

# DALMAIN PRIMARY SCHOOL



*Care, Strive, Achieve*

## 2018

### ANNUAL REPORT



64 Dalmain St, Kingsley WA



(08) 9309 3711



[dalmain.ps@education.wa.edu.au](mailto:dalmain.ps@education.wa.edu.au)

[www.dalps.wa.edu.au](http://www.dalps.wa.edu.au)

## OUR VISION

Dalmain Primary School cultivates an environment of excellence in all areas of pursuit where staff members, in partnership with the community, provide a challenging, and inclusive curriculum inspiring all students to lead lives that are personally fulfilling, enabling them to contribute positively to a global society.

Students are encouraged, and expected, to take risks with their learning and to accept responsibility for their actions. They recognise that Dalmain Primary School is a supportive learning environment with a holistic focus on health and well-being.



## OUR VALUES

Dalmain Primary School's motto '**Care, Strive, Achieve**' encapsulates the four core values outlined in the Department of Education's Plan for Government Schools. The four core values guide everything we do. In stating these values, we acknowledge that words alone are not sufficient; it is actions, based on these values that are important.

### LEARNING

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

### EXCELLENCE

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

### EQUITY

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

### CARE

We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.



## INTRODUCTION

It gives me great pleasure to provide an overview of the learning programs and opportunities that were available during the 2018 school year in this Annual School report. Students have had the chance to participate in an engaging and varied curriculum with many additional integrated learning opportunities. This report outlines areas of strength as well as highlighting areas for improvement.

### Highlights of 2018 included:

- School choir performance at the Perth Concert Hall as a part of WA Massed Choir Festival
- Continuing development of the Dalmain Urban Garden (D.U.G)
- Completion of the Science Lab
- Partnerships:-
  - Greenwood College: Year six transition program.
  - ECU (Joondalup): Trainee teachers, Occupational Therapy students
  - TAFE: Education Assistant trainees
  - Care for Kids: onsite OSHC program
  - High School Students: Work experience program
- Successful leadership and graduation program for Year six students
- Individual success in a variety of competitions including the Australian Mathematics competition
- Successful participation in the BEBRAS competition
- A variety of educative incursions and excursions
- Sound NAPLAN results in Years 3 and 5
- High quality school assemblies
- Year six camp at Woodman Point
- Successful school Dance program
- School ANZAC Day Service
- Waste Wise Program integrated across the school

The Dalmain Primary School community contributes to the ongoing success and improvement of our learning environment in many different forms. This assistance includes positions on the School Board and P&C as well as helping out in classrooms, excursions, sports days, student discos and other special events. The input of parents and community members is crucial to our school and students. I would like to thank all of our wonderful volunteers for their important contribution towards Dalmain Primary School.

I look forward to working with our school community in 2019 and continuing to foster a high quality learning program for all of our students.

**Don Boyes**

**PRINCIPAL**

## OVERVIEW OF THE SCHOOL

Dalmain Primary School opened in 1990 and is one of five primary schools in the northern suburb of Kingsley. The school had a student population of approximately 290 students in 2018 supported by a professional and caring staff. Student numbers ensure a capacity to offer diverse programs while maintaining a close relationship with students and families.

Since becoming an Independent Public School in 2013, the school has assumed full responsibility for the management of all staffing positions. As vacancies arise, this delegated capacity enables the school to appoint staff whose skills and experience best match our school context. Teaching staff ensure their classrooms reflect the standard expected by the community and provide an engaging learning environment for the students. In 2018 Dalmain had specialist teachers in Music and the Visual Arts, Physical Education and Languages with students in Years 3 - 6 studying Japanese.

## STAFFING AND SCHOOL STRUCTURE

In 2018 student enrolments decreased to 290. The classrooms structures in operation across the school were as follows: two Kindergarten and one Pre-Primary class with nine Primary classes. It is envisaged that student numbers will slightly decrease for 2019.

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
<b>Teaching Staff</b>			
Level 3 Teachers	1	0.8	0
Other Teaching Staff	20	13.6	0
Total Teaching Staff	21	14.4	0
<b>School Support Staff</b>			
Clerical / Administrative	3	1.9	0
Gardening / Maintenance	1	0.5	0
Other Non-Teaching Staff	9	6.0	0
Total School Support Staff	13	8.4	0
<b>Total</b>	<b>36</b>	<b>24.8</b>	<b>0</b>

### Student Numbers (as at 2019 Semester 1)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(14)	31	26	40	39	37	38	35	260
Part Time	28								

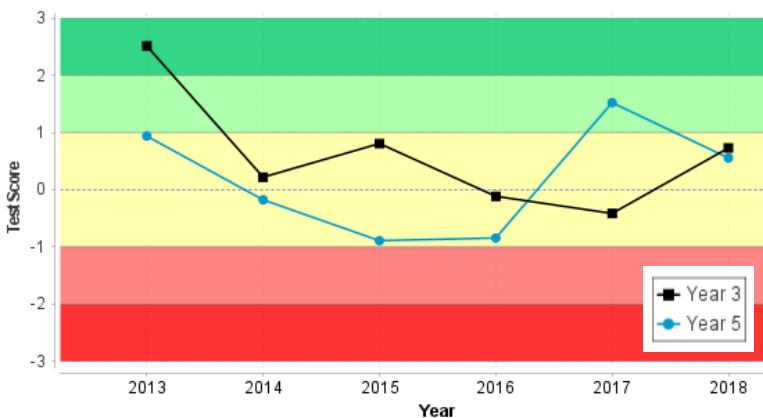
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

## NAPLAN COMPARATIVE DATA

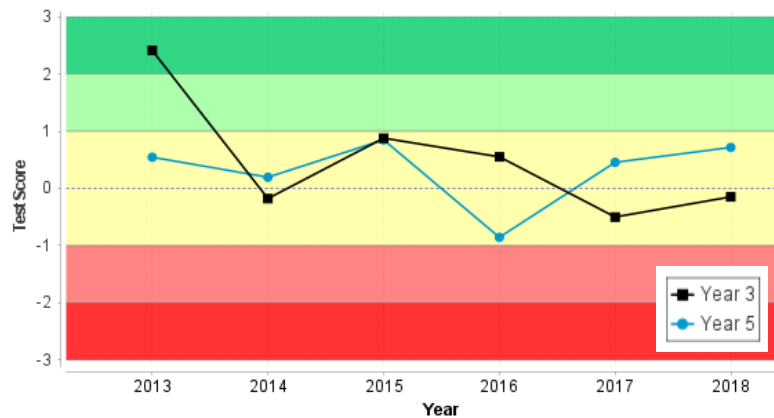
The charts below display the comparative performances for NAPLAN for Years 3 and 5 for each of the learning areas assessed over the past 6 years. Schools within one standard deviation of their predicted performance are considered to be performing as expected (yellow). Around 70% of schools will be in this category. Approximately 15% of schools will be more than one standard deviation above predicted performance (green). Approximately 15% of schools will be more than one standard deviation below predicted performance (red).

The data for our students across all learning areas assessed for 2018 in both Year 3 and 5 is at or above, what would be expected for Dalmain Primary School. The strongest results for both year levels were achieved in Numeracy and Reading. While there was some notable improvement in the Spelling area. Additional data can be viewed on the *My School* national website.

