

DALMAIN PRIMARY SCHOOL

BUSINESS PLAN

2019-2021



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. Inspire all students to lead lives that are personally fulfilling, enabling them to contribute positively to a global society.

Students are encouraged, and expected, to take risks with their learning and to accept responsibility for their actions. They recognise that Dalmain Primary School is a supportive learning environment with a commitment to a culture of high performance and high care.

LOCATION

Dalmain Primary School is located in the northern suburb of Kingsley approximately 20 kilometres from the Perth central business district.



OVERVIEW

Dalmain Primary School opened in 1990 and is one of five primary schools in Kingsley. The school has a student population of approximately 275 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 and has embraced the capacity to make further decisions around curriculum, student support and financial management. The school board meets on a regular basis and has representatives from the school staff, parent body and community.

Dalmain Primary School is held in high regard within the local Kingsley area and more broadly across the North Metropolitan Education Region. This has been the result of a comprehensive and broad learning experience that has been provided at the school over a number of years. All staff ensure learning environments reflect current trends and practices and provide a rich learning environment for the students. Dalmain has specialist teachers in Music and the Visual Arts, Physical Education and Languages with students in Years 3 - 6 studying Japanese. The school embraces opportunities for students to engage in the broader community through a range of extra-curricular activities. These include participating in a variety of arts, leadership and sporting events where students gain invaluable experience.

Dalmain Primary School students are considerate and respectful, caring for themselves, others and the environment. They pursue knowledge diligently and aspire to achieve academic excellence. Our students learn to understand the world around them, their roles and responsibilities in helping shape the future and identify ways in which they can make a difference.

The school actively pursues and encourages partnerships within the local school community and beyond. These include innovative parent partnerships with school projects such as the Dalmain Urban Garden (DUG) and Nature Play Space. Other significant partnerships have been established with Edith Cowan University (ECU), Greenwood College and Care for Kids OSHC.

The statement below is a direct quote taken from the Public School Review conducted in 2019 and is symbolic of the approach and aspirations of the Dalmain school community.

“Implementation of the school’s motto of ‘Care, Strive and Achieve’ is evident across the school. A pervasive culture of contribution sees leaders at all levels work eagerly and collaboratively across learning and curriculum areas. This culture is built on high levels of relational trust.”



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. This is supported by the School Pastoral Care, and Health and Well Being initiatives. The You Can Do It! Program and mindfulness are a focus of our health and well-being approach.



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.

SELF ASSESSMENT

School assessment is ongoing and conducted in a systemic manner to provide relevant and useful information. This data is utilised to inform, validate and develop teaching practices and school direction. Information is obtained from a broad range of areas across the curriculum.

In line with current Department of Education policies such as Classroom First and the Strategic Plan for Government Schools 2016-2019 (High Performance - High Care), the priorities at Dalmain Primary School focus on literacy and numeracy with 50% of each school day being devoted to these key areas. There is an emphasis on continuing to enhance a school culture of high performance - high care for the benefit of all students and staff.

READING NAPLAN ANALYSIS

Dalmain Primary School students have generally performed as well or better than other 'like' schools across Australia. Reading has been a school priority and remains an area of whole-school focus.

WRITING NAPLAN ANALYSIS

Dalmain Primary School students have performed soundly within this area, achieving above expectation in comparison with 'like' schools. The goal is to maintain this high level of achievement.

SPELLING NAPLAN ANALYSIS

Spelling has been an area of focus for the whole school (K-6) since 2016 and will continue to be so. While there has been some improvement in results during this time the aim is for further improvement.

NUMERACY NAPLAN ANALYSIS

Since the inception of NAPLAN, students across all year levels have generally performed highly in this area of assessment.

This has resulted from a whole-school approach and the implementation of appropriate teaching and learning strategies in line with WA Curriculum expectations.

SCIENCE AND TECHNOLOGIES (COMPUTATIONAL THINKING)

Students perform as well or better than other students as measured by the ACER PAT Science assessment.

Students in Yrs 4-6 achieve a level of merit or higher, as measured by the BEBRAS National Computational Thinking Assessment.

ON ENTRY DATA

Pre-Primary students, tested each year in the areas of literacy and numeracy, perform in line with expectations of students state-wide. Students performing below expectation are monitored and re-tested at the end of semester two.

