



DALMAIN

PRIMARY SCHOOL

Annual Report 2019



Care, Strive, Achieve



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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. Dalmain inspires 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 commitment to a culture of high performance and high care.

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 2019 school year in this Annual School report. Students participated in a broad range of engaging events and activities which ensured the provision of high quality learning experiences both on and off school grounds. This report outlines areas of strength as well as highlighting areas for improvement.

Highlights of 2019

- School choir performance at the Perth Concert Hall as a part of Massed Choir Festival
- Formation of the Business Plan 2019-21
- Successful School Review
- 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
- Introduction of online NAPLAN assessments Years 3 and 5
- Introduction of mindfulness program
- School ANZAC Day Service
- Waste Wise Program integrated across the school
- Completion of mosaic and mural artworks

Dalmain Primary School has enjoyed a very successful year and in partnership with the school community continues to offer the students of Dalmain a nurturing learning environment in which to grow. The school community supports our students, staff and school and contributes very effectively to the ongoing success and improvement of our learning environment. This assistance is provided through 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 2020 and continuing to enhance the learning opportunities and environment 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 275 students in 2019 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 2019 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 2019 student enrolments decreased to 275. The classroom structures in operation across the school were as follows: one Kindergarten and one Kindergarten/Pre-Primary class with nine Primary classes. It is envisaged that student numbers will slightly increase for 2020.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Level 3 Teachers	1	0.8	0
Other Teaching Staff	20	13.2	0
Total Teaching Staff	21	14.0	0
School Support Staff			
Clerical / Administrative	3	1.9	0
Other Non-Teaching Staff	9	5.8	0
Total School Support Staff	12	7.7	0
Total	35	23.7	0

Student Numbers (as at 2019 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(15)	32	26	40	39	36	38	34	260
Part Time	29								

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 Dalmain students in Years 3 and 5 for each of the learning areas assessed over the past 5 years with “Like Schools”. Like schools are those deemed to be similar to Dalmain Primary School socio-economically. Dalmain Primary School has an Index of Socio-Educational Advantage (ICSEA) above the Australian average.

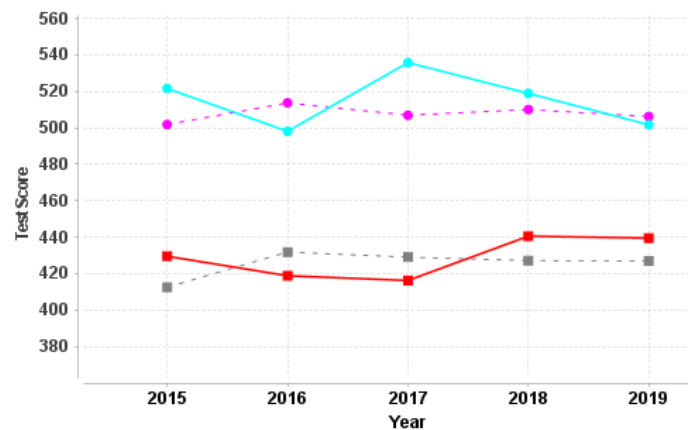
The data for our Year 3 students across all learning areas assessed for 2019 is at or above, what would be expected for Dalmain Primary School. This is a very strong set of data particularly in the numeracy and writing areas. The data for the Year 5 cohort is not as strong with writing and spelling identified as areas requiring improvement. This was the first year that students completed NAPLAN online. Additional data can be viewed on the *My School* national website.

NAPLAN

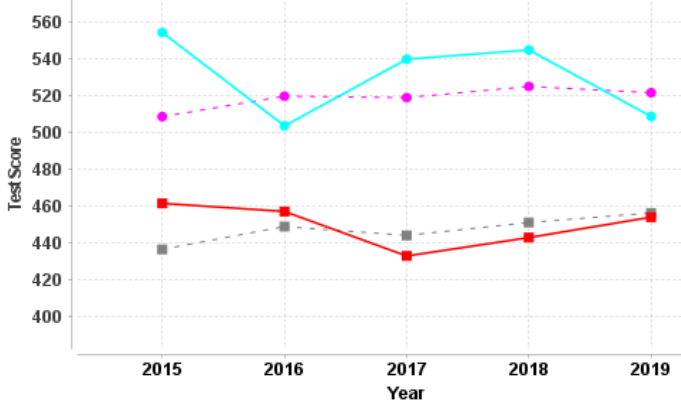
NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy



