



Department of
Education

Shaping the future

Principal Selection and Placement Pilot

Dryandra Primary School

- Schools online report
- School workforce profile report
- Outgoing principal survey report

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Principal Selection and Placement Pilot

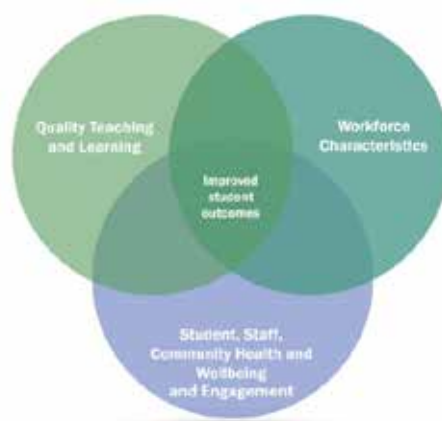
Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development

Workforce Strategy
Improving Student Outcomes



School Profile

Welcome to the Principal Selection and Placement Pilot. This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Department of
Education

Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)

Schools Online - School Report

Contact Information

Code 5694
Name Dryandra Primary School
Physical Address 45 Dryandra Drive
Mirrabooka
6061
Postal Address (Same as above)
Phone 08 9345 6400
Fax

School Management

Principal

Paul Biemmi

Vice / Deputy Principal

Elizabeth Owers

Manager Corporate Services

Lee Geary



Region Management

Director of Education

Jo Harris
North Metropolitan Education Regional Office

Note:

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

Welcome to Dryandra Primary School. We are a small school nestled in amongst the swaying gum trees in the suburb of Mirrabooka. Our school is like a family; all the staff, parents and students know and care about each other. This typifies our school values of 'Caring, Learning and Working together'. We cater for students from kindergarten to Year 6.

As we head towards our 30th Anniversary, we are getting ready to celebrate our traditions, strengths and essence of being a member of the Dryandra Primary School community.

Our vision is to 'Prepare our students for tomorrow'. We believe in our fast paced, changing world, our students needs to be adaptable, flexible and resilient. Being able to relate and interact with a whole range of people is a key ingredient for future success. We are fortunate to have a wide range of cultures and nationalities in our school with over 30 cultures, including students from Indigenous and Aboriginal backgrounds. We represent a microcosm of multicultural Australia. We learn about respect, tolerance and sensitivity towards others every day because this is our natural learning environment.

We create opportunities for students to achieve success and take control of their learning. Our focus is on ensuring academic, social and behavioural needs are nurtured and considered by our professional and dedicated staff. We are all privileged to be working at Dryandra Primary, the impact and potential to make a difference is something that we take very seriously. Our school has commenced implementing the 'Positive Behaviour Support' framework which is assisting our school in creating a calm and safe environment conducive to learning.

We participate in the Mental Health Initiative which will culminate in the implementation of the 'Kismatter' framework. The school implements a new social and emotional learning program which enhances student mental health and social skills development. We are also fortunate to support our students with the Chaplaincy in Schools and 'Breakfast Club' programs, as well as work closely with the 'Child and Parent Centre' and the Smith Family at Westminster. There is close collaboration with our parent organised 'playgroup' which assists in getting our students ready for school when they enter kindergarten and introducing our new parents to our school.

Our new science laboratory and increasing use of technology in our classrooms will spur joy in learning and support our students as they 'prepare for tomorrow'. With our classroom computers, iPads, Mac Books, coding activities and robots, we have transformed student learning.

Our dedicated and professional teachers work collaboratively and implement innovative programs and strategies which put students at the centre of all planning. The focus is on maximising the learning for all students and our whole school approaches in literacy and numeracy help to achieve this. We are very proud of the skills and talents within our school in areas such as literacy, numeracy, explicit teaching strategies, science, Indonesian, physical education and music. We aim to create a well-rounded curriculum.

Our school focuses on self-improvement and nurturing leaders. We reflect on ways to make the learning experience meaningful and relevant to all our students.

Our school community is positive and keen to support our students through the fundraising efforts of our Parents and Citizen Association and the leadership and governance of the School Council. The learning environment of our school is a shared responsibility and we all strive to represent and reflect the needs of our community.

If you would like to find out more about our school, please contact us on 9247 1499 and we will organise a tour for you, so you can meet our fabulous staff and wonderful students.

