The school’s purpose is to ensure that all students develop an awareness and pride in their own culture whilst applying their knowledge, understandings, skills and attitudes to achieve their individual potential, thereby enabling them to participate fully in the school and wider community.

Djidi Djidi Aboriginal School provides a caring, supportive environment for all children, particularly Aboriginal children. We cater for individual learning styles, set high standards and have a strong belief that all children can learn. We believe and foster tolerance, diversity and working collaboratively. The three key elements are Stronger, Smarter and Safer.

Djidi Djidi Aboriginal School was established in 1996 to better serve the needs of Noongar children in the South West City of Bunbury. This establishment was a direct result of extensive community consultation and community support. The basis for the School was information regarding the poor performance of Aboriginal students in schooling and the low attendance, participation and retention rates of Aboriginal students.

The main aims of the school are:
1. To improve educational outcomes for Aboriginal students
2. To strengthen and affirm Aboriginal culture
3. To increase student attendance and retention at school.
4. To involve Aboriginal community members in school decision making and in the student’s educational programs.

Aboriginal culture is central to Djidi Djidi’s programs and the school has been acclaimed as an innovative learning environment that has captured the cultural heritage of the Noongar people and successfully expressed their place in the land. The school environment celebrates Noongar art, music, performance, dance, language and food … to define it as a Noongar place for the children, the Elders and the Bunbury community at large. Colours and textures of the school provide a backdrop to an enriching learning environment, together with the maintaining and re-establishment of the bushland setting in a blend that strives to create an excellent and holistic learning environment.
NATURE OF THE CATCHMENT AREA AND THE COMMUNITY

All primary aged children within the Bunbury area can enrol at Djidi Djidi. The school is based on valuing diversity and inclusivity. Children with special needs are accommodated within the normal classroom setting.

Djidi Djidi Aboriginal School offers a bus service to transport the students to and from school. Students travel from Australind, Kinkella Park, Eaton, Withers, Wollaston, East Bunbury, Glen Padden, Glen Iris, Carey Park, Dalyellup, Picton and Harvey.

Djidi Djidi Aboriginal School provides a balanced education in a caring, supportive environment. The school curriculum and programs offered support the development of the academic, social, emotional and physical aspects of the whole child, working collaboratively with parents/carers, community and local services to help our children to reach their full potential.

The promotion of Aboriginal culture in assisting Aboriginal children to accept and value themselves and their culture is central to the learning program.

Learning is developmental. The children are encouraged to be independent learners, with clear expectations and boundaries and are encouraged to be critical and reflective learners. The school works as a whole team with an expectation of commitment to improving outcomes for children and working within the school ethos. Children are encouraged and guided to make choices/decisions and be accountable for their choices.

STUDENT ENROLMENTS

Student enrolments were steady in 2014 from 2013 with 145 students currently enrolled from kindergarten to year 7. This number will decline in 2015 with our year 7’s attending secondary school. Our predicted enrolments for 2015 is 117 students to commence in term 1. The school enrolled 20 transient students, only attending for short periods throughout the year. There were 47 new enrolments, 6 returning students and 37 students who left the school. There are 17 students who have enrolled and under the care of DCP. Please see below ‘Leaver’ destinations:

- 20 students out of area (Harvey, Geraldton, Corrigin, St Hedland, Narrogin, Capel, Northam, Donnybrook, Brunswick, Kellerberrin, Perth)
- 2 students relocated interstate (Queensland)
- 1 student enrolled at St Josephs Catholic PS
- 1 student transferred to Sth Bunbury ESC
- 11 students to other Bunbury schools (Carey Park PS-1, Maiden’s Park PS-8, Picton-2)

6 Students enrolled at Djidi Djidi are non-Aboriginal or Torres Strait Islander.

STAFFING AND CLASSES

Staffing at Djidi Djidi is determined on the needs of our students. In 2014, 6 classes were established. This comprised of the following:

**Administration**
- Principal (1)
- Deputy Principal (1)
- Curriculum Growth Coach (0.5)

**Clerical Staff**
- Registrar 0.9 FTE (1)
- School Officer 0.6 FTE (1)
- Library Officer 0.3 FTE (1)

**Teaching Staff**
- Teaching 7.0 FTE (9)

**Support Staff**
- AIEO 2.8 FTE (5)
- Education Assistants 4.6 FTE (6)
- School Chaplain 0.4 FTE

**Ancillary Staff**
- Gardener 0.6 FTE (1)
- Cleaners 1.37 FTE (2)

The Kindergarten program also catered for the 3 1/2 year old Aboriginal Kindy. Djidi Djidi operated support and specialist programs including, additional teacher support in the junior primary focusing on students at educational risk, Art Program, Music Program, Noongar Language Program and an ITAS Teacher supporting students in years 4—7 with their literacy and numeracy. The leadership team comprised of the Principal, Deputy Principal, Curriculum Growth Coach supporting staff development and contextual curriculum pedagogy, Early Years Co-ordinator who facilitated 0-3 year old initiatives including our Growing Families Project designed to provide extended services to support our students and families. AIEO allocations were distributed equitably across all classes, with an increase towards resourcing for students identified at risk through the employment of Education Support Assistants as part of our ‘Waves of Intervention’ program.

