 5 performance will equal or exceed the performance of 'Like Schools'.

This table presents the % of Davallia Primary School students who achieved in the top 20%, middle 60% and bottom 20% of all schools assessed.

	Year 3 Writing							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	36%	48%	34%	14%	43%	43%	36%	26%
Middle 60%	61%	50%	62%	76%	51%	50%	56%	58%
Bottom 20%	3%	2%	4%	11%	6%	6%	8%	6%

	Year 5 Writing							
	School				Like Schools			
	2015	2016	2017	2018	2015	2016	2017	2018
Top 20%	22%	44%	34%	27%	40%	43%	37%	29%
Middle 60%	64%	54%	62%	67%	55%	52%	57%	62%
Bottom 20%	14%	2%	4%	5%	5%	5%	6%	8%

2016-2018

The high achievement recorded in Year Three 2016 for both Davallia and 'Like Schools' cohorts was not maintained through to Year Five. The Year Five cohort achieved similarly to 'Like Schools' in the top 20% and bottom 20% of all students tested in 2018. The Year Three cohort had a much greater % of students in the Middle 60% in 2018. Only 14% of the cohort achieved results in the Top 20% of students tested.

The target for Writing has been met in Year Five only.

Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017	2018	2017	2018	2017	2018	2017	2018
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					9%	6%	7%	7%
7	530 - 581					9%	14%	15%	17%
6	478 - 529	6%	15%	9%	17%	35%	40%	31%	31%
5	426 - 477	54%	47%	44%	44%	41%	32%	38%	34%
4	374 - 425	26%	23%	29%	23%	4%	5%	4%	6%
3	322 - 373	14%	11%	14%	13%	1%	3%	5%	5%
2	270 - 321	0%	3%	2%	3%				
1	Up to 269	0%	1%	3%	1%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

2019 Foci

- Daily modelled writing
- Cross curricular opportunities for Writing
- Continue to ensure a full range of genre is covered, although a consistent focus on persuasive and narrative writing
- Sentence Structure Building
- Punctuation Building
- Paragraphing
- Preparation for NAPLAN Online with a focus on word processing skills
- As a response to the Department of Education's focus on improving writing skills to improve NAPLAN results across the system, investigation and implementation of whole of school writing program (Seven Steps to Writing Success)

Science Target

Science Target

In Science, we aim to value add to mean percentage scores in subsequent years across Years 3 – Year 6.

2018 PAT Science Results

Davallia Primary School uses Primary Connections as our whole of school Science program. In 2018 the instructional foci were Earth and Space Sciences and Physical Sciences. As a global statement Davallia Primary School students from Years 3 - 6 performed well in comparison to the national norming sample for each of the tested year levels. It is noted our Year 4 median of 119.3 was +0.8 to that of the norming sample median (118.5). Further to this, Year 6 performance median of 127.8 was significantly higher (+5.5) in comparison to the national norming sample for that cohort.

Year Level Means

This table represents the 2018 mean score of all participants in a particular cohort who were assessed using PAT Science Test.

Year	Mean	Mean	Mean	Mean	Mean
	2014 (base-line data)	2015	2016	2017	2018
Year 3	65%	75%	74%	79%	76%
Year 4	59%	75%	70%	66%	65%
Year 5	55%	59%	70%	67%	65%
Year 6	53%	64%	66%	62%	68%