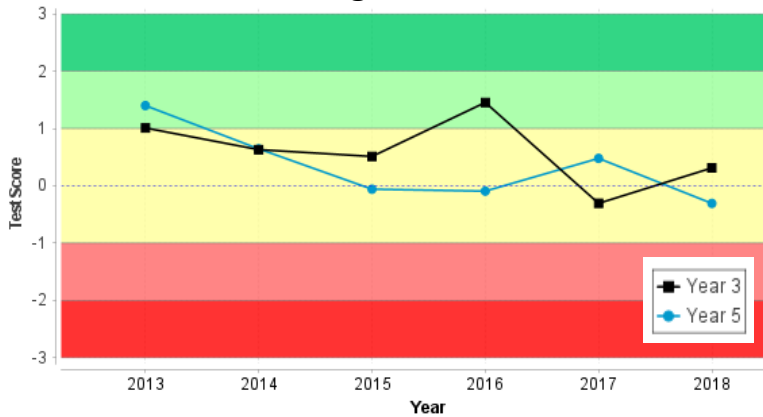
### Numeracy Performance



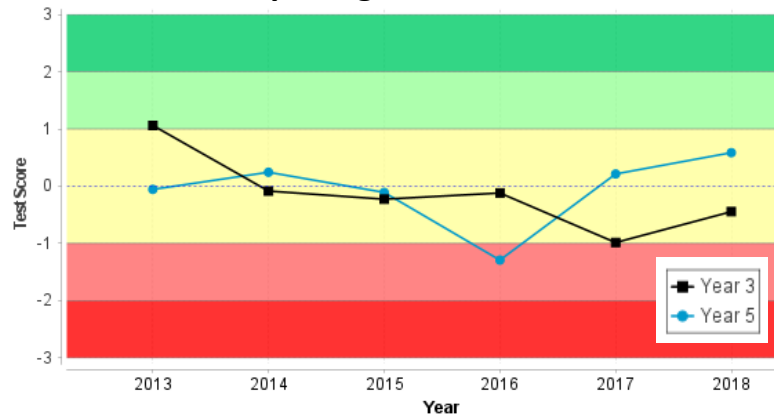
### Reading Performance



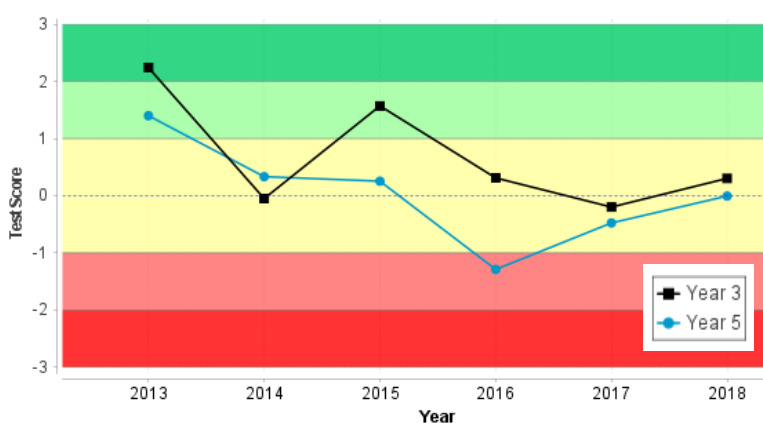
### Writing Performance



### Spelling Performance



### Grammar & Punctuation Performance



**NAPLAN**  
NATIONAL ASSESSMENT PROGRAM  
Literacy and Numeracy

# LEARNING AREA INFORMATION

The following reports provide a brief synopsis of what has taken place in each of the Learning Areas in 2018.

## MATHEMATICS (Jennifer Kaluzynski)

In 2018, mathematics remained a priority area. The priority was to create a whole school numeracy plan providing high performance and high care across all areas of Mathematics (Number, Algebra, Measurement, Geometry and Statistics and Probability).

### DIRECTION FOR SCHOOLS - FOCUS 2018

Success for all students

Effective leadership

High quality teaching

Strong governance and support



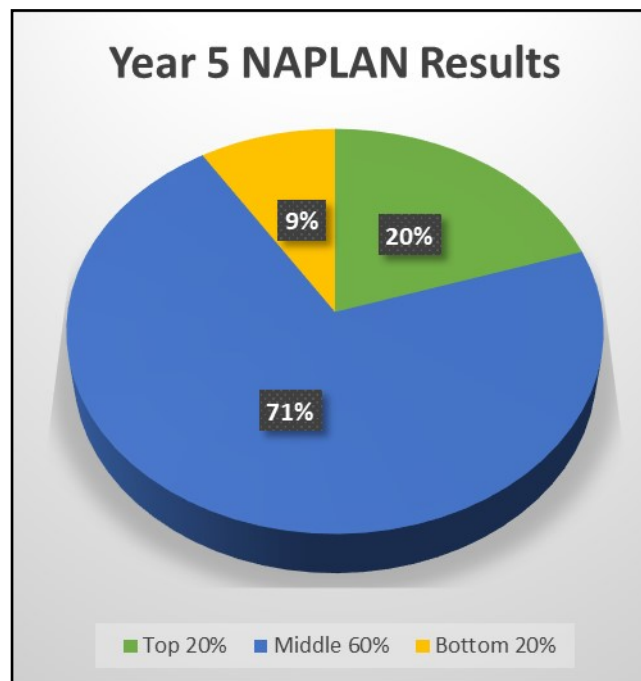
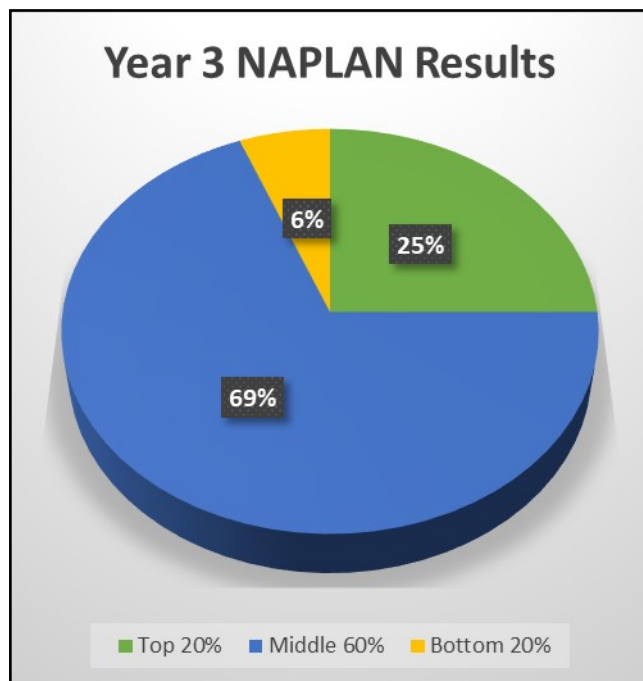
Staff used the National Curriculum and SCSA resources to teach, assess and report on year level Western Australian Curriculum content. Teachers explicitly taught and modelled key concepts using the correct meta language across all year levels. Key language flash cards were created for each year level and are also accessed via the shared drive. These on-line resources will begin to form our future whole school numeracy plan.

All classes dedicated 25% of their school day to the teaching of mathematics.

Mathematical resources used by staff included NAPLAN test samples, planning documents and teacher-made assessment tasks. Paul Swan fluency tasks and problem solving tasks are used across the school. Peter Nowland MTS is available to all teaching staff and is a valuable programme as it provided lesson plans, assessment tasks, PowerPoint presentations and videos to engage the students.

We continued to develop our whole school approach towards numeracy. All staff are using the iStar model for lesson delivery and have been provided with sentence starters for support. Staff are including a quick 5-minute fluency task during each maths lesson.

Dalmain's 2018 NAPLAN results were very pleasing, with both year groups above the Australian Schools Mean and above the WA Schools Mean. Some 25% of Year 3 students achieved in the top 20%. While 69% were in the middle 60% and 6% in the bottom 20%. Some 20% of Year 5 students were in the top 20%. While 71% were in the middle 60% and 9% were in the bottom 20%. No student in Year 3 or Year 5 was below the minimum standard. Staff analysed the data and implemented individual and group programmes.



In July, 55 students entered the Australian Mathematics Competition. Some individual achievements were very pleasing. One student received a High Distinction Award, two students received a Distinction Award and 14 students received a Credit Award. Some 31 Students received a Proficiency Award. This was an improvement from previous years.