**Staff Retention:** Total teaching staff in 2013 was 10 (includes both fulltime and part time staff) Teaching staff retained in 2014 was 6, that is a retention rate of 60%. Administration staff remain unchanged.
DESTINATION SCHOOLS
The following indicates the 2015 secondary school destinations of the 2014 year 6 & 7 cohort.

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newton Moore SHS</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Australind SHS</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Eaton Community College</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Dalyellup College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Donnybrook DHS</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Narrogin SHS</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bunbury Catholic College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Perth (School Unknown)</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>John Willcock College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

ATTENDANCE
Student attendance continued to be a major focus in 2014 with a whole school average attendance rate of 82%. A slight increase from 2013. The overall school attendance rate was reflected by 11 students who attended less than 50% with one family’s attendance under 25%. This family was referred to an attendance panel in Term 4. 13 students had 100% attendance, while 22 students had 95% and above attendance. Correspondence from families regarding explanation of absences was at 33% (Authorised).

2014 witnessed a decrease in the number of students in Moderate (60% - <80%) by 7.8% from 2013 and an increase in Indicated (80% - 90%) by 8.8%. 66.4% of our students attend school between 80% and 100%.

Average attendance Kindergarten & Pre Primary is 75%, (76% in 2013, 77% in 2012)
Average attendance Years 1 - 7 is 82% (81% in 2013, 82% in 2012)
Regular attendance between 90 - 100% is 36% of students years 1 - 7 (38% in 2013, 29% in 2012)
Regular attendance between 90 - 100% is 23% of students Kindy & PPR (33% in 2013, 38% in 2012)
At risk attendance between 80 - 89% is 36% of students years 1 - 7 (31% in 2013, 47% in 2012)
At risk attendance between 80 - 89% is 10% of students Kindy & PPR (13% in 2013, 42% in 2012)
At risk attendance between 50 - 79% is 16% of students years 1 - 7 (25% in 2013, 29% in 2012)
At risk attendance between 50 - 79% is 34% of students Kindy & PPR (40% in 2013, 28% in 2012)
At risk attendance between 0 - 49% is 12% of students years 1 - 7 (3.7% in 2013, 1.2% in 2012)
At risk attendance between 0 - 49% is 23% of students Kindy & PPR, (13% in 2013, 9% in 2012)

With the majority of our students attending school above 80%, 22 student’s attendance was well below the average and will be specifically targeted in 2015, with support from external agencies. Early childhood attendance requires attention, inheriting significant focus to increase student attendance - current figures continue to be of concern.

Parents/Guardians are contacted for those students who have been identified ‘at risk’. Parents/guardians are contacted via phone, SMS, postcard, letter or home visitation when necessary. If a student has been identified as being truant then a formal meeting is arranged with parents/guardians, this may also involve the regional Retention and Participation Officer. The regional Aboriginal Education Team have also supported the school towards addressing student attendance issues.

The following initiatives are established to assist in increasing student attendance.

- Emergency Breakfast and Lunches
- Attendance Reward Scheme (Step Up to the Challenge—Attendance Blitz “It’s not Okay to Stay Away”)
- Highly efficient liaison network between the school (admin, ALO, teachers, AIEO, teacher assistants) and families
- School Camp, excursions and reward days
- Family Hampers (35 students attended over 95% - these families were included in a raffle, 4 winners drawn out in recognition of good attendance)
- Motivating and rewarding classroom programs, safe and welcoming classroom environments, accompanied with the support, resources and strategies which cater for the diverse needs of our students.
- SMS Messaging, Skoolbag App, School Post Cards, Home Visits, Family Days.
- High Expectations of all stakeholders.
- Door to Door Bus Service staffed with Wardens to support the students when transiting to and from school.

2014 SCHOOL FOCUS AREAS
The staff at Djidi Djidi Aboriginal School will strive to improve all aspects of the school’s operations, some areas of improvement assume a higher priority. The key focus areas were identified following a review of operations in 2013. These were:

- **English** (Reading, Writing, Spelling, Grammar and Punctuation)
- **Mathematics** (Number, Measurement, Working Mathematically)
- **Values Education** (Behaviour, Social Emotional Wellbeing, Attendance, Retention, Participation and Academic)
STUDENT BEHAVIOUR

There continues to be a positive effect from the implementation of the Social Emotional Program “You Can Do It”, weekly values/virtues, “MindUP” (Introduced in 2014, is a positive psychology and mindful awareness program), CMS and the School Wide Positive Behaviour Intervention Support initiatives. The implementation of these programs/strategies since 2010/11 has supported staff towards restorative and consistent approaches in behaviour / social emotional management. There is a notable presence of compliance throughout the school, with increase teaching occurring in the classroom rather than ‘down time’ as a result of managing behaviour.

2014 - 86 detentions given to 39 students (23 re-offenders) - This has reduced by 57 detentions from 2012 but increased from 2013 by 5.
- 55 suspensions given to 29 students totalling 68 days - Although this is an increase by 8 suspensions from 2013, there has been a decrease in the number of days total suspended by 56.5.
- 12 repeat offenders, 4 chronic with more than 3 times suspended
- Most common behaviours warranting suspensions: Violation of School Code of Conduct, Behaviour Management Plans, Classroom & school rules; and Physical assault or intimidation of students.
- 46% of total student population has been reprimanded with a detention or suspension. (9% increase from 2013)

Staff embracing a whole school approach towards behaviour management has enabled improved behavioural standards, consistently maintaining a high level of expected behaviours during class time, transitional periods between classes and play times.

