



Dampier Primary School

Annual Report 2020

Our Vision

Working together we ensure success for all.

Our Purpose

Dampier Primary strives to build collaborative partnerships that empowers students to have a happy mind, a healthy body and a hardy spirit. Our students are motivated and accountable learners who are supported and challenged to be successful.

Our values



Happy Mind

We care for each student with humanity and sensitivity, as developing human beings worthy of being taught with genuine respect, enlightened discipline and imaginative flair. We care about what we do and how we do it.



Healthy Body

The wellbeing of our students is pivotal to their success at school and beyond. Physically and emotionally healthy young people are able to engage openly and work to their full potential.



Hardy Spirit

We nurture & challenge each student. At our school, each and every student, regardless of background and ability must be provided with the conditions to learn so that they can be the best that they can be.

School Profile

School Overview

Dampier Primary School is a proud Independent Public School that commenced operations in 1967. Our school is a unique learning community situated in the heart of the Pilbara flanked by the red dirt and the pristine waters of the Dampier Archipelago.

ICSEA: 1016 (4)

Student population: 192

Transiency rate for 2020: 9.0%

Students with a disability: 3.5%

Aboriginal or Torres Strait Islander students: 5.0%

Attendance

LONGITUDINAL STUDENT ATTENDANCE DATA FOR DAMPIER PRIMARY SCHOOL

Report Criteria:

Collection Periods:	As displayed in Table 1	ATSI:	All	Social Disadvantage:	All													
Enrolment Status:	All	Participation List:	No	Educational Adjustment:	All													
Gender:	All	Estimate Excluding 2020T1 Weeks 7 to 10: Yes																
Year Groups:	Primary	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12	Y13	UPR	USE
Composition of Group:		x	✓	✓	✓	✓	✓	✓	✓	x	x	x	x	x	x	x	x	x

Table 1: Attendance and Absence Type by Collection Period for DAMPIER PRIMARY SCHOOL

Collection Period	2020 Sem 1
Attendance Rate	95.6%
Regular Attendance	88.1%
Authorised Absence	65.4%
Unauthorised Absence	34.6%

* indicates that data is not final. Note that the Absences are proportions of half days in each category.

Semester 1 2020 attendance were severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. In order to validly compare Semester 1 2020 attendance, the data excludes Term 1 Weeks 7-10.

P&C

We must thank our P&C. Due to the restrictions placed on the community through COVID 19 the school's P&C were hindered with the amount of fund raising they could do. Through the substantial amount of funds, the P&C have raised over time Samsung Flips were bought for each classroom and the Athletics program was funded again.

Staffing profile

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

	No	FTE	ABL
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	14	11.0	2
Total Teaching Staff	14	11.0	2
School Support Staff			
Clerical / Administrative	3	1.7	0
Gardening / Maintenance	2	1.0	0
Other Non-Teaching Staff	10	6.0	0
Total School Support Staff	15	8.7	0
Total	31	21.7	2

Our Priorities

- Developed a new Business Plan 2020-2022
- Continued improvement based on the principles of shared decision making and team work. As a community of learners, we are committed to working together to guide and support each other in reaching the highest levels of development of mind, heart, body and spirit.
- Provide quality education by inspiring our students to strive for personal best and to leave our school well prepared for their future. To facilitate this, we continued to provide an environment which supports staff and builds their capacity to deliver quality learning opportunities.
- We build positive, healthy and supportive environments for students and staff, underpinned by a values-rich learning culture that supports quality learning and positive behaviours.
- High Quality Teaching and Relationships
- To have an upward trend in NAPLAN English & Mathematics assessments in Years 3 and 5
- Achievement will be equivalent or better than 'like' schools.
- To increase in the satisfaction level of parents and community
- Increased participation in surveys
- Student attendance to be equal to or better than 'like' schools

Priority 1: English

In English, we continued to work with a whole school approach to teaching spelling, reading and writing. Assessment continued to be conducted using various resources that are age developmentally appropriate and that produce meaningful data to teachers. In Kindergarten and Pre-Primary, students participated in On-Entry assessment, as well as Cracking the Code for Phonological screening. From Years 1-6 Diana Rigg spelling program, Talk4Writing, Talk4Reading, PAT Reading assessment and Schonell spelling tests were used to track student progress and compare student results over time. Years 4-6 use Grammar Books to target specific concepts. In 2020, we aimed to reduce the number of students requiring RTI through the MiniLit program.

Spelling

Years 4-6 continued to stream spelling with the use of Diana Rigg spelling program to help target and support students working below their expected year level. Years 1-3 used Diana Rigg PLD and students that required intervention attended MiniLit intervention support in addition to in-class explicit spelling lessons. At the end of 2020, we had 69% of students from Years 1-6 below level, 14% working at level and 17% working above level in spelling.