Student Numbers (as at 2022 Semester 1)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	28	20	18	37	29	29	34	206
Part Time	21								

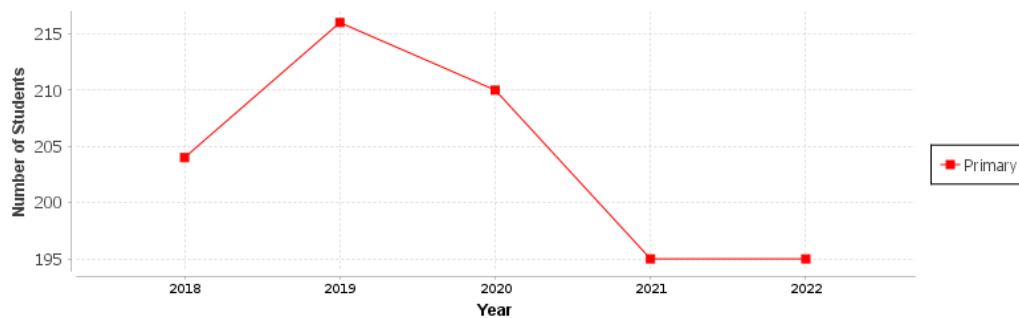
Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Sex

	Kin	PPR	Pri	Sec	Total
Male	9	9	86		104
Female	12	19	81		112
Total	21	28	167		216

Student Number Trends (based on 2022 Semester 1 Census Data)



2022 Semester 1

	2018	2019	2020	2021	2022
Primary (Excluding Kin)	204	216	210	195	195
Upper Secondary	0	0	0	0	0
Total	204	216	210	195	195

Note:

The graph and table include only full-time students

Staff Numbers

No	FTE	AB'L
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Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0

Level 3 Teachers	1	1.0	0
Other Teaching Staff	16	11.6	0
Total Teaching Staff	17	12.6	0

Clerical / Administrative	3	2.2	1
Gardening / Maintenance	1	0.4	0
Instructional	1	0.4	1
Other Allied Professionals	7	5.8	1
Total Allied Professionals	12	8.8	3

Total	31	23.4	3
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Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Percentages of students Above, At, and Below National Minimum Standard (NMS) Levels

NAPLAN Numeracy									
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	70%	77%		79%	76%		74%	83%	
At NMS	26%	23%		14%	21%		16%	14%	
Below NMS	4%	0%		7%	3%		10%	3%	

NAPLAN Reading									
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	85%	69%		76%	79%		82%	81%	
At NMS	15%	23%		24%	14%		15%	16%	
Below NMS	0%	8%		0%	7%		3%	3%	

NAPLAN Writing									
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	85%	58%		90%	59%		89%	81%	
At NMS	15%	19%		10%	31%		4%	13%	
Below NMS	0%	23%		0%	10%		7%	6%	

Student-Centred Funding

Student-Centred Funding 2022

Per Student Funding	\$1,664,875.00
Student and School Characteristics	\$894,991.49
Disability Adjustments	\$0.00
Targeted Initiatives	\$223,880.81
Operational Response Allocation	\$16,811.00
Regional Allocation	\$0.00
Total 2022	\$2,800,558.30
Transition Adjustment	\$0.00
Total After Transition Adjustment	\$2,800,558.30

Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	21	0	\$104,832.00
Pre-primary	28	0	\$242,844.00
Year 1	20	0	\$173,460.00
Year 2	18	0	\$156,114.00
Year 3	37	0	\$320,901.00
Year 4	29	0	\$210,163.00
Year 5	29	0	\$210,163.00
Year 6	34	0	\$246,398.00
Total	216	0	\$1,664,875.00

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	38	\$78,027.22
Disability	29	\$127,716.85
English as an Additional Language or Dialect	38	\$90,516.65
Social Disadvantage	141	\$158,635.45
Sub Total		\$454,896.17
School Characteristics		
Enrolment-Linked Base		\$440,095.32
Locality		\$0.00
Sub Total		\$440,095.32
Total		\$894,991.49

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$113,882.58
Targeted Initiative: Additional support for delivery of mental health programs	\$11,479.50
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$7,220.51
Targeted Initiative: In School State Funded Chaplaincy Program	\$2,239.99
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,648.96
Targeted Initiative: National School Chaplaincy Programme	\$20,280.00
Targeted Initiative: Preschool Reform Agreement	\$20,958.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$24,522.31
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,648.96
Total	\$223,880.81