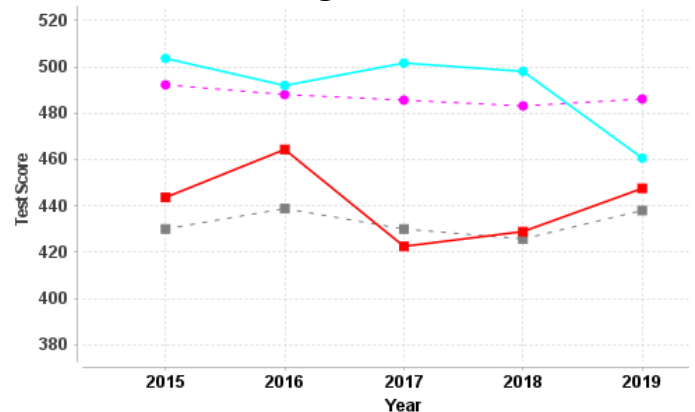
Numeracy Performance



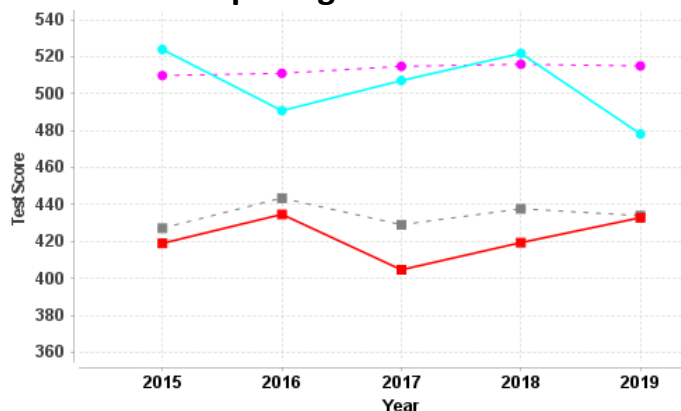
Reading Performance



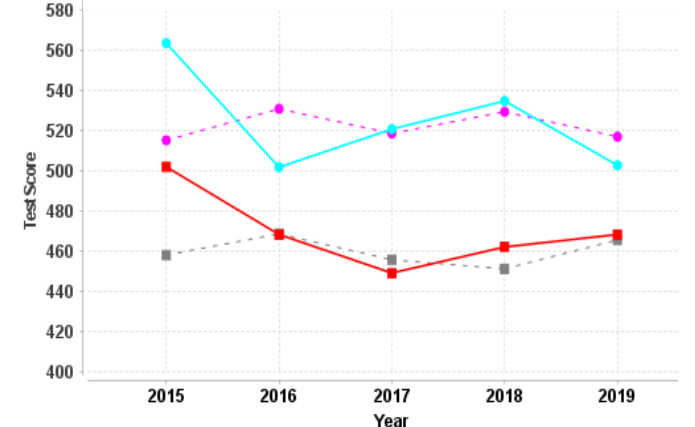
Writing Performance



Spelling Performance



Punctuation & Grammar Performance



LEARNING AREA INFORMATION

The following reports provide a brief synopsis of what has taken place in each of the Learning Areas in 2019.

MATHEMATICS

Jennifer Kaluzynski

In 2019, 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)

Staff used the Western Australian Curriculum and School Curriculum and Standards Authority (SCSA) resources to teach, assess and report on year level 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 and problem solving tasks are used across the school.

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

Dalmain's 2019 NAPLAN results were very pleasing, with both year groups above the Australian Schools Mean and above the WA Schools Mean. Some 28% of Year 3 students were in the top 20% with 64% in the middle 60% and 8% in the bottom 20%. With Year 5 students, 19% were in the top 20%, 71% were grouped in the middle 60% and 14% were in the bottom 20%. Staff analysed the data and implemented individual and group programs.

In July, 53 students entered the Australian Mathematics Competition. Some individual achievements were very pleasing. One student received a High Distinction Award, 3 students received a Distinction Award, 16 students gained a Credit Award and 27 Students a Proficiency Award. This was consistent with previous years.

Australian Council of Education Research (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 students found this activity and the rewards and incentives, motivation to do well. Results for 2019 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 sound improvement in all operations, especially division.

In 2020, mathematics will remain a priority area. We will continue to develop a whole school approach towards mathematics and continue to implement and add to a Dalmain Primary School Whole School Numeracy Plan. Our main area of focus will be creating "Maths in the Playground". Engaging mathematical images such as grids, clocks, skip counting patterns, number lines and target circles will be painted onto the paving. Students and teachers will use these to develop mathematical concepts in a fun way. Students will be able to create their own games at recess and lunch time using these resources.



LEARNING AREA INFORMATION

ENGLISH

Alessandra Morrone

The literacy focus of writing development and reading intervention at whole school level have continued this year, extending into the reviewing of phonemic awareness and spelling programs for Kindergarten to Year 6.

The Seven Steps for Writing Success Coach provides teacher support through additional resources, modelled lessons and team-teaching opportunities, and facilitating discussions and staff sessions during meetings. Teachers established the teaching practice of Step 1, Planning 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 continued to reflect and build associated vocabulary relevant within each part of the Sizzling Start, aiming to better equip the students to write within a range of contexts.

During this process, a stronger emphasis and connection to Steps 3 to 7 (Tightening Tension, Dynamic Dialogue, Show Don't Tell, Ban the Boring Bits, and Exciting Endings) were implemented through the Gradual Release Model (I do, We do, You do).

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 is conducted twice a year, providing staff with data to inform their teaching, planning and practice. In Terms 2 and 4, the Year 4 to 6 students engaged in 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.

The MiniLit Reading intervention program for our Year 1 and 2 students, and MultiLit - Reading Tutor program for Years 3 - 6 continued into its second year. Both programs are literacy based which focus on teaching students that are having difficulty with learning to read and reading fluency. The effectiveness of these programs was reviewed with staff and the school board throughout the year, acknowledging connections with both Reading Intervention programmes and the classroom based Letters and Sounds Phonics and the Words Their Way spelling programs.

Cross setting of spelling/phonics groups continued this year, providing targeted teaching at the students' level. Reading Tutors for the MultiLit – Reading Tutor program continued to be sourced through the EdConnect Volunteer program and regular training continued to be provided.

ACER PAT Reading (PP – Year 6) and the use of PM Benchmark Reading Behaviour assessments in Years 1 – Year 2, continues to support the ongoing review of student progress.

The formulation of a whole school spelling scope and sequence was developed in Term 1. Staff also attended Words Their Way professional learning. It was envisaged that this would strengthen our whole school spelling approach, provide consistency in the students' achievement, evident through longitudinal data.

The reviewing of Letters and Sounds (Kindy – Year 2/3) and the Words Their Way Program (Year 3 – Year 6) continued through the year. Staff reviewed and considered student results, program structures, levels of student engagement, student application of spelling in writing, NAPLAN data and the ACER PAT longitudinal data in spelling for the past three years. This analysis informing the decision to:

1. Continue the Letters and Sounds program (K – Year 2) with NAPLAN Year 3 Spelling results reflecting improvement.
2. Look deeper into other spelling programs that are synthetic phonics based and more engaging for our Year 3—Year 6 students, supported by current research.

LEARNING AREA INFORMATION

ENGLISH

Alessandra Morrone

These findings were shared with the school community through the school newsletter, the P&C, as well as the School Board. In Term 4, preparations for the transition from Words Their Way to the Sound Waves program (Year 3 – Year 6) commenced, with training at the end of 2019 which will continue in Term 1 2020.