Reading

This year we used Diana Rigg listed sight words to assess sight word recognition to support fluency development. In Pre-Primary and Year One, students used Dandelion Decodable Readers to measure fluency, word recognition and comprehension. By the end of Pre-Primary, it was expected that students be able to read a Level 4-6 and 18-20 by the end of Year One. By the end of 2020, 25% of Pre-Primary and Year Ones were below target, 51% were working at target and 23% were working above target for Decodable Reading.

To teach comprehension, all teachers from 1-6 attended Talk 4 Reading Professional Learning hosted by Dyslexic SPELD Foundation. Teachers began implementing comprehension through this program looking at teaching explicit teaching strategies.

We used PAT R Reading Assessment to measure student comprehension from Years 1-6. A percentile score is provided at the end of assessment that teachers can use to measure level of comprehension. A percentile of 0-35 equates to working below the expected standard. 30% of Year 1 to 6 students are percentile 0-35. A percentile of 36-65 equates to working at the expected standard. 26% of students from Year 1 to 6 are working at standard. A percentile of 66-85 equates to students working above standard. 27% of Year 1 to 6 students are working above standard. A percentile of 85-100 equates to working well above the standard. 19% of Year 1-6 students are working well above the standard.

Talk 4 Writing

For our Writing and Grammar, we continued using Talk 4 Writing as a whole school approach. Teachers engaged with English Coordinator to plan, teach and assess Writing throughout the year. Each term, teachers taught a fiction and non-fiction text type to students and put specific focus on language conventions and techniques. Cold tasks continue to provide diagnostic information needed for teachers to determine whole class word, sentence and text level goals. From this, we continued to use 'Short Burst Writing' to get students practicing these goals in order to naturally embed them into their writing. We continue to use Magpie Walls and from

Years 4-6 booklets to teach and increase student Tier 2 vocabulary. 'Hot tasks' were used for summative assessment to compare the growth and how well the learning outcomes were achieved from each unit of work.

2021 and Beyond

In 2021, Initial Lit will be introduced from Pre-Primary to Year 2 to target weakness in spelling and reading within our early years.

- Continue using Talk 4 Writing as an effective program for teaching literacy to improve writing results.
- Continued use of Talk 4 Read across Years 3-6 to promote higher-order thinking and modelled, guided and independent practice of comprehension.
- Utilise English Leader for planning and feedback to teachers on student progress.
- Continue using PAT Reading assessment for comparable and fair data.
- Continue the use of DSF Australian Literature Spine to expose students to a wide variety of high-quality texts to improve both Reading and Writing outcomes across all year levels.
- Develop a Literacy / Reading PLC.

Priority 2: Mathematics

Teachers continued to focus on Mathematics vocabulary words from Paul Swan's My Word book, in all year levels as part of the warm-up routine. This supported student learning and understanding.

The school reporting schedule reflected the continued strategy to focus on and report only the area of Number and Algebra for Semester One. Classroom teachers followed the Top 10 Scope and Sequence and used additional resources such as, Mental Maths student books, Maths Plus, RIC Publications and Paul Swan games. These resources provided the opportunity to strengthen concept development and fill identified gaps in learning. Problem solving was identified as a need and is targeted using the sequenced introduction of the Paul Swan's Mental Maths strategy posters.

PAT-M and NAPLAN data analysis was used to identify higher-achieving students in Year 4- 6, to provide extension work packages in class. These students were given the opportunity to compete in the Have Sum Fun Maths competition and Maths Olympiad. These competitions offered the opportunity to develop problem solving skills in a timed setting. All students in Year 3-6 are given the chance to participate in a Times Table challenge in Term 4, with recognition given to the top two students in each year level.

Minute Maths, Top 10 and PAT-M assessments were used throughout the school and data was recorded in a whole school data files. Students with limited progress in PAT-M, NAPLAN and Top 10 pre and posttests were targeted for Tier 1 or Tier 2 intervention. Using the Top 10 assessments, teachers were able to use the data to assist staff to identify and teach the deficits using the Top 10 critical checkpoints.

Mathletics was used as a weekly whole-school celebration. The Gold, Silver and Bronze medals are announced and presented at weekly assemblies for the classes with the highest three point allocations for the week. With the continuation of this friendly competition, teachers continued to observe noticeable improvements in participating student outcomes, interest and determination.