It should be noted that 5 students in PP - 3 and 5 students from years 4 - 5 were suspended, whereas 17 students were suspended from years 6-7.

There continues to be a trend that issues arising during recess and lunch have contributed to suspensions being given, often for physical assault or intimidation of another student – each case managed individually according to the context of issue. Increase in supervision and stricter control over football games has reduced these behaviours.

Behaviour management plans are implemented to those students at risk, with detailed Risk Management Plans to those deemed highly at risk.

Data provided identifies a small cohort of students who have been repeatedly reprimanded for their behaviour. The high number of detentions and suspensions is of concern, however does reflect the school’s adopted culture of high expectations. With the year 6/7 cohort leaving the school and no longer having year 7’s from 2015, It is envisaged these figures will be significantly reduced.

The table right compares detentions and suspensions from previous years.

<table>
<thead>
<tr>
<th></th>
<th>Detentions</th>
<th>Total Number Suspensions</th>
<th>Total Days Suspended</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>254</td>
<td>42</td>
<td>55.5</td>
</tr>
<tr>
<td>2010</td>
<td>211</td>
<td>49</td>
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<td>2011</td>
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<tr>
<td>2012</td>
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<tr>
<td>2013</td>
<td>81</td>
<td>47</td>
<td>124.5</td>
</tr>
<tr>
<td>2014</td>
<td>86</td>
<td>55</td>
<td>68</td>
</tr>
</tbody>
</table>

SPECIAL PROGRAMS

Stronger Smarter Learning Communities (SSLC) is a national project emphasising high-expectations and relational approaches to Indigenous Education. It’s overall aim is to transform schools through the building of leadership capacity to sustain and grow improved student outcomes within Indigenous communities. Through the program, Djidi Djidi is committed to increase outcome levels of student access, engagement and performance: school leadership and teaching quality; and community engagement.

ITAS (Indigenous Tutorial Assistance Scheme)

An ITAS Tutor is employed to specifically support those students identified at risk with their Literacy/Numeracy. Students are involved in an intensive literacy/numeracy program catering for individual needs.
Moort Maladiny—Growing Families Project

Djidi Djidi Aboriginal School employs an integrated approach to bring together community services and agencies to support our families, who can partner with us to meet the educational needs of our children. *Moort Maladiny—Growing Families* is a coordinated and holistic model aimed at addressing the needs of our children by providing a range of health, educational and human resources for children aged 0-8 years and their families. Through the support of these agencies, their services will ultimately assist in developing greater school readiness and academic success of our students.

Djidi Djidi Early Learning Centre

Through the provision of a quality, specialised and supportive early years program, Djidi Djidi Aboriginal School pays particular attention to the early years of schooling from kindergarten to year 2. These years are the platform from which every child can become a successful student. The early years and junior primary program is known as the ‘Djidi Djidi Early Learning Centre’. The Early Learning Centre is directly affiliated with the Moort Maladjiny—Growing Families Project.

ELNS (Explicit Literacy and Numeracy Strategy)

Implementation of an explicit literacy & numeracy strategy provides a highly structured literacy & numeracy learning program delivered each day across years K - 7, each for designated blocks in the morning. Such a highly co-ordinated approach towards the teaching of literacy & numeracy has demonstrated improved outcomes of our students.

Noongar Language Program

All classes from kindergarten to Year 7 are involved each week in Noongar language and cultural lessons. The Noongar language teachers have developed their own songs, games, books and teaching resources. All classes and staff participate in Noongar lessons and the language and culture is integrated into other learning areas. Adult Noongar lessons are also conducted each week for community and family members.

Art Exhibitions

Students’ artwork is annually displayed in the Bunbury Regional Art Gallery along side well known Aboriginal/Noongar artists. An Art Expo is held at the school in Term 4, where prizes are awarded to students through the ‘Peoples Choice Award’ and other specific categories.

Social, Emotional and Wellbeing

Students are encouraged to be independent, valuing themselves and others. A high standard of courtesy, dress and integrity is expected and reinforced. Positive character development is taught through the Social, Emotional program, ‘You Can Do It’ and ‘Stronger Smarter’. Pastoral care is common practice to support our students in all facets of their development and wellbeing with the addition of a Breakfast and Lunch program available. Employment of a school Chaplain and the engagement of mentors through the School Volunteer Program, encourage and guide students who may benefit from a supporting and mentoring relationship. Behaviour management, using restorical practices is implemented through the School Wide Positive Behaviour Intervention and Support initiative (SWPBIS).

Health, Medical and Physical Education

Community Health provide regular services including health appraisals for kindergarten and pre-primary children. South West Medical Services (SWAMS) visit the school each fortnight making health checkups for all children from Kindy to Year 7. The Telethon Institute’s Ear Bus conduct ear testing each term for all students, while the mobile Dental clinic is based at the school for 6 weeks of the year. The school also operates a Canteen and morning breakfast program, and supports ‘crunch & Sip’, promoting healthy eating. In-term Swimming Lessons compliment the daily fitness, Jump Rope for Heart and sports programs. Djidi competitively competes in the annual interschool Cross Country, Winter Team Sports and Athletics Carnivals.

