



# Principal Selection and Placement

## Dryandra Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

# Contents

---

## Introduction

### Section 1: Quality Teaching and Learning

- Schools Online report

### Section 2: Workforce Characteristics

- School workforce profile

### Section 3: Student, Staff and Community Health, Wellbeing and Engagement

- Principal survey report

# Principal Selection and Placement

---

## 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 and Community Health, Wellbeing and Engagement

### Conceptual Model for Workforce Planning and Development

**Workforce Strategy**  
Improving Student Outcomes



## School Profile

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 and Community Health, 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)



Department of  
Education

**Shaping the future**

# 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 Details

School Code	5694
Commencement Date	01/02/1989
Education Region	NORTH METRO
Local Government Area	STIRLING (C)
State Electorate	MIRRABOOKA
Commonwealth Electorate	COWAN
Independent Public School	2019
School year from	Kindergarten
School year to	Year 6
Principal Level	PS CLASS 4
Classification Group	PRIMARY SCHOOLS
Broad Classification	PRIMARY SCHOOLS

## School Management

**Principal**

Regina Kroczek

**Vice / Deputy Principal**

Elizabeth Owers

**Manager Corporate Services**

Lee Geary



**Region Management**

**Director of Education**

Cheryl Townsend

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 'Kidsmatter' 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.



## Programs

### Department Endorsed Programs

- English as a Second Language Primary Cell Program

English as a Second Language/English as a Second Dialect (ESL/ESD) Cell programs provide support for newly arrived ESL students, students who have exited from IECs and ESL students who are enrolled in the mainstream context. Eligible students with a background of limited schooling are entitled to extra support. A stand alone ESL/ESD Cell program may be sited at one school or across two to three neighbouring primary schools. ESL/ESD Cell Programs have a dedicated ESL Cell Teacher and Ethnic Education Assistant(s).

## Student Numbers (as at 2023 Semester 2)

### Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(12)	31	29	28	22	33	26	27	208
Part Time	23								

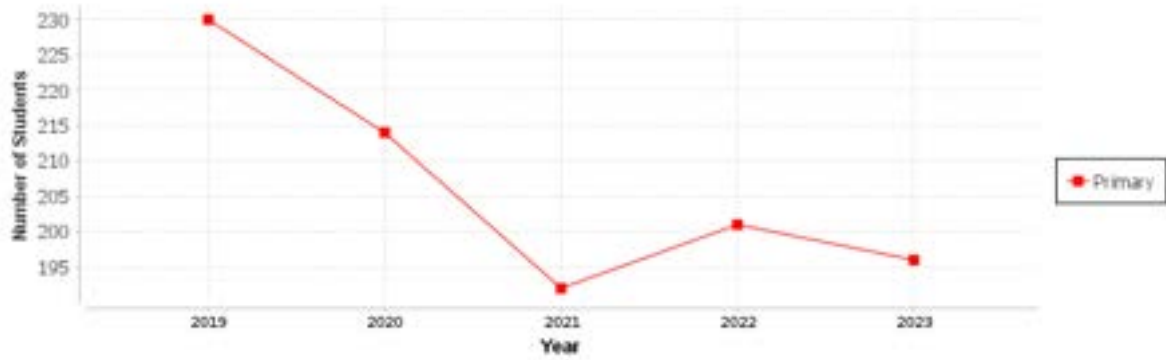
**Note:**

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

### Gender

	Kin	PPR	Pri	Sec	Total
Male	11	13	82		106
Female	12	18	83		113
<b>Total</b>	<b>23</b>	<b>31</b>	<b>165</b>		<b>219</b>

## Student Number Trends (based on 2023 Semester 2 Census Data)



### 2023 Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	230	214	192	201	196
Total	230	214	192	201	196

**Note:**

The graph and table include only full-time students

## Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
Level 3 Teachers	1	1.0	0
Other Teaching Staff	15	10.4	0
<b>Total Teaching Staff</b>	<b>16</b>	<b>11.4</b>	<b>0</b>
Clerical / Administrative	3	2.2	1
Instructional	1	0.4	1
Other Allied Professionals	6	5.8	0
<b>Total Allied Professionals</b>	<b>10</b>	<b>8.4</b>	<b>2</b>
<b>Total</b>	<b>28</b>	<b>21.8</b>	<b>2</b>