- ❖ On Entry Data will be compared to NAPLAN data in Year 3, and NAPLAN data from Year 3 to Year 5 will be used to set target students annually. These are placed in the Mathematics Operational Plan for the current year. (No NAPLAN data for 2020)
- ❖ Students with Very Low – Low progress have been identified as target students. These students will achieve Moderate+ progress in the next 2-year assessment period. (No NAPLAN data for 2020)
- ❖ All students will progress at least 20 percentile points on PAT-M online assessments each year and target students will be monitored to ensure they are progressing.
- ❖ Increase the percentage of students achieving 65-85th Percentile and above 85% percentile in PAT-M to 40% and 25% respectively in all year levels
- ❖ By the end of each year, all students will be above the 'normal' range in Minute Math Assessments

2021 & Beyond

- Continue implementing the Top 10 Mathematics Program from P-6.
- Mentor Tambrey PS in Top 10 through class observations and shared meetings.
- Continue to strengthen numeracy using manipulatives and games.
- Focus on moderation with Tambrey.
- Bring focus back to vocabulary development and acquisition.
- Systematically teach problem solving strategies using the iMaths problem solving poster to develop consistent mathematical language and approaches.

Priority 3: Future Focused Learning (FFL)

Moving forward from STEM, we are shifting our focus from the product to the process, the Future Focused Learning team continued to travel to and from Perth on numerous occasions to support ours and other schools in the implementation and development of STEM and FFL programs in our state. We have built solid relationships with our mentor school Mount Hawthorn Primary, who have been a great support system during our STEM Enterprise journey. Dampier was requested as a support school and we are now mentoring Clarkson and Mullen Primary, along their journeys to design and implement STEM in their schools.

As Future Focused Learning is not a curriculum area and is not yet a widely adopted approach, we acknowledged teachers were feeling challenged in this space. To meet teacher need, we scaled and diffused our vision which allowed us to focus on developing teacher skills to identify student competencies. Data, whole school and classroom trials identified the need for us as a collective to explicitly teach students the enterprise skills through the seven competencies.

Reflection opportunities at one of the STEM Enterprise workshops offered the insight to the FFL team to scale back our focus from seven competencies to one focus area per year. Collaboratively, teachers worked on student assessment rubrics for classroom use, encouraging shared ownership and developing teacher understanding of the competencies. Early childhood teachers established the necessity for teachers to assess students using the modified focus rubric. Years 1 – 6 teachers asked students to complete the rubric as a self-assessment.

2021 will see a continued focus on developing the seven competencies, with a focus on the communication competency. Teachers will be encouraged to continue the use of the Watanabi's 6Ds as part of the design process. The FFL team will continue to seek support and resources as enabling tools for teachers to assist the delivery of our FFL approach in classrooms. To maintain our trajectory in FFL we will explore the opportunity of expanding our team within our school. Opportunities to make further connections with other schools and build upon our current school relationships will be considered.

- Developed a Case for Change
- Developed, reviewed and/or refined Whole School Support documents
 - Planning documents
 - Whole School Activities (per term)
 - Critical Assessment Rubrics (developmentally appropriate)
 - Essential Questioning document
 - Unpacked the 6 D's (Define, Discover, Dream, Design, Deliver & Debrief)
 - Integrating the 7 Competencies into classroom practice.

Attending the STEM Schools Initiative workshops and showcase in Perth where lead staff collaborated with schools from all over the state. These ideas were shared with staff and information was used to inform teacher practice across all classrooms

- Created a Welcome Pack for new students
- Explored ways that students could make the school 'Sound Better'
- Developed a plan for Reduce, Reuse, Recycle to address;
 - the number of plastic cups been left as rubbish around the school.
 - How students could repurpose materials to make something new. One design was making Library Bags from old T-Shirts
- Dampier was the first school that was requested to be a mentor school by 2 news schools starting the next STEM Enterprise Schools Project (Cohort 2). The Lead Teachers are in constant contact to guide our Mentees through the process of becoming a FFL school
- Collected and analysed data about student thoughts about their learning for future planning. Questions included;
 - The enjoyment of learning
 - Student control over learning
 - Who is in charge of student learning
 - Do student know what Future Focused Learning was
 - How did they feel about FFL
 - How much did they enjoy participating in FFL
- There was an investment in and FFL coach that had time each week to model and build the capacity of teachers in a shoulder-to-shoulder strategy



2021 and Beyond

- continued focus on developing the seven competencies, with a focus on the communication competency.
- Teachers will be encouraged to continue the use of the Watanabi's 6Ds as part of the design process.
- The FFL team will continue to seek support and resources as enabling tools for teachers to assist the delivery of our FFL approach in classrooms.
- To maintain our trajectory in FFL we will explore the opportunity of expanding our team within our school.
- Seek opportunities to make further connections with other schools and build upon our current school relationships will be considered.
- Continue to focus on, engaging all students in STEM and implementing a school culture of future focused learning.
- Challenging teachers and learners alike, we are striving to find the most effective way to prepare our students for their future.
- To unlock and fulfil each students learning potential
- Students are equipped with contemporary and emerging work capabilities
- Students develop the personal and social attributes that form the basis for future wellbeing
- Students achieve year on year growth in their learning throughout their schooling
- Students are prepared to take the step beyond school into further education, training or work.