Learning Support Coordinator (LSC)

The Learning Support Co-ordinator works collaboratively with staff, parents, Departmental personnel, external agencies and with students to effectively develop specific individualised plans and strategies to meet those needs of students identified at risk. The LSC supports teachers in developing effective planning for students at both ends of the learning spectrum, identifying students at risk and organising intervention meetings with relevant stakeholders.

Djidi Marlak Cultural Program

Development of the Djidi Marlak Cultural Program with a focus on engaging key community stakeholders and establishing stronger ties with our local Noongar community, together providing a Localised Noongar Language, Culture and History Program, available to support our students and those from other schools, particularly to meet the requirements of the Year 3 National History Unit “Community & Remembrance” and Year 4 “First Contact”.

![Image of students participating in activities](image_url)
ICT—iPads
Integrating iPads into the Early Years and Junior Primary and for use with SAER inspires creativity and hands-on learning with features and dedicated applications on a device that students really want to use. Applications let students engage with content in interactive ways, finding information in an instant. The iPad has a number of unique features that provide for interesting possibilities in teaching and learning. The iPad has a number of intriguing applications to learning engaging our students as kinaesthetic learners. As a completely portable learning tool, the iPad can be used across different contexts as an intrinsically motivating learning tool.

Learning with Information & Communication Technology
Strong ICT focus throughout the school. All teaching areas have incorporated high bandwidth connectivity, that is also accessed via wireless, enabling computers and media to be integrated into all aspects of learning. Each classroom is complemented with Computer Workstations, Digital Cameras, Printers, Interactive Whiteboards, complimented with up to date software. The Multimedia Studio is networked to a bank of latest in computer workstations. The provision of class sets of Laptop Computers allows for versatility and equitable access for all students when engaging in ICT Learning sessions.

School Choir & Dance
Children from Years 3 - 7 volunteer to join the choir and dance group. They perform at the school and public events such as: ANZAC Day Ceremony, Assemblies, NAIDOC and End of Year Concert. The school choir sings songs in Noongar language and English. A traditional dance/didgeridoo Instructor teaches dance across all classes and co-ordinates the school dance group that performs at designated ceremonies and events throughout Bunbury.

Organic Kitchen Gardens/Aquaponic Garden Project
A wonderful addition to any school science, health, literacy or numeracy program is the construction and maintenance of an aquaponic and kitchen garden. Aquaponics is the combination of aquaculture and hydroponics providing fresh fish and organic produce by efficiently recycling nutrient-rich water through a closed-loop system. Aquaponics is more sustainable than the standard garden as it only uses a fraction of the water required. Classroom aquaponics introduces students to an area of biology that most students, especially those in urban settings, have an opportunity to explore. Students are engaged in fun way to encourage a long-term commitment to sustainable agriculture and living. They directly participate in the nitrogen fixation process rather than simply reading about it in a textbook. Beyond the basics of learning about environmental science, classroom aquaponics helps students develop reasoning, problem-solving, math, water management, seed-saving, organic pest control, chemistry, and a variety of other scientific skills. It also promotes pride of accomplishment and rewards students with a nutritious and delicious bounty of organic food. A variety of school curriculums can be explored with the aquaponic system:

- Learn about health and nutrition of various foods
- Examine the economics of selling in the marketplace
- Calculate volume and surface area of the system
- Explore the nitrogen cycle
- Explain and monitor pH
- Study the life cycle of the fish and plants
- Study aerobic and anaerobic systems and bacteria
- Experiment on which fish and plants do best
- Learn about environmental sustainability practices
- Create artistic renderings of the produce

Entering an Era of 21st Century Education
Djidj Djidi is adopting and adapting practices to address the evolution of education of the 21st Century. The modern day classroom design revolves around the idea that there is creation of spaces where students can collaborate and participate in real life environments, where they learn how to work in teams. Teachers become the facilitators of learning, while students become inquiry based learners. Students learn by doing — the teacher is the coach. 21st Century skills learned through our curriculum, is interdisciplinary, integrated, project based, utilising the following skills:

- Critical thinking and problem solving
- Collaboration and leading by influence
- Agility and adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analysing Information
- Curiosity and Imagination

Career Development and Transition into Secondary School
In Partnership with Manea Senior College, a ‘Career Development’ program has been established to ensure that students are equipped from the early years through to senior schooling and supported to make informed choices about learning, work and life opportunities and take personal responsibility for those choices.

A Partnership with Newton Moore SHS, provides the opportunity for our year 7 students to engage in a transitional program each Friday for all of semester 2. This program enables our students to attend specifically designed secondary classes for one day each week in preparation for year 8.
NAPLAN 2014

The national minimum standard is a nationally agreed standard below which a student has not demonstrated the basic skills of literacy and/or numeracy expected of students at that year level.

The data are derived from the National Assessment Program - Literacy and Numeracy (NAPLAN) undertaken by years 3, 5, 7 and 9 students in May.

The State percentages are based on data for all students from public schools. Calculations for individual schools exclude exempted students and any students identified with an intellectual disability who sat the test.

