

DALMAIN PRIMARY SCHOOL



Care, Strive, Achieve

2017

ANNUAL REPORT



64 Dalmain St, Kingsley WA



(08) 9309 3711



dalmain.ps@education.wa.edu.au

www.dalps.wa.edu.au



OUR VISION

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

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

OUR VALUES

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

Learning

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

Excellence

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

Equity

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

Care

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

A photograph of the Dalmain Primary School sign, which is mounted on a white wall. The sign features the school's name in large, blue, three-dimensional letters. To the right of the sign, a black fence and a grassy area with trees are visible under a clear blue sky.

DALMAIN PRIMARY SCHOOL



INTRODUCTION

The Dalmain Primary School Annual Report provides an overview of the learning programs and opportunities that were available during the 2017 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 2017 included:

- School choir performance “Matilda” at the Crown Theatre for WAMSE
- Continuing development of the Dalmain Urban Garden (D.U.G)
- Winners of the Arts Speaks Japanese Art Competition
- Selection for Science Lab program in 2018
- 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
 - Established cultural partnership with Moorditj Noongar Community College
- Successful leadership and graduation program for Year six students
- School concert - “You Can Do It”
- Individual success in a variety of competitions including the Australian Mathematics competition
- Successful creation and opening of class restaurants (TAs 5,6,7,8 & 9)
- A variety of educative incursions and excursions
- Sound NAPLAN results in Years 3 and 5
- High quality school assemblies
- Year six camp at Woodman Point.
- Successful school Dance program
- School ANZAC Day Service
- Waste Wise Program integrated across the school

Dalmain Primary School has enjoyed another very successful year due to the ongoing positive inputs of students, parents, staff and community members. Our school benefits from support and assistance in many different forms and ways. When combined together, they make an incredible difference to our school and most importantly our students. To everyone that has volunteered or assisted our students and school during 2017, thank you, your time and effort is valued and I hope that you will continue to be involved next year.

I look forward to working with our school community in 2018 and continuing to foster a high quality learning program for all of our students.

Don Boyes

PRINCIPAL

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 310 students 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 2017 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 2017 the student enrolment increased slightly to 310. All classrooms were used across the school with the 2017 structure consisting of one kindergarten and two pre-primary classes and ten primary classes. It is envisaged that student numbers will slightly decrease for 2018.

	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	1.0	0
Other Teaching Staff	19	12.8	0
Total Teaching Staff	20	13.8	0
School Support Staff			
Clerical / Administrative	3	1.9	0
Gardening / Maintenance	1	0.5	0
Other Non-Teaching Staff	9	5.5	0
Total School Support Staff	13	7.9	0
Total	35	23.7	0

Student Numbers (as at 2017 Semester 2)

Student Number	(FTE)
----------------	-------

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(14)	40	41	38	37	44	40	44	298
Part Time	26								

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 average NAPLAN scores for each of the learning areas assessed. Dalmain Primary School's scores are displayed and a colour code provides additional comparison with Australian Schools (ALL) or statistically similar schools (SIM). 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 in Year five is at or above, what would be expected both at a national and "like" school level. The data for our Year three cohort in Writing, Grammar and Punctuation and Numeracy is in-line with similar school data while the results in Reading and Spelling are below other "like" school averages. The data is closely aligned

Dalmain NAPLAN Comparison with All Australian Schools

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of errors at 90% level of confidence) tap on or hover over the table cell. Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.

	2010	2011	2012	2013	2014	2015	2016	2017
	<<		>>					
Compare to	<input type="radio"/> Schools with similar students		<input checked="" type="radio"/> All Australian students		Interpreting this table			
	Reading	Writing	Spelling	Grammar	Numeracy			
Year 3	433	423	405	449	416			
Year 5	540	502	507	521	536			

Selected school's average when compared to all Australian students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

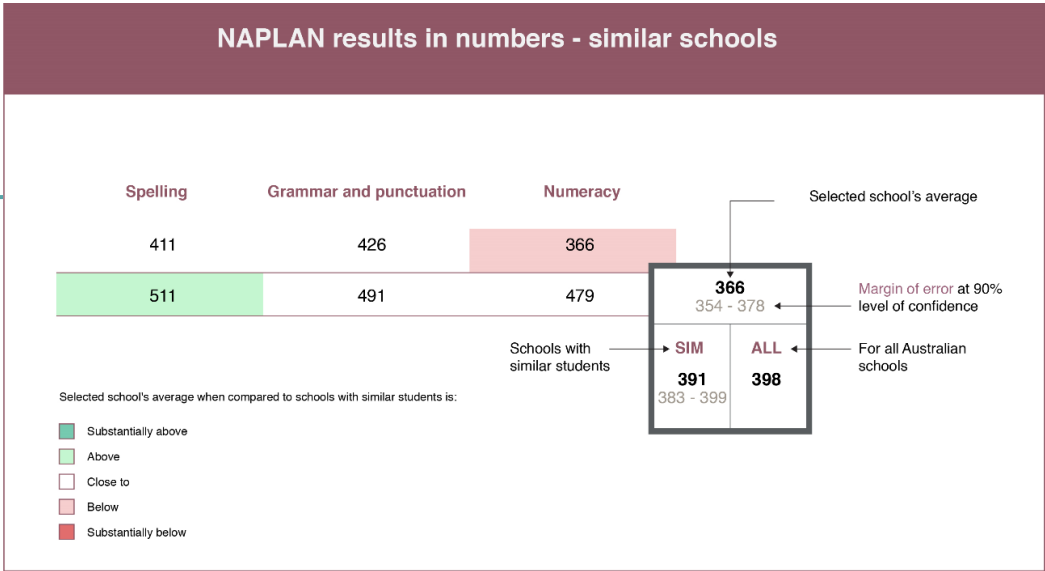
Dalmain NAPLAN Comparison with Schools with Similar Students

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of errors at 90% level of confidence) tap on or hover over the table cell. Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.