In 2020, the school will focus on strengthening the Seven Steps for Writing Success program, planning ideas to type written genres onto a device, the use of 'Have a go' booklets to support spelling and the use of 'Students Writing Notebooks.'

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 Years 4 - 6 students. The Reading Intervention programs, MiniLit and MultiLit Reading Tutor, will also continue with the inclusion of the PM Benchmark Reading Behaviours assessment to assist in gauging progress. Students in Years 3 – 6 will commence the year using the online Sound Waves platform for spelling.

HASS - Humanities and Social Sciences

Kirsten Phoenix & Suzanne Orchard

GEOGRAPHY

Geography was taught across all year levels, and it was reported on at the end of Semester 1 for Years 1-3. 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 Waste Wise School. Sustainability remained a whole school focus and the Dalmain Urban Garden (DUG) was extensively utilised by classes to pursue and reinforce this concept. Classes were regularly involved in rostered jobs. Fruit and vegetables were sold to the school community. 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 were encouraged to collect milk bottle plastic lids and bread ties for the not for profit organisation, Envision Hands which creates prosthetic limbs. Using recycled zip-lock bags or containers instead of plastic and packaged foods in order to minimise landfill was also encouraged. Senior students completed a waste audit and 'Nude Food Tuesdays' continued throughout 2019.



LEARNING AREA INFORMATION

HASS - Humanities and Social Sciences

Kirsten Phoenix & Suzanne Orchard

We continue to be a Waterwise School with our Waterwise 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 waterwise as well as waste wise.

HISTORY

As per previous years, history was taught and reported on in Semester 2 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 displayed in the classrooms and library.

The annual ANZAC Memorial Service was held again in Term 1 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, Military Nurses.

One student per class was chosen to read their work at the service. Like previous years, Dalmain families were encouraged to bring in photographs/documents recognising those who have or are currently completing military service. A display board was set up for the Dalmain community to view.

All students participated in the incursion; the Yirra Yaakin Theatre Company performing Djinda Kaatijin. This was a performance about various cultural connections to the stars. It promoted the importance of 'looking up' from the distractions of the world and appreciate the stars, their stories and our history. This performance was well received throughout the school community gaining positive feedback from students, teachers and parents.

To celebrate Harmony Day, a committee of staff members was 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 create an acrostic poem that outlined what Harmony Day meant to them. These pieces of writing were collected by the committee and displayed in the under cover area, creating a large display. This display was viewed by students at both recess and lunch times.



CIVICS AND CITIZENSHIP

Civics and citizenship was explicitly taught and reported on in Years 4-6 using the Western Australian curriculum documents.

At the beginning of 2019 all teachers across the school 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 Constitutional Centre of Western Australia supports the civics and 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.

BUSINESS AND ECONOMICS

Business and economics is an area where teachers from Years 5-6 were required to teach and report on. New resources were purchased to support the implementation of this program and are located in the library. This HASS area has been integrated into the numeracy learning area.

LEARNING AREA INFORMATION

SCIENCE

Janine Te Wheoro

The science learning area maintained its prominence at Dalmain Primary School during 2019.

A greater focus was placed on accessing and enjoying the features of the science laboratory by the whole school. In the junior classes, science was undertaken by Mrs Pinakis and every lesson was conducted in the lab. Word walls were encouraged and displayed in the 'earth and space' and 'biological' areas as these were the two areas that drove our reporting in 2019.

The purchase of white, 'Dalmain' monogrammed, child-sized lab coats was made and stored in the lab for use. Students enjoyed opportunities to 'look' like a real scientist as they conducted different experiments and investigations. The addition of science safety goggles for students also added to the fun and served an important purpose.

During Science Week in August, the topic was 'Destination Moon: more missions, more science. This was a good follow on from the 2018 topic where students investigated the ever-increasing problem of space pollution. Each class completed an activity based on aspects related to the moon. Some classes completed research about the moon itself; one class made a large lunar module; another class investigated missions to the moon. The year threes presented an assembly centred around the 50th anniversary of the 1969 moon landing.

At the conclusion of the week each class moved around the school to observe the different research, projects and investigations. It was positive to see the range of approaches used by staff, including iPad presentations, STEM projects and hands-on tasks. 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.

Our students also joined in Outdoor Classroom Day in 2019. 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.

The technologies area continued to give staff an opportunity to link information technology, science and STEM to investigate design and digital technology projects. Our school increased the number of iPads available to students and upgrades were made to the network.

Both the Waste Wise and Waterwise programs maintained an important focus within our school. A waste audit was conducted by several classes in term four and the results from this data will drive our focus in 2020.



LEARNING AREA INFORMATION

VISUAL ARTS

Keilo Wise



Students were presented with many different opportunities in the visual arts during 2019 and completed tasks from a wide range of art disciplines including: ceramics, drawing, painting, printmaking, sculpture and textiles. As in past years an emphasis was placed on school-based artworks with two large scale artworks undertaken to enhance the school environment: 'The Greenman Planter Project' and the 'Only One You' fairy garden, pebble river, an ongoing project. Arts responses also took greater prominence with students from across the school viewing and engaging with historical art movements following an art timeline.

Students from all the year groups began the year with a look at the influence of Asian cultures within Australian society with the Chinese New Year, 'Year of the Pig' projects. Junior students created patterned Chinese lanterns, middle school students created paper pig sculptures and the older students used pigs as the subject matter for a mixed media 3D painting.

The first of the large scale school artworks began with students combining a self-portrait drawing with drawings of foliage from around the school gardens to create a design for a ceramic face plant pot. These were sculpted in clay, painted with underglaze before being attached to the wall and potted with succulents. These were installed on a wall facing the junior quad. This project looked at the importance of our environment and worked with current ideas on greening the planet.