Relative Assessment Performance Summary

2014 NAPLAN data demonstrated comparable results from 2013 indicating sustained growth in student outcomes compared to 2011 & 2012 data. Cohorts tested in 2014 were generally academically weaker compared to those in 2013, with many students identified as experiencing learning and behavioural needs. Spelling has gained growth across each cohort, where punctuation & grammar continues to be an area of weakness. Reading and writing data was varied with less growth than expected, confirming the complexities of the cohort tested. A whole school Numeracy approach will be introduced in 2015, addressing the limited growth identified across each of the three cohorts.

The data on the following page indicates growth (Value Adding) from 2012 to 2014 of the tested Year 3 to 5 cohort, demonstrating that the gap is closing in all areas but Numeracy. Generally, our students are progressing well towards reaching expected outcomes.

Current performance identifies the need to significantly increase the percentage of children achieving above National Standards and to move a greater percentage of students from below these standards. It is an ongoing focus to decrease the gap between current school performance and the state and national means.

The tables provide a baseline to set achievable targets over the next three years and provide the necessary resources and professional learning opportunities to build capacity of staff and to share a common understanding of pedagogy to move our students forward.

Sustained growth is a result of whole school approaches in literacy, high expectations of staff and students, and targeted strategies in early childhood and junior primary with a ‘Waves of Intervention’ approach to support students with identified needs in these areas.

Djidi Djidi continues to do well against ‘Like’ Schools. However our bench mark is against state and national targets. Our targets for 2014–2015 were to move students from the middle 60% into the top 20% (Target >20%), and reducing the number of students currently in the bottom 20% (Target <10%).

Continued growth/value adding indicated through our results is a contribution of the intensive Coaching culture imbedded throughout the school raising staff expectations, increasing teaching efficacy and improved curriculum delivery based upon data driven decision making processes, and informed best practice. Through promoting and supporting a school culture of collaboration, regular team meetings, and dedicated curriculum leaders has supported an explicit whole school approach in curriculum delivery and social emotional and well being strategies. Through explicit teaching practices being incorporated during dedicated whole school literacy and numeracy blocks, implementation of the Aboriginal Literacy Strategy, 'Sound Waves' Phonological Program, First Steps mandated across all years, direct correlation to the Western Australian Curriculum in English, Mathematics, Science and History, differential planning & instruction, and valid & consistent assessment and data collection, the school has tracked student progress through the implementation of a Continuous Improvement Portfolio demonstrating student progress both significant and incremental from kindergarten to year 7. The Continuous Improvement Portfolio guides effective planning to address identified needs across the school and associates student achievement against attendance and special needs. In addition, rigorous performance enhancement through coaching and self reflection, performance management and teacher support has been implemented with positive results, and the employment of additional FTE (Teacher Assistants) to support classroom teachers in implementing Waves of Intervention programs targeting those students identified at educational risk has also had an impact. The implementation of ‘Words, Grammar, Fun’ in the kindergarten class, supported by the Peel Speech and Hearing Centre has made significant contribution towards child development as indicated by the data collected. The engagement through the school's ‘Growing Families’ initiative (Extended Service model) of health professionals including a dedicated speech therapist has supported child development in the early years.

Literacy will continue to be a major focus in 2015, with areas such as punctuation and grammar requiring further attention. Numeracy will be a major focus with the implementation of a newly developed Whole School Numeracy Plan that will operate in parallel with the Western Australian Curriculum.
### Learning Area: Reading
**Individual / Cohort** Year 3 2012 to Year 5 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NAPLAN Test Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. National Means</td>
<td>420</td>
<td>501</td>
</tr>
<tr>
<td>3. Indiv / Cohort Means</td>
<td>298</td>
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<tr>
<td>Differences</td>
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<td>NATIONAL MEAN PROGRESS</td>
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<td>Value Add/Loss</td>
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### Learning Area: Writing
**Individual / Cohort** Year 3 2012 to Year 5 2014

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<td>2. National Means</td>
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<td>468</td>
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<tr>
<td>3. Indiv / Cohort Means</td>
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<td>Differences</td>
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<td>Value Add/Loss</td>
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### Learning Area: Grammar
**Individual / Cohort** Year 3 2012 to Year 5 2014

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<tr>
<th>Description</th>
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### Learning Area: Spelling
**Individual / Cohort** Year 3 2012 to Year 5 2014

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<td>3. Indiv / Cohort Means</td>
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<td>443</td>
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<tr>
<td>Differences</td>
<td>-84</td>
<td>-55</td>
</tr>
<tr>
<td>NATIONAL MEAN PROGRESS</td>
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<tr>
<td>INDIVIDUAL MEAN PROGRESS</td>
<td>113</td>
<td></td>
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<tr>
<td>Value Add/Loss</td>
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<td>29</td>
</tr>
</tbody>
</table>

### Learning Area: Numeracy
**Individual / Cohort** Year 3 2012 to Year 5 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NAPLAN Test Year</td>
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<td></td>
</tr>
<tr>
<td>2. National Means</td>
<td>396</td>
<td>487</td>
</tr>
<tr>
<td>3. Indiv / Cohort Means</td>
<td>276</td>
<td>352</td>
</tr>
<tr>
<td>Differences</td>
<td>-120</td>
<td>-135</td>
</tr>
<tr>
<td>NATIONAL MEAN PROGRESS</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>INDIVIDUAL MEAN PROGRESS</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Value Add/Loss</td>
<td></td>
<td>-15</td>
</tr>
</tbody>
</table>
Other Assessments

Our Continuous Improvement Portfolio represents data in 5 weekly assessment cycles, clearly demonstrates that Waddington Spelling and Reading data comparisons from Semester 1 to Semester 2 of 2014 have shown significant value adding in Spelling and Reading Age, with the gap between Chronological Age and Academic Age from years 4 – 7 reducing. The Gaps are certainly closer in years one and two, contributed to explicit teaching practices and additional support in the classroom. 2015 targets is to further minimise the gap from years 1 – 3 and with further refinement in curriculum delivery & pedagogy in the early years, progress will be evident over the next 2 – 3 years as the Kindergarten and Pre Primary Cohort move through junior primary.