	2010	2011	2012	2013	2014	2015	2016	2017
	<<		>>					
Compare to	<input checked="" type="radio"/> Schools with similar students		<input type="radio"/> All Australian students		Interpreting this table			
	Reading	Writing	Spelling	Grammar	Numeracy			
Year 3	433	423	405	449	416			
Year 5	540	502	507	521	536			

Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below



LEARNING AREA INFORMATION

The following reports provide a brief synopsis of what has taken place in each of the Learning Areas in 2017.

MATHEMATICS (Jennifer Kaluzynski)

In 2017, mathematics remained a priority area. The priority is to create a whole school numeracy plan providing high performance and high care across all areas of Mathematics (Number, Algebra, Measurement, Geometry and Statistics and Probability).

Direction for Schools Focus 2017

Success for all students

High quality teaching

Effective leadership

Strong governance and support

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

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

Jennifer Kaluzynski and Don Boyes attended 18 hours of professional development at WAPPA on 'Leading an Effective Numeracy School'. Jennifer later ran several professional development sessions throughout the year on:

Effective pedagogy in Mathematics

iSTAR teaching model

Paul Swan resources

Fluency Activities

Hands on fluency tasks

Westwood Fluency test

Using literature in Mathematics (library resources)

As a result, in consultation with staff, Jennifer also created a whole school 7 week action plan and later in the year developed a whole school Mathematics Strategic Plan.

Other mathematical resources used included NAPLAN test samples, planning documents and teacher-made assessment tasks. Peter Nowland MTS was available to all teaching staff and has been a valuable programme providing lesson plans, assessment tasks, power point presentations and videos to engage the students.

Dalmain's 2017 NAPLAN results were very pleasing, with all year groups above the Australian Schools Mean and above the WA Schools Mean. For Dalmain 22% of Year 3 students were in the top 20% while 41% 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, 57 students entered the Australian Mathematics Competition. Some individual achievements were very pleasing. One student received a High Distinction Award, 7 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 2017 show a marked improvement in many individual results.

We introduced 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 significant improvement in all operations, especially division.

In 2018 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 continue to implement and add to a Dalmain Primary School Whole School Numeracy Plan.

The School Business Plan is a key document for the provision and planning of student learning that occurs at Dalmain Primary School. The English learning area sits front and centre with this and encapsulates the areas of Reading, Writing, Spelling, Grammar and Punctuation as well as Speaking and Listening. All of these are very important areas for development with students. As such, the school has for some years, now determined that a minimum of 25% of student learning time will be allocated to the teaching of skills in these domains. This is also in-line with the Department of Education's recommendations for English.

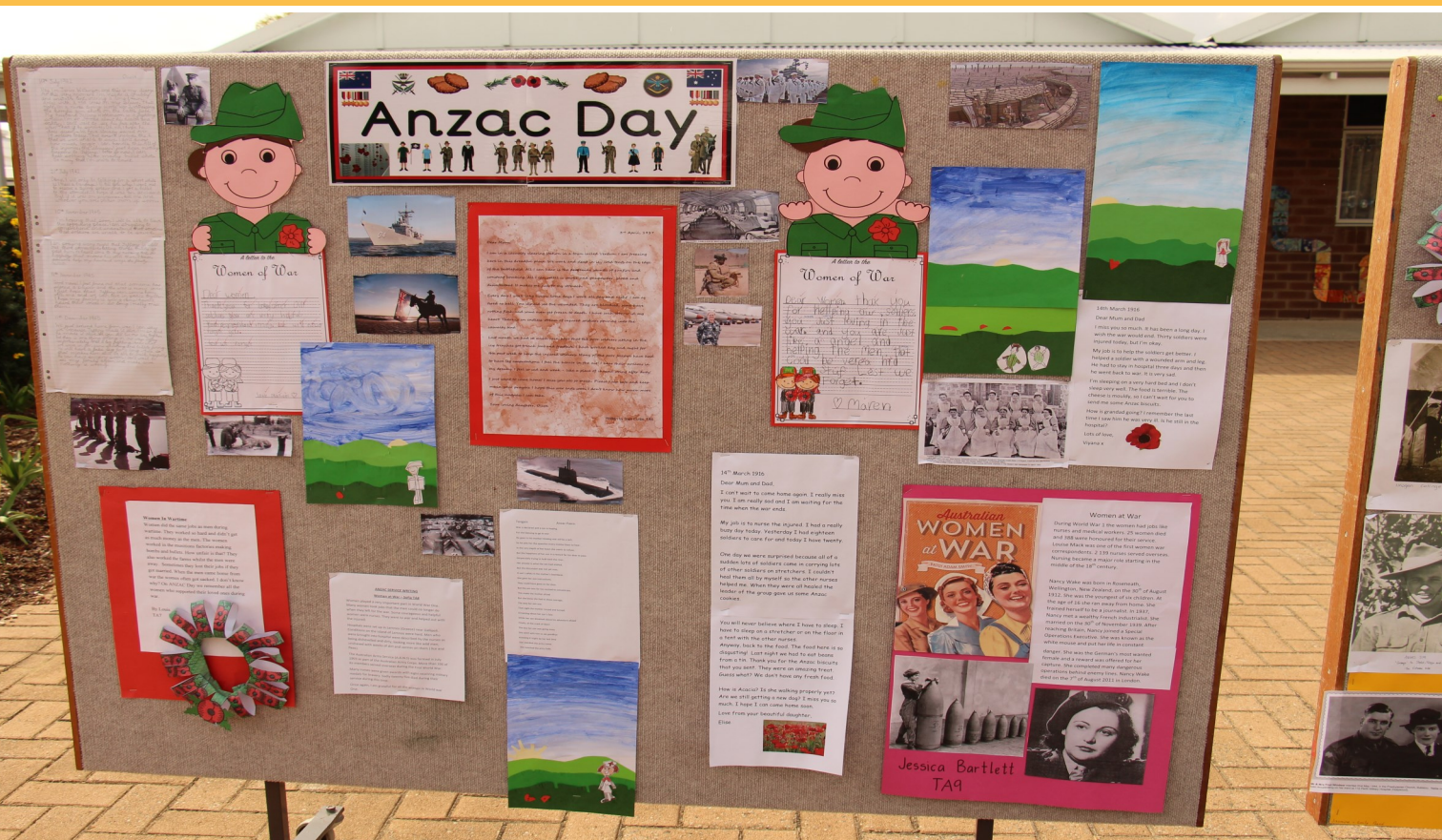
This year the school again continued the process of formally allocating a set time of forty minutes each day for spelling to allow for the cross setting of classes. This in turn provides students with the opportunity to work at their own level. It is envisaged that over time this will have a positive impact on student learning and improve whole school data in this area.

