Introduction

The Dalmain Primary School Annual Report provides an overview of the learning programs and opportunities that were available during the 2015 school year. Students participated in a broad range of engaging events that provided additional learning opportunities both on and off school grounds. This report outlines areas of strength as well as highlighting areas for improvement.

Highlights of 2015 included:

- Celebration of the school’s 25th anniversary.
- Staging of highly successful school fete
- Excellent NAPLAN results in comparison to ‘like’ schools and the Australian mean.
- School choir performance at Winthrop Hall for the Massed Choir Festival.
- Successful IPS Review conducted in May 2015.
- School ANZAC Day Service.
- Waste Wise Program initiated across the school.
- Establishment of the Dalmain Urban Garden (D.U.G)
- Nature Play vision formalised in planning.
- Authentic Tasks—four restaurants successfully opened and operated.
- Partnerships:-
  - Greenwood College: Year six transition program.
  - ECU (Joondalup): Trainee teachers
  - TAFE: Education Assistant trainees
  - Care for Kids: onsite out of school hours care
  - High School Students: Work experience program
- Support-A-Reader program.
- Successful leadership and graduation program for Year six students.
- School concert - “Beauty and the Beast”.
- Individual success in a variety of competitions including the Australian Mathematics competition.
- A variety of educative incursions and excursions.
- High quality school assemblies.
- Year six camp at Woodman Point.
- Successful school Dance program.

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, sports days, student discos, school fete and programs such as Support-A-Reader. 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 2016 and continuing to foster a high quality learning program for all of our students.

Don Boyes
PRINCIPAL

OUR VISION

Dalmain Primary School cultivates an environment of academic excellence where staff members, in partnership with the community, provide a challenging, inclusive, contemporary curriculum inspiring all students to be active participants in modern Australian society.

Students are encouraged, and expected, to take risks with their learning and 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.
Overview of the School

Dalmain PS opened in 1990 and is one of five primary schools in the northern suburb of Kingsley. The school has a student population of approximately 300 students supported by a professional and caring staff. Student numbers ensure a capacity to offer diverse programs while maintaining a close relationship with students.

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 appealing learning environment for the students. In 2015 Dalmain had specialist teachers in Music and the Visual Arts, Physical Education and LOTE with students in Years 3 - 6 studying Japanese.

Staffing and School Structure

In 2015 the student enrolment at Dalmain Primary School remained just over 300 despite the movement of the Year seven cohort into the high school sector. Currently all classrooms are used across the school with the 2015 structure consisting of two kindergarten and pre-primary classes and nine primary classes. It is envisaged that student numbers will slightly increase in the short term.

<table>
<thead>
<tr>
<th>Administration Staff</th>
<th>No</th>
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<th>AB/L</th>
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<td>Gardening / Maintenance</td>
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<tr>
<td>Total</td>
<td>37</td>
<td>25.2</td>
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Student Numbers (as at 2015 Semester 2)

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<tr>
<th>Primary</th>
<th>Kin</th>
<th>PPR</th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Total</th>
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<tr>
<td>Full Time</td>
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<td>39</td>
<td>43</td>
<td>46</td>
<td>39</td>
<td>44</td>
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</table>

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students.
Additional Comparative Data

The chart below displays the average scores for each of the learning areas assessed. Dalmain Primary School’s scores are displayed in blue. Also displayed are the average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether Dalmain’s scores are above, close to or below the other scores. The data for our students across all areas with the exception of Spelling in Year three (close to “Like” Schools) is at or above, what would be expected both at a national and “like” school level. This data is typical of what Dalmain students have achieved in previous years in NAPLAN and is a strong indicator of the consistent learning opportunities provided at this school. Additional data can be viewed on the My School national website.

### Dalmain Primary School, Kingsley, WA

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the NAPLAN website.

The chart below displays average NAPLAN scores for each domain. The selected school’s scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school’s scores are above, close to, or below the other scores.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
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<tbody>
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<td></td>
<td>462</td>
<td>444</td>
<td>419</td>
<td>502</td>
<td>430</td>
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<tr>
<td></td>
<td>440 - 463</td>
<td>426 - 462</td>
<td>399 - 439</td>
<td>479 - 525</td>
<td>411 - 448</td>
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<tr>
<td>SIM</td>
<td>454</td>
<td>437</td>
<td>433</td>
<td>468</td>
<td>425</td>
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<tr>
<td>ALL</td>
<td>426</td>
<td>415</td>
<td>409</td>
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<table>
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<tr>
<th>Year 6</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
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<td></td>
<td>555</td>
<td>504</td>
<td>524</td>
<td>564</td>
<td>522</td>
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<td></td>
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<td>522</td>
<td>499</td>
<td>516</td>
<td>531</td>
<td>515</td>
</tr>
<tr>
<td>ALL</td>
<td>498</td>
<td>478</td>
<td>498</td>
<td>503</td>
<td>493</td>
</tr>
<tr>
<td></td>
<td>513 - 530</td>
<td>488 - 506</td>
<td>508 - 524</td>
<td>522 - 540</td>
<td>507 - 523</td>
</tr>
</tbody>
</table>