The second of the large scale projects was initiated to support the junior classes fairy garden design ideas. All Year 1 and 2 students were involved in the ongoing project based on the 'Only One You' book by Linda Kranz. The book has positive messages which support the school's health and wellbeing focus. The students designed, created and painted an individual fish pebble, which together, will become a 'river of fish' in the fairy garden. The aim is that each year the new Year 1 students will add their fish to the river.

In line with the Western Australian Curriculum students are exposed to artworks and artists from other times, places and cultures. As part of this, throughout the year, students viewed artworks from various art movements in a time line beginning with cave paintings and ending with the Baroque and Rococo movements. Students learnt about how art changed over this time and participated in discussions about the different artworks. There was a lot of positive feedback about this activity and it created many ongoing discussions amongst the students.

In 2020 we are looking forward to the installation of the first fish pebble river, in the newly landscaped fairy garden. We are also getting involved in the Joondalup Lantern Parade again and have artist-in-residence workshops planned to assist students in constructing their lanterns. I also look forward to assisting with the P&C initiated 'School Toilet Project' aimed at brightening our school toilets.



LEARNING AREA INFORMATION

MUSIC

Sue Pinakis

Music at Dalmain Primary School in 2019 was again focussed on engaging students in enjoyable hands on activities that were developmentally appropriate. All lessons involved students learning to sing in tune, placing importance on developing an important instrument, their voice. Songs were sung at the commencement of every lesson, learning and singing the school's community song for the fortnight, or learning songs that fit into the theme that was running. Songs were also selected that supported our five keys to success, as well as just providing an opportunity for the enjoyment of singing.

Students in both kindergarten classes participated in developmental Kodaly based lessons that used games to consolidate the concepts of beat, rhythm, pitch and the beginnings of musical literacy. Junior primary students played games in music that extended these concepts giving the students the opportunity to experience music as a whole body experience. Students in junior primary were able to use percussion instruments to improvise rhythms, both in small groups and in the class as a whole using drum circle.

Students in middle primary continued this progression, using percussion to create their own music in group work for performance in class and for assessment in both semesters. Students in upper primary were involved in the same processes, where through group work, they were able to create their own music to perform and be assessed.

The over-riding theme for music in the first semester was Chinese music and culture. Students learnt some simple greetings in Chinese, and the traditional Chinese New Year's Eve story was used to create sound scapes to re-tell the story. Chinese music was used in mindfulness activities, as well as a springboard into looking at and using the pentatonic scale. This particular scale was used by the children to create their own music in group work, where they had to recreate a scene in nature, similar to traditional music. Students would mostly work outside in the garden creating the music in their group, giving them a chance to get outside of the classroom. Students also became familiar with traditional Chinese musical instruments. At the beginning of the year, the Chinese story of the zodiac animals was used to create soundscape music in the junior primary.

The school choir sang at the ANZAC ceremony at the end of term one. Students in the choir then prepared for their participation in the 2019 Massed Choir Festival, which was an amazing experience for students singing in a massed choir of about 500 voices at the Perth Concert Hall.

The choir performed again at the music assembly, which also gave all instrumental students an opportunity to perform. Dalmain students have the opportunity to be selected for brass, guitar and clarinet lessons as part of the Instrumental Music School Services Program.

The choir's last performance was at the year sixes graduation ceremony at the end of the year.

All students in the school are tested on their singing ability twice a year. It has been very pleasing to watch students each year progressing in their singing development where they are able to leave Dalmain not only having a solid music education, but knowing that their singing to the best of their ability has been developed during those important early years.



LEARNING AREA INFORMATION

PHYSICAL EDUCATION

Paul Valentino

This was a year of strong progress in physical education reflected by quantitative data and qualitative responses. All of our students were constantly encouraged to follow three key philosophies including safe participation, the motivation to consistently challenge themselves and the necessary attributes to maximise their activity levels in practical lessons. A focus was embedded on creating a physically, emotionally and socially safe learning environment that allowed students to learn from mistakes, perform skills, play games with a positive attitude and work effectively with a varied range of peer abilities. Common phrases including “let’s just play”, “move at safe speeds”, “look all around us”, “challenge yourself” and be “Dalmain proud” were the cornerstones of this approach.

Within our school’s business plan a key target was “all students will access a minimum of two hours per week of PE activities across a range of contexts”. This was comfortably achieved through weekly involvement in a 40 minute lesson, a 60 minute junior/senior sport session and 10 minute morning fitness activities four times a week. The plan also states that “student achievement and teaching practice will be assessed longitudinally and moderated within our network of local schools”. The grade distribution data below reflects the generally sound progress in this area.

SCHOOL/GRADE	A	B	C	D
Dalmain PS 2017	5%	33%	57%	5%
Dalmain PS 2019	10%	31%	55%	4%
Local Network Schools 2019	14%	34%	50%	2%

Strong links were also further developed with local PE teachers, including some classroom observations, grade distribution analysis and the collaborative sharing of carnival and event planning, administration and reflection. These professional relationships will continue into 2020, in combination with Dalmain PS’s involvement in a state-wide SCSA Year 6 PE Moderation exercise. Our plan also stated that “positive student engagement will be evaluated longitudinally” and data was collected via student survey responses across Years 4-6. Responses were received from 89 students and the results are outlined below.

STUDENT RESPONSES / QUESTIONS	Enjoyed being part of the lessons	Given confidence to challenge themselves	Lessons involved lots of activity	It was made clear when they were being assessed	Knew what to do to be successful when being assessed
Student Responses of “Always” or “Almost Always”	92%	91%	95%	92%	93%



Our curriculum delivery was also complemented by whole school initiatives including in-term swimming lessons, the whole school cross country event that focused on participation and personal effort, the extension of our morning fitness program and the support of our optional before school 'Fitness Club'.

Twice weekly 30 minute sessions were offered throughout the entire year and were attended by between 30-50 students at each session. Positive anecdotal feedback was received from a range of participating students and their families.