ACER testing was used in Term 4 (Year 1 - 6) to gather extra data on student's individual progress. Students completed a series of online tests and teachers received valuable information on each child's understanding of mathematical concepts. We will be able to compare these initial results with future testing and map individual and group progress.

The Friday Maths competition focused on improving basic number skills. The children found this activity and the rewards and incentives motivation to do well. Results for 2018 show a marked improvement in many individual results.

We continued our whole school fluency testing using the Westwood Fluency Tests in all four operations. Students completed the testing in Term 1 and Term 4. Results showed a marked improvement in all operations especially division.

In 2019 Mathematics will remain a priority area as stated in the Strategic Plan for WA Public Schools. We will continue to develop a whole school approach towards mathematics and to implement , further develop and revise the Dalmain Primary School Whole School Numeracy Plan.



This year the school had two main literacy foci at whole school level; Writing development and Reading intervention.

At the start of the year, Kindergarten to Year 6 staff attended a full day training in the implementation and learning structures within the Seven Steps for Writing Success program. Staff focused on Step One, Plan for Success which engages students in reflecting and identifying the Seven Steps in various written texts, and Step 2, Sizzling Starts which



allows students to plan the flow of ideas. Students also reflect and built associated vocabulary relevant within each part of the 'Sizzling Start' aiming to better equip the students to write within a range of contexts. Throughout this process, students also became aware of Steps 3 to 7 within the program.

As part of the Seven Steps Writing for Success program, training was provided for a staff member to upskill and become a Coach within the school; supporting staff in the implementation of the program, within the classroom as required and lead staff meeting curriculum discussions, development and sharing of resource ideas. Writing was assessed and moderated at whole school level through the continued use of the online BrightPath program. The collection of writing samples through BrightPath was conducted twice a year, providing staff with data to inform their teaching, planning and practice.

In Term 4, the Year 4 students trialled the online ACER Writing assessment, marked by the ACER computer generated algorithm. This provided the opportunity for students to practise typing their written text in readiness for NAPLAN and provided the teacher with a nationally graded and normed writing sample.

In 2017, the staff and school board looked at further ways in which the school could provide increased learning opportunities for students. The introduction of the MiniLit Reading intervention program for our Year 1 and 2 students, and MultiLit – Reading Tutor for Yrs 3 – Yrs 6 was viewed as an additional means of achieving this. Both programs are literacy based which focus on teaching students that are having difficulty with learning to read. The MiniLit program was implemented in Term 1. While, Reading Tutors for the MultiLit Program were being sourced through the EdConnect Volunteer program and training was provided. This allowed for the MultiLit – Reading Tutor program to commence in Term 2. The effectiveness of this program was reviewed with staff and the school board throughout the year. Connections with these Reading Intervention programmes and the classroom based Letters and Sounds Phonics and the Words Their Way Spelling program became evident, with further investigation and streamlining planned for in 2019. Cross setting of spelling / phonics groups continued this year, providing targeted teaching at the students' level.

In 2019, the school will focus on the next Steps within the Seven Steps for Writing Success program and the teaching strategies set around the use of 'Students' Writing Notebook'. Staff will continue to be supported by the trained staff member through the coaching model. The use of BrightPath will also continue, and the ACER online Writing assessment tool will be available to both Year 4 and 5 students.

The Reading Intervention programs, MiniLit and MultiLit - Reading Tutor, will also continue with continued focus on student progress. The formulation of a whole school spelling scope and sequence is planned for early 2019. It is envisaged that this will strengthen our whole school approach, provide consistency in the students' achievement, evident through longitudinal data.



## GEOGRAPHY

Geography was taught across all year levels and reported on at the end of Semester One. Sixty minutes per week was deemed to be the minimum instruction time for the teaching of Geography. Teachers used the Western Australian Curriculum and SCSA Judging Standards from HASS in Pre-Primary to Year 6. Children were taught Geography using an inquiry based learning approach. Informational Technology was used extensively across all year levels and multiple library resources were purchased for staff and students. Geography was integrated across other learning areas. Various library and class displays, assembly presentations and newsletter information was shared with the Dalmain community. An awareness and appreciation of the Aboriginal and Torres Strait Islander cultures continued to be fostered, which included the important relationship Aboriginal people have with their native land.

From an environmental perspective, Dalmain continued to be both a Waterwise and Wastewise School. Sustainability remained a whole school focus and the DUG was extensively utilised by classes to pursue and reinforce this concept. Classes were regularly involved in rostered jobs. Fruit, vegetables, Worm Wizz plus castings were sold and a profit was made. Some produce was given to the canteen to utilise, or for class cooking tasks. Dalmain continued to recycle paper and batteries and the school maintained a REMIDA membership. Students are encouraged to use recycled zip-lock bags or containers instead of plastic and packaged foods in order to minimise landfill. Senior students completed a waste audit and 'Nude Food Tuesdays' continued throughout 2018. Dalmain Primary participated in Amy Sharrock's 'Museum of Water' planned for the Festival of Perth 2018. Our water sample was collected from the pumping station in the new nature play area and students wrote their names on the vessel. This contribution will be part of a permanent collection at the Perth Museum. We continue to be a water wise school with our water wise plan being submitted to the Water Corporation of WA in Term 1. Students are mindful of climate change, its impact on the environment and how water is a valuable resource. They are constantly encouraged to be water wise as well as waste wise.

## HISTORY

As per previous years, History was taught and reported on in Semester Two guided by the Western Australian Curriculum and SCSA Judging Standards. All students across the school engaged in various learning experiences with evidence of this being displays in the classrooms and library.

The annual ANZAC Memorial Service was held again in Term One and involved all students and staff. All students across the school were encouraged to create a piece of writing that linked to the ANZAC Day theme, Battle of Hamel. One student per class was chosen to read their work at the service. Like previous years, Dalmain families were encouraged to bring in photographs recognising those who have or are currently completing military service.



In 2018, the school continued to develop their understanding of the Aboriginal Cultural Standards Framework. Staff have agreed to the YirraYaakin Theatre Company incursion for 2019 as another way of embracing the Indigenous culture. This group will be coming out to the school at the end of Term Two to perform the show Kaarla Kaatijin.

To celebrate Harmony Day, a committee of staff members were formed. They liaised with each other to create an activity that allowed all students to celebrate the cultural diversity within the school. All students from K-6 were required to draw the flag of the country they were born in and record where their parents were born. This information was collated and placed up in the undercover area, creating a large display. Students were keen to locate theirs as well as read other student's and teacher's information.

## HASS - HUMANITIES AND SOCIAL SCIENCES (Kirsten Phoenix and Suzanne Orchard)

### CIVICS & CITIZENSHIP

At the beginning of 2018 all teachers established class and school rules, discussing the importance and reason for having them. We also continued the annual incursion, Civics Education. This program provided by the Constitution Centre of Western Australia supports the Civics & Citizenships aspect of the HASS Learning area. Students were engaged in activities that developed their understanding of why rules are made, ways we can actively participate in our community as well as how our government and the electoral system works.

As this is an area in which teachers of Years 3-6 are required to teach we purchased new resources to support programs. There are various blackline masters and reading material located in the library.

### BUSINESS & ECONOMICS

Like Civics & Citizenship, this is an area where teachers from Years 5-6 are required to teach. New resources were purchased to support the implementation of this program and can be located in the library. This HASS area has been integrated into the Numeracy learning area.

## SCIENCE (Janine Te Wheoro)

The Science area enjoyed a considerable boost during 2018 with the introduction of several new initiatives.

The highlight of our year was the grand opening of our newly appointed Science Lab in October. Mrs Jessica Stojkovski (MLA Member for Kingsley) was our special guest, and along with many parents joined us to celebrate this achievement. The launch started with a bang as the first of the science demonstrations involving the creation of elephant toothpaste took place. Guests then had the opportunity of taking a closer look inside the lab and viewing a wide range of science tasks provided by our very own student scientists. Years 1-6 kept our visitors engaged and enthralled with several different demonstrations from static electricity, to circuits, sound and exploding milk! The morning was a great success with everyone thoroughly enjoying the experiences offered. During term four staff were invited to begin using the lab with their own classes and offer feedback on ways in which it could be enhanced to make it even an even better learning environment.