**How to interpret this chart**

- **SIM**: schools serving students from statistically similar backgrounds
- **ALL**: Australian schools’ average
- **Student population below reporting threshold**
- **Year level not tested**

Selected school’s average is:
- **substantially above**
- **above**
- **close to**
- **below**
- **substantially below**

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

**Colour shows if the selected school’s average is above or below statistically similar schools’ average**

**Selected average**

**Margin of error at 90 per cent level of confidence**

**Colour shows if the selected school’s average is above or below the Australian schools’ average**

**Average and margin of error at 90 per cent level of confidence for statistically similar schools**

**Australian schools’ average**

Tell me more
Learning Area Information

The following reports provide a brief synopsis of what has taken place in each of the Learning Areas in 2015.

Mathematics (Jennifer Kaluzynski)

In 2015, Mathematics remained a priority area. The Department of Education document “Focus 2015” reiterated the importance of core education including an explicit focus on numeracy instruction and continued emphasis on high quality teaching. Staff used the National Curriculum and SCASA resources to teach, assess and report on year level Australian Curriculum content. Teachers explicitly taught and modelled key concepts using the correct meta language across all year levels. All classes dedicated 25% of their school day to the teaching of mathematics.

Jennifer Kaluzynski and Kirsten Perry attended a full day professional development session on developing a whole school numeracy plan. Jennifer later ran a professional development morning on creating assessment tasks using the School Curriculum and Standards Authority (SCSA) teacher judgements. These tasks were added to our shared drive for all teachers to access. 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.

In term 3 staff attended EnVision workshops and we are currently trialling the programme across all year levels. This will support our whole school plan and provide individual teachers with additional resources to deliver high quality teaching to their students.

Other resources included NAPLAN test samples, planning documents and teacher-made assessment tasks. Peter Nowland MTS is available to all teaching staff and is a valuable resource as it provided lesson plans, assessment tasks, power point presentations and videos to engage the students.

Online programs, Study ladder and Skoolbo continued to provide students with the opportunity to improve their basic number skills. The computer programme is a fantastic teaching tool and allows children to assess tasks and competitions at home. It has been a popular programme as it allows teachers to set work and it provides valuable feedback to parents.

Dalmain’s 2015 NAPLAN results were very pleasing, with all year groups above the Australian Schools Mean and above the WA Schools mean. 39% of year 3 students were in the top 25%. 30% of year 5 students were in the top 20%. No student was below the minimum standard in Year 5. Staff analysed the data and implemented individual and group programmes.

In July, 45 students entered the Australian Mathematics Competition. Some individual achievements were very pleasing. 8 students received a Distinction Award and 17 students received a Credit 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 2015 show a marked improvement in many individual results.

In 2016 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 develop a Dalmain Primary School Whole School Numeracy Plan.
English (Eileen Buswell)

When planning for improvement in English at Dalmain Primary School, the staff work collaboratively analysing data from many sources - teacher observations, standardised tests and NAPLAN data. Strengths are noted and plans put in place to maintain these positive trends. Areas for improvement are also identified and programs developed to address these concerns. These became the priorities for the 2015 school year and once again Spelling was identified as an area for improvement.

Dovetailing with the whole school planning is the big picture planning from the Department of Education – Classroom First Strategy, Focus 2015, The Early Years of Schooling and the Plan for Public School 2012 -2015. The Department directed that there be greater rigor in the early years and emphasis on phoneme and grapheme awareness.

The teachers in Kindergarten to Year two have had extensive professional learning in the synthetic phoneme and grapheme program “Letters and Sounds”. This program has students from as early as Kindergarten segmenting words into their constituent phonemes to spell and blending sounds to aid their reading. Letters and Sounds is a systematic approach to phoneme and grapheme awareness. It reinforces and builds on previous learning, to secure children’s progress.

The students from Year three to six move on to an analytical approach to Spelling, using the “Words Their Way” program. This program is recognised as best practice in the teaching of spelling and word study. It recognises the developmental progression from alphabet to pattern to meaning among learners of English. To ensure the success of the program timetabling of spelling was strictly adhered to and students were cross set to maximise the effectiveness of the program.

The NAPLAN data 2015 showed that students at Dalmain achieved as well as or above statistically similar school in all areas of English with the exception of Year three Spelling – which was above all schools but slightly behind “like” schools. It is envisaged with the full implementation of the Letters and Sounds program K – 2, that this will be addressed.