Pleasing results were also achieved in our inter-school sporting program. Dalmain's netball teams won the overall champion school trophy at the lightning carnival, our interschool athletics team finished in 1st place at the annual interschool carnival and five of our students won medals at our inaugural interschool cross country event. It was also pleasing to see a number of students choose to participate in AFL Football and Soccer teams for the first time and although their results were not as strong, the new experiences were positive for them and staff involved commended all of our students for their conduct and attitude during these events. Student leadership was also promoted amongst our Faction Leaders and initiatives were introduced to provide some Year 3 students with similar introductory opportunities when working with their younger peers during our junior sport sessions.

In conclusion, it is also important to acknowledge the enthusiastic approach that all Dalmain PS staff demonstrate when involved in and supporting physical education delivery at our school, as well as the supportive approach that our administration consistently demonstrated towards new and existing programs, activities and initiatives.



LEARNING AREA INFORMATION

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

Our school continues to have a focus on providing students with information and strategies around bullying. Bullying can occur in different ways and places, and creating an awareness around how students can manage this is important. Our school continues to be involved in the *Bullying - No Way* National Day of Action. Each class chooses an activity to highlight and reinforce the important messages behind this national initiative. Students were also provided with additional information and knowledge around cyber safety and staying safe when online. Importantly students are made aware of the need for care when sharing any personal details or information online.

The school continued to utilise the *You Can Do It* program, focussing on the *Five Keys to Success*. These keys—*Persistence, Getting Along, Resilience, Confidence and Organisation* are regularly referred to and their importance discussed throughout the course of the year. Selected students were presented with ‘*You Can Do It*’ awards in their classrooms by the school administration team at the end of each term.

NUTRITION

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

Classes had the opportunity to grow vegetables in the Dalmain Urban Garden. This produce was used as a part of cooking and the preparation of healthy snacks. It was also frequently used by the canteen, adding further freshness to the menu.



LEARNING AREA INFORMATION

WASTE WISE

Jane Ridley

Our Waste Wise programs use whole-school action-based learning experiences that focus on increasing the knowledge, skills and understandings of education for sustainability. Waste Wise programs at Dalmain PS in 2019 included compost, worm farms, paper recycling, growing produce and Nude Food Tuesday.

Our veggie gardens in the Dalmain Urban Garden (DUG) and new garden areas alongside the oval flourished over the cooler months with students throughout the school involved in planting, and picking produce.

Fresh produce from the gardens was regularly used in the canteen menu for muffins, soups and stir fry to name a few.

From *'paddock to plate'*, cooking experiences promoted a closed loop with garden produce harvested, prepared, eaten and organic waste composted for return to the garden. Classes made vegetable frittatas, gozlemes and used beetroot in a range of recipes.

The P&C funded the purchase of a vegepod, an easy to manage contained raised gardening bed. The vegepod provides another growing area for students to experiment with seedling raising and controlled growth in an environment away from pests.

In Term 3 students across the school participated in a number of hands on sustainability workshops presented by Marina Graydon from Ed-U-Veg. Students were involved in creating sustainable products, building watering stations and environments for native bees, investigating compost through microscopes and planning gardens. Year 4 students constructed potato towers and were responsible for monitoring and maintaining their towers.

In November 2019, Year 5/6 students participated in a waste audit conducted by Waste Wise schools. Results revealed our school is sending 1,390kg of rubbish to landfill per year and a very high amount (64%) of food scraps and unopened food is going to landfill.

To tackle the large amount of food scraps at Dalmain, Waste Wise Schools commissioned research into food waste at schools suggests the following strategies:

- Students take home their left overs so that parents know what hasn't been eaten.
- Students are involved in packing their own lunches.
- Switch lunch play and eating times – many schools have trialled this with good results.
- Re-audit in 12 months to evaluate the effectiveness of our program.



LEARNING AREA INFORMATION

TECHNOLOGIES

Kaylie King & Kara Orr



2019 was a successful year for the development of the technologies learning area at Dalmain Primary School. During Semester 1 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 security system for their school bags to keep the crows away. Students in TA7 and TA8 used their knowledge of the engineering design process to create a dog shelter. During this project the students worked hard to ensure their shelter could withstand all four seasons. The projects required students to use their knowledge and skills in the areas of science, technology, engineering and mathematics (STEM). At the end of these projects students tested out their creation which was a great success. All students thoroughly enjoyed these experiences and continued to develop their knowledge and understanding of the engineering design process.

In Semester 2 the focus was on digital technologies. Numerous engaging activities were provided to the students across the school.

This year the students in Years 3 and 5 participated in NAPLAN online. Students throughout the school were exposed to learning experiences that continued to build their ICT skills in order to aid the variety of online assessments completed at Dalmain Primary School.

2019 offered students a variety of lunchtime activities one of which included our very popular 'Rubik's Cube Club'. Small packs were provided to the students that included a Rubik's cube and algorithms to assist them in solving their problem. The club's main focuses were on the 5 keys to success (resilience, getting along, organisation, persistence, confidence) and mathematics and technologies (problem solving, computational thinking, algorithms, memory skills). It was great to see students from years 1 to 6 challenging themselves, setting goals and teaching others.

National eSMART week was held during Term 3 where the school promoted the smart, safe and responsible use of digital technology. Students were exposed to a range of lessons around the issues of cyber safety, bullying and wellbeing online, and offline.

We are looking forward to continuing to develop all of our student's ICT skills and deepening their understanding of the technologies curriculum in 2020.

LEARNING AREA INFORMATION

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 learning experiences 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. In addition, 2019 saw the introduction of a small Japanese Taiko drumming group. Meeting at lunchtimes and using drums made through a generous grant from the P&C, the group loudly practiced traditional rhythm and provided backing accompaniment for the “Soran Bushi” fisherman’s dance presented at the Japanese assembly in term four.