During Science Week in August several staff collaborated on the weekend to create an exciting project for students to find early Monday morning. The display involved 'space debris' in the form of meteorites, ash and even remnants of a red car that had fallen into Dalmain's courtyards.





To add to the authenticity of the task, local police officers also arrived to 'take samples' of the parts. As students arrived to school they were in awe of the sight before them and this served as a stimulus to the possibilities of its origin. Individual teachers then continued these discussions in their classrooms, explaining that the car parts may be Elon Musk's electric sports car, which had been launched into space earlier in the year. Staff then shifted the focus to the ever-increasing range of space junk floating above the Earth. Students were invited to explore the ways in which they could reduce this waste. At the conclusion of the week each class moved around the school to observe the research, projects and investigations.

The students learned many important facts and developed their science inquiry skills. The week was a great success with many positive comments by both parents and students.

Students at Dalmain Primary also joined in Outdoor Classroom Day on 1<sup>st</sup> November. During the day students engaged in a variety of learning experiences away from the classroom and made a greater connection with nature. Some classes simply enjoyed the sensation of being outside and using their five senses to understand their environment, while others engaged in tasks within the DUG and nature playgrounds.



It was a scientific year across assemblies too, with many classes hosting fortnightly whole-school assemblies with a science-based theme. The Pre-Primary classes presented a Mini-beasts theme, the Year 2/3 class highlighted many natural features of Western Australia and the Year 4/5 class performed a variety of acts using the topic of Endangered Animals. Students learned many facts and enjoyed the links to music and dance.

The introduction of the Technologies area gave staff an opportunity to link Information Technology, Science and STEM to investigate design and digital technology projects. Ms Morrone provided Professional Learning to staff in these areas and our school began reporting in this area in Semester Two.

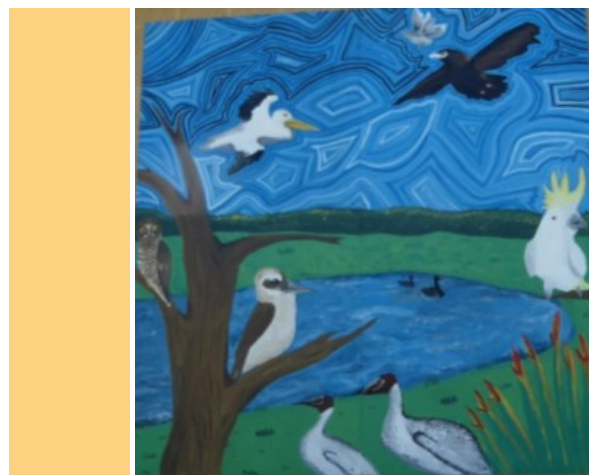
We continued our ongoing relationship with Scitech in July this year as they trialled new programs and lesson ideas with our students, who enjoyed the free presentations offered. These included students working together as Scientific Detectives to solve animal mysteries; investigate the concept of 'motion' through using scientific equipment to pose questions, make predictions and test these predictions; investigate living things and how they survive; and through experimentation students investigate how STEM can help us solve some of our world's biggest problems such as recycling, water conservation and fuels.

The Dalmain Art department had a very busy year in 2018. Three major artworks saw students given the opportunity to have work publicly displayed in a local community event and around the school. On a smaller scale, students school-wide completed tasks from a wide range of art disciplines including: ceramics, drawing, painting, printmaking, sculpture and textiles, in line with the National Curriculum and the Western Australian syllabus expectations.

In First Term, students from TA 9 and TA 5 worked hard to create a performance as part of 'The Water Story', for the Joondalup Lantern Parade's 20<sup>th</sup> Anniversary celebrations. Our part of the story was 'The Storm', where the rain returns to the land, with the performance routine including rhythmic movements with rain-sticks and fabric as well as drumming and a light display. The students did the school proud looking striking in lightening glittered black t-shirts and glow sticks.

First Term all classes began with a Chinese New Year 'Year of the Dog' projects school-wide. The Year 5s and 6s did some skilful drawings of dogs which they then made into clay sculptures in Term 2. They looked at texture and value (light and dark shading) in their drawings which helped when they turned the 2D drawings into 3D objects. These delightful mini canines were full of character and a selection were put on display in the Office throughout Term 3.

Term 3 saw the beginning of two large scale projects; a mural for the Pre-Primary wall near the nature play area and a mosaic for the courtyard outside the wet area in the senior block. The mural was painted in conjunction with an artist from Curtin's Artist in Residence Program (AiR) and both projects were made with assistance from a Department of Local Government, Sport and Cultural Industries PALS grant and had focused on Aboriginal stories. The mural was based on a Western Australian Aboriginal story of how the Splendid Blue Wren got its colour. Students from TA8 and TA6 learnt about the story before creating painted drawings of birds and compositions for the artwork. These were then compiled by the AiR artist Michelle Casinander, and used to create the final mural design. The students assisted the artist to paint the mural before she added the final details.



The story of Tiddalick the Frog was the inspiration for the mosaic design. Like the mural, students from TA 9 & TA 5 learnt about the story of Tiddalik and discussed the elements of the story that were important to tell the story and would need to be included in the mosaic. The students created artworks looking at local frogs and other Australian animals relevant to the story. They then created a design composition for the mosaic and elements from several of these student images were used to create the final design for the mosaic. The mosaic was then created on hessian fabric using a combination of new and recycled tiles, many of which were donated by families in the school community. Students glued the broken tiles in the shapes of the animals and water. As the whole artwork was assembled in two large pieces it had to be cut up into 7 smaller pieces to be moved into place before being installed.



With the mosaic taking up the desks in the art room the students created woven textile artworks influenced by Russian artist Wassily Kandinsky. The 3D interpretation of the 2D abstract painting called 'Color Study. Squares with Concentric Circles' involved each student creating a circular woven textile piece which were glued onto paper and display en masse in the office.

During 2018 donations of succulent cuttings were given by the school community and, in 2019, the aim is to use these to create a group of 'green wall' ceramic planter sculptures for one of the walls that overlook the junior quadrangle.

A huge thank you to Mrs Kaluzynski, Mrs Menegaldo, Mrs Pinakis and Ms Morrone for all their time, expertise, and support throughout the Lantern Parade project and on the night. Special thanks must be given to Ms Hobden (Karen the Gardener), Mrs McIntyre and Mrs Kaluzynski for their help with the mural and thanks to Mrs Margieson, The Hickey Family, The Lothian Family, and the ladies at Craft Decor Osborne Park for donating tiles.

The Music program at Dalmain supports our Indigenous cultures, incorporating the use of songs and stories as a springboard into promoting understanding and respect. In 2018, songs were used in the junior primary to teach Noongar language, and Indigenous artwork was used in the middle and senior years as a springboard into students improvising and creating their own music. Sally Morgan's painting 'Greetings From Rottneest' was used for middle and senior students to work together in groups to compose and perform their music to create a class composition. The traditional story from Yanchep, 'The Crocodile and Two Rocks' was used in the middle years as a way to create music again in groups. Students in the junior primary used the topic of 'Feelings' to create their own class composition. Collaborative group work is a tool used frequently as a way to create, improvise and plan composition of music.

In 2018, another emphasis in music was placed on making clearer links between making, creating and reading music. Students had several opportunities to play simple melodic tunes on tuned percussion reading their parts, giving them experience reading traditional musical notation. Group drumming was used throughout the year as a way to consolidate concepts being taught. Using drum circle facilitation skills, students were able to create music using the concepts being taught to them and then perform their composition for the class. Extending this, students were then given the opportunity to lead the whole class using simple drum circle facilitation skills similar to conducting. An example of this was when the year twos had the brief of making group music that included their group leader counting them in, keeping the beat for them to improvise their rhythms and then counting the beat down and conducting them to stop. Each group performed their music for the class, then they had the opportunity to conduct the same structure to the whole class as the leader. In the junior primary, emphasis is placed on learning concepts using games and simple songs. In 2018, the Kindergarten and Pre-Primary children had the opportunity to have music lessons where definite progression was noticed throughout the year with regard to their ability to keep the beat, play rhythms in time to the beat and their ability to sing in tune.