- Strategic directions for public schools 2020-2024



Priority 4: Reconciliation Action Plan

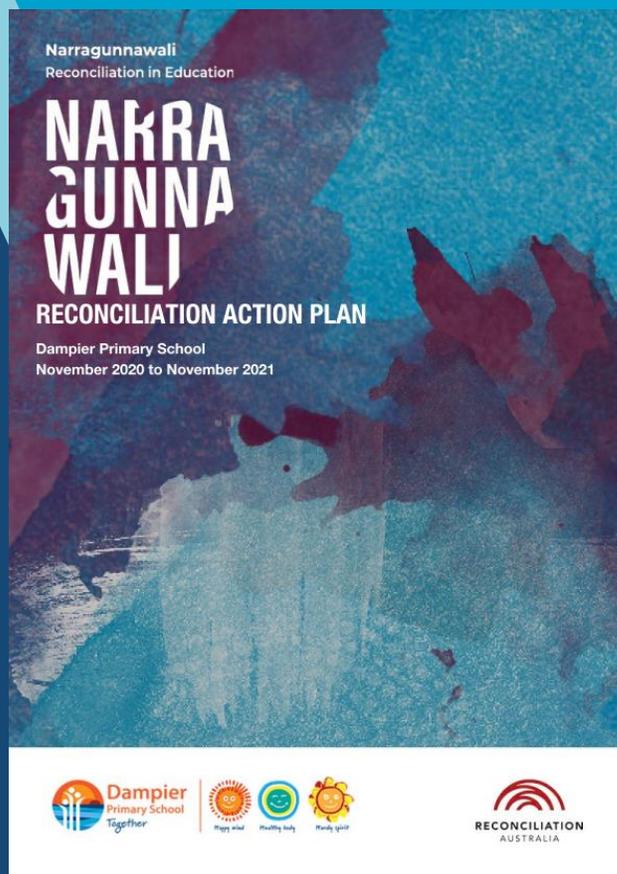
In 2020, the development of our Reconciliation Action Plan continued to be a priority for Dampier Primary School. The final stage of the plan was completed in late term 3, with it being published in term 4, 2020. This made Dampier Primary the first school in the Pilbara to complete this process and this can now be found on the Narragunnawali website.

As part of this process classes created their own Acknowledgements of Country which are displayed in their classes and said each morning to start the day. This led to a milestone with our students being able to recognise the Ngarluma and Yaburara people as the Traditional owners of Dampier.

During 2020, the first two Ngarluma words were taught to the Dampier Primary School community. We learnt that 'Wayiba' means hello and that 'Murujuga' means hip bone sticking out. These are both now displayed in classrooms and we have also started to say hello in Ngarluma to start our assemblies.

Due to COVID 19 we were unable to continue running camps and excursions to Roebourne District High School, we are hoping to have these back up and running in 2021.

In 2021, we are hoping to continue to reach milestones with our Reconciliation Action Plan. Our first step will be to have our Ngarluma animal signs displayed at their classrooms around the school. After that we are hoping to organise a third flagpole so that we can have the Australian, Aboriginal and Torres Strait Islander flags flying each day. As part of NAIDOC in 2021 we are looking at having animals created for the other rooms in the school as well as the creation of Bush Tucker and Unity gardens. Finally, we are hoping to continue expanding our Ngarluma vocabulary with animals.



Priority 5: Early Childhood Learning

Early Childhood Education would see a balance between explicit teaching of Literacy & Mathematics concepts, with a play-based learning philosophy to encourage students to take risks in their learning.

- ECE continued to have a targeted focus on social skills to learn to regulate their emotions and to develop persistence and resilience.
- Used structured, guided and free play to integrate curriculum areas in meaningful and engaging way
- Whole school assessments were used to identify gaps in student learning and to monitor student growth
- Teachers provided intentional, purposeful feedback in relation to learning goals.
- Collaboration between Junior Primary staff and our Intervention Coordinator.
- Created an ECE Position Paper that reflects the whole school pedagogical beliefs and direction for 2020 and beyond
- In collaboration with the ECE staff, developed a comprehensive ECE Operational Plan
- Extensive data analysis was carried out to identify and support learners to make the best start with access to high quality, evidence-based learning opportunities in the early years.

Intervention – MiniLit

MiniLit (Tier 2) Intervention Program (2016-2020), data analysis was explored why the number of students testing in to the program each year, is not decreasing. MiniLit has provided successful intervention to over 100 students across the last 6 years (Annexure 1).