At Dalmain Primary School students receive languages instruction from Year 3 to Year 6. In order to provide languages exposure to students in the early years, we applied to participate in the nationwide Early Learning Languages Australia (ELLA) trial. With the support of the Kindergarten and Pre-primary staff, the iPad app based program was introduced with positive responses from students, parents and staff. In 2020 students moving to Year 1 will be provided the opportunity to continue using the program to engage with Languages.

Professional development attended throughout 2019 was mainly related to continuing the work with languages teachers within the Woodvale/Kingsley area network and with the Languages Teacher Development School (Yaluma PS) on the implementation of the new languages curriculum to Year 5 level in 2020. Attendance at a weekend Taiko drumming workshop and the Languages Big Day Out workshops provided opportunities to network with other languages teachers and develop teaching materials to address curriculum content.



ADDITIONAL INFORMATION

ATTENDANCE

Dalmain Primary School students continued to have an attendance pattern above the state average in 2019. It is very similar to other “Like” schools and is within the expected range.



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	87.8%	9.4%	2.8%	0.0%
2018	84.9%	13.2%	1.9%	0.0%
2019	81.7%	13.1%	4.4%	0.8%
Like Schools 2019	77.9%	17.4%	3.7%	1.0%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

VALUE ADDING

Dalmain Primary School 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.

- MiniLit & MultiLit programs
- Visual Arts learning program
- Dalmain Urban Garden and Waste Wise program
- Year 6 School Leadership Program and Camp
- Massed Choir experience
- Greenwood College Transition Program
- Buddy Classes
- School Instrumental Music Program
- Chess Club
- Social dance program