In terms of performance, in 2018, the music program at Dalmain Primary School began with the choir preparing for their performance at our ANZAC remembrance ceremony singing two songs with students having the opportunity to be soloists. Our year also commenced with involvement in the Joondalup Festival Lantern Parade, where collaboration between music, art and classroom teachers, enabled a group of students to participate in the Lantern Festival culminating in a fantastic evening. Students not only participated in the parade with drumming, prepared choreography and displaying their art work, they were also part of a visually beautiful and inclusive experience.

Term 2 and 3 saw choir students begin their preparation for the Massed Choir Festival with the year four students having the opportunity to be a part of this performance for the first time. The Massed Choir Festival is a unique experience where students get to perform in a massed choir of approximately 450 voices on stage. 2018 being the second year held at the prestigious Perth Concert Hall. It was a memorable experience for all students who were involved. The Massed Choir Festival provides an opportunity for students to experience using their five keys to success in the process of working hard to reach their goal of performance.

Term 4 for the choir involved preparation for the performance at the Graduation Ceremony, again giving opportunities for soloists to perform. The music assembly gave instrumental students a chance to perform for the school, as well as the choir performing again some songs from the festival in the previous term.

2019 will see a continuation of all of the themes and concepts outlined above, with some focus placed on our Asian neighbours in terms of culture and music. We will be looking at Chinese culture and traditional music in the first semester, and looking at Japanese culture through Taiko drumming in the second semester. This year an emphasis is also being placed on using melody as a form of composition. The choir will again perform at the ANZAC ceremony and the Massed Choir Festival. A Keyboard group will begin in Term 1, with the commencement of a Musical Theatre Group commencing in Term 2. Altogether it's going to be a full and exciting year.



Students experienced a varied range of physical education experiences throughout the year with lessons focused on developing students’ skills in physical activity, self-management skills, and interpersonal skills. This varied curriculum ensured that students were developing the necessary skills, whilst learning in an enjoyable and challenging environment. Students also participated in many school events where they could consolidate the skills being taught throughout physical education sessions. These events and programs included:

- Morning fitness, with a Fundamental Movement Skills (FMS) and endurance focus.
- Senior sport
- Junior sport tabloids, with specific FMS development and endurance activities. Junior tabloids maximised student participation levels
- Interschool round robin - netball, football, soccer
- Lightning carnival
- Faction carnival
- Interschool athletics carnival
- In term swimming
- In term dance lessons
- Numerous coaching clinics (listed below)



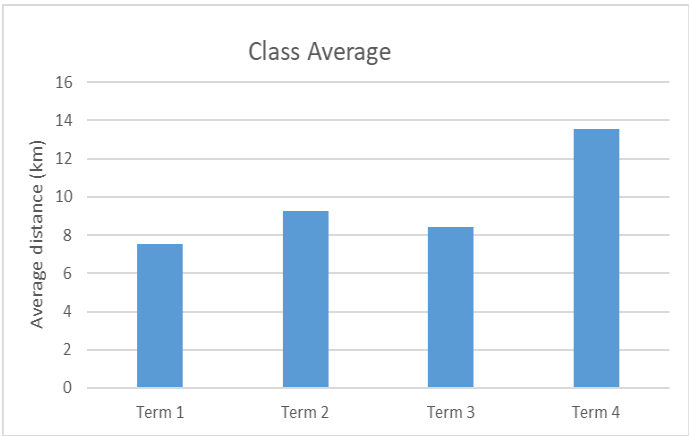
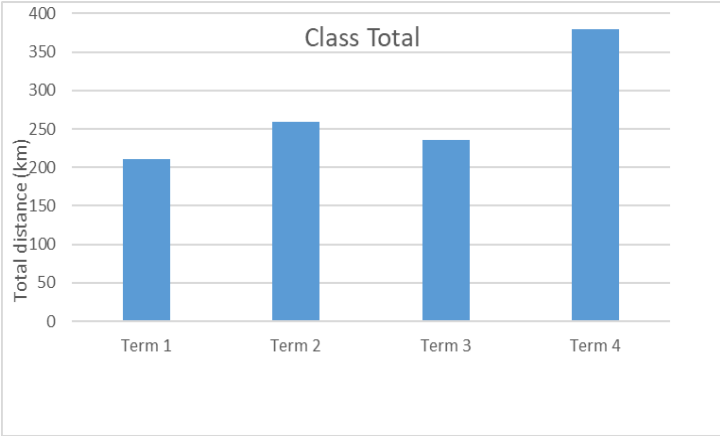
The aim of improving participation and endurance levels of all students, together with promoting positive and habitual experiences in physical activity were further encouraged through the following:

- Morning fitness was structured, designed and delivered by our student leaders. A rotating and scheduled model was implemented, and activities and games reflected upcoming events in the sports calendar.
- Extra practise for athletics and interschool carnivals was organised by sports captains and supported by staff.
- Skipping Club was a new initiative, with consistent high participation rates of students from Year 1 – Year 6. Staff, parent and family rope turning assistance was a major contribution to the success of the club.

Through the implementation of all of these programs and activities, a noticeable increase of skills and desire to participate was seen across the school population. TA 9 data below highlights class improvement. This was also recognised with successfully winning the interschool carnival and participating competitively and to a high standard in the lightning carnival.

The total distance ran in 2018 by TA 9 students.

The average distance ran by TA 9 students in 2018.



Both the class average and total distance ran by TA 9 students in 2018 show a significant increase throughout the year. In Term 3, all students ran the same distance while preparing for cross country. From Term 1 to Term 4, the students in TA 9 increased the distance they ran as a class by 168km. This is an improvement of 79.5%.

## PHYSICAL EDUCATION (Jane Ridley)

Furthermore, students were exposed to a number of coaching clinics provided by external groups, sporting clubs and associations. These clinics are invaluable to broaden students' physical education knowledge, understandings, skills and ability. Clinics included:



- WA Cricket Association coaching program
- Keith Hince, Hince Tennis; introduction to tennis sessions
- Western Force rugby clinic
- Hockey clinic presented by Whitfords Hockey club
- SEDA Football coaching program
- SEDA Netball coaching program
- Tiny Tots Tennis Coaching Hillarys

## HEALTH

Once again the Health learning area included a strong focus on developing positive and responsible attitudes and behaviours within students. This included information for students around how to keep themselves safe with the use of technology online.

### Social/Emotional Education

The school had a focus on Bullying in Term One and participated in the Bullying - No Way National Day of Action. Every class conducted activities in class to address the issue of Bullying. In Term Two the school was visited by ySafe who provided students with further information and strategies about how to stay safe while online. This information was tailored to the age of students. School staff and parents were also able to participate in a workshop run by Jordan Foster (ySafe) with the latest information around children and technology and how parents can stay informed and help their children. In Term Three an additional parent workshop was made available on Bullying facilitated by Erin Erceg. Once again Erin provided many excellent tips and strategies for parents.

The school also continued to utilise the *You Can Do It* program focussing on the *Five Keys to Success*. Selected students were presented with 'You Can Do It' awards in their classrooms by the school administration team.

### Nutrition

Every class in the school continued their daily Crunch and Sip break.

Classes harvested vegetables which they had grown in the Dalmain Urban Garden. Produce was used to make healthy snacks and to provide healthy, fresh produce for our canteen.

In Term Two, we hosted the annual National Walk Safely to School Day followed by a whole school breakfast. Healthy food was provided for students in the undercover area and this event was again well-attended.