Teachers expressed concern about the Victorian Cursive font taught in handwriting which bears little resemblance to the font in most reading texts and has some confusing letter formations in particular the letters b and p. A whole school decision was made to adopt the NSW Foundation Font and implement this in kindergarten and pre-primary in 2016.

The teachers fully implemented the English National Curriculum and continued to work on whole school approaches to the teaching of reading, writing, grammar and punctuation. The school ensured that all programs were fully resourced and professional learning was provided for teachers to ensure success.
History (Kirsten Perry)

The teaching and assessing of History in 2015 was guided by the Australian Curriculum and the SCSA Judging Standards. All teachers from across the school engaged their students in various activities and learning experiences. All teachers were required to report on this area in Semester Two and students from Years five and six participated in the WAMSE assessment in Term Three.

On top of the explicit teaching of History some classes participated in extra activities such as incursions and excursions. Both the Year One classes visited Cockman House where students were encouraged to dress in olden day attire and participate in various activities. Civics Education was organised for Years one through six which involved the students engaging in an activity 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.

Another whole school event which occurred in 2015 was the ANZAC Memorial Service. This event occurred in Term Two and involved all students from Pre-Primary through to Year six. A representative from each class read a piece of writing they had created which related to the ANZACs or war events. We also had a veteran present who shared some of their memories with the school. Every student had a piece of work on display relating to the ANZACs and was provided with the opportunity to bring in a photo of any family member who had fought in a war to be displayed on the Dalmain War Memorial Board.

Science (Janine To Wheoro)

Science maintained its significance as an important subject within our school during 2015.

All classes (K-6) aligned their planning, teaching and assessing to the Australian Curriculum. Science lessons were planned on a weekly basis with a minimum of 60 minutes allocated to the subject.

Evidence of Science activities was seen within classrooms, at assemblies and in communications with parents in the school newsletter.

The establishment of a detailed and achievable plan for the Nature Play Area was developed and given permission for approval by the Education Department late in 2015. With further approval from local council, the play area is hoping to begin construction in early 2016.

Several classes engaged in Science-based excursions to the Perth Zoo and Caversham Wildlife Park. The Kindergarten classes also studied the life cycle of a chicken by having the ‘Hatch-It’ egg programme in their room in term one. The year two class designed and developed a Community Garden in the junior area with an aim to involve all students in the selecting, planting and maintenance of different plants, as well as conduct science experiments based on horticulture.

Several teachers also investigated the use of Science, Technology, Engineering and Mathematics(STEM) projects to enhance science discovery, imagination and problem solving. The Kindy and Pre-Primary classes sought donations for the development of a ‘Loose Parts Play’ area. The year two classes worked with recycled materials to investigate structures. A robotics program over five weeks was also conducted for interested upper students after school in term one. This popular program was run by Scitech and involved introducing students to early computer programming. Year 6 students were again involved in a transition program centered around Science at Greenwood College in term three. This hands-on approach allowed students to become familiar with a secondary school setting as well as using a science lab.
Both Waste Wise and WaterWise programs continued to hold an important focus within our school. School bins were given a make-over, ‘Nude-Food Tuesday’ was developed and the Dalmain Urban Garden (DUG) continued to grow. As well as the sale of ‘Worm Whizz’ at assemblies, several classes also sold fresh vegies to parents and community members.

Late in 2015 Dalmain was once again invited to be a trial school for the Scitech Science Discovery Centre. All classes engaged in a variety of different activities and some featured in promotional material for the centre.

Geography (Suzanne Orchard)

The revised version of the Australian Geography Curriculum was taught on a weekly basis from K-6 and reported on at the conclusion of semester 1 in 2015. Children were taught the language of Geography and an inquiry based learning approach using Informational Technology was implemented. Where possible Geography was integrated across other learning areas including Numeracy, Literacy, Art and Science. Staff used various geographical tools and interactive resources including the World Book whole school membership, Google Earth, globes, maps and Oxford Australian Curriculum Atlas. An awareness and appreciation of the Aboriginal and Torres Strait Islander cultures were fostered and Australia’s engagement with Asia.

Special days or weeks such as Earth Day, classes acknowledged ANZAC Day, NAIDOC Week and Waterwise Week. Years five/six students at Dalmain also completed Murder Under The Microscope and WAMSE. From an environmental perspective, Sustainability evolved as a whole school focus. Dalmain maintained it’s status as being a Waterwise School and teachers consistently revised this concept and planned and shared activities within the school. Dalmain also became a Waste Wise School. Information including photos was also presented in school newsletters and on several classroom blogs. Two classes presented assemblies to the school community on chemicals in the environment and plastic in the ocean, as well as the issue of paper wastage in relevance to trees being cut down and the impact this has on the environment and its inhabitants. A REMIDA membership was purchased so teachers could visit this agency to collect free, recycled materials for student use within classrooms.