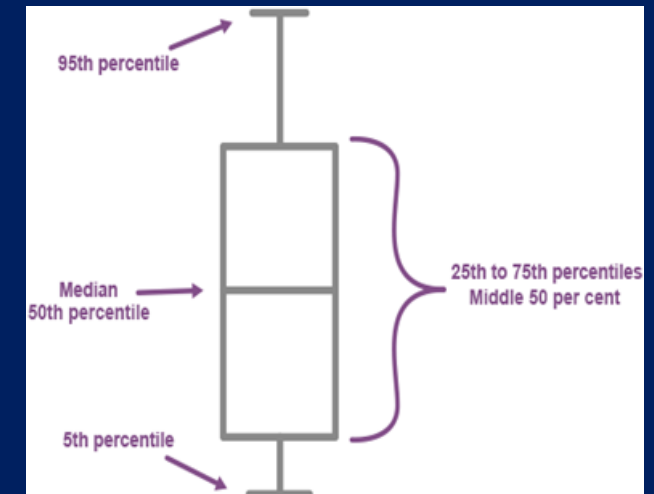
2018 PAT Median Scores

	Davallia PS Median	Norming Sample Median
Year 3	119.3	115.8
Year 4	119.3	118.5
Year 5	122.9	121.2
Year 6	127.8	122.3

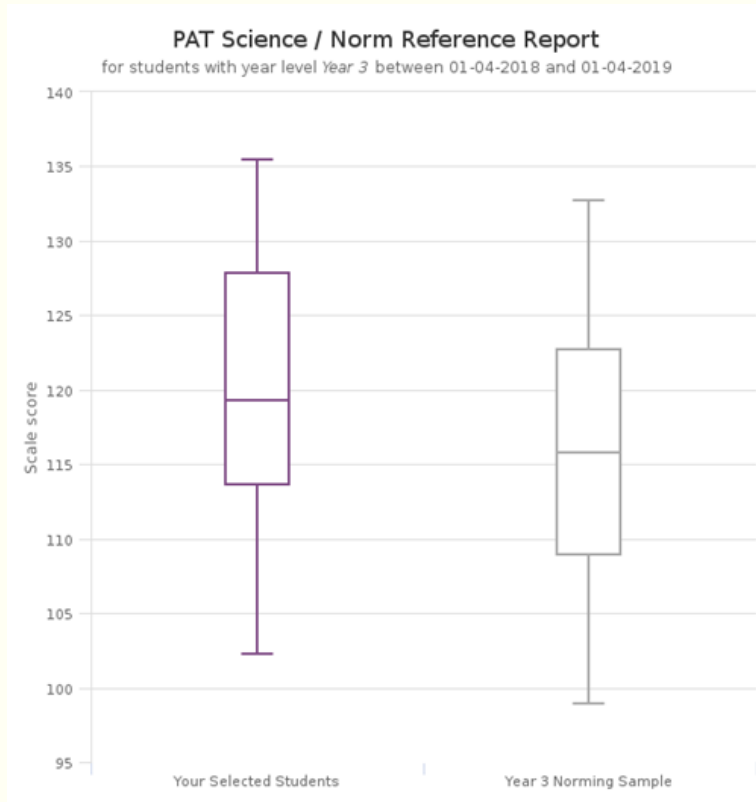
Reading the Graph

The Norm Reference Report allows you to evaluate our students' results against the national norms by comparing the distribution of scores and the median scale score.