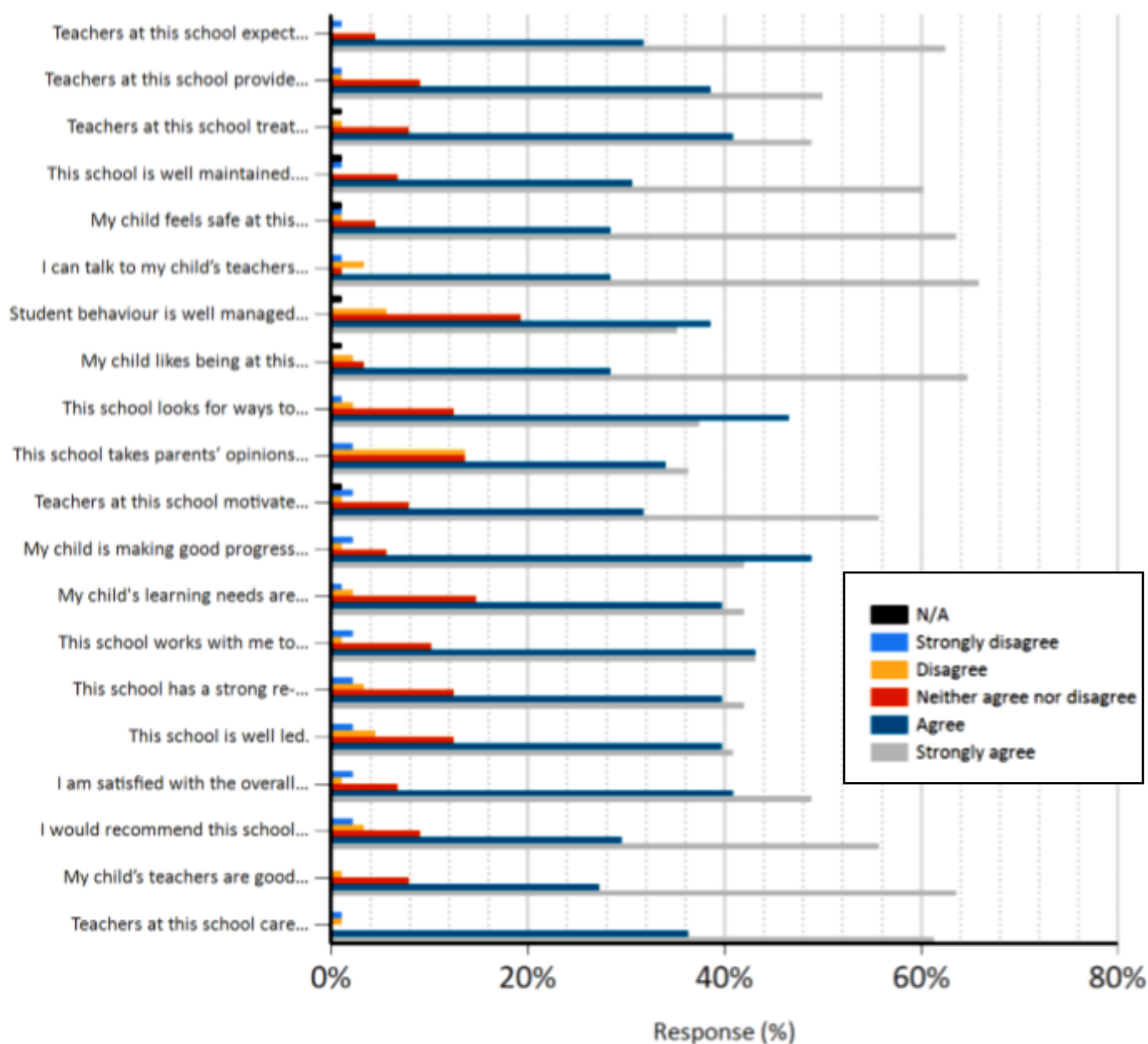
COMMUNITY SATISFACTION

SCHOOL QUESTIONNAIRES

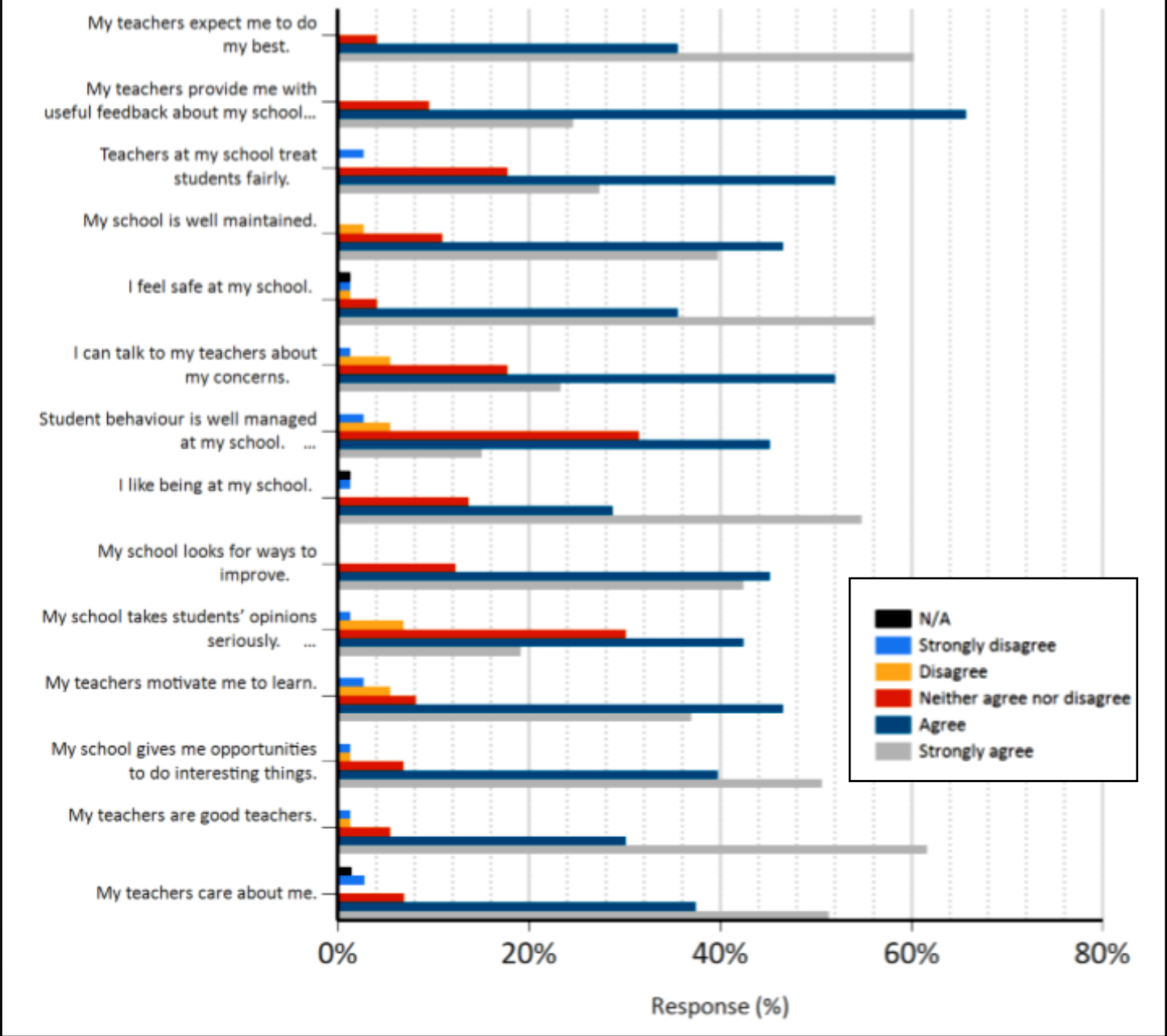
School surveys are carried out on a bi-annual basis at Dalmain PS. The latest surveys were conducted in September 2018 and involved the surveying of students (Years 5/6), parents and staff to ascertain each group's satisfaction across all aspects of the management of the school. The results of each of 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.

Dalmain Primary School Parent Survey 2018



Dalmain Primary School Student Survey 2018



SCHOOL FINANCES

In 2019 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 2019

School:	Dalmain Primary School	School Year:
Region:	North Metropolitan Region	Aria:
		Distance to Perth (km):
One Line Budget – Dec 2019		
Carry Forward (Cash):	\$	69,409
Carry Forward (Salary):	\$	137,173
INCOME		
Student-Centred Funding:	\$	2,626,720
Transfers and Adjustments:	\$	5,852
Locally Raised Funds:	\$	148,223
Total Funds:	\$	2,987,378
EXPENDITURE		
Salaries:	\$	2,517,793
Goods and Services (Cash):	\$	411,132
Total Expenditure:	\$	2,928,926
Variance:	\$	58,453

Income

	Sum
Carry Forward (Cash)	\$69,409.00
Carry Forward (Salary)	\$137,173.17
Student-Centred Funding	\$2,626,720.29
Per Student	\$2,006,638.27
School and Student Characteristics	\$519,090.96
Disability Adjustments	\$1,652.79
Targeted Initiatives	\$99,338.27
Operational Response Allocation	\$0.00
Regional Allocation	\$0.00
Transition Adjustment	\$0.00
Transfers and Adjustments	\$5,852.40
School Transfers – Salary	\$-154,147.60

School Transfers - Cash	\$160,000.00
Department Adjustments	\$0.00
Locally Raised Funds (Revenue)	\$148,223.48
Voluntary Contributions	\$12,732.00
Charges and Fees	\$42,574.15
Fees from Facilities Hire	\$32,376.18
Fundraising/Donations/Sponsorships	\$6,109.09
Commonwealth Govt Revenues	\$0.00
Other State Govt/Local Govt Revenues	\$1,100.00
Revenue from CO, Regional Office and Other schools	\$3,202.00
Other Revenues	\$7,864.19
Transfer from Reserve or DGR	\$42,265.87
Residential Accommodation	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00
Camp School Fees (Camp Schools only)	\$0.00
Total	\$2,987,378.34