Teachers also had the opportunity to undertake professional development at various times through the year to develop further skills and strategies to enhance their teaching and learning programs. This included participating in the Brightpath program which has a focus on student writing, how it can be assessed and how this assessment can be utilised to identify future learning opportunities. Teaching staff also undertook further workshops in the iStar program which has a focus on the way in which teachers structure their lessons. Once again this program provided some very good strategies that teachers could use to further enhance their approach to teaching and learning.

During Term four the staff and school board looked at further ways in which the school could provide increased learning opportunities for students. The introduction of the Mini-lit program was viewed as an additional means of achieving this. The program is a literacy based approach that focuses on teaching students that are having difficulty with learning to read. The decision was made to introduce this program into the school's curriculum in 2018. Initial training of staff to be involved began late in 2017. To enable this program to be phased in meant that the "Support-A-Reader" program would not continue in 2018. It is important to note and acknowledge the wonderful contribution that many volunteers have made to this long running program to assist our students.

In 2018 the school will also be looking to introduce the use of teaching strategies and planning from the Seven Steps Writing approach. Teaching staff will undergo a full day of professional development at the commencement of the school year. It is anticipated that this program will also value add to teacher's current knowledge and understanding in this area.

seven steps TO WRITING SUCCESS



Geography

Geography was taught across all year levels and reported on at the end of Semester One. Sixty minutes per week was deemed to be the minimum instruction time for the teaching of Geography. Teachers used the Western Australian Curriculum and SCSA Judging Standards from HASS in Pre-Primary to Year 6. Children continued to be taught Geography using an enquiry 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 PS continued to be both a Waterwise and Wastewise School. Sustainability remained a whole school focus and the DUG was extensively utilised by classes to pursue and reinforce this concept. Classes were regularly involved in rostered jobs. Fruit, vegetables and Worm Wizz plus castings were sold and a profit was made. Some produce was given to the canteen to utilise, or for class cooking tasks during authentic café and restaurants with TA4-TA10. Dalmain PS continued to recycle paper and batteries and the school maintained a REMIDA membership. Senior students completed a waste audit and 'Nude Food Tuesdays' continued throughout 2017. Dalmain PS participated in Amy Sharrock's 'Museum of Water' planned for the Festival of Perth 2018. Our water sample was collected from the pumping station in the new nature play area and students wrote their names on the vessel. This contribution will be part of a permanent collection for Perth.



History

In Semester Two, teachers were required to teach and report on History from the HASS learning area and were guided by the Western Australian Curriculum and the SCSA Judging Standards. Varied learning experiences were carried out throughout the school from Pre-Primary through to Year 6. The annual ANZAC Memorial Service was held involving all students from Pre-Primary through to Year 6. A student representative from each class carried on the tradition of reading a piece of writing of which they had created relating to ANZAC Day. The Dalmain community were encouraged to bring in photos, letters and/or memorabilia of family members who represented Australia in the Military. In 2016, teaching staff familiarised themselves with the Aboriginal Cultural Standards Framework. As a school it was decided that we would begin each assembly with an Acknowledgement of Country. This was implemented successfully throughout the year. We also expanded our teaching resources. New reading books for students relating to Aboriginal Culture were purchased. Students also enjoyed a visit from a group of senior citizens to the school to talk about the 'olden' days. They shared with us what life was like for them growing up.

Civics & Citizenship

At the beginning of 2017 all teachers established class and school rules, discussing the importance and reason for having them. We also continued the annual incursion, Civics Education. This program provided by the Constitution Centre of Western Australia supports the Civics & Citizenships aspect of the HASS learning area. Students were engaged in activities that developed their understanding of why rules are made, ways we can actively participate in our community as well as how our government and the electoral system works. TA 8 (Year 3/4) had a visit from Jessica Stojkovski (Member for Kingsley). During the visit, Jessica shared her knowledge of the government and explained the roles of various people along with how the government system works. As this event occurred after the Civics Education incursion the students were able to gain a deeper understanding due to their level of background knowledge.

Business & Economics

Throughout Terms Three and Four, students from Years 3-6 engaged in an authentic task requiring them to plan and run a restaurant. With support from teachers, students were required to set a menu, research the cost of food, determine an entry fee for guests, prepare and serve the food as well as evaluate the success of the restaurant and profit margins. The students appear to enjoy the experience and positive feedback is always given back to the school from those parents who attend.

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

Dalmain PS enjoyed a variety of Science experiences during the 2017 year. All classes (K-6) aligned their planning, teaching and assessing to the Western 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, within the school grounds and in communications with parents via the school newsletter. Many teachers aimed to teach Science in a cross-curricular manner by integrating it into other learning areas.

The Nature Play area, including the Water Play zone, maintained its popularity among students across all year levels. More resources were purchased or donated to develop a more hands-on mud-based kitchen.