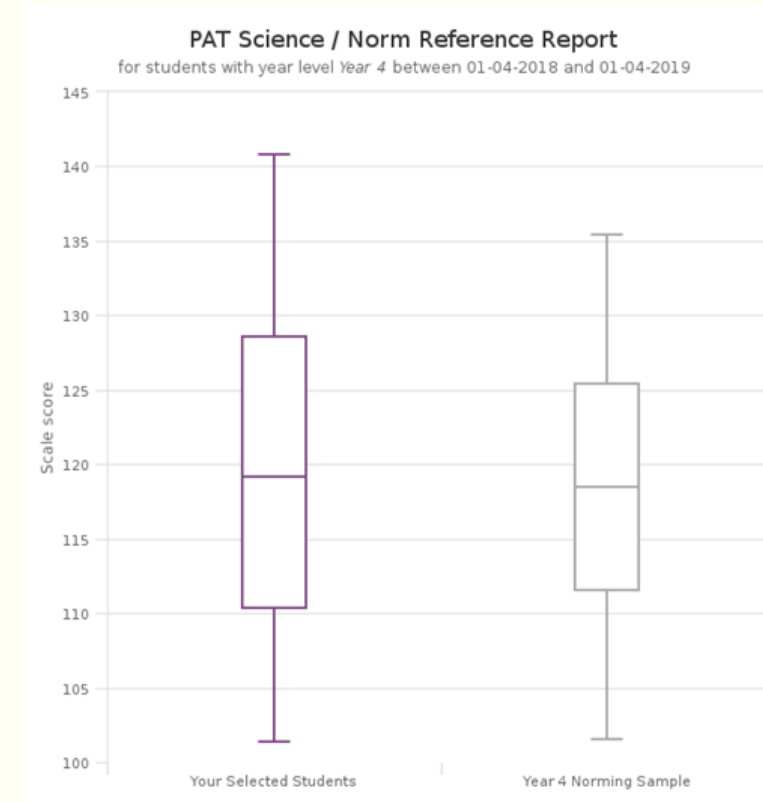
Differentiated by year level, we are able to see how our students performed against the national norm for that year level.



Science Target (cont)