A whole school excursion to Tamala Park in the Mindarie Council took place to see the amount of rubbish and waste generated by man, the scope of the problem and the impact of landfill over a period of time. Fieldwork was incorporated with two buddy classes studying the local environment on a visit to Shepherd’s Bush with a group of parents. The Eco Fairy and Captain Clean Up also visited Dalmain Primary to deliver very important messages about looking after the environment. One class attended the Rhythm In Your Rubbish performance at the Perth Concert Hall that related to making music from recycled rubbish. All Year three students had a visit from the Duncraig Fire Brigade who revised safety procedures and strategies when dealing with fires.
Visual Arts (Keilo Wise)

The Dalmain Art department had a very busy and successful year in 2015. All teaching and assessing of Visual Arts was guided by the new Western Australian Curriculum and Assessment Outline which is awaiting final endorsement and due for full implementation in 2018. School-wide, students completed tasks from a wide range of art disciplines including: ceramics, drawing, painting, printmaking, sculpture and textiles. Students were given the opportunity to have work publically displayed both locally and nationally.

The focus in first term was on creating bunting flags for the display in the undercover area, at the end of term assembly, celebrating the school’s 25th Anniversary and the ANZAC 100th year anniversary. Students painted a flag in either Dalmain colours or with ANZAC poppies. With each child’s name boldly displayed on their flag every student in the school was included in the celebrations.

Another whole school project commenced in first term, involved students learning about the local aboriginal (Noongar) dream-time story of the Wagyl or Rainbow Serpent, and the meanings behind other symbols used in aboriginal art. They used these symbols to tell a visual story, carving them into a ceramic (paper clay) tile. The tiles were fired, coloured and glazed, and then stuck to the exterior library wall to create a rainbow serpent. Many of the teachers/staff took the opportunity to create a tile as well with Mr Boyes and Mrs Buswell graciously putting their mark on the head and tail respectively.

Students from Years three and four created work which won the junior display section of the Art Speaks Japanese competition, a national competition aimed at fostering links between Visual Art and LOTE teachers while promoting Japanese art and language. The project ran over two terms with the students drawing and developing a design, printing it onto paper, before folding the printed paper into an origami kimono. The 80 finished Kimonos were put on display in the art room, next to the student’s Japanese writing samples, which was an impressive sight. As winners, a photo of the work was added to a permanent online gallery linked to the National Gallery of New South Wales.

Cross-curriculum links were made when Mrs Menengaldo’s Year 5 students participated in the Wild Ways Banner Project; an initiative run through the Perth Zoo aimed at using art banners to draw attention to the plight of endangered animals in the South East Asian/Australian region. The students studied the animals and the geographical region in their class room, while in art students created a fabric banner for an exhibition at the zoo. Looking at sustainability and ethical practices almost all of the fabric and materials used to produce the banner were recycled. To finish the project the students had an excursion to the zoo to view the banner exhibition and to see the animals they had been studying.

All students were given the opportunity to attend the Paint Storm incursion; a lively performance by artist Phil Doncon, mixing art, storytelling while promoting resilience and positive values. The final canvases produced during the performance (as well as two from previous performances) were edged and put up in the undercover area to remind students of the positive messages put forward in the performance.

With many ideas and projects already being discussed and organised it looks like 2016 will be as exciting and challenging as 2015.
Music (Sue Pinakis)

The music program at Dalmain Primary School is extensive. It incorporates a variety of musical experiences in the classroom, opportunities for students to participate in African and Latin American drumming, regular choir lessons leading to performances throughout the year, regular keyboard classes and an opportunity for students to participate in the school instrumental programs of guitar, clarinet and brass.

In 2015, the school choir was very active with performances at our 25th Anniversary celebration assembly, the ANZAC ceremony, our graduation ceremony at the end of the year and the prestigious Massed Choir Festival. Our instrumental program includes opportunities for students in Year six to study guitar, clarinet and brass with the instrumental program run by the School of Instrumental Music (SIM).

Our African drumming ensemble combined with Balcatta Primary School’s drummers to perform at our instrumental assembly held in term 4. Students after the assembly were able to come together and drum, making in the moment rhythmic music in a drum circle.