The pre-primary classes studied the life cycle of a chicken by having the 'Living Eggs' program in their room during March and April.

At the beginning of term three Dalmain was once again invited to be a trial school for Scitech in its development of new programs and lesson ideas. All students throughout the school were invited to the library to engage in a range of interesting experiments by Scitech staff. During Science Week in August the PP –Year 6 classes participated in a fun, activity-based morning of science activities. Both junior and senior students rotated through a series of hands-on tasks developed by individual teachers. These were aligned to the Western Australian Curriculum and included lessons about magnets, electricity, slime including Oobleck, flight and floating/sinking. On Thursday, 14th September students enjoyed an incursion by the Australian-based company, 'The Silly Scientist'. The interactive performance aimed to promote positive attitudes to Science and highlight the 'everyday' accessibility of Science in students' lives. Dalmain classes enjoyed the combination of Science learning and comedy/singing that was presented in the show.

All staff continued to increase their knowledge of the STEM approach by trialing different projects and collaborating with their colleagues to discuss outcomes.

Both Waste-Wise and Water-Wise programs maintained an important focus within our school. The Dalmain Urban Garden (DUG) was improved with new signage and displays. As well as the sale of 'Worm Wizz' at assemblies, several classes continued to sell fresh vegetables to parents and community members. The school canteen also benefited by selling items that had been made from vegetables grown by students.



VISUAL ARTS (Keilo Wise)

A successful but slightly quieter year for Art at Dalmain Primary School in 2017. Students were given the opportunity to have work publically displayed at the school and in local and national competitions and exhibitions. School-wide, students completed tasks from a wide range of art disciplines including: ceramics, drawing, painting, printmaking, sculpture and textiles, in line with the new, and slightly more rigorous, Western Australian Curriculum expectations.

'Year of the Rooster' was the inspiration for the art projects in first term. Painted, cut and folded paper rooster lanterns were created by the students from Years 1 and 2. The students were challenged by working using a limited colour palette while applying patterns to their lanterns. The students from Years 5 and 6 designed and silk-screened rooster cushion covers. Problem solving skills were employed as students turned their rooster drawings into printable designs which were screen-printed onto fabric.

The students from Years 3 and 4 made ceramic and mixed media chicken sculptures. Creating a simple pinch-pot, students formed their chicken sculpture from paper clay, which they painted using a colourful, decorative folk-art painting technique. Feathers were then added to finish off the tail. Four of these chicken sculptures were selected for display at the Perth Royal Show with one winning the junior craft section that it was entered in.

Term 2 saw the start of the Art Speaks Japanese competition project 'Night of 100 Goblins'. The project was inspired by a 19th Century Japanese painted scroll showing temple objects coming alive and parading down the streets. Students from Years 3, 4 and 5 were introduced to anthropomorphism as they humanised art room objects to create 'art-room goblin' characters. These characters were then painted onto fabric cushions. While doing this the students also investigated the links between the traditional creatures on the scroll and the development of contemporary Manga and Pokémon characters. For the third year in a row Dalmain PS won the junior classroom display category of the competition with a photo of all the character drawings and finished cushions displayed in the art room. Their winning image can be viewed at the Japan Foundation - Art Speaks Japanese website.

In 2016 we approached a local Noongar school with the aim of creating a school partnership. Mrs Menegaldo and Ms Wise worked together to arrange a visit to Dalmain by students from Moorditj Noongar Community College (NCC) in Term 3. The students spent the day interacting with Dalmain PS Year 5 students from Mrs Menegaldo's class. All of the students were taught an indigenous basket weaving technique which Mrs Menegaldo and Ms Wise had learnt at a workshop run by local Wadjuk Noongar artist Sharyn Egan.

Moorditj (NCC) reciprocated with an invitation for TA5 to visit in Term 4. The students got to see the college and the different classroom set up and lessons. They were read a story in Noongar by one of the school's Noongar language teachers and local elder. After this the students were treated to Kangaroo stew. The stew was served with damper and the whole meal was so delicious that many Dalmain PS students went back for seconds.

The afternoon at Moorditj (NCC) was finished off by an art session run by Ms Ryder, who is a celebrated Noongar artist in her own right. The students learnt how to do dot painting and created a design on a wood boomerang. The boomerangs and the finished woven grass bowls were put on display in the office.



MUSIC (Sue Pinakis)

At Dalmain Primary School, the music program involves a wide variety of experiences giving students opportunities in the areas of choral singing, musical performance, drumming, instrumental music tuition in the areas of guitar, clarinet and brass, out of school extension in the form of a keyboard, advanced singing group and participation in out of school performances in musical festivals.

As well as this, students are exposed to a classroom music program that engenders not only a love of music and performance but a developmental approach to teaching musical skill and concepts. Dalmain Primary School's ANZAC ceremony traditionally features our school choir as it did last year. Following from this, our choir performed at the WAGSMS concert held at the Crown Theatre. There they presented a medley of songs and dances from The Addams Family Musical. Following this, the choir performed again for parents at the music assembly and at the end of the year, our school choir performed at the Year 6's graduation ceremony.

This year was a first for running an advanced singing group who performed at the Joondalup Festival, and at the graduation at the end of the year. Whilst they came second in their division, they performed beautifully and were assessed with a high grade for their performance.

Our weekly keyboard group was popular. The students who were involved have since demonstrated a love of playing the keyboard/piano that has grown from this experience with students keen to become involved again this year. Some who have moved on to high school, are continuing keyboard.

Including the performance of the choir at the WAGSMS concert, were a group of enthusiastic students who performed a dynamic body percussion routine. This percussion group performed again at the music assembly, and joined with others in their class to entertain us at our end of year concert with a percussion routine based on elements of a previous performance from Stomp.