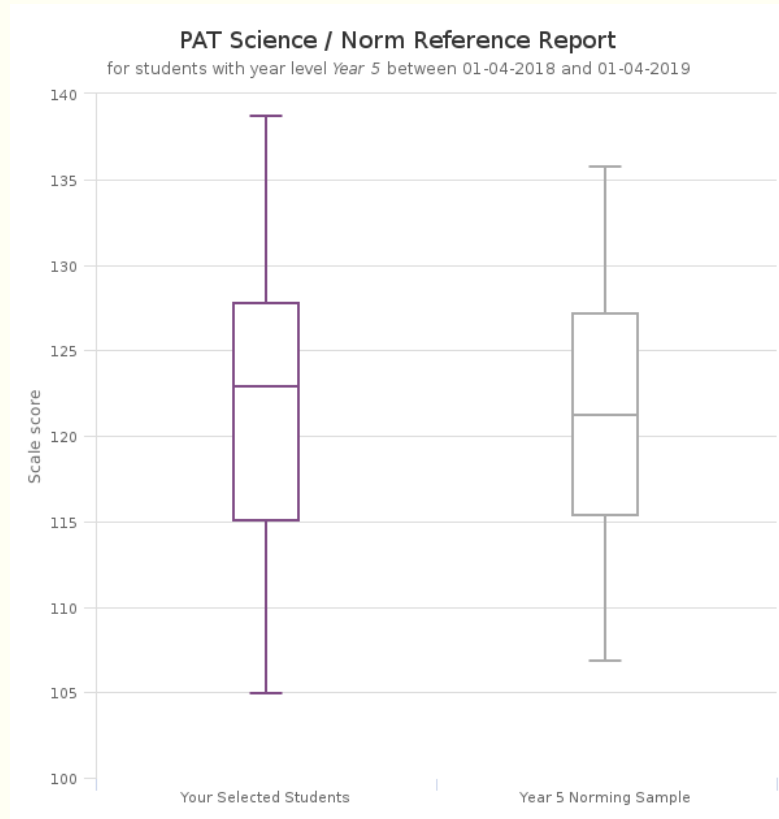


2018 Year 3 Davallia PS Mean 119.3 (+3.5)
Year 3 Norming Sample Mean 115.8

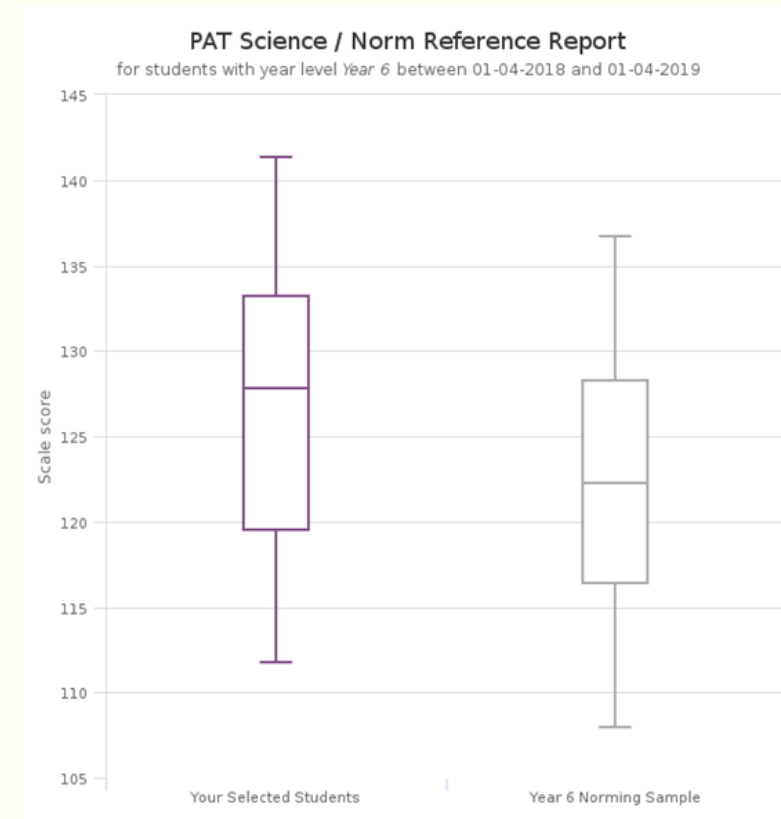


2018 Year 4 Davallia PS Mean 119.3 (+0.8)
Year 4 Norming Sample Mean 118.5

Science Target (cont)



2018 Year 5 Davallia PS Mean 122.9 (+1.7)
Year 5 Norming Sample Mean 121.2



2018 Year 6 Davallia PS Mean 127.8 (+5.5)
2018 Year 6 Norming Sample Mean 122.3

Science Target (cont)

Curriculum

- Continue to embed Science Australian Curriculum via WA Science Curriculum across all year levels
- Primary Connections to be maintained as the whole school focus resource
- Continued focus on collecting, representing and interpreting data in meaningful and useful ways
 - e.g. integrating data collection and analysis across other Curriculum Areas
 - e.g. tallies, tables and graphs in Mathematics, labelled diagrams in HASS
- Continue focus and further improve progress in Science Inquiry Skills
- Investigate opportunities to consolidate and give practical application to Biological Science through a whole school project/innovation
- The data demonstrates that Physical Sciences as the next area to target for improvement

Assessment and Evaluation

- Continue PAT testing to enhance robustness of data collection (Yr 3-6)
- Analysis of PAT data to identify the teaching foci for each school year
- Update and review the Whole School Science overview for reporting
- Continue the use of rubrics based on WA Science Curriculum content descriptions when evaluating Science Inquiry Skills and content strands



National Schools Opinion Survey - Parents

Target – The school to achieve ratings >4.2 in all ratings of the National Schools Opinion Survey

137 parents responded to the survey (-46 from 2017). As a global statement, survey results continue to indicate parents believe Davallia Primary School is a good school and meets the needs of their children.

An overall survey rating average of 4.36 (-0.01 from 2017) continues to be a strong indicator of our success as a school. Ratings ranged from 4.4 through to 4.7. The highest rating of 4.7 was achieved in the following 6 areas:

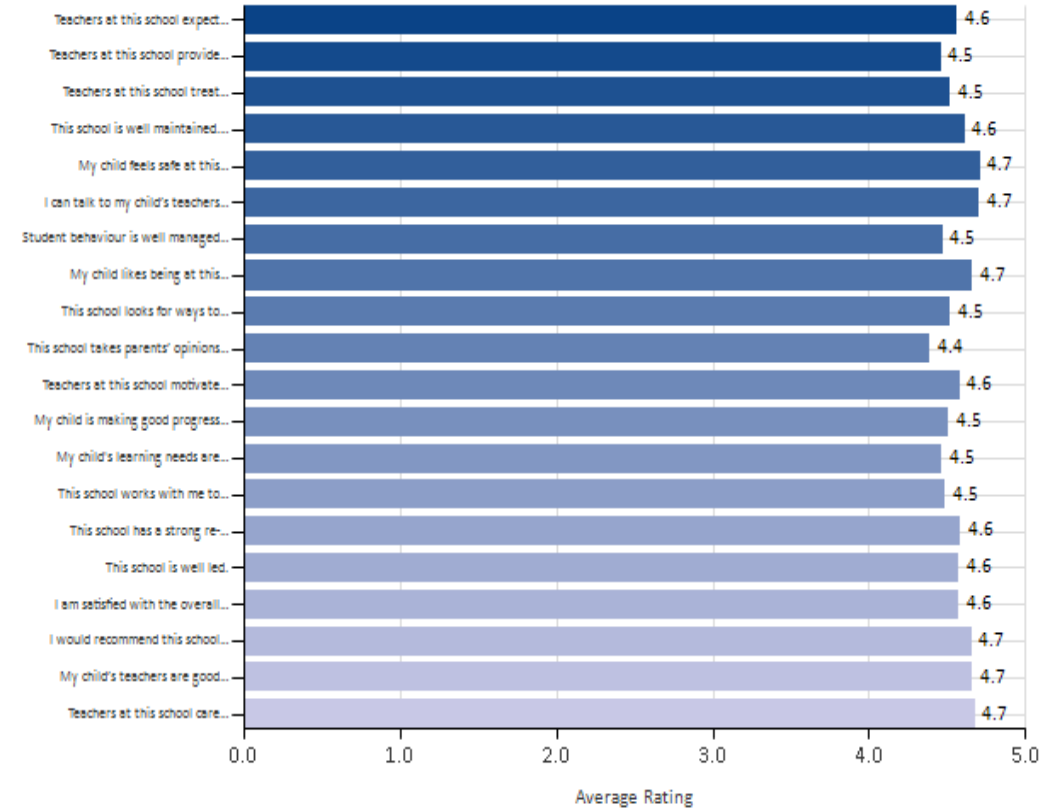
- My child feels safe at this school
- I can talk to my child's teachers
- My child likes being at this school
- My child's teachers are good teachers
- Teachers at this school care about my child
- I would recommend this school to others

Although a very positive response score of 4.4, the lowest rated response was:

- The school takes parent's opinions seriously

Of the 137 respondents, 115 (85%) indicated the school did take parents opinions seriously and only 7 (5%) indicated a negative opinion
14 respondents (10%) neither agreed nor disagreed with the statement.

Graphical Representation



National Schools Opinion Survey – Parents (cont)

Numerical Representation

Parent Comment Summary

Parents provided comments about the strengths of Davallia Primary School as well as opportunities to consider for improvement. These comments have been summarised into the following:

Strengths

- Positive culture, atmosphere, strong community spirit, welcoming, inclusivity
- School Values
- Accessibility and involvement of Administration – Open door policy
- New school uniform
- Good communication – Connect, website
- Caring and strong leadership at all levels
- School grounds, playgrounds and Nature playgrounds
- Extra time given by staff – camps, excursions, sleep overs, P & C involvement

Opportunities

- More STEM activities
- Continue renewal of playgrounds
- Building maintenance and aesthetics
- Feedback to the students and parents