At the end of the year, Dalmain Primary School performed a whole school production involving all classes from pre-primary to year six. Each class performed an important part of the whole school musical with opportunities for several students to shine in significant acting roles and solo singing parts. Our end of year school musical productions are well known in the community, with audience numbers rising each year. Students at Dalmain, experience an excellent music curriculum that develops their own ability to express themselves musically and to foster a genuine love of music.
Physical Education (Donna Hudson)

The three main focus points in the Physical Education Learning area in 2015 were to,

- Begin implementing the new Australian Curriculum for Physical Education.
- Improve aerobic levels and upper body strength across the school, with an emphasis on FMS in the junior primary.
- Increase participation and endurance levels of all students.

These targets were achieved in numerous ways throughout the 2015 school year:

- Programming, planning and assessing using available Health and Physical Education (HPE) and Australian Curriculum, Assessment and Reporting Authority (ACARA) descriptors
- Numerous Clinics (see detailed explanation below)
- Programmed and structured 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
- Faction carnival
- Interschool faction carnival
- Interschool round robin netball, football, soccer—Lightning carnival
- In term swimming
- Whole school dance program

In implementing all of these programs and activities, a noticeable increase in skills and desire to participate was observed across the school population. This was also recognised by successfully winning the interschool carnival and participating competitively and to a high standard in the lightning carnival.

Furthermore, students were exposed to a number of clinics provided by external groups, sporting clubs and associations in our local district, broadening their physical education knowledge, understanding, skills and ability. These included;

- Western Force rugby clinic over a five week period.
- Year one students take part in a five week yoga course.
- Golf clinic, provided by Golf WA.
- Hockey clinic presented by Whitfords Hockey club.
Languages Other Than English [LOTE]  (Nick Archbold)

Dalmain Primary School aims 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 LOTE (Japanese) program is integrated into the whole school program through collaboration with classroom and specialist teachers, reflected in the successful participation in the National Art Speaks Japanese competition (Art) whole school community singing (Music) and the Japanese assembly presented by Year six students in Term two.

The program is integrated with schools in the local area through involvement in common assessment tasks across local primary schools and with the involvement of local Secondary schools through the local area LOTE network.

In 2015 funding was secured to enable Year six students to undertake testing in LOTE through the Assessment of Language competence - Primary as administered by ACER online testing. This was in line with the school also subscribing to online testing through ACER in the areas of Mathematics and Literacy. The Japanese test was open for testing during August and closes at the end of August. Overall the results were encouraging with three students achieving High Distinction and six students achieving Distinction grades. As a part of a review of the testing, some areas were identified that might contribute to improvement in the overall level of achievement, namely the conditions of testing, the topics covered in the test and the timing and preparation for the test. Responses to these factors will be addressed through course planning and implementation over the 2016 school year.

Health (Caroline Horrocks / Kate Allaway)

In 2015, the Health learning area provided a safe, caring and supportive environment for all our school community.

Throughout the year there was a constant focus on the students’ awareness, knowledge and positive attitudes of what constitutes a healthy lifestyle. In Term two, Friday, May 22nd we hosted an annual “National Walk Safely to School Day”. A selection of healthy food was provided for the whole school breakfast, which was held in the undercover area.

Each day students in every class had a “Crunch and Sip Snack Break”. In Term three, during Fruit and Veg week each class did a healthy eating/food activity. Many of the classes harvested the vegetables that they had grown in the Dalmain Urban Garden, and made healthy, wholesome snacks to eat. The students had daily fitness routines and participated in a weekly “Whole School Fun Walk”.

We provided opportunities for parent education in healthy lifestyles, by providing many events throughout the year, such as the Big School Breakfast, School Athletics Carnival, School Lapathon, School Nurse Parent Information Meetings, Safety House Week and Constable Care Incursions.

With the continued implementation of the “You Can Do It Program”, the students identified their social and emotional capabilities, using the “5 Keys to Success”. As a school community we all share a culture of empathy, resilience and tolerance and this was nurtured through the values and beliefs of the school community. Students received You Can Do It awards and Citizenship awards at school assemblies. A variety of protective behaviours resources were purchased for the parents and students to educate and increase awareness of protective behaviours for children.
Waste Wise Report (Jane Ridley)

After receiving official Waste Wise accreditation in December 2014, staff and students at Dalmain Primary have fully embraced Waste Wise minimisation programs over 2015. The Waste Wise programme is student driven and relies on active student participation and sustainable behaviours. A school-wide shift to sustainable practices has taken place in 2015 through the following actions:

- **Nude Food Tuesdays** were fully implemented in 2015 and is now a regular part of the school week.
- **Nude Food Champion** awards were presented at school assemblies to acknowledge classes and students working towards Nude Food.
- During Term 3, litter vignettes were created and viewed by the whole student body prior to lunchtime play.
- **REmida** school membership provided access for waste to be recycled and used in the school for play, art and technology.
- A roster system for the job allocations for middle and senior classes was created to commence composting, paper recycling and worm farm maintenance.
- Paper recycling commenced for the first time at Dalmain Primary School with Sita Bins. Paper and cardboard is collected by students twice weekly.
- The Dalmain Urban Garden (DUG) was established over 2015 and was supported by students, staff and community members. A busy bee was held in term three to progress onsite work.
- Students from Pre-Primary to Year Six visited Tamala Park Recycling Facility in term three to highlight and reinforce sustainable learning.
- A second waste audit was conducted by Patrick Hamill from the Waste Wise Authority with Year Five students and the results were reported in the school newsletter.
- **Worm wizz** and produce from the DUG were sold at school assemblies by students.