**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.

## Attendance

### Primary Attendance Rates

	School	WA Public Schools
2021	88.2%	91.0%
2022	83.7%	86.6%
2023	87.4%	88.9%

### Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	83%	88%	87%	88%	89%	91%	89%
2022	83%	84%	85%	81%	84%	83%	86%
2023	83%	90%	86%	92%	88%	89%	85%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

#### Note

*Non-attendance is subject to a departmental policy which states:*

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

*This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.*

#### Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

## NAPLAN Average Test Scores

NAPLAN - Numeracy	2023	
	Year 3	Year 5
Average Score	355	450

NAPLAN - Reading	2023	
	Year 3	Year 5
Average Score	349	436

NAPLAN - Writing	2023	
	Year 3	Year 5
Average Score	375	458

## Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2023	
	Year 3	Year 5
Exceeding	4%	0%
Strong	30%	48%
Developing	43%	40%
Needs Additional Support	22%	12%

NAPLAN Reading	2023	
	Year 3	Year 5
Exceeding	4%	0%
Strong	26%	48%
Developing	61%	28%
Needs Additional Support	9%	24%

NAPLAN Writing	2023	
	Year 3	Year 5
Exceeding	0%	4%
Strong	48%	60%
Developing	39%	12%
Needs Additional Support	13%	24%

### Note

Exempted students and students identified with an intellectual disability who sat the test are excluded from the calculation.

Percentages may not add up to 100% due to rounding.

## Student-Centred Funding

### Student-Centred Funding 2024

Per Student Funding	\$1,678,272.00
Student and School Characteristics	\$993,563.81
Disability Adjustments	\$0.00
Targeted Initiatives	\$267,714.09
Operational Response Allocation	\$0.00
Regional Allocation	\$0.00
<b>Total 2024</b>	<b>\$2,939,549.90</b>

### Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	24	0	\$131,232.00
Pre-primary	20	0	\$190,000.00
Year 1	31	0	\$294,500.00
Year 2	21	0	\$199,500.00
Year 3	24	0	\$228,000.00
Year 4	21	0	\$166,698.00
Year 5	33	0	\$261,954.00
Year 6	26	0	\$206,388.00
<b>Total</b>	<b>200</b>	<b>0</b>	<b>\$1,678,272.00</b>



## Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	36	\$80,864.85
Disability	27	\$105,358.84
English as an Additional Language or Dialect	51	\$162,849.28
Social Disadvantage	125	\$155,763.84
<b>Sub Total</b>		<b>\$504,836.81</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$488,727.00
Locality		\$0.00
<b>Sub Total</b>		<b>\$488,727.00</b>
	<b>Total</b>	<b>\$993,563.81</b>

## Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$129,107.22
Targeted Initiative: Additional Educational Adjustment	\$6,272.63
Targeted Initiative: Additional support for delivery of mental health programs	\$12,753.51
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,753.51
Targeted Initiative: Preschool Reform Agreement	\$26,232.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$43,024.48
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,753.51
<b>Total</b>	<b>\$267,714.09</b>



# 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.

## Dryandra Primary School Profile 2020 – 2024

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

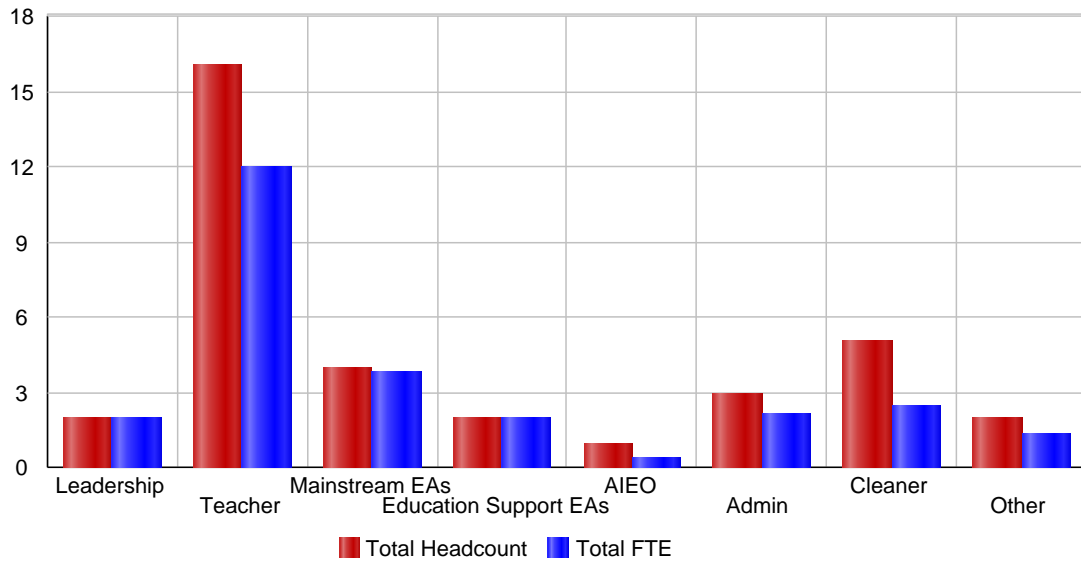
and other staff not included above.