Students participated in a group session, 4 times per week, 45 minutes per session until they have completed all 80 lessons. (In addition to their classroom Literacy Blocks). Analysis of our MiniLit data was positive, however, the school was not reducing the number of students that were ‘testing in’ to MiniLit in Year 1. Term 3, 2021, the schools Executive team engage with teachers analysed data to target our areas of need and to develop an improvement. The Executive team presented research to the group of how MiniLit how now been expanded and trailed at a school level to become a whole class instructional model. Teachers were provided time to give questions and feedback at subsequent staff meetings. Executive and one staff member attended Beelior Primary who have been running this program and were the trial school for its inception. All ECE teachers attended observation of Initialit & PreLit at Wickham Primary School.

2021 & Beyond

- Develop a whole school Play Policy
- Develop and ECE Position Paper
- Incorporate an ECE pedagogical framework.
- DPS ECE teachers participated in Initialit training
- Kindergarten rollout of PreLit program.
- Pre-primary to Year 2 rollout of the appropriate Initialit Program (Initialit-F, Intitialit-1 & Initialit-2 accordingly)
- Development of an Initialit Professional Learning Community (PLC) – Fortnightly meetings
- Focus on teacher pedagogy/practice and the impact on student learning

- Considerations of our organisation's culture and what factors continue to impact our teachers, students and the wider school community.
- Adapt our ECE instruction to provide a stronger foundation in Reading and Writing
- Incorporate T4W and T4R into ECE literacy block.
- Develop a PLC for ECE Literacy
- Decodable Reading is embedded in ECE and Junior Primary classes to build fluency.

Priority 6: Social and Emotional Learning

Every day schools have an opportunity to reduce risk factors and build protective factors with the overall aim of improving our student's mental health and wellbeing. At Dampier Primary School, we believe students have the fundamental rights to feel respected, important, accepted, included, safe and secure. We will create the conditions for students to develop their personal self-worth, self-awareness and identity.

- We increase our focus in the area of SEL in 2020 to compensate for the heightened sense of separation for our students and community due to COVID19.
- We continued with our whole school explicit teaching of the 20 core values and introduced wellbeing days twice a term.
- Our teachers used the Friendly Schools Plus resources to drive their Health planning.
- We worked with our School Psychologist to address ongoing social emotional problems in our school and we ran a parent workshop on anxiety with the support of EPIC.
- Our partnership with Boonderu Music program continued, providing students who require additional support, make new friends, build confidence, an opportunity to learn a musical instrument and perform in a group.
- We did not conduct the Dampier Primary School community (parents, students, staff) satisfaction survey during 2020 due to ongoing disruptions to learning and decreased community interaction due to COVID19 and an extended school closure due to Cyclone Damien
- Teachers focused on restorative justice and problem solving strategies to improved social awareness in the playground

2021 & Beyond

- ❖ Continue with fortnightly values focus, termly parent workshops focusing on resilience as well as regular information to parents using Facebook and school newsletters.
- ❖ Continue with values certificates and merit awards at assemblies.
- ❖ Focus on resilience to drive student academic progress.
- ❖ Work with Be You to up-skill teachers and set whole school action plan
- ❖ Continue with student wellbeing days twice a term in 2020.
- ❖ Continue to work with the Karratha Network to build teacher
- ❖ Work with the P&C and School Board to increase the
- ❖ Use ACEL Student Wellbeing Surveys to gauge skills in the area of student wellbeing.
- ❖ parent responses to surveys.

School Improvement Foci

- Analysed data and evidence to better understand student, school and system performance
- Proactive problem solving, structure, predictability, consistency and staff commitment.
- Executive focus on prioritising the health and wellbeing of staff and implement a health and wellbeing strategy to support all employees.
- Used data including student voice to examine the impact of teaching.
- Human resources were deployed to achieve the best possible outcomes for students. MiniLit – Maths Intervention, Educaiton Assistants & Specialists.
- Developed a workforce plan to attract, develop and retain high quality staff.
- Discussed and developed a shared belief about teaching and how students learn best. Pedagogical Framework Document.
- Improved the consistency of information between staff.
- Focused on learning, knowing and considering the family histories and networks in the school community.
- Resources were used to strategically assist collaborative planning, moderation, reflection and review.