Our end of year concert involved all students from Pre-primary to year six with each class performing an item under the title of 'Heal the Earth,' supporting our school's focus on sustainability. In this concert students were given the opportunity to compere, sing both with their class and in a solo capacity, dance and use instruments in their performance.



PHYSICAL EDUCATION (Paul Valentino)

A number of positive outcomes were built on and achieved across student achievement, curriculum delivery and local school network relationships perspectives. The collection of data related to student achievement again compared favourably with 'like schools' and the continued professional relationship that was developed amongst Health and Physical Education teachers in our network saw the introduction of a professional learning exercise related to grade distribution in PE.

SCHOOL/GRADE	A	B	C	D	E
DALMAIN	11 (4.5%)	81 (33%)	140 (57.5%)	11 (4.5%)	0
NETWORK SCHOOLS	48 (3.5%)	356 (27%)	831 (62%)	90 (7%)	4 (0.5%)

Further refinement of these data collection processes saw a shift from student fitness testing data toward qualitative student feedback in line with 'Focus 2017' requirements. To support this we furthered developed our pedagogical focus involving three key philosophies, aimed at continuing to develop skills and attitudes to give our students the best opportunity to continue meaningful and ongoing involvement in positive physical activity.

Students were again supported to be confident in 'challenging themselves' as well as 'being safe' in a physical, social and emotional sense. We continued to focus on encouraging them to challenge themselves, improve their skills and attitudes, develop their confidence to make mistakes and actively demonstrate their physical and emotional resilience when participating in PE activities. Students also continued to apply previously introduced strategies to 'work effectively with unfamiliar students' and those of different abilities to their own.

The positive culture of participation in PE was illustrated in the qualitative responses provided via direct student feedback. Of the 72 students surveyed across our Yr5/6 cohorts, the following responses were received: 93% stated they always or almost always enjoyed being part of these lessons, 91% stated they were always or almost always given confidence to challenge themselves, make mistakes and learn new things, 93% stated that the lessons always or almost always contained lots of physical activity and 95% stated that they always or almost always knew what the teacher was looking for when they were being assessed. Room for improvement can be found by outlining planned lesson outcomes as reflected in the results that indicate only 68% of students stated they always or almost always learnt something 'new' in every lesson.

This curriculum delivery was complemented by whole school initiatives including in-term swimming, the extension of our morning fitness program and the development of the well-attended before school Running Club. This was also supported by a whole school Cross-Country event celebrating effort and resilience on the same level as results and our goal-driven, whole school focussed 'Walk Australia' fitness challenge which was successfully applied by students across the entire school and saw 1000's of kilometres collectively walked, recorded and reported by our students over the course of the year.

Pleasing results were also achieved in both school based and inter-school fixtures and carnivals. Our Netball teams were successful in winning the overall trophy at our Lightning Carnival and our Athletics team finished 2nd overall out of our six school network. The positive engagement was also illustrated in the strong and consistent feedback responses we received from numerous families emphasising our school's strong culture of positive participation throughout 2017.



LANGUAGES OTHER THAN ENGLISH - LOTE (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 LOTE (Japanese) program is integrated into the whole school program through collaboration with classroom and specialist teachers, demonstrated through successfully winning our division in the National Art Speaks Japanese competition for the third year running (Art) and the whole school community singing (Music). Whenever possible, courses of study are based around authentic cultural content as reflected in the Japanese assembly in Term 4 which focused on the Kendama, a Japanese skill toy popular amongst students and also featured a small musical ensemble playing traditional Japanese music with traditional instruments.

There was a review of the Assessment of Language Competence Test conducted with the Year 6 students in 2016. Some problems associated with online testing had been identified but more importantly the test content does not accurately reflect changes to the curriculum and is not being used by schools in the local network. The network concluding it is not a particularly effective tool for comparison with other schools. Common assessment tasks are being developed through the WA Japanese Language Teachers Association and will be administered over the local Japanese Language network.

There was a substantial amount of professional development attended throughout 2017, mainly related to the implementation of the new Languages curriculum at Year 3 level in 2018, in particular the 'Walk the Talk' Seminar presented by the WA Japanese Language Teachers Association. In addition there was some exploration of the potential of Content and Language Integrated Learning (CLIL) through attendance at the WA CLIL Conference at Curtin University. There will be a continuing focus on this in 2018 with development and trial of new materials and content to reflect the new curriculum.

HEALTH (Emma Menegaldo)

The Health learning area continued to encourage a safe, responsible and empathetic environment for students in our school community in 2017. There was a continued focus on the students' skills and knowledge regarding what constitutes a healthy way of life. Highlights included:

Social/Emotional Education

Senior school students participated in a range of live online lessons promoting internet safety run by the Office of the Children's eSafety Commissioner. Students commented that they found these lessons both useful and thought-provoking.

Students identified their social and emotional capabilities using the Five Keys to Success via the continued application of the 'You Can Do It' Program. Selected students received 'You Can Do It' awards at school assemblies to acknowledge behaviours aligned with the Five Keys.

Nutrition

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

Classes in the senior block hosted parents and other relatives at their class restaurant/café ventures in Semester Two. This authentic learning program allowed students to study recipes and assist with food preparation.

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

Fitness

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

All students participated in daily morning fitness activities and the Wednesday Walk.

Students in Years 1-6 took part in weekly Physical Education lessons with a specialist teacher and participated in Junior and Senior Sports sessions every Friday.

Community links

We provided opportunities for parent/carer education and participation in healthy lifestyles by delivering a number of events throughout the year. These events included Walk to School Breakfast, School Athletics Carnivals, Lightning Carnival and Lap-a-thon.

WASTE WISE REPORT 2017 (Jane Ridley)

Our sustainability focus has been continued through the maintenance of Waste Wise practises from K-6. The table below shows student involvement in Waste Wise programs and activities across the school at Dalmain PS in 2017.