PM Benchmarks in Reading have also demonstrated progress from first to second semester in student reading levels, particularly from years 1 to 3. Unlike 2012, comprehension levels have improved as this was intentionally targeted in 2013, continuing into 2014.

The Words, Grammar, Fun program implemented in Kindergarten with the support from the Peel Speech and Language Centre, involving oral language activities that aim to improve linguistic and grammar skills, has demonstrated significant growth based on a comparison between the baseline data and post program assessment. The School’s Continuous Improvement Portfolio is available upon request to substantiate the value added from semester 1 to semester 2 across all year levels in Literacy and Numeracy.

PARENT, STUDENT AND TEACHER SATISFACTION

As a community we pride ourselves on our emphasis on building partnerships between students, staff and parents. The school community focuses on providing the best possible learning environment for all its students. Parental involvement is highly valued and encouraged. Whole school events receive high parent support with all functions well attended.

School Opinion Survey Feedback

The Biannual Parent and Student Surveys were conducted in Term 3 of 2014

The school received 6 responses from parents summarised below:

Pluses
- Teachers at Djidi expect their child to do their best
- Djidi Djidi is well maintained
- My child likes being at Djidi
- Teachers at Djidi motivate my child to learn
- My child’s learning needs are being met at Djidi
- I am satisfied with the overall standard of education achieved at Djidi Djidi

Minuses
- Teachers at Djidi don’t often provide my child with useful feedback about their work
- Teacher’s at Djidi do not generally treat students fairly
- Student behaviour is not well managed at the school
- Djidi does not have a strong relationship with the local community.

The school received 18 responses from students:

Pluses
- Teachers expect me to do my best
- Teachers at Djidi treat students fairly
- My teachers provide me with useful feedback about my school work
- I feel safe at school
- I like being at Djidi Djidi
- My teachers motivate me to learn
- Djidi gives me opportunities to do interesting things

Minuses
- Student behaviour could be better managed at Djidi
### Performance Against 2014 Priority Learning Areas