**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	2	2.0	0	0.0	2	2.0
Teacher	15	11.0	1	1.0	16	12.0
Mainstream EAs	4	3.8	0	0.0	4	3.8
Education Support EAs	1	1.0	1	1.0	2	2.0
AIEO	1	0.4	0	0.0	1	0.4
Admin	3	2.2	0	0.0	3	2.2
Cleaner	4	1.5	1	1.0	5	2.5
Other	2	1.4	0	0.0	2	1.4
<b>Total</b>	<b>32</b>	<b>23.3</b>	<b>3</b>	<b>3.0</b>	<b>35</b>	<b>26.3</b>

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

**Figure 1 FTE and headcount of staff for occupation groups**



## 2. Total Employment

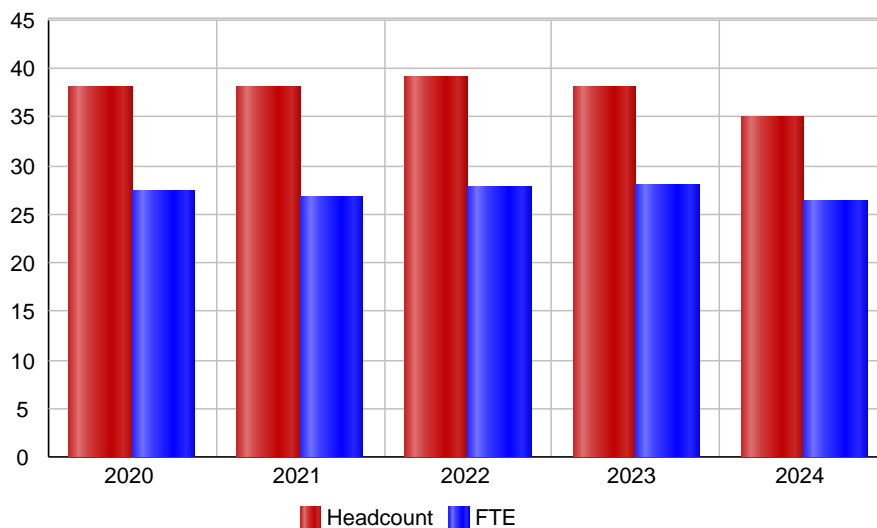
Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2020-2024).

**Table 2 Total employment FTE and headcount 2020-2024**

Year	Headcount	FTE
2020	38	27.3
2021	38	26.8
2022	39	27.8
2023	38	28.0
2024	35	26.3

Figure 2 illustrates the above data.

**Figure 2 Total employment FTE and headcount 2020-2024**



**Table 3 Total employment headcount with proportion of full time employees**

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	2	100%	0%
Teacher	16	44%	56%
Mainstream EAs	4	75%	25%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	2	100%	0%
AIEO	1	0%	100%
Admin	3	67%	33%
Cleaner	5	20%	80%
Other	2	50%	50%
<b>Total</b>	<b>35</b>		