K – 6	Numerous classes participate in planting/ harvesting/selling of produce from the DUG	Year 5	Terracycle – Oral Care Recycling
Years 2 - 5	Collecting of organic waste daily	Year 5	Selling of Worm Wizz at whole school assemblies
Year 4	Whole School Paper recycling	Year 6	Compost Crusaders
Year 5	Worm Farming 3 x weekly feeding/watering and collecting Worm Wizz	Year 6	Waste Wise Monitors organise and support Nude Food Tuesday. Various watering and maintenance roles in the DUG.
K - 6	Participate in Nude Food Tuesday		

Seedling Table

Classes experimented with planting and growing a range of vegetables and even flowers in preparation for Mother's Day. Students were responsible for the frequent watering required and eventually transplanting bigger plants into garden beds.

June Busy Bee

School families and local community members pitched in to help with some general tidying of the DUG and maintenance. In addition foliage was added around the pond and further irrigation was provided ready for vine planting.

Class Restaurants

Senior students planted and harvested produce to be used in their 'authentic restaurant' program in Term 2 and 3. Students from TA 6 experimented with up-cycling pallets and using them for growing Asian vegetables.

Dedicated Class Garden Beds

All classes K-6 were allocated garden beds and a range of produce was grown, harvested, sold at pop up markets and used for in class cooking.



On the Menu

Delicious, organic produce from the DUG has also been featured on the canteen menu in 2017, in salads and a number of baked delights.

Waste Audit

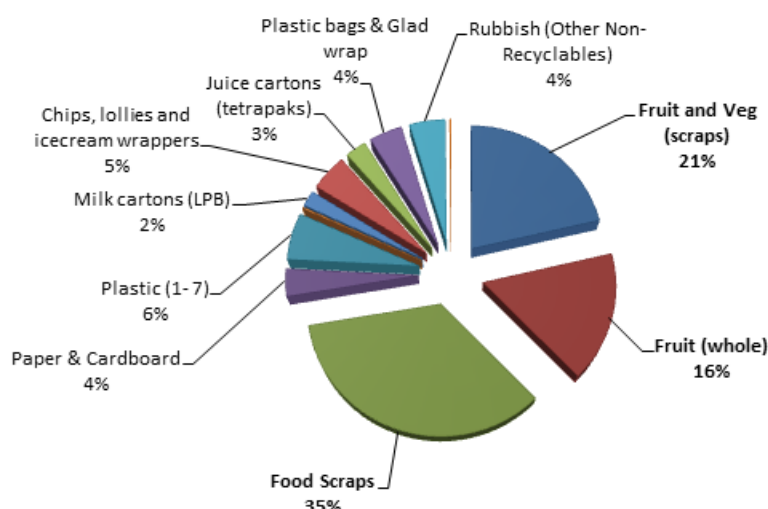
In August TA5 conducted a waste audit with Waste Wise school advisor Patrick Hammil. Unfortunately, as reflected in the breakdown, we still have considerable work to do to improve our school results and develop a whole-school 'sustainability action plan'.



Waste Audit Breakdown (by weight) for One Day of Waste at Dalmain Primary School

Date: 02/08/17

The most significant items we found (by weight):



- Food scraps (35%)
- Fruit & Vegetable scraps (21%)
- Whole fruit (16%)

Plastic Free July – Term 3

All students and staff at Dalmain learnt about single-use plastics, and how they impact the environment once they are discarded. Through the whole school focus students and staff investigated solutions and behaviours to avoid products in plastic packaging, reducing where possible and recycling what cannot be avoided. The program concluded with all staff and students making plastic free pledges and creating class displays to further raise awareness.

New DUG Sign

Following a whole school DUG sign competition a professional sign is now displayed highlighting the many programs that feature in the garden.

A new 'Cowey Corner' sign was presented by the P&C to acknowledge the significant effort made by parent Brett Cowey. The whole school community have benefited by Brett's efforts in establishing and maintaining the DUG, and many of the Waste Wise practises.



INFORMATION AND COMMUNICATION TECHNOLOGY [ICT] (Kaylie King)

2017 was a busy and engaging year in the area of Technologies/ICT capabilities. As ICT capabilities was a major focus area for Dalmain PS, a variety of experiences, resources, professional development and opportunities were provided to staff and students.

The school purchased a subscription to Typing Tournament in 2017. This program provides all students with the skills needed to achieve typing goals. All students have received passwords to enable them to access this program both at school and at home.

In addition we purchased a further 30 iPads along with portable keyboards to assist with our online typing program. The new iPads have been put in an iPad bank which classes can book out at anytime. The original 30 iPads have been distributed equally across the school for the students to use in class.

As a school we now have access to the use of 12 Dash robots and 27 Sphero robots. These robots are stored in the library and are available for staff to access. The choice of robot is dependent on the year level of the students and all students have had the opportunity to use them and develop their coding skills.

Staff members were provided with professional development from Bertram Primary School. This PD provided information and examples of the effective use of these robots within the classroom and across all learning areas.

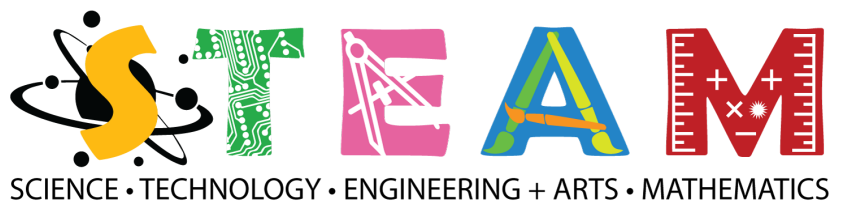
Again this year we partnered with Scitech and they tested their new digital programs with students in the junior primary. These programs were highly engaging and a great way to begin learning about coding and programming. We are very fortunate to have this partnership with Scitech.