Community Partnerships

- Newsletter articles to support parents understanding of the English and Math curriculum.
- Develop relationships with the School Community to support students with English in the classroom.
- Provision of online resources at home such as Reading Theory and Mathletics to encourage English and Math skills practice.
- Harnessed the support and expertise of families as critical partners in students' learning.
- Strengthened partnerships with agencies and other providers to assist students with complex needs.
- Improve collaboration with agencies and providers to enhance our services and support for students with disability.
- Improved communication between teachers and carers
- Teacher led Professional Learning sessions for parents did not occur due to COVID19 and interruptions to school routines.
- Regularly used community resources (library, businesses) to enhance learning
- Engaged with external agencies to provide high quality Professional Learning for teachers and the community
- Leadership increased the regular communication with teachers, parents, carers and community stakeholders
- Regular meetings with HELP Coordinators was not attainable due to COVID19
- Continued to build partnerships with local industry and organisations (e.g. Scitech)
- Regular Board and P&C meetings
- Reconciliation Action Plan guiding staff and student learning was developed, submitted and publish. Dampier is the only school in our Network with a published plan.

Science Annual Review

- Science in 2020 continued to be taught with a Science Specialist.
- Science Inquiry skills were taught throughout the year.
- There was a continued focus on STEM with the students completing a STEM project each term.

The leaning focus in Term 1 was Earth and Space Sciences. Due to the unforeseen interruption of COVID19, students were challenged to complete their Science learning from home via the platform Seesaw.

In Term 2, the learning focus was Biological Science. The term concluded with the students participating in a Science excursion to our local Dampier beach.

There was a changeover of staff with Aleesha Meuleners accepting a Deputy role in a Perth school. We welcomed Ellen Grochowski from Baynton West Primary School.

In Term 3, the learning focus was Physical Sciences. During National Science Week, the students completed activities related to the theme Deep Blue: innovations for the future of our oceans. The learning focus of Term 4 was Chemical Sciences. The topic of Science as a Human Endeavour was taught throughout the year but only reported on in Semester 2.

2021 and Beyond

- Dampier Primary School will continue with a Science Specialist.
- The use of technology and a focus on STEM will continue to be a significant element in the learning journey of the students.
- Teaching practices will aim to link in Future Focused Learning as well as the new PBS guidelines being adopted by the school.
- If community events are still allowed to continue, the school would like to get involved with the Robo Cup and Karratha Senior High School Science Fair.

Physical Education Annual Review

In 2020, Physical Education was delivered to students across Years 1-6 for a one-hour session, once per week by Chloe Griffin. Diane Engelenberg instructed the Pre-Primary students each Wednesday.

Supplementary to the Physical Education lessons, a fitness program was run three times per week. Each fitness session was 20 minutes in length and run by classroom teachers. Classes changed activities weekly, whilst teachers remained with the same activity. This served to establish positive relationships between students and teachers across the school.

Our Term 1 focus for students in Years 1-3 was Fundamental Movement Skills. Our Year 4 to 6 students were taught Fundamental Game Strategies through tactical games and activities.

Covid-19 restrictions saw some modifications to the physical education program throughout the year. Sanitising of equipment was required as well as games which incorporated social distancing.

Our annual Docker's Cup Football competition was cancelled, as was the Winter Sports Carnival.

Term 2 fitness activities were selected with the aim of increasing the fitness, stamina and endurance of our students in preparation for our Cross Country event.

Dampier Primary School's Cross Country was held on Friday June 25th. In line with COVID restrictions, we held a carnival with socially distanced spectators and staggered groups of students in attendance. Lewis prevailed, with Enderby 2nd and Malus 3rd.

The Interschool Cross Country event was cancelled for the year.

Term 3 continued in a busy fashion with our Athletics events on the agenda. Our twilight faction athletics carnival was held on Thursday 27th August. Lewis were victorious again, with Malus 2nd and Enderby 3rd.

Following on from our faction athletics events, selected students participated in the Interschool Athletics Carnival, held at Wickham Primary School and the Kevin Richards Oval on September 9th and 11th respectively. Dampier competed well and the students enjoyed representing their school.

Term 3 fitness activities were centred around skills required for the Athletics carnival and team games. During Physical Education lessons, our focus was Athletics. Students were explicitly taught sprinting, baton changes, race starts, long jump technique, vortex throwing and team games in preparation for the Athletics carnival.

After noticing a need in our community for more awareness around road safety, it was decided that in Term 3 we would run a Bike Education program for 4 weeks. Basic bike mechanics, balance, road safety and awareness and basic riding skills were covered. The students thoroughly enjoyed this each week and the experience culminated in a bike-a-thon to raise money for the school sensory garden.

Term 4 fitness and lessons saw a focus return to Fundamental Movement and Game skills. Students were given further opportunity to develop their basic skills and strategies within game situations.

HaSS

In 2020, HaSS continued to be taught by classroom teachers with the introduction of the Inquisitive Program to help teachers plan and teach both content and the inquiry skills. In Semester One P-2 focused on History, while 3-6 students focused on History in term 1 and Civics and Citizenship in term 2. In Semester Two P-4 students focused on Geography, while 5 and 6 students focused on Geography in Term 3 and Economics and Business in term 4. The Inquisitive program provided resources to teachers that were both age and developmentally appropriate.