### WASTE WISE DATA 2015

<table>
<thead>
<tr>
<th>Programme</th>
<th>Description of Action</th>
<th>Result/Amount diverted from landfill in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worm Wizz</td>
<td>15 x 2 litre bottles sold at school assemblies</td>
<td>600 litres produced and sold</td>
</tr>
<tr>
<td>Paper Recycling</td>
<td>1.5 cm paper/cardboard waste bin, emptied fortnightly</td>
<td>30 cm paper/cardboard recycled</td>
</tr>
<tr>
<td>Nude Food Tuesday</td>
<td>K – 6 data collection of students waste free</td>
<td>Consistent positive results from Early Childhood with 72% of K/PP students consistently observed with Nude Food</td>
</tr>
<tr>
<td>Waste Audit</td>
<td>Repeat audit to compare results from 2014</td>
<td>Significant reduction in paper. Food scraps and fruit and veg scraps reduced by 10%</td>
</tr>
<tr>
<td>Organic waste collected daily</td>
<td>Used in worm farm and compost</td>
<td>1,200 kgs organic waste</td>
</tr>
</tbody>
</table>
This year, on 2nd May, we celebrated our 25th Anniversary with our School Fete. The day was a huge success, raising just shy of $14,000. The funds raised on the day will go toward the Nature Play Playground. This could not have been achieved if it weren’t for the dedication of all of our staff, our students and their families and fantastic support from our local community.

It was a solid 8-12 months in planning but the day went off without a hitch. We had fifteen class and family run stalls and eleven amusements with everyone being sustained by six food vendors including the hugely successful parent run Burger & Sausage Sizzle. We also had performances and demonstrations by local community groups. In addition to all of this was our ‘Market Lane’ comprising fifteen stalls, all reporting to have had a lovely day.

Although the Fete happened to fall on the first game of the season of both Auskick and Netball, the turnout was fantastic and the day was a-buzz with laughter and cheers from all that came to enjoy and support our School. Seeing the smiles on the students faces both past and present was heart-warming for all involved.

We had everything from climbing walls to a trackless train and the very popular inflatable obstacle course. The highlight for most students would have to have been dunking My Boyes (DPS Principal) in the Dunk Tank, which was achieved more than once.

A huge thanks has to go to our staff, whom on top of already heavy, standard curriculum commitments, managed to brainstorm ideas and organise class stalls and take time out of their weekends to be there and run the stalls on the day.

The success of the day was the perfect reflection of Dalmain’s community spirit and willingness to come together and support each other to make our school the fantastic place it is.
**Authentic Tasks (Eileen Buswell)**

During the course of second term, the students and teachers in the senior block were involved in an authentic task. Authentic tasks enable students to take action that links learning to the real world; is task oriented and outcome focused and maximises capabilities and responds appropriately to setbacks. TA 5, 6 and 9 created restaurants and gave their parents a three course meal experience, while TA 7 and 8 provided High Tea for their patrons.

This cross curriculum task involved English, Mathematics, Science, The Arts, Health, ICT and Design Technology.

The students initially were involved in the creative process of selecting the restaurant theme, art work, table settings and background music. Thereafter they developed the menu, worked out the cost of the produce either online or by visiting the shops; accepted telephone bookings, cooked the food and served it in a restaurant setting.

The students were extremely proud of their efforts and the parents were suitably impressed. All profits from the enterprising challenge went to charities of the students’ choice.

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**Student Leadership (Eileen Buswell)**

Every student in Year Six at Dalmain is given the opportunity to develop and demonstrate leadership skills in their final year of primary school. The selection process is explicitly explained to the students and they are given a job description to assist them with their choice of position.

The process is threefold – a written application, an oral presentation and a peer vote.

**WRITTEN APPLICATION**

Students write a letter addressing the criteria for the position, giving relevant examples of where and when they have demonstrated leadership and supplying a reference where possible. Their letter is marked by the classroom teachers, the Principal and Deputy Principal.
ORAL PRESENTATION

The students make a statement of claim to an audience of their peers from Year Five and Six, teachers and Administration staff. Their speech should contain evidence that they are the most suitable candidate for the position using persuasive techniques. The teachers and administration staff score the speeches against set criteria – vocabulary, clarity, fluency, addressing criteria, key examples and X factor.