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

**Figure 3 Categories of staff employment**

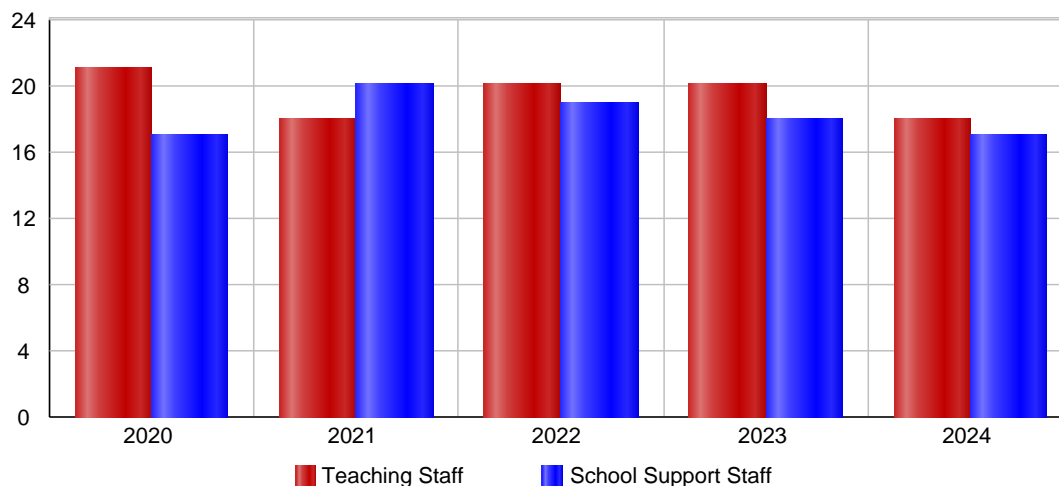


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

## 2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

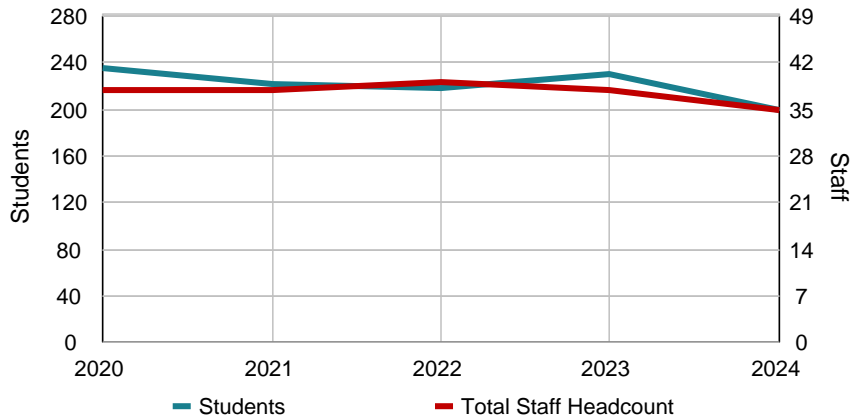
**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	38	21	17	230
2021	38	18	20	221
2022	39	20	19	216
2023	38	20	18	230
2024	35	18	17	200

\* 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
2020	5	33	4	17	1	16
2021	5	33	3	15	2	18
2022	4	35	2	18	2	17
2023	2	36	1	19	1	17
2024	2	33	2	16	0	17
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	3.9	23.4	3.2	12.5	0.7	10.9
2021	4.1	22.7	3.0	11.4	1.1	11.3
2022	2.5	25.3	1.4	14.6	1.1	10.7
2023	1.0	27.0	0.6	15.8	0.4	11.2
2024	1.6	24.7	1.6	12.4	0.0	12.3

### 4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2020 and currently in 2024.

**Table 6 Women in Teaching Leadership roles**

Year	Leadership + HOD
2020	1
2021	1
2022	2
2023	2
2024	2

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2020 and currently in 2024.

**Table 6a Women in School Support Leadership roles**

Year	Manager Corporate Services
2020	1
2021	1
2022	1
2023	1
2024	1

## 5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2020 with the current 2024 data.

**Table 7 Comparison of age profile data**

	2020			2024		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	0	1	0	0	0
25 to 34	4	2	2	7	5	2
35 to 44	7	6	1	7	5	2
45 to 54	12	8	4	8	3	5
55 to 59	5	2	3	2	1	1
60 to 64	3	0	3	5	2	3
65 to 69	4	2	2	3	0	3
70 and over	2	1	1	3	2	1