## WASTE WISE REPORT 2018 (Jane Ridley)

Waste Wise programs at Dalmain Primary School (DPS), promote sustainability through our actions by involving students in a range of practical environmental opportunities.

Our sustainability focus has continued through the maintenance of Waste Wise practices from K-6. The table below shows student involvement in various Waste Wise activities across the school at Dalmain PS in 2018.

K – 6	Numerous classes participate in planting/harvesting/maintenance and selling of produce from the DUG.
Years 2 - 5	Collecting of organic waste daily.
Year 4	Whole school paper recycling.
K - 6	Whole school participation in 'Nude Food' Tuesday.
Year 6 Sustainability Leaders	Weekly maintaining of three worm farms. Managing and making compost. Support 'Nude Food' Tuesday and present weekly winners with canteen vouchers. Watering and maintenance roles in the DUG. Selling of herbs and produce at assemblies.

### RECYCLING ORGANIC WASTE

This year as a whole school community we diverted from landfill over 1000 kgs of organic waste. Students collect waste from all classes, the undercover area and the canteen. Care for Kids OSHC, also support Waste Wise practices, placing all of their organics waste in the compost bins. Compost made in the DUG is added to our garden beds.



### Linking to the Curriculum

#### WASTE WISE INCURSION

TA 5 took part in an incursion with Patrick Hamill from the Waste Wise Authority. The students learnt new information about how to best care for our worm farms in the DUG and conducted scientific testing in semester one.

#### HEALTH

TA 1 planted beetroot plants; observed their growth, harvested the crop and then taste tested beetroot two ways – roasted and beetroot dip!

## WASTE WISE REPORT 2018 (Jane Ridley)

The DUG serves as a terrific 'classroom', providing hands-on activities to educate students about waste, the organic recycling loop and consumption. It has also become a 'hub', fostering the school's sense of community by allowing the opportunity for teachers, students and parents to work together. We were very fortunate to have the support of parent volunteers assisting students with a range of activities and jobs in the garden. Highlights from 2018 are included below.

### ROW 1:

**Term 1** - TA 8 Sweet potatoes harvest - digging for gold!

### ROW 2:

Our first apple harvest from the DUG!

**TA 5 & TA 6** Sustainability Leaders get to taste test the DUG apples.

### ROW 3:

**Term 2** - Kindergarten students pick enough oranges to take home

**TA 6** - Preparing garden beds and planting a range of vegetable seeds.

### ROW 4:

**Pre-Primary Mother's Day morning in the DUG** - planting, investigating and enjoying the DUG with mum.

### **Term 3 - Busy Bee:**

School families, staff and local community members pitched in to help with some general tidying and maintenance of the DUG.



2018 was the first year we officially reported on the Technologies curriculum. During Semester One all years focussed on the engineering strand of Design Technologies. As part of our exploration of this process, students in Years 1 to 3 were asked to apply their knowledge to create their own dog toy for a shelter dog using their chosen materials. The project required students to use their knowledge and skills in the areas of science, technology, engineering and mathematics (STEM). We had Karen Bomford, a local veterinarian, come in to speak about the importance of keeping dogs entertained and things to remember when planning our dog toy. At the end of the project TA2 and TA 7 students tested out their dog toys on real dogs which was a great success. All students thoroughly enjoyed this project and learnt about the Engineering design process.

In Semester Two the focus was on Digital Technologies. Lots of engaging activities were provided to the students in the senior block. TA 5 and TA 6 participated in an outdoor coding lesson as a part of 'Outdoor Classroom Day'. Throughout the semester the students were also challenged with a variety of computer and paper coding activities. A major focus in the upper years was on learning the specific vocabulary of Digital Technologies.

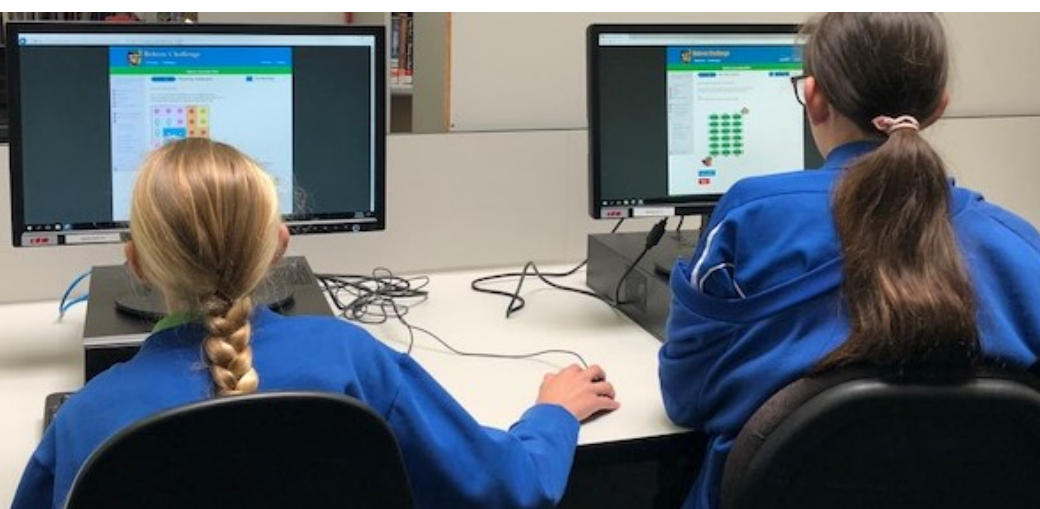
This year students in Years 3 and 5 participated in an online Naplan trial in preparation for Naplan going online in 2019. This experience also allowed staff and administration to become familiar with the infrastructure and format and any changes needed for this to go ahead successfully in 2019.

The Year 4 cohort also practiced their typing skills during an online PAT assessment in which they had to type a Narrative. This also provided students with the practice needed for Naplan 2019.

The school purchased a collection of group based electronic kits focusing on energy sources and physical science. Students used these as a self-paced learning tool during lunchtimes applying their understanding of Design and Technologies. Students enthusiastically participated in this alternative lunch time activity.

In Term 2 guest presenters from 'ySafe' ran workshops for students (PP – Year 6), staff and parents. The focus of the presentations centred on how students can keep themselves safe on the internet and the importance of not sharing personal information such as their name, phone number, address and school on the network. The concept of once something is posted on the internet, you no longer have control over that information was also discussed and made clear to students. The parent workshop was designed to provide parents with up to date information on cyber safety. The world of social media and technology is fast becoming the centre of our children's universe. The school offered a workshop for parents to learn more about managing children's technology use, including an introduction into the most popular social media platforms and practical tips for keeping kids safe online. They also covered information on setting boundaries around technology, online behaviour management, and tools for managing technology both in and outside of the home. Our staff, students and parents learnt many great tips on using the internet safely.

Throughout the year staff have participated in professional development on Design and Digital Technologies. This will be ongoing in 2019.



## LANGUAGES [JAPANESE] (Nick Archbold)

Dalmain Primary School continues to provide students with a broad, well-rounded curriculum to instill students with the values and skills necessary for global citizenship. To this end, the Languages (Japanese) program is integrated into the whole school program through collaboration with classroom and specialist teachers. Whenever possible courses are based around authentic cultural content as reflected in the continuing incorporating of the Japanese Kendama toy which is highly motivating to students of all Year levels. Furthermore, the Japanese assembly in Term 4 focused on the Oni, a Japanese troll character familiar to students through folk stories covered with junior classes and songs as a focus for coursework.

This year the Languages learning area was the first to be invited to present to the School Board. This was an opportunity to outline the structure of changes to the Languages curriculum. Specifically pointing out that although the Languages syllabus is developed as a continuum from Pre-Primary to Year 12, our students begin learning Japanese in Year 3 essentially missing out on 2 years worth of assumed learning. One response to this was to apply to participate in the Early Learning Languages (ELLA) trial which is a trial assessing the use of an iPad app to teach languages in early primary. The application was successful and Dalmain Primary became one of only 66 WA primary schools involved in the trial. Whilst the program is not designed as a substitute to face to face teaching, it does provide a great opportunity to raise the profile of language learning in early primary. The trial will continue on to Year 1 in 2020 and Year 2 in 2021.