PEER VOTE

Following the oral presentation, the students from Year Five and Six select and rank the top three students who in their opinion gave the most convincing speech. These votes are collated and the students given a score from the peer ranking. The three processes are weighted equally and the students are given a final score out of fifteen. The highest ranked student gets their first choice and process continues until every student has a position. The students are presented with their badges at the first assembly of that school year and their parents are invited to morning tea following the assembly. Students demonstrate leadership throughout the year culminating in a four day camp in November. The leadership program is most effective and is ever evolving to take in new school priorities such as Waste Wise, Dalmain Urban Garden and ICT.

Information and Communication Technology [ICT] (Kaylie King / Laura Wilson)

In 2015 Dalmain students had access to 30 iPads, 16 laptops and the library computer lab to support their learning.

Teachers worked collaboratively with the Winthrop Team and accessed professional development to support the application of technology in the classroom. As a school we continued to develop our whole school plan to teach the new Digital Technologies Curriculum. Teachers identified focus areas for their class and created project based learning opportunities for students.

Teachers and students teamed up with buddy classes to promote the safe and ethical use of digital technologies across the school and support younger students in the development of their ICT skills.

The school chose to discontinue Reading Eggs and Mathletics Licenses in favour of more contemporary programs. We adopted Skoolbo, Raz-Kids and Study Ladder to provide students with a means of practising core content at home.

We purchased 15 Edison Robots as well as a set of 6 Bee Bots. These were used to cover the coding and programming components of the new curriculum.

In 2016 we plan to set up a Coding Club, continue to develop our expertise and knowledge as a staff, upgrade to the SOE4 operating system, update leases for computers and laptops and reassess which technologies will be useful to us for the next three years.
Additional Information

Dalmain Primary School students continued to have an attendance pattern above the state average in 2015.

It is very similar to other “Like” schools and is well within the expected range.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>2013</td>
<td>94.6%</td>
</tr>
<tr>
<td>2014</td>
<td>94.4%</td>
</tr>
<tr>
<td>2015</td>
<td>94.1%</td>
</tr>
</tbody>
</table>

Community Satisfaction

School Questionnaires

Surveys have been carried out on a bi-annual basis for many years. In 2014 all government schools were required to conduct a national survey. This was carried out in October 2014 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 results were summarised and presented to the School Board, P&C and school staff. The results were extremely positive, with very high levels of satisfaction being recorded. The parent responses are summarised below. This survey will be re-administered in 2016.
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.

- Visual Arts learning program
- Dalmain Urban Garden and Wastewise program
- Year 6 School Leadership Program
- School Choir and drumming program
- WAMSE Massed Choir Music Festival
- Greenwood College Transition Program
- Buddy Classes
- School Instrumental Music Program
- Chess Club
- Walk to School and Healthy Breakfast Day
- Year 6 Camp
- Support A Reader program
Independent Review Findings

On the 25/26 May 2015, Dalmain Primary School underwent a School Review as a part of the assurance process for all independent public schools (IPS). A review of each IPS is held every three years and involves a comprehensive analysis of a school with a focus on:

- How well the school has improved student learning (achievement, progress and engagement) for all students.
- How well the school has created an environment that promotes learning and well-being.
- How well the school is placed to sustain and improve its performance.

The Review Team was headed up by Mrs Megan Phillips along with Mr John Iacomella from the Department of Education Services. During the two day review, they spoke to students, parents, staff, the school board and members of the P&C. At the conclusion of this process a report detailing their findings was compiled and forwarded onto the School Principal, the Board Chair, the Director General of Education and the Minister of Education. This same report can be found on our school website [http://dalps.wa.edu.au](http://dalps.wa.edu.au). Overall the report presented a very positive view of Dalmain Primary School. The conclusion from this report is included below.

Dalmain Primary School is clearly meeting all of the aspects of its vision statement. Students are rising to the best of their academic abilities within a supportive learning environment, confident in the nurturing care of their Principal, Deputy Principal and teachers. Parents are aware of the role they play in the education of their children and praised the way in which the school meets the needs of their individual students. Specialist learning areas add balance to the school’s strong focus on literacy and numeracy achievement.

The focus on excellence within a nurturing environment is fully supported by the Board. The continued focus on the role of the school chaplain is testament to the importance paid to the changing circumstances of many families now enrolling in the school, and the goal of supporting all students both academically and emotionally.

Business Plan targets have been met. Teachers and support staff are fully engaged in the gathering of data, analysis and provision of ongoing structured programs which meet the needs of individual students. All staff reported that they felt respected professionally and supported to attend specific professional and personal development as required.