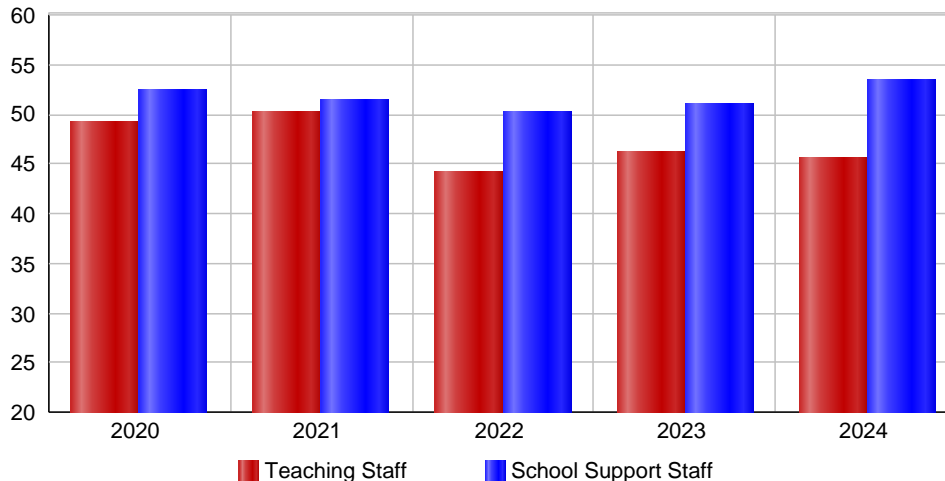
### 5.1 Average Age

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 2020 to 2024**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	50.6	49.2	52.3	47.4	51.1
2021	50.8	50.1	51.3	46.2	51.4
2022	47	44.1	50.1	41.1	47.7
2023	48.4	46.1	50.9	36	49.1
2024	49.4	45.6	53.4	33.1	50.4

**Figure 5 Average age of teaching and school support staff members 2020 to 2024**



## 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 2020 to 2024**

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	4	2.6	4	3.9	0	0.0
2021	5	2.8	5	4.4	0	0.0
2022	3	1.6	5	5.0	0	0.0
2023	3	1.6	4	4.0	0	0.0
2024	3	1.6	5	5.0	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
2020	124.5	96.5	6.5	14.9
2021	106	61.5	4.5	12.0
2022	56.5	52.5	0	6.9
2023	136.2	50.3	0	11.6

### 7.2 Sick and Personal Carers leave of school support staff

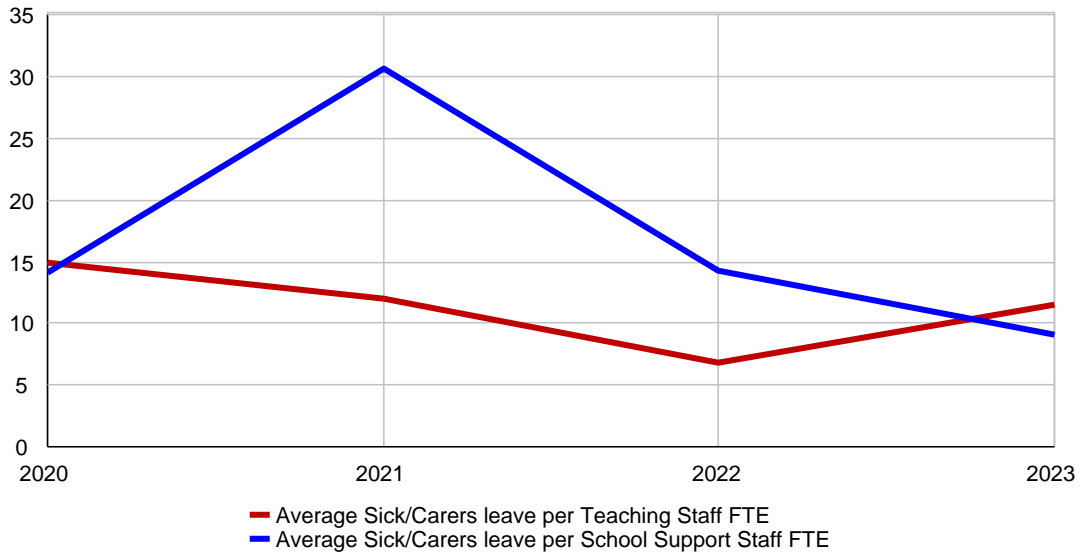
**Table 11 Sick leave for school support staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2020	99	60.6	8	14.2
2021	298.7	48.9	2	30.6
2022	103.2	48.9	17.4	14.3
2023	52	48.7	6.9	9.1

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2020 and 2024.



**Figure 6 Sick and Personal Carers leave trends 2020 to 2024**



## 8. Resignations and Retirements

### 8.1 Estimated Resignation Rate

**Table 12 Resignation rate**

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2020	1	0	1	27.8	2.7%
2021	1	0	1	48.4	2.7%
2022	0	0	0		0.0%
2023	2	0	2	30.2	5.3%
<b>Total</b>	<b>4</b>	<b>0</b>	<b>4</b>		

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.