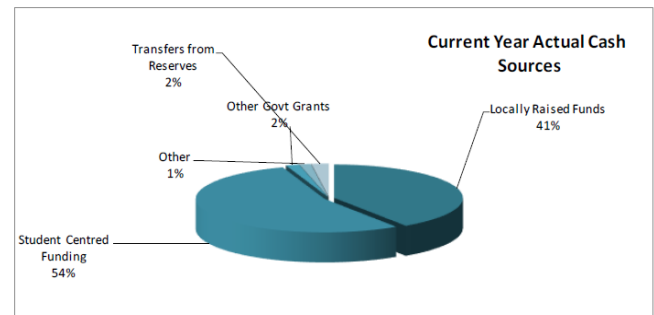
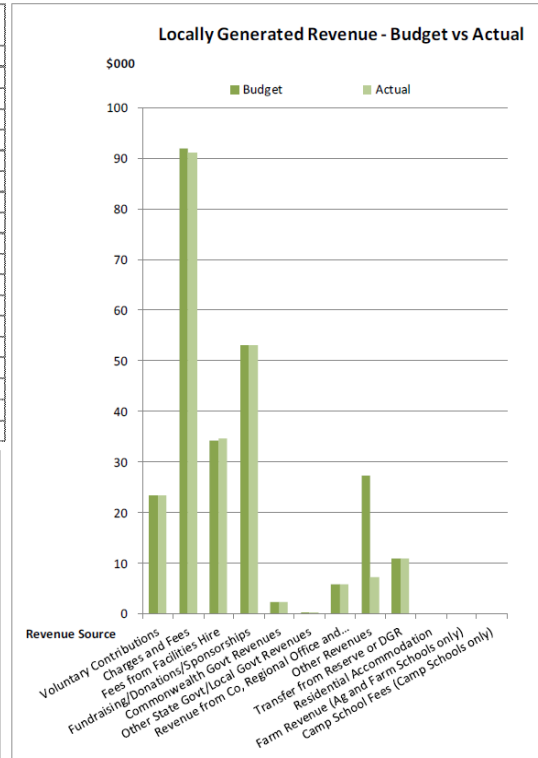
2019 Actions

- Continue to provide parents with opportunities to feed back to the school
- Refine implemented Teacher/Parent interview framework
- Investigate opportunities to have aspects of the school painted

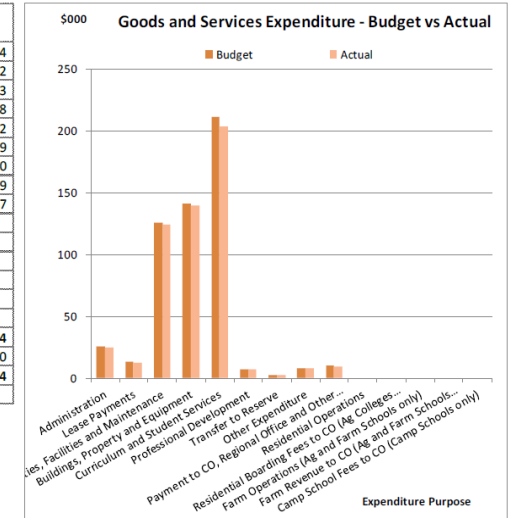
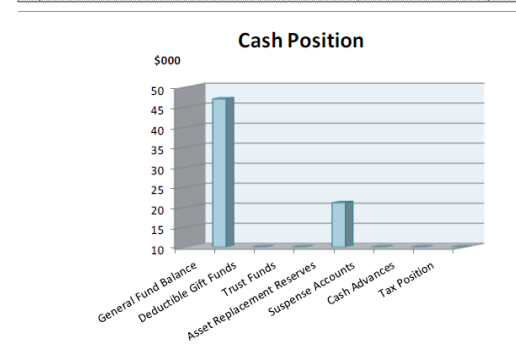
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
This school takes parents' opinions seriously.	3	2%	4	3%	14	10%	31	23%	84	62%
Teachers at this school motivate my child to learn.	4	3%	1	1%	6	4%	26	19%	98	73%
My child is making good progress at this school.	4	3%	2	1%	7	5%	31	23%	92	68%
My child's learning needs are being met at this school.	5	4%	2	1%	7	5%	33	24%	89	65%
This school works with me to support my child's learning.	5	4%	1	1%	8	6%	30	22%	90	67%
This school has a strong relationship with the local community.	5	4%	-	-	4	3%	29	21%	98	72%
This school is well led.	4	3%	1	1%	5	4%	29	21%	96	71%
I am satisfied with the overall standard of education achieved at this school.	4	3%	1	1%	5	4%	29	21%	97	71%
I would recommend this school to others.	4	3%	1	1%	3	2%	22	16%	106	78%
My child's teachers are good teachers.	5	4%	1	1%	4	3%	15	11%	111	82%
Teachers at this school care about my child.	5	4%	-	-	4	3%	16	12%	111	82%

Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 23,460.00	\$ 23,460.00
2 Charges and Fees	\$ 91,833.00	\$ 91,181.72
3 Fees from Facilities Hire	\$ 34,223.00	\$ 34,523.00
4 Fundraising/Donations/Sponsorships	\$ 52,957.00	\$ 53,117.00
5 Commonwealth Govt Revenues	\$ 2,329.00	\$ 2,328.57
6 Other State Govt/Local Govt Revenues	\$ 200.00	\$ 200.00
7 Revenue from Co, Regional Office and Other Schools	\$ 5,747.00	\$ 5,747.44
8 Other Revenues	\$ 27,321.00	\$ 7,186.95
9 Transfer from Reserve or DGR	\$ 10,841.00	\$ 10,841.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 248,911.00	\$ 228,585.68
Opening Balance	\$ 78,074.77	\$ 78,074.77
Student Centred Funding	\$ 269,203.34	\$ 269,203.34
Total Cash Funds Available	\$ 596,189.11	\$ 575,863.79
Total Salary Allocation	\$ 3,997,261.28	\$ 3,997,261.28
Total Funds Available	\$ 4,593,450.39	\$ 4,573,125.07



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 25,686.00	\$ 24,344.84
2 Lease Payments	\$ 13,141.00	\$ 12,211.62
3 Utilities, Facilities and Maintenance	\$ 125,734.00	\$ 123,644.33
4 Buildings, Property and Equipment	\$ 140,822.00	\$ 139,610.58
5 Curriculum and Student Services	\$ 210,475.00	\$ 203,277.72
6 Professional Development	\$ 6,698.00	\$ 6,614.99
7 Transfer to Reserve	\$ 2,000.00	\$ 2,000.00
8 Other Expenditure	\$ 7,544.00	\$ 7,954.29
9 Payment to CO, Regional Office and Other Schools	\$ 9,735.00	\$ 9,210.77
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	\$ 541,835.00	\$ 528,869.14
Total Forecast Salary Expenditure	\$ 3,852,625.00	\$ 2,848,318.00
Total Expenditure	\$ 4,394,460.00	\$ 3,377,187.14
Cash Budget Variance	\$ 54,354.11	



Cash Position as at:	
Bank Balance	\$ 66,601.13
Made up of:	-
1 General Fund Balance	\$ 46,994.65
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 21,070.23
5 Suspense Accounts	\$ 662.25
6 Cash Advances	\$ 150.00
7 Tax Position	\$ 1,976.00
Total Bank Balance	\$ 66,601.13

School Song



The Davallia School Song

*Leading the way will be dark green and red
D for Davallia, always ahead
Working together as good schools do
Come sing along with us too*

*Davallia... Davallia... D-A-V-A, double L-I-A
Davallia... Davallia... Here's to our school Hip Hooray*

*Grow with respect in this school which is ours
Over all others Davallia towers
Trying so hard in whatever we do
To Davallia we'll always be true*

*Davallia... Davallia... D-A-V-A, double L-I-A
Davallia... Davallia... Here's to our school Hip Hooray, Hip Hooray*