Professional development attended throughout 2018 was mainly related to continuing the work with Languages teachers within the Woodvale/Kingsley area network on the implementation of the new Languages curriculum to Year 4 level in 2019 through the development of common assessment tasks. The 'Walk the Talk' Seminar presented by the WA Japanese Language Teachers Association was also very helpful to this end.



## ADDITIONAL INFORMATION

Dalmain Primary School students continued to have an attendance pattern above the state average in 2018.

It is very similar to other "Like" schools and is within the expected range.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	93.5%	94.7%	93.7%				93.5%	94.5%	92.6%
2017	94.7%	94.6%	93.8%				94.7%	94.5%	92.7%
2018	95.0%	94.6%	93.7%	84.5%	87.5%	80.8%	95.0%	94.5%	92.6%

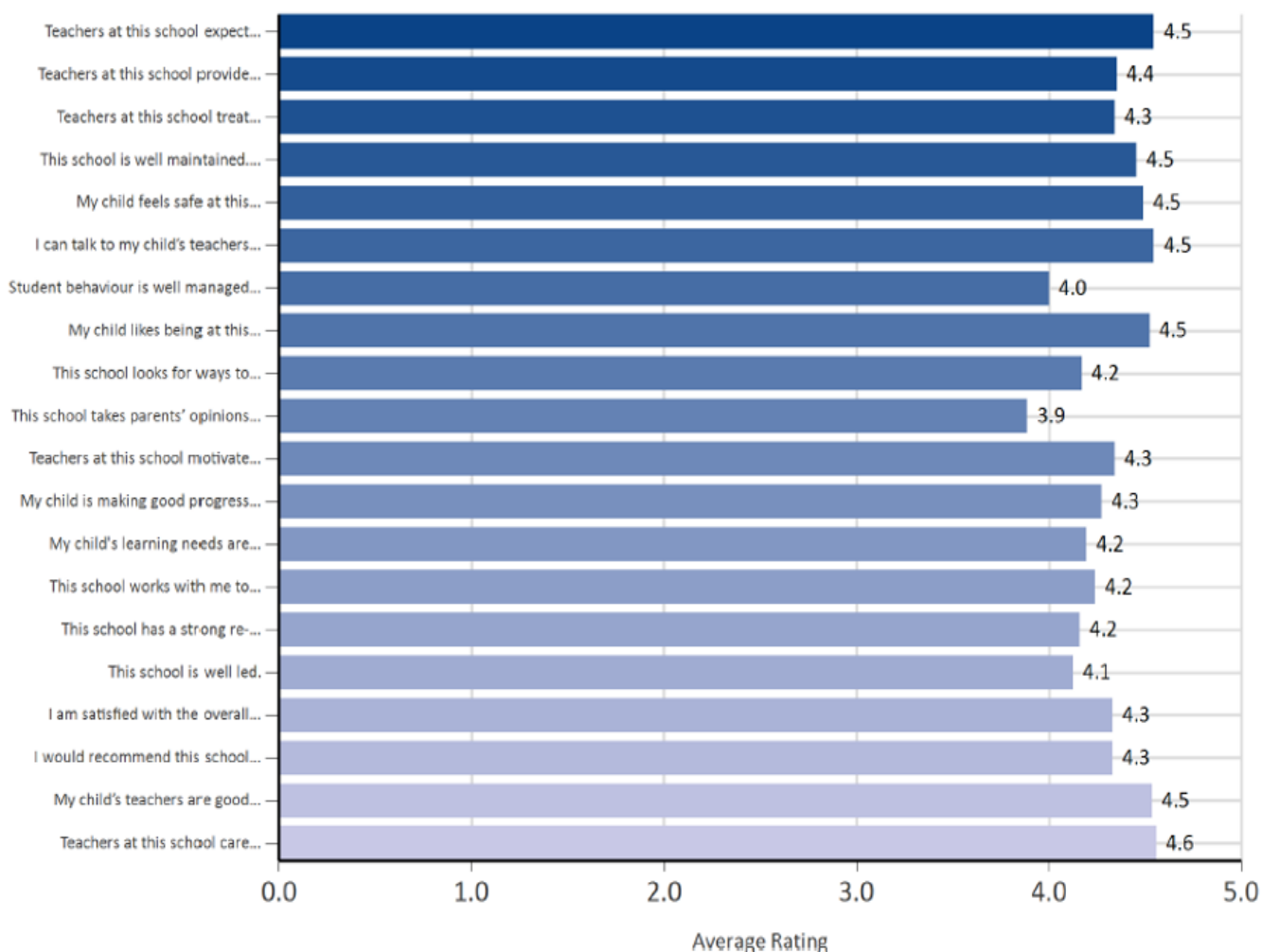
## COMMUNITY SATISFACTION

### School Questionnaires

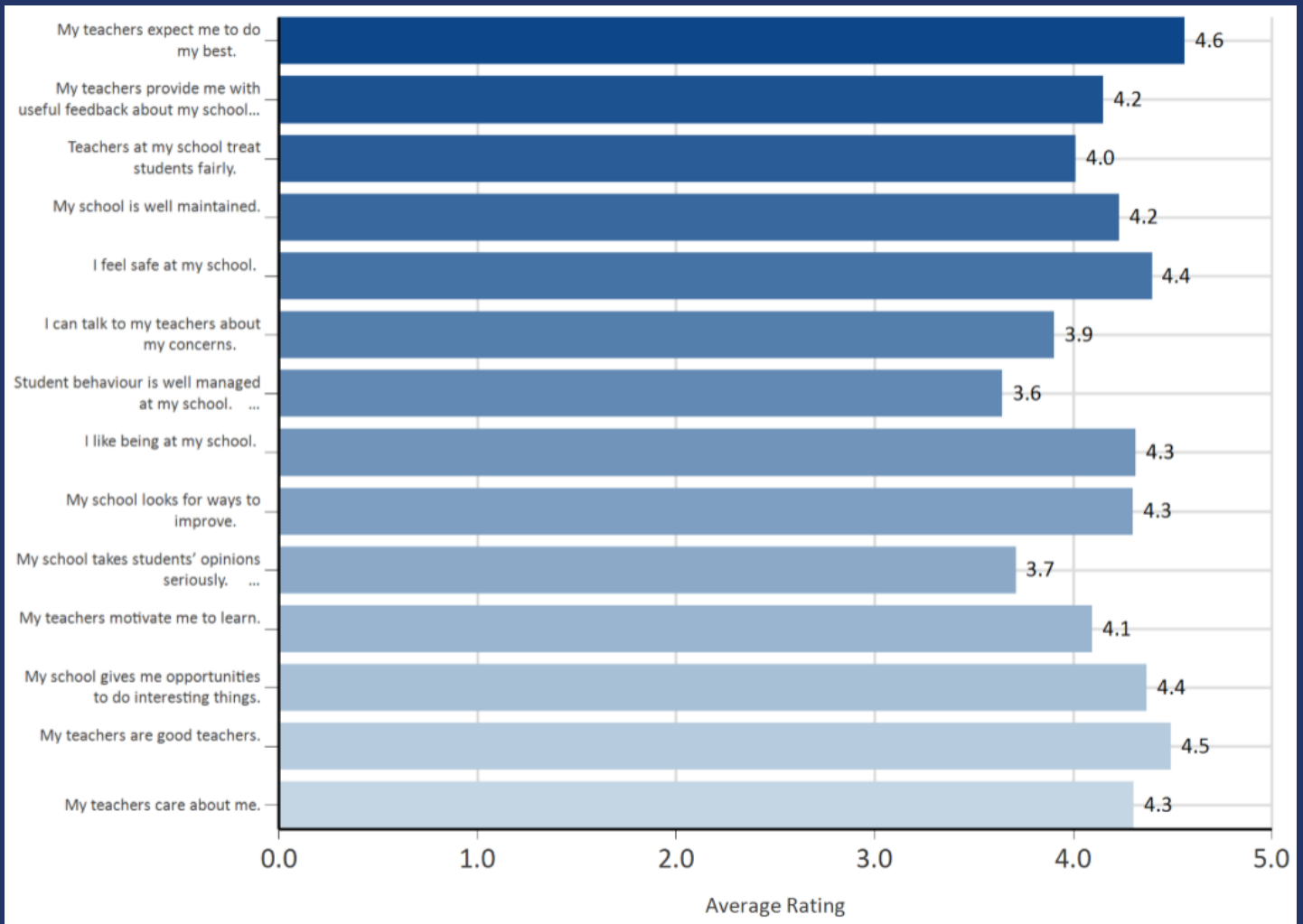
School surveys are carried out on a bi-annual basis at Dalmain PS. The latest surveys were conducted in September 2018 and involved the surveying of students (Years 5/6), parents and staff to ascertain each group's satisfaction across all aspects of the management of the school. The results of each of the surveys were collated and analysed to identify areas of strength and areas for improvement. The data was summarised and presented to the School Board, P&C and staff.