**COMMENDATIONS**

The following areas are commended;

- Consistent achievement of results better than or equivalent to like schools in the NAPLAN domains and achievement of targets in the Business Plan.
- The trust and respect that has been developed and continues to be nurtured within the whole-school community.
- The decision of the Board to seek further training and education regarding their role, in order to best serve the needs of the school community.

**AREAS FOR IMPROVEMENT**

The following area for improvement is identified;

- Include expected learning outcomes for learning areas of the Australian Curriculum other than literacy and numeracy and non-academic targets in the next business plan.
School Finances

In 2015 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 2015

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$14,085.00</td>
<td>$14,085.00</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$51,034.19</td>
<td>$51,034.41</td>
</tr>
<tr>
<td>3. Fees from Facilities Hire</td>
<td>$32,920.26</td>
<td>$32,920.35</td>
</tr>
<tr>
<td>4. Fundraising/Donations/Sponsorships</td>
<td>$1,799.64</td>
<td>$1,800.04</td>
</tr>
<tr>
<td>5. Commonwealth Govt Revenues</td>
<td>$1,280.24</td>
<td>$1,280.24</td>
</tr>
<tr>
<td>6. Other State Govt/Local Govt Revenues</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>7. Revenue from Co, Regional Office and Other Schools</td>
<td>$7,340.00</td>
<td>$7,340.97</td>
</tr>
<tr>
<td>8. Other Revenues</td>
<td>$7,340.00</td>
<td>$7,340.97</td>
</tr>
<tr>
<td>9. Transfer from Reserve or DGR</td>
<td>$43,412.53</td>
<td>$43,412.53</td>
</tr>
<tr>
<td>10. Residential Accommodation</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>11. Farm Revenue (Ag and Farm Schools only)</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>12. Camp School Fees (Camp Schools only)</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td><strong>Total Locally Raised Funds</strong></td>
<td>$153,871.86</td>
<td>$153,873.54</td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$46,590.00</td>
<td>$46,589.81</td>
</tr>
<tr>
<td><strong>Student Centred Funding</strong></td>
<td>$224,771.00</td>
<td>$224,771.00</td>
</tr>
<tr>
<td><strong>Total Cash Funds Available</strong></td>
<td>$425,232.86</td>
<td>$425,232.35</td>
</tr>
<tr>
<td><strong>Total Salary Allocation</strong></td>
<td>$2,526,088.00</td>
<td>$2,526,088.00</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$2,951,320.86</td>
<td>$2,951,322.35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>$18,128.08</td>
<td>$15,024.22</td>
</tr>
<tr>
<td>2. Lease Payments</td>
<td>$22,000.00</td>
<td>$17,459.08</td>
</tr>
<tr>
<td>3. Utilities, Facilities and Maintenance</td>
<td>$96,873.61</td>
<td>$87,082.89</td>
</tr>
<tr>
<td>4. Buildings, Property and Equipment</td>
<td>$70,265.32</td>
<td>$70,261.41</td>
</tr>
<tr>
<td>5. Curriculum and Student Services</td>
<td>$118,531.03</td>
<td>$114,163.96</td>
</tr>
<tr>
<td>6. Professional Development</td>
<td>$12,500.00</td>
<td>$9,764.36</td>
</tr>
<tr>
<td>7. Transfer to Reserve</td>
<td>$45,100.00</td>
<td>$45,100.00</td>
</tr>
<tr>
<td>8. Other Expenditure</td>
<td>$3,394.38</td>
<td>$3,396.87</td>
</tr>
<tr>
<td>9. Payment to CO, Regional Office and Other Schools</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>10. Residential Operations</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>11. Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>12. Farm Operations (Ag and Farm Schools only)</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>13. Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>14. Camp School Fees to CO (Camp Schools only)</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>15. Unallocated</td>
<td>$38,440.16</td>
<td>$-</td>
</tr>
<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$425,232.58</td>
<td>$362,252.79</td>
</tr>
<tr>
<td><strong>Total Forecast Salary Expenditure</strong></td>
<td>$2,437,669.00</td>
<td>$2,437,669.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$2,862,901.58</td>
<td>$2,799,921.79</td>
</tr>
</tbody>
</table>

**Cash Position as at:**

- **Bank Balance**: $114,194.56
- **Cash Position**: $114,194.56
- **Made up of**:
  - General Fund Balance: $62,981.56
  - Deductible Gift Funds: $- 
  - Trust Funds: $- 
  - Asset Replacement Reserves: $53,447.90 
  - Suspense Accounts: $266.90 
  - Cash Advance: $200.00 
  - Tax Position: $1,768.00
- **Total Bank Balance**: $114,194.56