**Priority Area 2014: Literacy**

<table>
<thead>
<tr>
<th>What was intended</th>
<th>What actually happened</th>
<th>Recommendations 2015</th>
</tr>
</thead>
</table>
| Focus on reading with an emphasis on sight word acquisition, oral and fluency development and comprehension. | - Aboriginal Literacy Strategy—Whole School Literacy Block  
- Western Australian Curriculum—focus on explicit and direct teaching of literacy skills.  
- Use of First Steps  
- Noongar language program to promote code switching from Aboriginal English to Standard Australian English.  
- ITAS funded Teacher Assistants implementing 'Waves of Intervention' for Years 3 to 7 students, to close the gap in identified deficits in literacy and numeracy.  
- An increase in the variety of home readers and library books available for students  
- Diana Rigg Phonetic Strategies in ECE  
- Explicit teaching of phonetical awareness through Sound Waves Phonetic Strategies PP—7  
- Collaborative Planning sessions, developing best practice, sharing resources and expertise.  
- Use PM Readers as reading resource and activities as well as assessment tool.  
- Staff value Aboriginal English & Noongar language by incorporating in teaching & learning two way learning strategies. Students are given explicit teaching on differences between languages and opportunities to use both.  
- Integration of Aboriginal perspectives across the curriculum.  
- Accommodation of students' different learning styles so students' visual skills and oral story telling strengths are utilised.  
- Integrate ICT (including iPads) into reading and writing activities  
- Year 1 to 7 students participate in formal library skills lessons.  
- All classes to be print rich in writing genres  
- School staff working along side with the Telethon Speech and hearing staff and SWAMS to monitor Otitis Media. Students identified with hearing issues are referred to the relevant agencies.  
- Early Years Learning Framework & National Aboriginal Early Childhood Project.  
- ECE children engaged in professional speech therapy.  
- Words Grammar Fun introduced into Kindergarten producing excellent results.  
- Dedicated teacher assistant to run a 'Waves of Intervention' program with junior primary students in literacy to assist in filling identified gaps.  
- Before school reading program | - Continued focus on phonetic awareness and guided & shared reading strategies  
- Focus on First Steps Strategies with support for teachers to implement effectively  
- Continue processes of identifying and monitoring student progress.  
- ATEO's & Teacher Assistants to work with targeted students  
- MAGS groups with Specialist teacher to target specific literacy deficiencies with identified students at educational risk.  
- Continue additional Literacy support for students in classrooms. (Waves of Intervention)  
- Employment of Curriculum Coach to facilitate good practice, supporting teaching programs  
- Provision of moderation, collaborative planning and sharing of best practice.  
- Increase family awareness of children's literacy needs and promote ways they can assist in improving outcomes.  
- Effective implementation of Personalised Learning Plans.  
- Home reading bags/ Literacy boxes distributed. These will include information so parents/ families can assist their children's reading development.  
- Explicit teaching of Literacy concepts.  
- Visible Learning Strategies 'Hands Up 4 Kids' Volunteer Reading Program to continue. |
<table>
<thead>
<tr>
<th>What was intended</th>
<th>What actually happened</th>
<th>Recommendations 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority Area 2014: Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emphasis on Number, Geometry and Measurement.</strong></td>
<td>Numeracy Block where the whole school focus is on Number and Measurement.</td>
<td>- Provision of collaborative planning and sharing of best practice.</td>
</tr>
<tr>
<td><strong>Focus on Mathematical literacy/vocabulary.</strong></td>
<td>Western Australian Curriculum—focus on explicit and direct teaching of numeracy skills.</td>
<td>- AIEO’s &amp; Education Assistants work with targeted students.</td>
</tr>
<tr>
<td><strong>Develop an ability for students to calculate confidently and accurately by increasing their repertoire of calculation strategies.</strong></td>
<td>Development of Whole School Numeracy Strategy utilising Dr Paul Swan’s tools and resources towards effectively teaching mathematics &amp; Direct Instruction.</td>
<td>- Focus on First Steps resources with support for teachers to implement effective strategies.</td>
</tr>
<tr>
<td><strong>Multi facet process towards problem solving including mental and written computations, basic number facts and the four operations.</strong></td>
<td>Explicit teaching of mathematical concepts.</td>
<td>- Additional Numeracy support for students in classrooms. (Waves of Intervention)</td>
</tr>
<tr>
<td></td>
<td>First Steps Number &amp; Measurement strategies.</td>
<td>- Scope and sequence</td>
</tr>
<tr>
<td></td>
<td>Utilize the Early Childhood (K-3) Syllabus and Middle Childhood (4-7) Syllabus Mathematics Syllabus scope &amp; sequence statements and the K-7 Numeracy Learning &amp; Teaching Resources linked to First Steps materials to support the explicit teaching of core numeracy skills.</td>
<td>- Establish common assessment and diagnostic tasks</td>
</tr>
<tr>
<td></td>
<td>Integration of Aboriginal perspectives across the curriculum.</td>
<td>- Explicit teaching of mathematical concepts</td>
</tr>
<tr>
<td></td>
<td>Integrate ICT into numeracy activities including iPads for early years and children at Risk.</td>
<td>- Increase family awareness of children’s numeracy needs and promote ways they can assist in improving outcomes.</td>
</tr>
<tr>
<td></td>
<td>Additional teacher assistants to run a ‘Waves of Intervention’ program with junior &amp; senior primary students in numeracy to assist in filling identified gaps.</td>
<td>- Effective implementation of Personalised Learning Plans</td>
</tr>
<tr>
<td></td>
<td>Early Years Learning Framework</td>
<td>- Visible Learning Strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was intended</th>
<th>What actually happened</th>
<th>Recommendations 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority Area 2014: Values Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emphasis on Behaviour, Social Emotional Well Being, Attendance, Retention, Participation and Academic performance.</strong></td>
<td>Stronger Smarter Philosophy - raising expectations and opportunity, promoting across the school and wider community.</td>
<td>- Further Review school Behaviour Management Policy, reward and incentive systems.</td>
</tr>
<tr>
<td><strong>Work in partnership with community to address behaviour and attendance concerns.</strong></td>
<td>Students - Relevant records are kept. Family members and other support services are involved in developing individual education plans where necessary eg Hearing teacher, school psychologist etc. A LSC (Learning Support Coordinator) teacher was employed one day a week to assist teachers.</td>
<td>- Continue to refine the whole school behavioural program - PBIS model</td>
</tr>
<tr>
<td></td>
<td>Implemented ‘You Can Do It’ Education and ‘MindUP’ Social Emotional Programs across the school (K - 7).</td>
<td>- Maintain ‘You Can Do It’ Education &amp; ‘MindUP’ programs.</td>
</tr>
<tr>
<td></td>
<td>Consistent promotion of the Core Values as stated in the Curriculum Framework.</td>
<td>- Engage Aboriginal Liaison Officer to liaise between home, school and community organisations to support families</td>
</tr>
<tr>
<td></td>
<td>Harness local culture and community in school programs</td>
<td>- Increase number of staff accessing the Stronger Smarter Leadership Course.</td>
</tr>
<tr>
<td></td>
<td>Implementation of Positive Behaviour Intervention and Support Program (SWPBIS) - behaviour matrix and explicitly teaching preferred behaviours.</td>
<td>- Promote shift towards high expectations involving all stakeholders.</td>
</tr>
<tr>
<td></td>
<td>Availability of Integrated Extended Services provided through the school’s Moort Maladiny—Growing Families Project.</td>
<td>- Continue strengthening School and Community partnerships.</td>
</tr>
<tr>
<td></td>
<td>Employment of School Chaplain through Youth Care, ‘Waves of Intervention’, in particularly accessing Aboriginal Ed. Team to support attendance initiatives.</td>
<td>- Case management plans developed for identified students at risk.</td>
</tr>
<tr>
<td></td>
<td>Consistent promotion of the Core Values.</td>
<td>- Access local services to support families.</td>
</tr>
</tbody>
</table>
The promotion of Aboriginal culture in assisting Aboriginal children to accept and value themselves and their culture is central to the learning program at Djidi Djidi. As the Indigenous culture is central to all the learning programs, LOTE (Language Other Than English) and the Arts (Drama, dance, visual and music) maintain a focal part in the curriculum. Each learning community (Classes) moves to the Cultural Centre to participate in these parts of the curriculum, often integrated into the other learning areas. A community garden including an Aquaponics project and a traditional cooking space are included in this cultural area enables integrated real-life learning experiences. An adjacent Bush Cultural Walk also supports as an outdoor classroom for our students to become immersed in culture and tradition.