The students in TA1 and TA2, collaborated with TA10 to code the Dash robots over a series of eight lessons. This culminated in an enriching task where students were required to design a costume and a series of dance moves for their Dash robot to perform. The students were actively involved in all lessons, collaborated enthusiastically and very much enjoyed learning how to use the Dash robots.

The students in Year 5/6 participated in Webinars presented by the eSafety Commissioner. Topics covered included Personal Information Online, Cybersmart Communication and Cybersmart Access. All students then individually completed a Cybersmart Quiz based on these topics. Various coding opportunities were provided to the students where they explored the idea of paper coding, programmable apps and the use of Sphero robots.

This year we will be reporting on the Technologies curriculum. In first semester we are focussing on Design and Technologies and second semester we will be focussing on Digital Technologies.

Our goal this year is to continue the successful integration of STEAM approach in classrooms across the school in conjunction with our new focus on the Technologies curriculum.



ADDITIONAL INFORMATION

Dalmain Primary School students continued to have an attendance pattern above the state average in 2017.

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

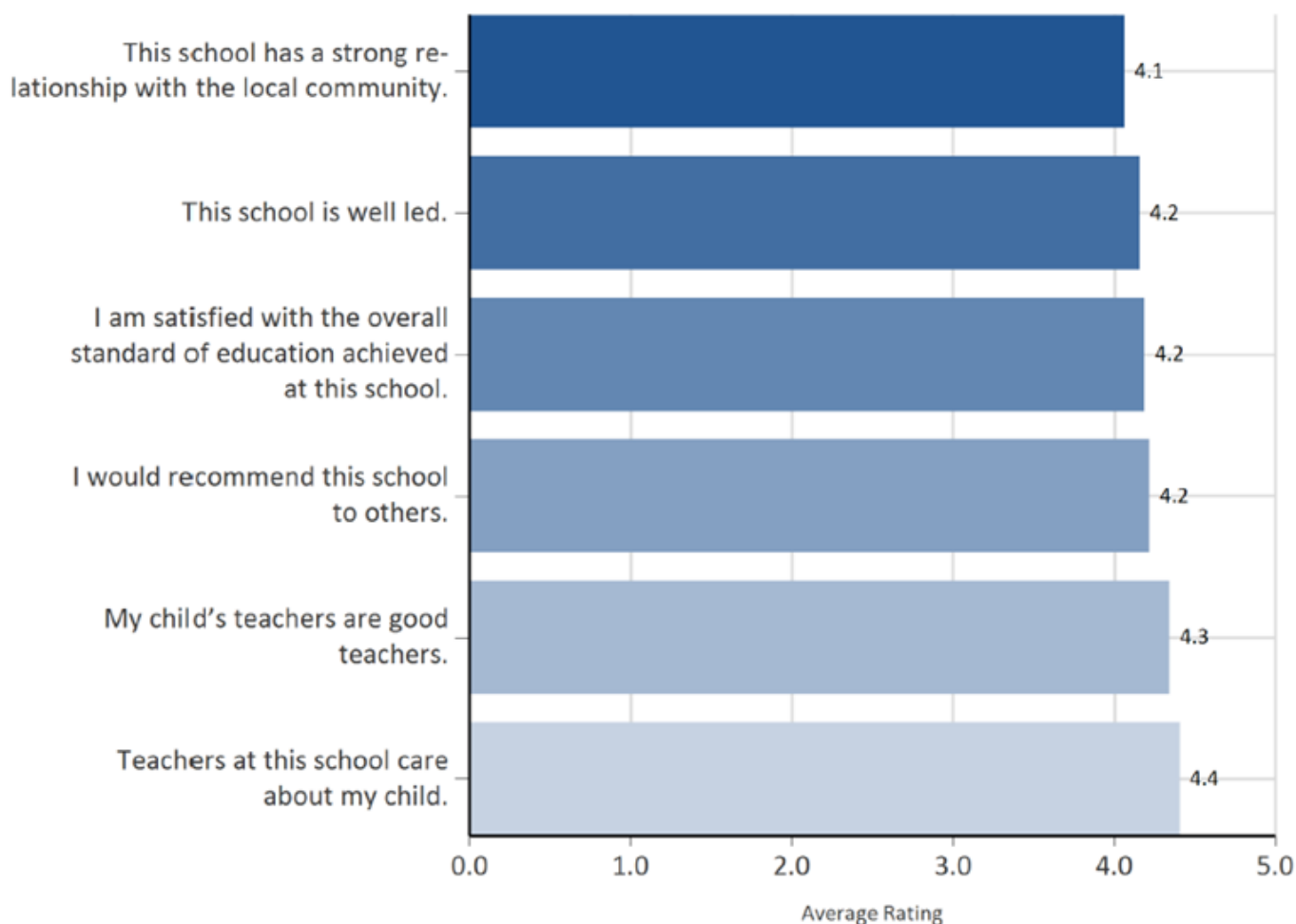
	School	Like Schools	WA Public Schools
2015	94.1%	94.5%	93.8%
2016	93.5%	94.7%	93.7%
2017	94.7%	94.6%	93.8%