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$11,811.00
Operational Response: Covid-19 Support to Schools	\$5,000.00
Total	\$16,811.00



Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

Dryandra Primary School

Five Year Profile: 2018 – 2022

Extracted as at **PAYDAY: 18/08/2022**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

Dryandra Primary School Profile 2018 – 2022

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Dryandra Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

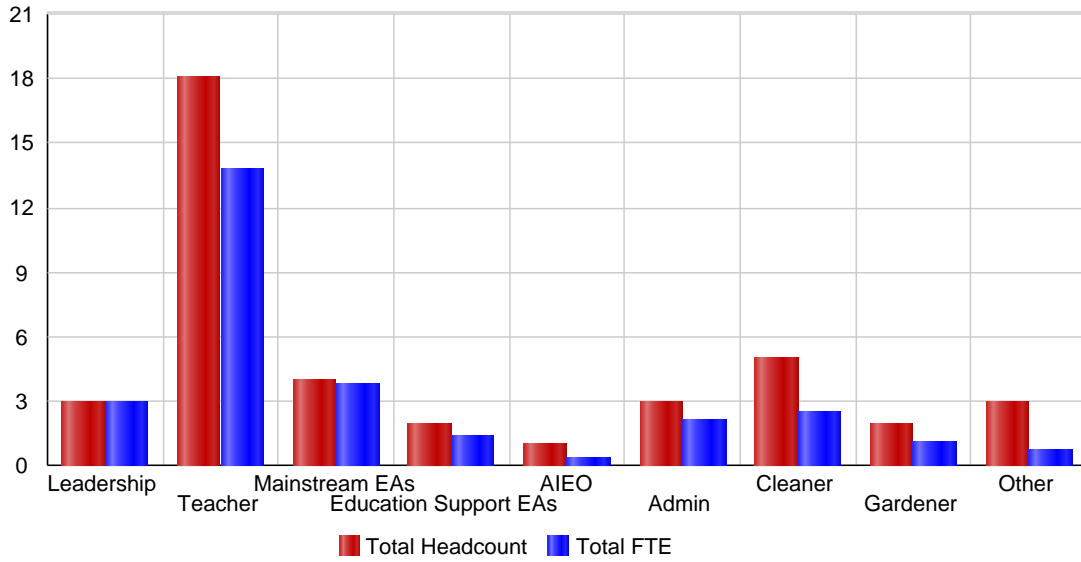
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	0	0.0	3	3.0
Teacher	16	12.4	2	1.4	18	13.8
Mainstream EAs	4	3.8	0	0.0	4	3.8
Education Support EAs	2	1.4	0	0.0	2	1.4
AIEO	1	0.4	0	0.0	1	0.4
Admin	3	2.2	0	0.0	3	2.2
Cleaner	5	2.5	0	0.0	5	2.5
Gardener	2	1.1	0	0.0	2	1.1
Other	2	0.6	1	0.2	3	0.8
Total	38	27.4	3	1.6	41	29.0

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups



2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2018-2022).

Table 2 Total employment FTE and headcount 2018-2022

Year	Headcount	FTE
2018	40	29.5
2019	40	30.6
2020	37	26.3
2021	36	25.2
2022	41	29.0