Family and community members are warmly welcomed as an integral part of our school community, whilst annual events held include; Harmony Week, ANZAC Service, In Term Swimming, NAIDOC, End of Year Concert and year 7 Graduation, Book Week, Science Week, Literacy and Numeracy Week, Sport – Winter Sports Carnival, Faction Athletics Carnival, Interschool Athletic Carnival and Family days are yearly highlights.

Special Activities and Events
Through out the school year Djidi Djidi Aboriginal School conducted and participated in a series of events that positively promoted the school within the community. These included:

• Djidi Djidi were the winners of the Wattle Winter Sports Soccer and Netball competitions.
• Crunch & Sip Program in all classes promoting healthy eating and has an impact of student's attentiveness in class.
• School promotion of the 'You Can Do It' Program, 'MindUP!', the School Volunteer Program and the Hands Up 4 Kids Volunteer Reading Program, supporting students at risk.
• Athletics Carnival: excellent attendance from community, with an increase in parent volunteers to help with the event.
• Emergency breakfast/lunch program very successful and has some influence on attendance and reduction of 'lates'. This initiative is supported through Food Bank.
• Outside sporting agencies work with the school to provide specialised coaching sessions. These included: WA Cricket Association, Clontarf Football Academy, WA Football Development Council, and Department of Sport and Recreation.
• School canteen provides healthy recess and lunch options for our students and brings community together to support canteen ventures.
• Visiting Performers specifically selected to compliment current school initiatives and/or class programs.
• Strong focus on daily fitness and weekly organised sport. Training for interschool carnivals and cross country to build fitness and become more competitive in the competitions.
• School Community Garden including Aquaponics producing fresh produce used in the canteen and opportunity for learning opportunities for the children.
• School Choir and Dance Group involving children from Years 3 - 7 perform at the school and at several events within the community throughout the year.
• Highly successful Art Expo held in 4th Term, silent auction of selected works raised funds to support the school art program.
• PACE—Capacity Building Workshops for parents conducted during terms two and three.
• Family Open Day is held in Semester 1 and forms part of the School's reporting to parents schedule. Children are given the opportunity to show case their work and for teachers to speak to parents. Approximately 85% of families/representatives attended the Family Day.
• Classroom Activities: Throughout the year individual teachers provide opportunities for their parents to be involved in their classrooms in differing capacities including: 'Support-a-Reader', Early Childhood 'Stay & Play' sessions, parent morning teas and class information sessions.
• ANZAC Service: Held in April, the School Prefects conduct the ANZAC Service, including an informative slideshow regarding the history of the ANZACS with acknowledgement to the involvement of Aboriginal people in different conflicts around the world.
• Assemblies: Held every fortnight during terms two, three and four. Average community attendance to each assembly is 30. Good attendance has been maintained in 2014.
• Annual School Concert and Graduation: Excellent attendance historically and again in 2014 attendance was overwhelming.
General Financial Information:
Voluntary contributions collection rate K–7: 27.21%
Total assets/resources written off for the year: $0

A brief comment on the financial performance for the year:
School’s finances are administered by the School Principal and the Registrar, with the assistance and endorsement of the School’s Finance Committee and the School Council. The school operates a One Line Budget.

Centrepay through Centre Link has supported parents towards paying their child(ren)'s Contributions & Charges and the purchase of school uniforms. The availability of EFTPOS has also assisted towards an increase of collecting contributions & Charges, and the purchase of uniforms. An increase from 4.68% of voluntary contributions paid in 2010 compared to 27.21% in 2014. Optional charges collection rate was 92.3% (K–7), while 98% of students are in school uniform on a daily basis indicating that the Centre Pay service is a viable option for families.

SCHOOL BUDGET AND ANNUAL ACCOUNTS

Positive School Environment
The school has in place a number of ongoing strategies to ensure a safe positive learning environment for students, teachers and parents.
- The promotion of Aboriginal culture in assisting Aboriginal children to accept and value themselves and their culture is paramount to our programs.
- The provision of an alternative to mainstream education by establishing a non-competitive environment where children are to work cooperatively in solving learning and social problems.
- Open, secure, caring environment
- Value diversity (Different means different - not deficit)
- Acceptance of prior knowledge and experiences children bring to school
- Develop an understanding and acceptance of different cultures; Diversity is valued
- The rights of all are respected (care for environment, each other etc.)
- Everyone’s input is valuable
- Cooperation and collaboration in non-competitive processes to achieve goals
- Moort Maladiny—Growing Families Project providing integrated extended services to support students and their families.