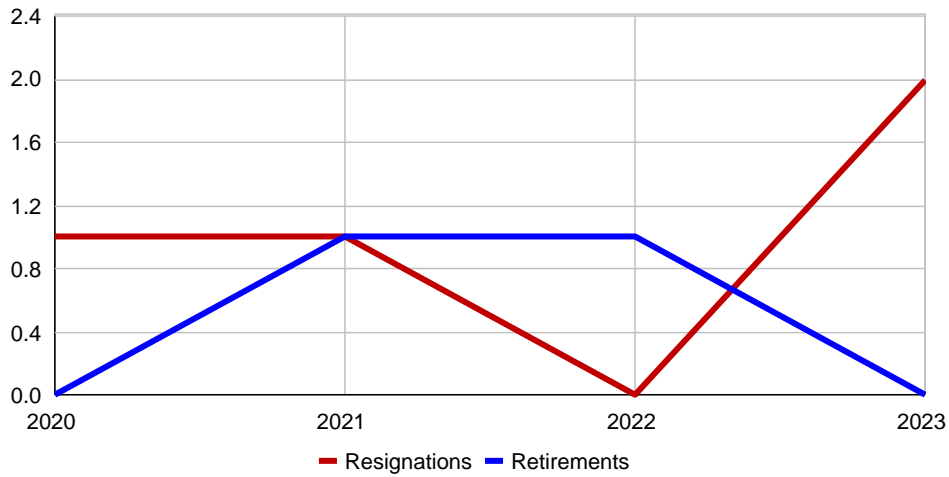
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

### 8.2 Retirement Rate

**Table 13 Retirement rate**

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2020	0	0	0		0.0%
2021	1	0	1	66.1	2.7%
2022	1	0	1	69.9	2.6%
2023	0	0	0		0.0%
<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>		

**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	1	1.0	1	1.0	0	0.0	0	0.0
Teacher	0	0.0	1	0.6	0	0.0	2	0.8
Mainstream EAs	1	0.8	2	2.0	1	1.0	0	0.0
Admin	0	0.0	1	1.0	1	1.0	1	0.2
Cleaner	0	0.0	0	0.0	1	1.0	0	0.0
<b>Total</b>	<b>2</b>	<b>1.8</b>	<b>5</b>	<b>4.6</b>	<b>3</b>	<b>3.0</b>	<b>3</b>	<b>1.0</b>