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2018-2022

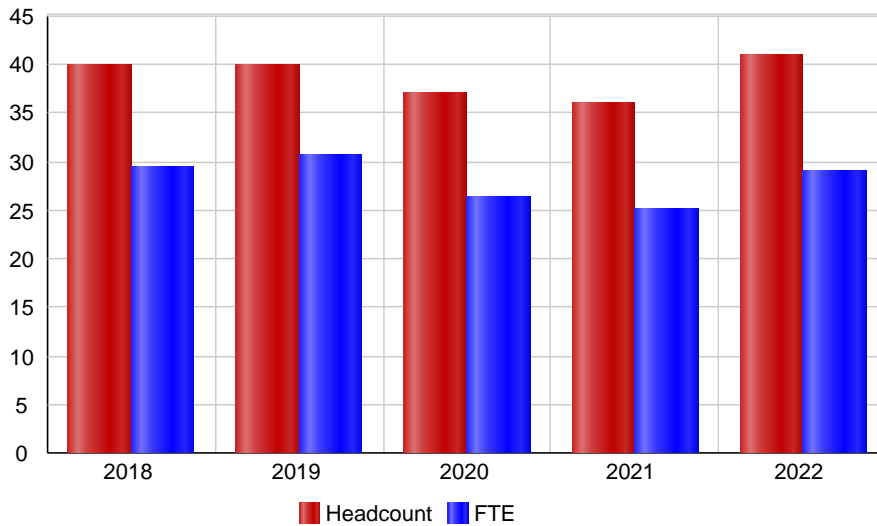


Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	3	100%	0%
Teacher	18	50%	50%
Mainstream EAs	4	75%	25%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	2	50%	50%
AIEO	1	0%	100%
Admin	3	67%	33%
Cleaner	5	20%	80%
Gardener	2	0%	100%
Other	3	0%	100%
Total	41		

Table 3 identifies the current proportion of full time employees for each occupational group.

Figure 3 Categories of staff employment

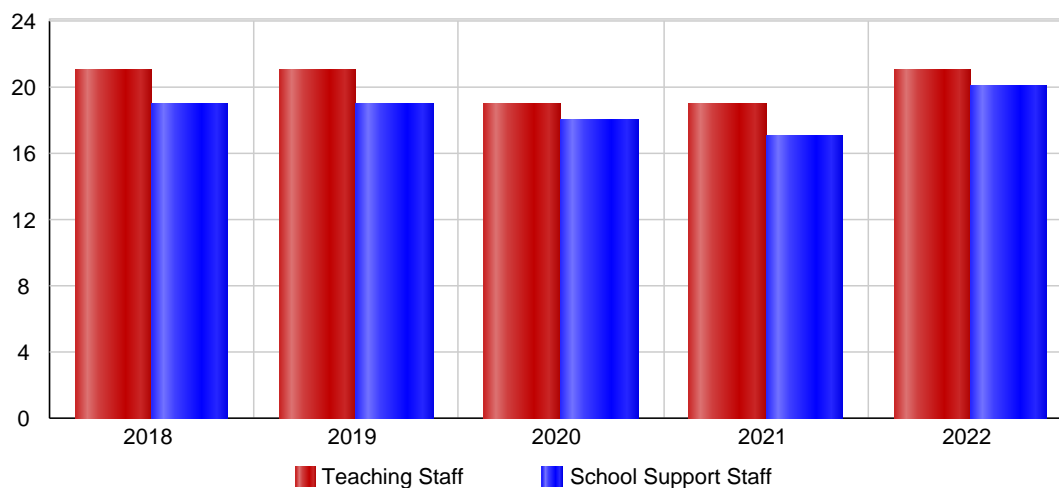


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2018.

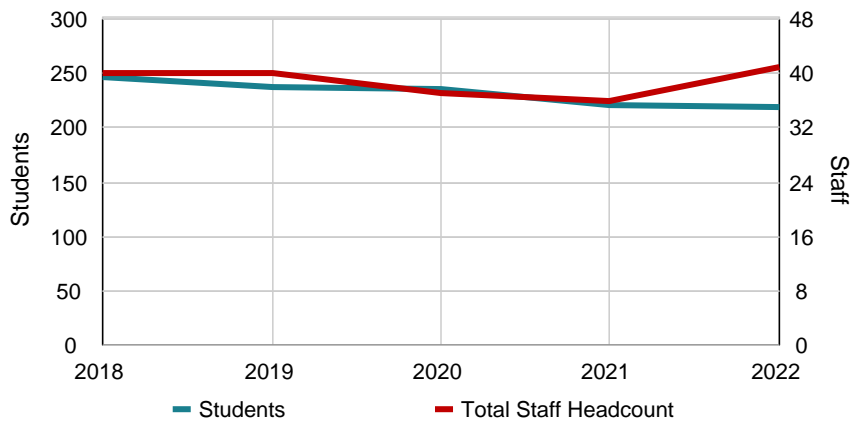
Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	40	21	19	245
2019	40	21	19	237
2020	37	19	18	230
2021	36	19	17	221
2022	41	21	20	216

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend



3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Dryandra Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2018	4	36	3	18	1	18
2019	4	36	3	18	1	18
2020	5	32	4	15	1	17
2021	4	32	2	17	2	15
2022	6	35	4	17	2	18
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2018	2.9	26.6	2.2	14.0	0.7	12.7
2019	3.3	27.3	2.6	14.2	0.7	13.1
2020	4.1	22.2	3.4	11.5	0.7	10.7
2021	3.1	22.1	2.0	12.2	1.1	9.9
2022	4.5	24.5	3.4	13.4	1.1	11.1

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2018 and currently in 2022.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2018	1
2019	1
2020	1
2021	1
2022	1

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2018 and currently in 2022.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2018	1
2019	1
2020	1
2021	1
2022	1

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2018 with the current 2022 data.