Term 1 started differently for HaSS celebrations due to COVID 19, with Harmony Day being acknowledged in our classes with activities and the wearing of orange. ANZAC was our next event for the year, sadly we were unable to commemorate with our school community due to COVID 19. Therefore, ANZAC day was acknowledged, and the meaning of ANZAC day was taught in classes.

In Term 4, HaSS events started to return to normal, just without our wider school community. We commemorated Remembrance Day in our classes with the radio broadcast being played over our speakers with a minute silence at 11 am. Next up was NAIDOC Day which had been postponed from earlier in the year due to COVID 19. This day was about us as a school respecting and celebrating the Ngarluma, Yaburara and Yinjibarndi Tribes that live around us. We had a whole school assembly in which Arthur Ramirez shared a Welcome to Country with us and the meaning of NAIDOC Day was shared with our students. The classes moved around from activity to activity. We were lucky enough to have the Girls Academy from Karratha Senior High School come and teach us some words in Yinjibarndi, while also making delicious food with us. David and Ariana talked to students about traditional music and read Indigenous stories. The Roebourne Work Camp cut nine different animals out of marine plywood, students created patterns for each class to paint onto their animal.

In 2021, the HaSS leadership team will have the Ngarluma names for the animals written onto them and then these will be displayed above the corresponding class. Finally, we ended the year with the Year 5/6 students creating small businesses as part of their Economics and Business program to raise money for future excursions to Roebourne District High School with approximately \$900 being raised. In 2021, this money will be used to take Year 5/6 students to Roebourne and allow them to participate in cultural activities.

Technologies 2020

During 2020, teachers were supported to implement the use of the Seesaw Learning app with both parents and students. All teachers had access to support which assisted the development of digital resources for students to engage in using a digital portfolio. As a school, we have created a range of resources that are now stored online and cater for students from K – 6, including activities for Science. Parents now have access to students' digital journals and from year 4 – 6 are encouraged to provide feedback to their children in live time. Upper school teachers are working with students to increase their understanding and ability to comment on other student work. The skills students are learning using this platform directly coincide with teaching and learning the ICT capabilities.

A number of iPad apps have been purchased to encourage the use of iPads in each room. Many of the classes have engaged in buddy lessons where students are teaching students and their teachers, how to access and use certain apps. Apps are managed centrally with the use of Zulu Desk and Apple School Manager by the IT technician and school coordinator which allows flexibility in managing these devices. The year 4, 5 and 6 classrooms continued to engage in an optional BYOD program that provides opportunities for students to bring their own devices.

Teachers also engaged in professional learning through Scitech based around increasing use of iPads with students by using the Apple suite. This led to discussions about students' absence of strong ICT skills. Throughout the year, teachers continued to engage in discussions relating to the specific teaching and learning of the ICT capabilities in order to increase student ICT skills. This identified the need for us as a school to have a whole school scope and sequence for teaching ICT capabilities through iPads. As a collective, we decided on non-negotiable apps for each year level and began to unpack the ICT capabilities for each year level.

Due to COVID-19, access to quality online professional learning increased and as a staff we felt the need to upskill using video conference programs. All staff engaged in Webex training sessions to improve our ability to access these sessions. Alongside this training, we also began to set up and explore the use of Microsoft Teams as a school. Moving into 2021, we are looking to share these spaces across different schools to encourage networking and moderating.

We were successful in securing a placement in the Mitsui Future Computing Program, run through Scitech. This involved teachers and students being provided training, lesson modelling and resources for our school. With limitations on travel, Scitech engaged in weekly learning sessions via Webex where students and teachers learnt about, built and used Rasperry Pis to assemble their own computers.

Students from Year 4 – 6 were part of a start-up trial where we tested a new augmented reality program. We learnt how to access and manipulate 3D objects in a planning forum, transfer files and access these on a different device. These sessions were all delivered via Webex which assisted students learning how to engage via video conference. The students and teachers provided feedback to app developers which assisted further development of their programs.

The 6Ds used in Future Focused Learning are becoming an essential part of Design Technology at our school. Classes are using these to assist their design and inquiry process to support the engagement, learning outcomes and creativity for our students. As a school, our focus is shifting from the product to the process allowing students to engage in a more creative and meaningful way when designing.