COMMUNITY SATISFACTION

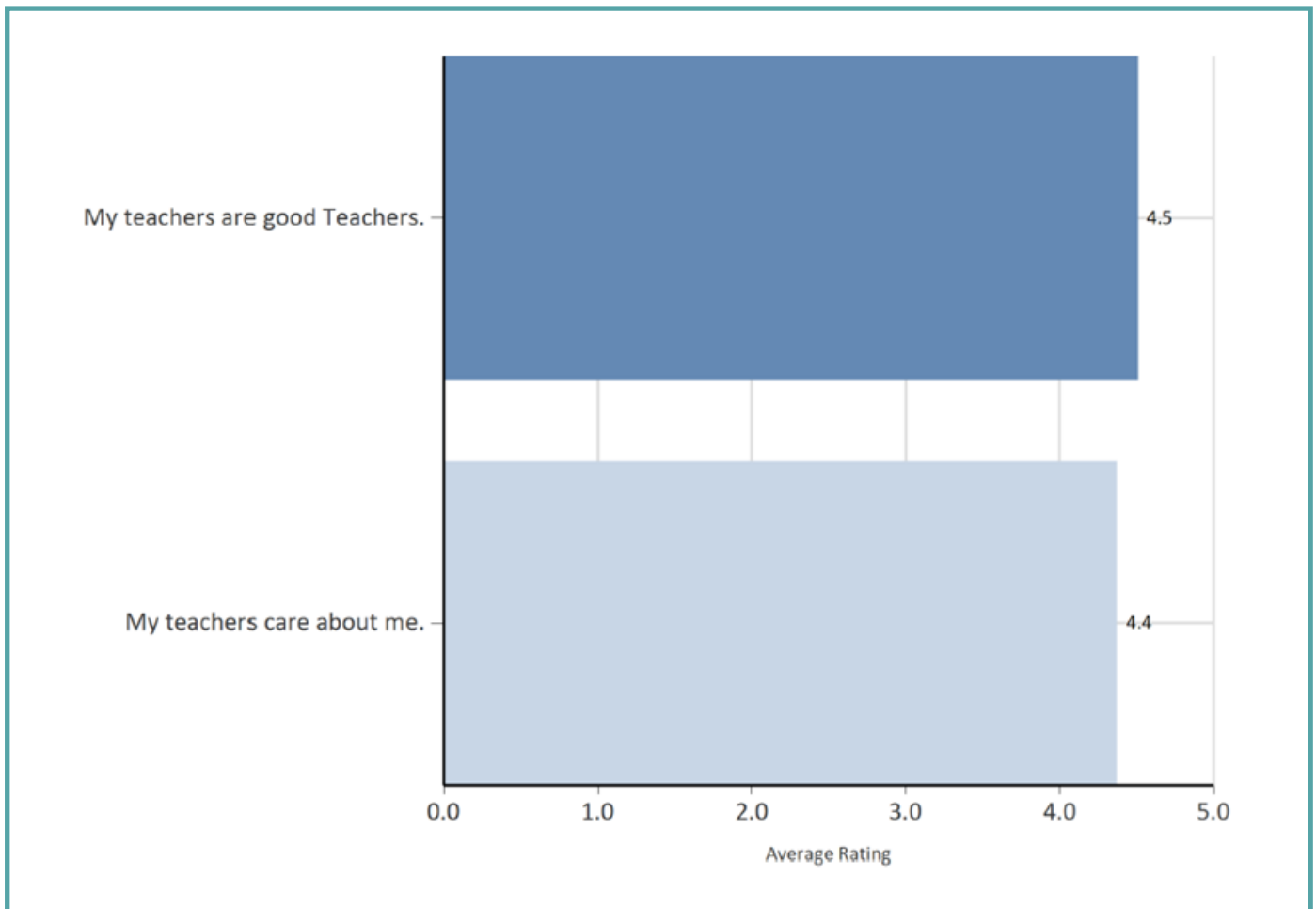
School Questionnaires

School surveys have been carried out for many years at Dalmain PS. From 2014 all government schools were required to conduct a national survey every two years. The latest survey was carried out in October 2016 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 very positive, with very high levels of satisfaction being recorded. The parent responses are summarised below. This survey will be re-administered in 2018.

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



Student Responses



VALUE ADDING

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

- Visual Arts learning program
- Dalmain Urban Garden and Wastewise program
- Year 6 School Leadership Program and Camp
- School Choir and drumming program
- WAGSMS Music performance at Crown Theatre
- Greenwood College Transition Program
- Buddy Classes
- School Instrumental Music Program
- Chess Club
- Walk to School and Healthy Breakfast Day



SCHOOL FINANCES

In 2017 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 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 14,761.60	\$ 14,761.60
2	Charges and Fees	\$ 55,004.64	\$ 55,004.64
3	Fees from Facilities Hire	\$ 33,902.32	\$ 33,902.32
4	Fundraising/Donations/Sponsorships	\$ 11,185.23	\$ 11,185.23
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 835.00	\$ 835.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,428.92	\$ 3,430.20
9	Transfer from Reserve or DGR	\$ 23,593.76	\$ 23,593.76
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 142,711.47	\$ 142,712.75
	Opening Balance	\$ 60,255.00	\$ 60,255.13
	Student Centred Funding	\$ 200,950.00	\$ 200,950.00
	Total Cash Funds Available	\$ 403,916.47	\$ 403,917.88
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 403,916.47	\$ 403,917.88

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 21,258.45	\$ 17,297.09
2	Lease Payments	\$ 20,000.00	\$ 19,368.26
3	Utilities, Facilities and Maintenance	\$ 107,384.83	\$ 101,200.60
4	Buildings, Property and Equipment	\$ 64,020.00	\$ 59,626.44
5	Curriculum and Student Services	\$ 134,613.57	\$ 119,400.89
6	Professional Development	\$ 17,414.00	\$ 17,241.27
7	Transfer to Reserve	\$ 37,265.62	\$ 24,400.00
8	Other Expenditure	\$ 1,560.00	\$ 339.82
9	Payment to CO, Regional Office and Other Schools	\$ 400.00	\$ 400.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 403,916.47	\$ 359,274.37
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 403,916.47	\$ 359,274.37
	Cash Budget Variance	\$ -	

Cash Position as at:	
Bank Balance	\$ 106,631.00
Made up of:	\$ -
1 General Fund Balance	\$ 44,643.51
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 63,783.94
5 Suspense Accounts	\$ 242.55
6 Cash Advances	-\$ 200.00
7 Tax Position	-\$ 1,839.00
Total Bank Balance	\$ 106,631.00