Table 7 Comparison of age profile data

	2018			2022		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	0	1	1	1	0
25 to 34	5	2	3	9	5	4
35 to 44	5	3	2	10	7	3
45 to 54	13	11	2	9	4	5
55 to 59	8	2	6	3	2	1
60 to 64	4	0	4	3	0	3
65 to 69	4	3	1	3	0	3
70 and over	0	0	0	3	2	1

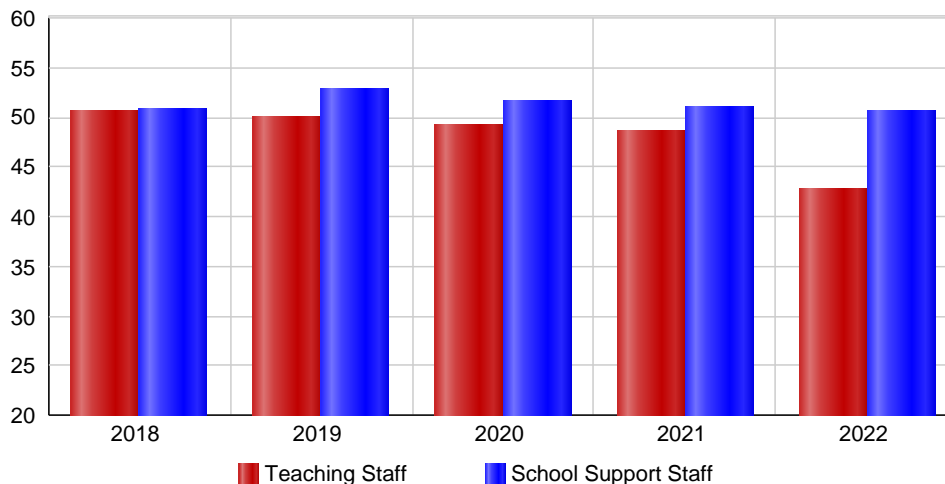
5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2018 to 2022

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2018	50.7	50.6	50.7	49.9	50.8
2019	51.4	50	52.8	47.8	51.7
2020	50.4	49.2	51.6	47.8	50.8
2021	49.7	48.5	51	50.2	49.6
2022	46.6	42.8	50.5	43.3	47.2

Figure 5 Average age of teaching and school support staff members 2018 to 2022



6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2018 to 2022

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	4	2.6	4	3.5	0	0.0
2019	4	2.6	4	3.5	0	0.0
2020	4	2.6	4	3.4	0	0.0
2021	2	1.2	3	3.0	0	0.0
2022	3	1.6	3	3.0	0	0.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Dryandra Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2018	131	78	6	13.0
2019	154.8	69	18	14.2
2020	124.5	96.5	6.5	14.9
2021	106	61.5	4.5	12.0

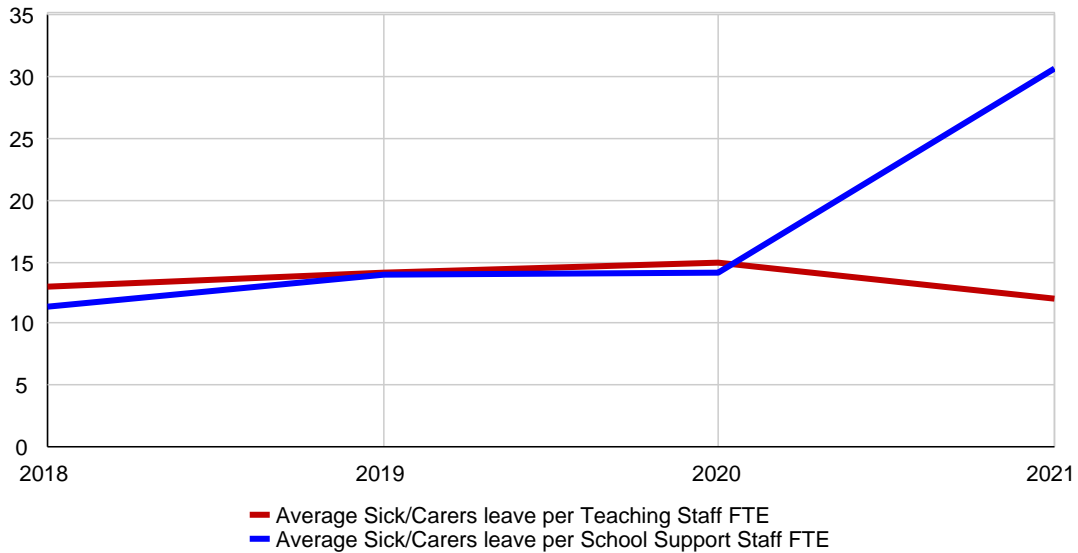
7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2018	87.1	47.6	15.2	11.4
2019	107.9	82.5	0	13.9
2020	99	60.6	8	14.2
2021	298.7	48.9	2	30.6