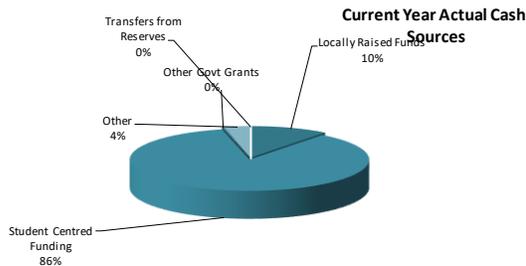
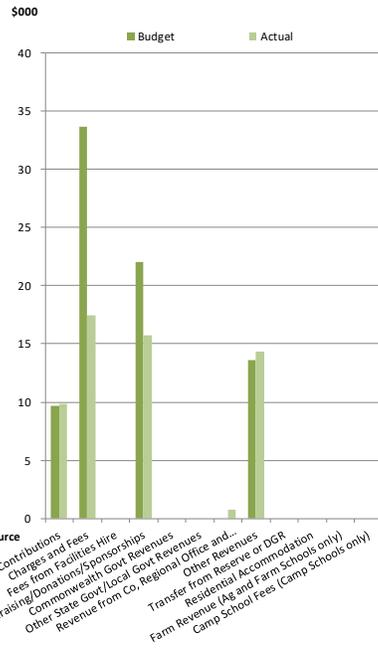
2020 Financials

Insert your School
Logo Here or
Delete if not
required

Dampier Primary School Financial Summary as at 4 February 2021

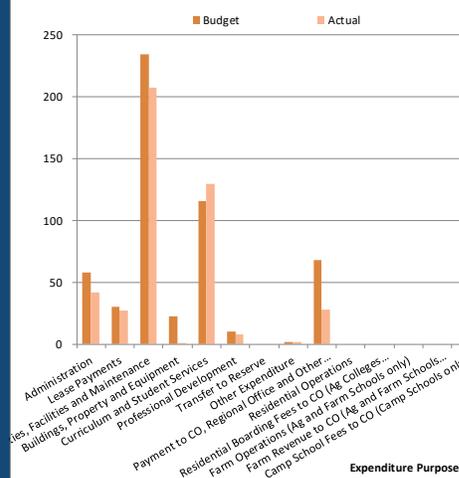
Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 9,648.00	\$ 9,858.00
2: Charges and Fees	\$ 33,670.00	\$ 17,422.75
3: Fees from Facilities Hire	\$ -	\$ -
4: Fundraising/Donations/Sponsorships	\$ 22,000.00	\$ 15,714.55
5: Commonwealth Govt Revenues	\$ -	\$ -
6: Other State Govt/Local Govt Revenues	\$ -	\$ -
7: Revenue from Co, Regional Office and Other Schools	\$ -	\$ 763.55
8: Other Revenues	\$ 13,624.82	\$ 14,377.23
9: Transfer from Reserve or DGR	\$ -	\$ -
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 78,942.82	\$ 58,136.08
Opening Balance	\$ 172,159.43	\$ 172,159.43
Student Centred Funding	\$ 324,050.00	\$ 352,366.07
Total Cash Funds Available	\$ 575,152.25	\$ 582,661.58
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 575,152.25	\$ 582,661.58

Locally Generated Revenue - Budget vs Actual

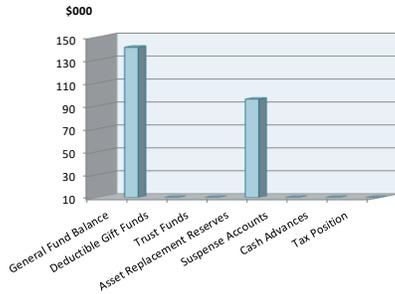


Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 57,914.82	\$ 41,275.53
2: Lease Payments	\$ 30,000.00	\$ 26,905.72
3: Utilities, Facilities and Maintenance	\$ 234,200.00	\$ 207,101.83
4: Buildings, Property and Equipment	\$ 22,000.00	\$ 38.77
5: Curriculum and Student Services	\$ 115,460.00	\$ 129,534.80
6: Professional Development	\$ 10,000.00	\$ 7,423.26
7: Transfer to Reserve	\$ -	\$ -
8: Other Expenditure	\$ 1,260.00	\$ 1,847.87
9: Payment to CO, Regional Office and Other Schools	\$ 67,900.00	\$ 27,600.20
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	\$ 538,734.82	\$ 441,727.98
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 538,734.82	\$ 441,727.98
Cash Budget Variance	\$ 36,417.43	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 239,474.51
Made up of:	\$ -
1: General Fund Balance	\$ 140,933.60
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 95,683.80
5: Suspense Accounts	\$ 7,763.11
6: Cash Advances	\$ -
7: Tax Position	\$ (4,906.00)
Total Bank Balance	\$ 239,474.51





At Dampier we aspire,
We strive to do better
Taking small steps and large
along our pathway of learning.
Hand in hand,
with our parents, teachers and our classmates.
Together we grow strong,
Together we are one