Expenditure

	Sum
Salaries	\$2,517,793.06
Appointed Staff	\$2,517,793.06
New Appointments	\$0.00
Casual Payments	\$0.00
Other Salary Expenditure	\$0.00
Goods and Services (Cash Expenditure)	\$411,132.48
Administration	\$18,502.08
Lease Payments	\$22,000.00
Utilities, Facilities and Maintenance	\$128,346.00
Buildings, Property and Equipment	\$72,037.79
Curriculum and Student Services	\$130,652.85
Professional Development	\$12,572.73
Transfer to Reserve	\$24,872.03
Other Expenditure	\$1,649.00
Payment to CO, Regional Office and Other schools	\$500.00
Residential Operations	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00
Total	\$2,928,925.54

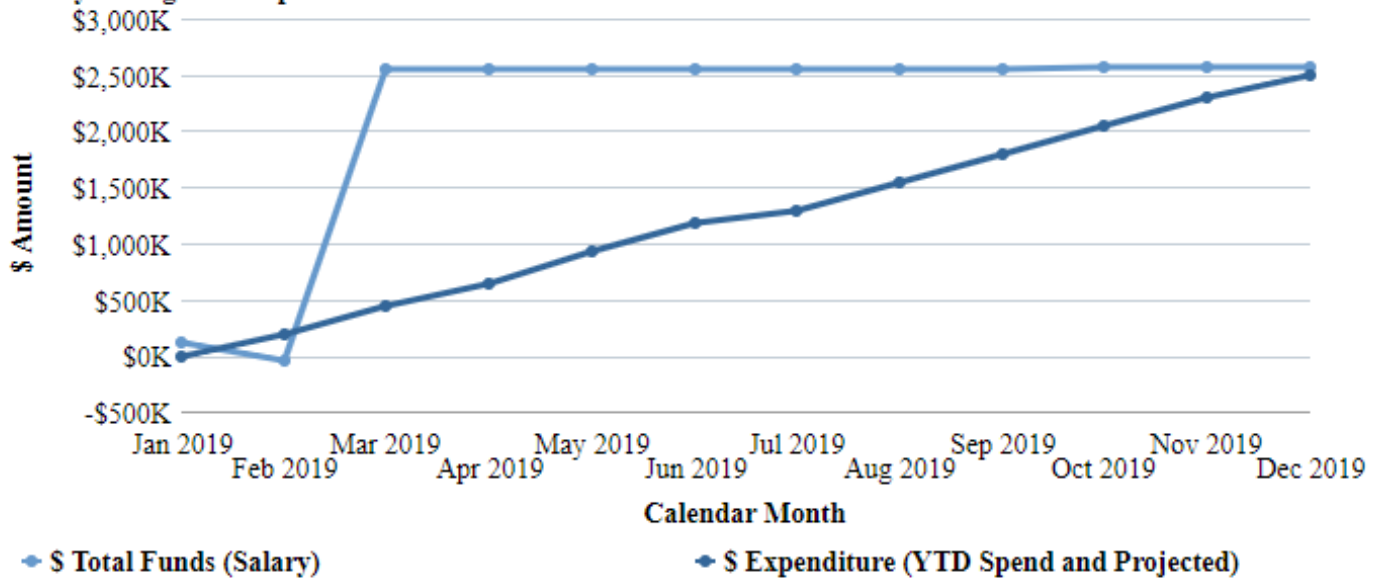
SCHOOL FINANCES

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BUDGET SUMMARY 2019

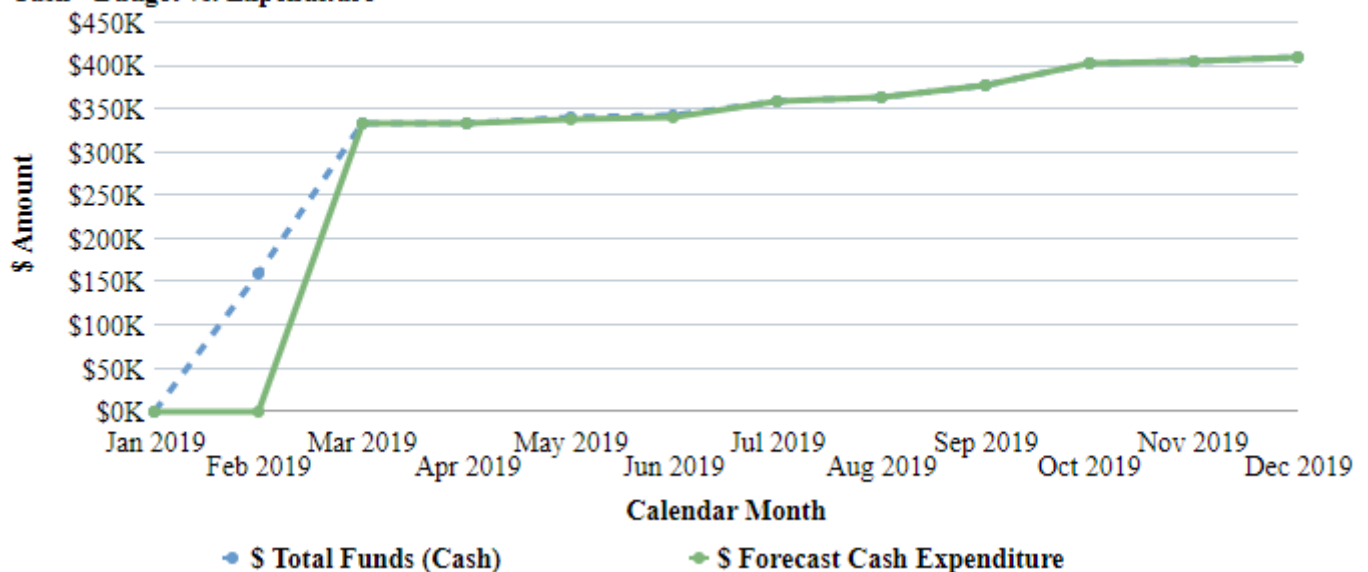
Salary

Salary - Budget vs. Expenditure



Cash

Cash - Budget vs. Expenditure





Care, Strive, Achieve