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2018 and 2022.

Figure 6 Sick and Personal Carers leave trends 2018 to 2022



8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2018	3	0	3	39.9	7.7%
2020	1	0	1	27.8	2.7%
2021	1	0	1	48.4	2.7%
Total	5	0	5		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

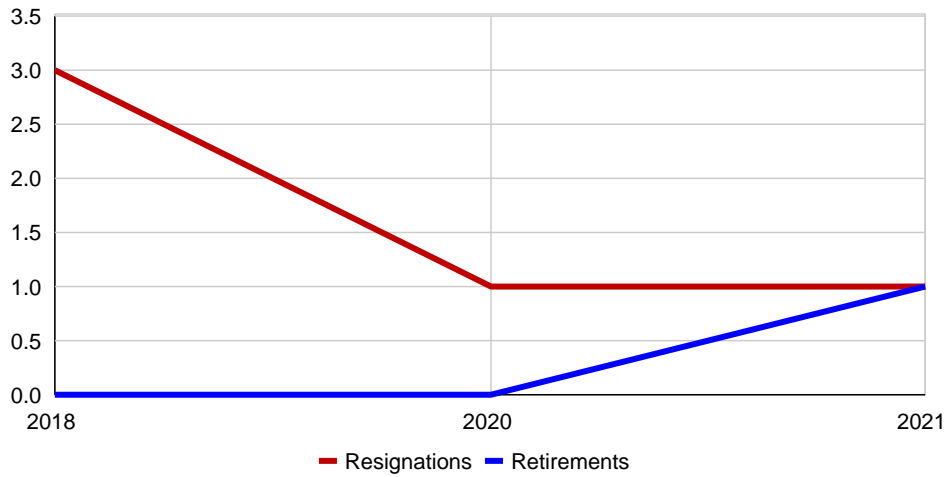
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2018	0	0	0		0.0%
2020	0	0	0		0.0%
2021	1	0	1	66.1	2.7%
Total	1	0	1		

Figure 7 Comparison resignation and retirement numbers



8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	2	2.0	0	0.0	0	0.0	0	0.0
Teacher	0	0.0	0	0.0	0	0.0	2	1.4
Mainstream EAs	0	0.0	2	2.0	1	1.0	0	0.0
Admin	1	1.0	0	0.0	1	1.0	1	0.2
Cleaner	0	0.0	1	1.0	0	0.0	0	0.0
Gardener	0	0.0	0	0.0	1	0.7	0	0.0
Total	3	3.0	3	3.0	3	2.7	3	1.6