The results were positive, with high levels of satisfaction being recorded. The data provided for discussion around where changes could be made to further assist with communication and improvements. The parent responses are provided below with students ratings included on the following page.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



## Student Responses



## VALUE ADDING

Dalmain PS is committed to providing a caring and inclusive learning environment for its students. There are a number of additional support strategies and programs that have been put in place to enhance the learning opportunities that all students have here.

- Science Lab initiative
- MiniLit & MultiLit programs
- Visual Arts learning program
- Dalmain Urban Garden and Wastewise program
- Year 6 School Leadership Program and Camp
- Massed Choir experience
- Greenwood College Transition Program
- Buddy Classes
- School Instrumental Music Program
- Chess Club
- Walk to School and Healthy Breakfast Day



# SCHOOL FINANCES

In 2018 Dalmain PS received funding from a range of sources as outlined below. Funds were allocated in consultation with curriculum leaders, the school finance committee and the school board.

## Budget Summary 2018

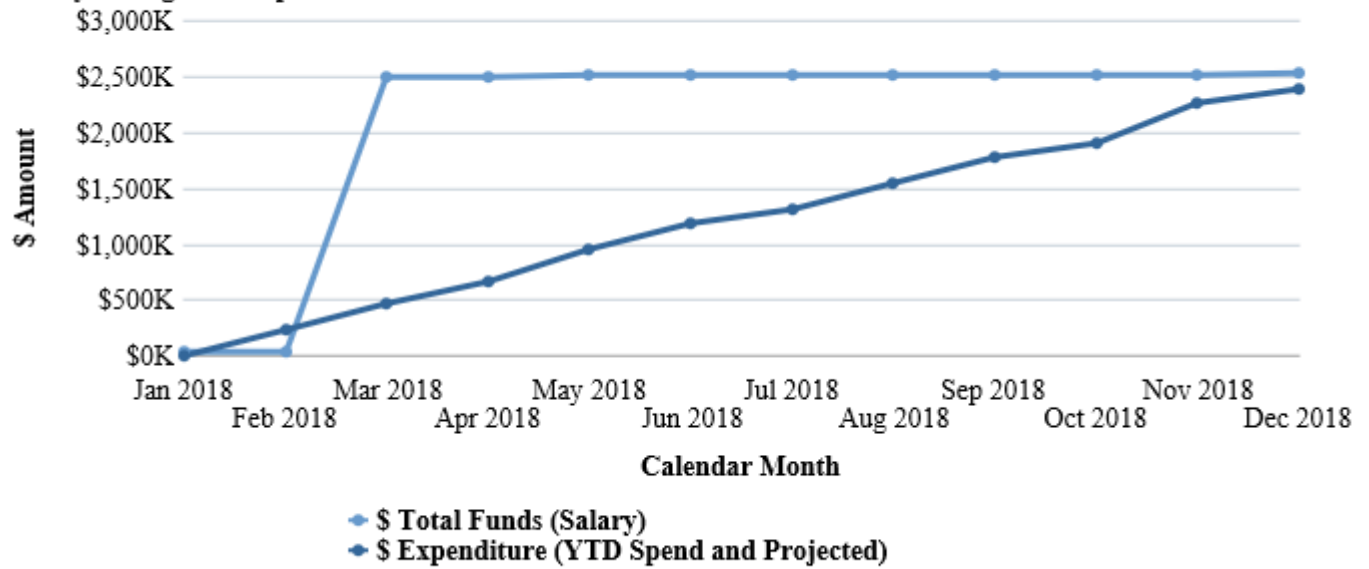
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 14,619.00	\$ 13,427.00
2	Charges and Fees	\$ 50,635.90	\$ 44,407.00
3	Fees from Facilities Hire	\$ 35,000.00	\$ 35,838.18
4	Fundraising/Donations/Sponsorships	\$ 5,037.73	\$ 5,037.73
5	Commonwealth Govt Revenues	\$ 1,024.19	\$ 1,024.19
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 7,540.99	\$ 7,085.04
9	Transfer from Reserve or DGR	\$ 5,235.22	\$ 5,235.22
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 120,093.03</b>	<b>\$ 113,054.36</b>
	<b>Opening Balance</b>	<b>\$ 44,644.00</b>	<b>\$ 44,643.51</b>
	<b>Student Centred Funding</b>	<b>\$ 218,438.81</b>	<b>\$ 218,438.81</b>
	<b>Total Cash Funds Available</b>	<b>\$ 383,175.84</b>	<b>\$ 376,136.68</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 383,175.84</b>	<b>\$ 376,136.68</b>

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,377.00	\$ 11,472.38
2	Lease Payments	\$ 22,000.00	\$ 18,782.80
3	Utilities, Facilities and Maintenance	\$ 105,545.50	\$ 99,082.22
4	Buildings, Property and Equipment	\$ 18,456.72	\$ 13,802.66
5	Curriculum and Student Services	\$ 156,063.70	\$ 130,620.68
6	Professional Development	\$ 16,500.00	\$ 10,388.36
7	Transfer to Reserve	\$ 46,233.11	\$ 21,600.00
8	Other Expenditure	\$ 1,000.00	\$ 1,028.15
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 383,176.03</b>	<b>\$ 306,727.25</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 383,176.03</b>	<b>\$ 306,727.25</b>
	<b>Cash Budget Variance</b>	<b>\$ 0.19</b>	

<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 147,018.05</b>
<b>Made up of:</b>	<b>\$ -</b>
1 General Fund Balance	\$ 69,409.43
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 80,148.72
5 Suspense Accounts	-\$ 2.10
6 Cash Advances	-\$ 200.00
7 Tax Position	-\$ 2,338.00
<b>Total Bank Balance</b>	<b>\$ 147,018.05</b>

## Salary

Salary - Budget vs. Expenditure



Calendar Month	\$ Total Funds (Salary)	\$ Expenditure (YTD Spend and Projected)
Jan 2018	\$38,406	\$12,095
Feb 2018	\$38,406	\$237,538
Mar 2018	\$2,494,235	\$475,527
Apr 2018	\$2,495,484	\$670,008
May 2018	\$2,509,955	\$954,432
Jun 2018	\$2,510,510	\$1,187,748
Jul 2018	\$2,511,064	\$1,314,847
Aug 2018	\$2,522,999	\$1,553,373
Sep 2018	\$2,522,999	\$1,785,859
Oct 2018	\$2,522,999	\$1,904,291
Nov 2018	\$2,522,999	\$2,258,024
Dec 2018	\$2,524,664	\$2,387,490