**Figure 8 Potential retirements as per age group**

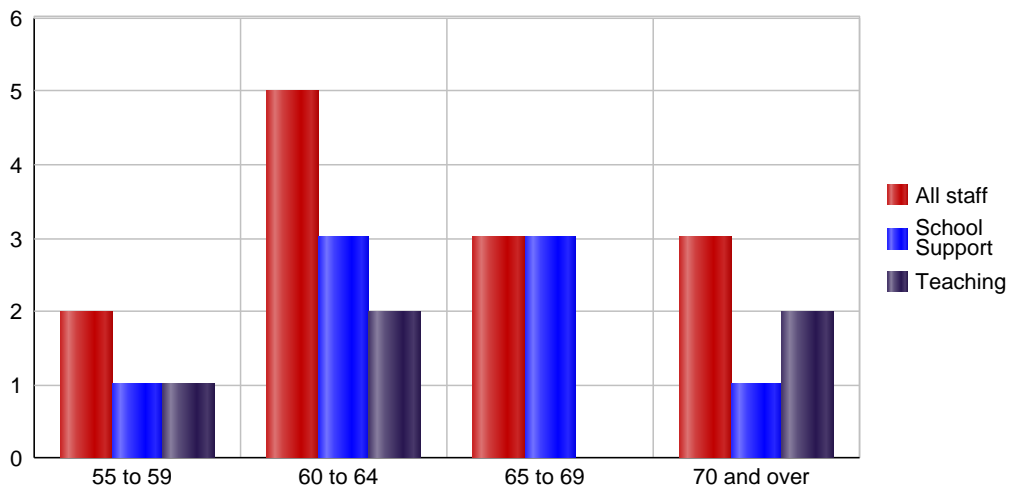


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

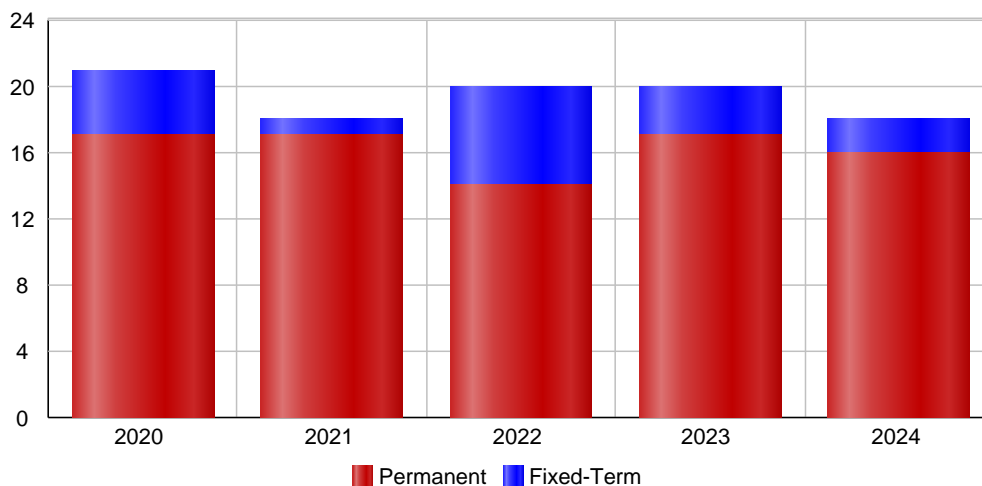
### 9. Teacher Data (Non-leadership staff under teachers agreement)

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
2020	17	4	81%	19%
2021	17	1	94%	6%
2022	14	6	70%	30%
2023	17	3	85%	15%
2024	16	2	89%	11%

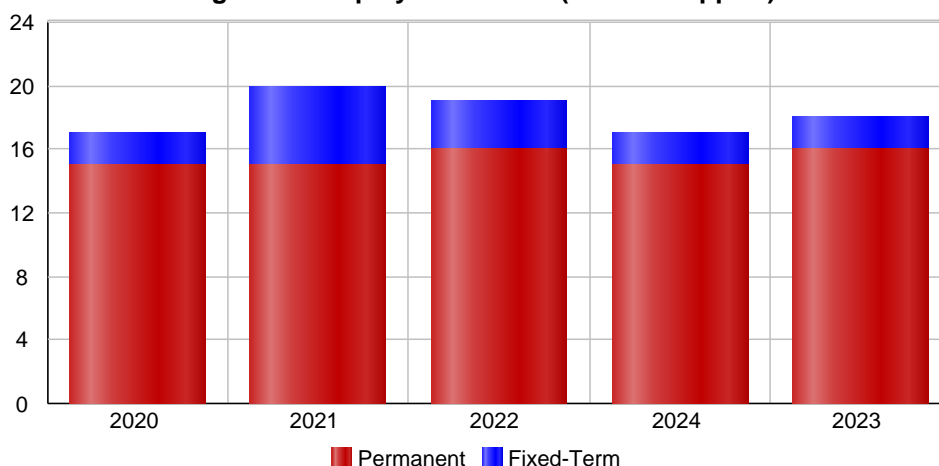
**Figure 9 Employment Class (Teachers)**



**Table 15a Employment Class (School Support)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	15	2	88%	12%
2021	15	5	75%	25%
2022	16	3	84%	16%
2024	15	2	88%	12%
2023	16	2	89%	11%