Figure 8 Potential retirements as per age group

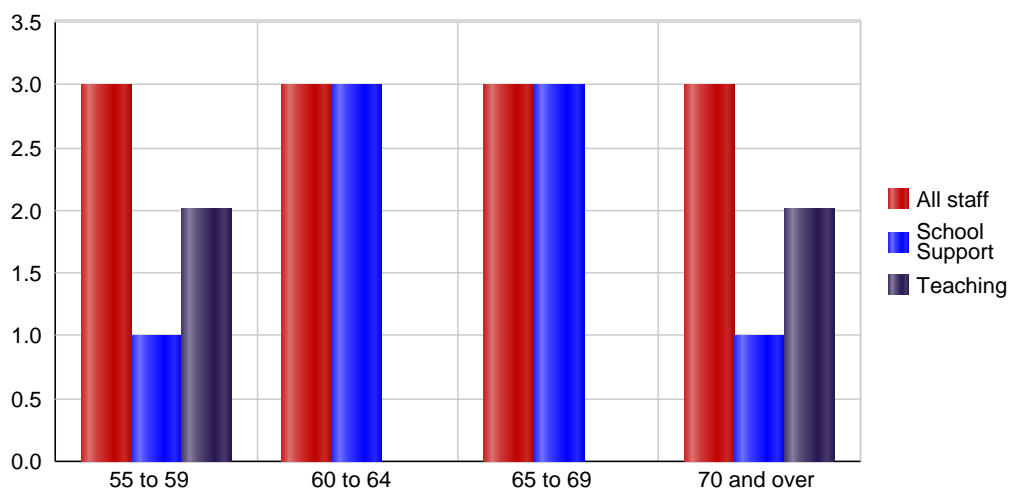


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2018	15	6	71%	29%
2019	19	2	90%	10%
2020	18	1	95%	5%
2021	15	4	79%	21%
2022	15	6	71%	29%

Figure 9 Employment Class (Teachers)

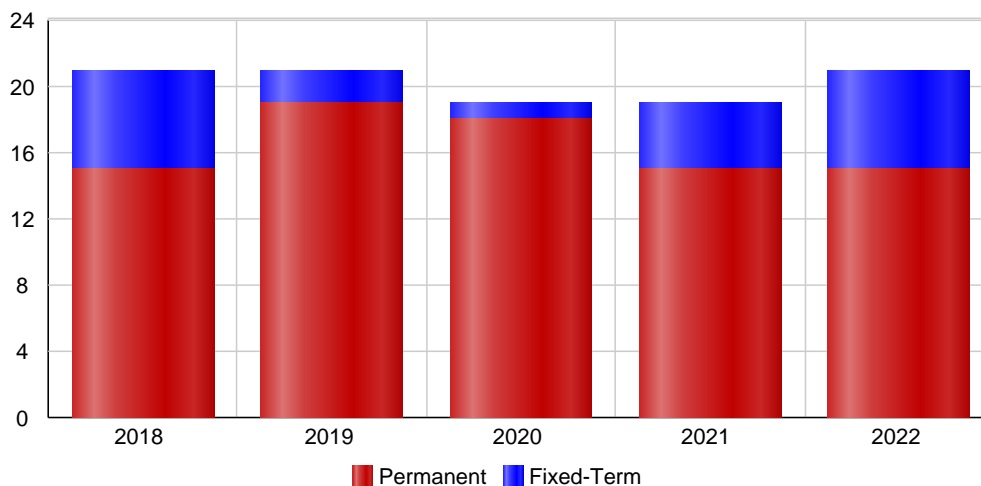
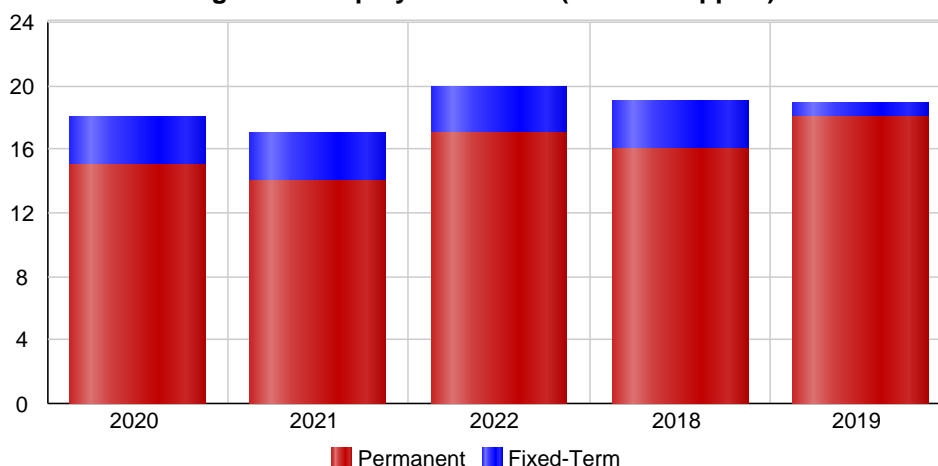


Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	15	3	83%	17%
2021	14	3	82%	18%
2022	17	3	85%	15%
2018	16	3	84%	16%
2019	18	1	95%	5%

Figure 9a Employment Class (School Support)



9.1 Pay Grade

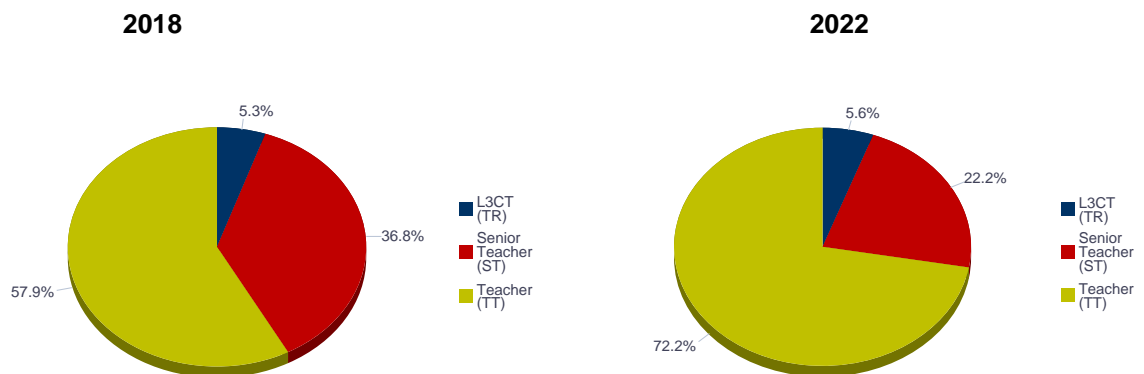
Table 16 provides the pay grade of teachers at Dryandra Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	1	0.8	7	5.6	11	7.8
2019	1	0.8	8	6.2	10	7.9
2020	1	0.8	8	6.8	8	5.3
2021	1	0.8	7	5.6	9	5.8
2022	1	1.0	4	3.2	13	9.6

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2018 and 2022



10.1 Accrued Leave as at **18/08/2022**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	6	7	13

Table 18 Long Service Leave - Staff with next accrual in 2022 or 2023

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2022	1	2	3
Next Accrual in 2023	2	3	5

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	5	5

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0



Student, Staff and Community Health and Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the survey of the outgoing principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
 - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
 - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
 - Search by location to find summary data about early childhood development outcomes in the area

Outgoing Principal's handover survey report: Dryandra Primary School

Whole school approaches/programs
The top five of the school's key programs or approaches
Explicit Direct Instruction Talk for Writing PLD- Diana Rigg, Words their Way and whole school phonics scope and sequence Origo Maths Instructional Skills - Commencing Positive Behaviour Support Framework and Friendly Schools Plus

Targeted programs
School-based programs that target specific groups of students
EAL/D program Spelling Mastery Chaplaincy Breakfast Club SAER Intervention

Professional learning
Most recent whole-school professional learning activities
Talk for Writing Best performance and analysing data Explicit Direct Instruction Heggerty phonemic awareness

Student welfare	Yes	No	Details/Provider
After school care provision		1	
Pre-kindergarten program or partnership	1		Parent organised playgroup which meets for two hours on Wednesday morning. This is supported, but not organised, by the Child and Parent Centre.

Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen		1				
School breakfast club	1		N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen					
School breakfast club	1		1	1	

Parent education
None at the moment

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	4
Community representatives	2
Other	

Voluntary contributions In 2021	% received
\$40.00	33%

Capital works projects	
Are there any capital works projects in progress?	No
Are there any capital works projects pending in the next 18 months?	No
Have any capital works applications been submitted and awaiting a decision?	No, however there is a need to resurface the basketball court. Admin upgrade required Roll out refrigerated air conditioning to the other teaching areas.

Community based committees, excluding the Council/Board that this school operates

None

Deed of Licence Agreements

Currently developing a deed of licence with the Playgroup.

Sponsorship arrangements

None

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement

Commendations

Four things that the school is doing well

- Distributed Leadership Group
- POL structure
- Positive Behaviour Support Framework
- Auslan
- Dance program

Recommendations:

Four areas that would benefit from further improvement

- Continue to develop data literacy across the school and make it a focus in the POL meetings
- Continue to develop the health and wellbeing focus for staff and students
- Strengthen the peer observations and mentoring/coaching processes
- Strengthen the Code of Conduct and professional responsibilities to further support staff morale.
- Review and widen the structures of the P&C and create greater opportunities for parent engagement