**Figure 9a Employment Class (School Support)**



**9.1 Pay Grade**

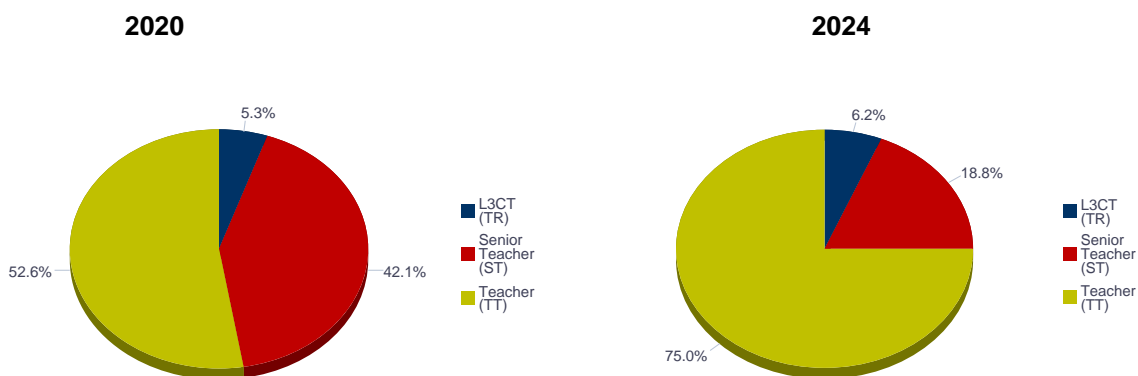
Table 16 provides the pay grade of teachers at Dryandra Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

**Table 16 Pay grade**

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	1	0.8	8	6.4	10	6.5
2021	1	0.8	7	5.8	8	5.8
2022	1	1.0	6	4.6	11	8.4
2023	1	1.0	5	4.2	12	9.2
2024	1	1.0	3	1.8	12	9.2

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

**Figure 10 Teacher pay grades 2020 and 2024**



### 10.1 Accrued Leave as at **28/03/2024**

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	5	11	16

**Table 18 Long Service Leave - Staff with next accrual in 2024 or 2025**

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2024	0	1	1
Next Accrual in 2025	1	2	3

**Table 19 Accrued Annual Leave - Days available**

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	2	2
Between 20 and 40	0	1	1

**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, Wellbeing and Engagement

---

This section of the school report includes details about the school context obtained from the school 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

# Principal Survey report: Dryandra Primary School

**Whole school approaches/programs**  
 The top five of the school's key programs or approaches

Dryandra Primary School's whole school approaches include:

- 1) Explicit Teaching and Daily Reviews,
- 2) Talk for Reading,
- 3) Talk for Writing.
- 4) Origo Mathematics,
- 5) PLD and Whole School Positive Behaviour Program.

**Targeted programs**  
 School-based programs that target specific groups of students

- 1) Literacy Intervention Program Years 1-2
- 2) University of Florida Literacy Intervention (UFLI).

**Professional learning**  
 Most recent whole-school professional learning activities

- 1) Talk for Writing
- 2) Talk for Reading
- 3) Use of Elastik Data
- 4) Daily Reviews
- 5) Explicit Direct Instruction
- 6) Supporting EALD students

Student welfare	Yes	No	Details/Provider
After school care provision		1	
Pre-kindergarten program or partnership			

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	

Parent education
Jump into Kindergarten - Parent Education Program. There are strong Links between the School and Child and Parent Centre Westminister

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



Capital works projects	
Are there any capital works projects in progress?	n/a
Are there any capital works projects pending in the next 18 months?	
Have any capital works applications been submitted and awaiting a decision?	

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

Deed of Licence Agreements

Edmund Rice Centre and Smith Family - student wellbeing and tutoring afterschool activities

Sponsorship arrangements

# 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
<ol style="list-style-type: none"><li>1) Supporting consistency and with alignment to school approaches, professional learning in: Shaping Minds; Talk for Writing; and Talk for Reading is prioritised.</li><li>2) Collaborative structures and practices are strong. Informed by student data, Phase of Learning Team meetings are used to guide planning for academic and behavioural outcomes. Student characteristics and targeted initiative funding is deployed to support the implementation of intervention and chaplaincy programs, and enables teachers to cater for both Aboriginal students and those with English as an Additional Language or Dialect.</li><li>3) Culturally responsive approaches are supported through the work of the Aboriginal and Islander education officer who provides an essential link between the school and families.</li><li>4) In addition to Aboriginal Cultural Standards Framework informed planning, teachers are supported to integrate Aboriginal perspectives in teaching and learning programs</li></ol>

## Recommendations:

Four areas that would benefit from further improvement
<ol style="list-style-type: none"><li>1) Strengthen induction processes by ensuring agreed whole-school programs and practices are documented.</li><li>2) Build a collective understanding and agreement on how change is managed, and decisions are made within the leadership structures.</li><li>3) Review relevance of the iStar model and develop a Dryandra pedagogical framework that aligns to the Teaching for Impact strategy and documents whole-school agreed approaches</li><li>4) Strengthen the current student services structures by establishing relevant school guidelines and documenting processes for behaviour and students at academic risk.</li></ol>