ATTENDANCE

The attendance rate at Dalmain Primary School over the past three years has averaged 94.3%. This is in-line with 'like' schools.

SURVEY DATA

Dalmain Primary School students, parents and staff members are surveyed on a bi-annual basis to assist in determining areas of strength and areas for improvement. The results of these surveys are shared with the Dalmain school community, School Board, P&C and staff.

2019-2021 TARGETS

The Reading, Writing, Spelling and Numeracy targets below are based on NAPLAN data.

READING

Reading achievement in Years 3 and 5 will be the equivalent of, or similar to, other 'like' schools. PP-Year 6 students perform as well or better than other students as measured by the ACER PAT Reading assessment using normed data.

WRITING

Students in Years 3 and 5 will be the equivalent of or better than 'like' schools.

SPELLING

Students in Year 3 and 5 to match the performance of 'like' schools. Year 3 -Year 6 students perform similarly to other students as measured by the ACER PAT Spelling assessment using normed data.

NUMERACY

Numeracy achievement in Years 3 and 5 will be the equivalent of, or better than, 'like' schools. Year 1 -Year 6 students perform as well or better than other students as measured by the ACER PAT Reading assessment using normed data.

SCIENCE

Year 3 -Year 6 students perform as well or better than other students as measured by the ACER PAT Science assessment using normed data.

ARTS

Students at Dalmain Primary School will have an increased opportunity to participate in a wide range of curricula activities in visual arts and music.

LANGUAGES

By 2021 all students from K-6 will have the opportunity to access the Languages curriculum.

PHYSICAL EDUCATION

All students will access a minimum of two hours per week of physical education activities across a wide range of contexts.

Positive student engagement will be evaluated longitudinally and student achievement and teaching practice will be assessed and moderated within our network of local schools.

HEALTH AND WELL BEING

Using *Attitude Behaviour Effort* reporting data to increase the number of students who perform 'consistently' across all year levels.

EXCELLENCE IN TEACHING AND LEARNING

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.

STRATEGIES	MILESTONES
National Quality Standards (NQS)	<ul style="list-style-type: none"> • Whole school approach upholding NQS requirements which incorporates Play based learning. • Provision of professional learning and planning for staff. • Early years teams use the NQS to engage in a quality improvement process to reflect upon current programs and practice and identify strengths and areas for improvement.
Western Australian Curriculum	<ul style="list-style-type: none"> • Integrate the general capabilities and cross-curriculum priorities into learning areas. • Teachers to access online learning and teaching resources through the Portal, SCSA and Department / outside providers. • Teachers to use whole school staff meetings to further understanding of curriculum areas and planning, monitoring, assessing and reporting, extending into lesson design (iStar) and positive student cooperative learning structures.
Professional Growth	<ul style="list-style-type: none"> • Strengthen the use of peer classroom observation to strengthen teaching practices. • Further the understanding of the new National Professional Standards for Teachers and their link to performance management. • Staff members actively engage in professional development in identified areas of individual and school need. Information and knowledge is shared with whole staff.
Science, Technology, Engineering, Arts and Mathematics (STEAM)	<ul style="list-style-type: none"> • Implement and integrate STEAM (Science, Technology, Engineering, Arts and Mathematics) across other learning areas with focus on critical thinking, creativity and entrepreneurship. • Staff to access professional learning that will enhance their capacity to deliver STEAM strategies and projects within their classes.
Information and Communication Technology (ICT)	<ul style="list-style-type: none"> • Continue to develop a whole-school approach in providing opportunities to effectively use ICT and in keeping with the direction provided by the Western Australian Curriculum ICT General Capabilities Learning Continuum.
Cultural Diversity	<ul style="list-style-type: none"> • Whole school self-reflection against the Aboriginal Cultural Studies Framework. • Recognition of cultural diversity within our school community and the broader community through curriculum areas and school initiatives, such as the Arts program, You Can Do It! Program, incursions, HASS, Languages and school events such as Harmony Day and National Aboriginal and Islander Day of Celebration (NAIDOC). • Wider community interaction and participation through special events.
Early Identification of SAER	<ul style="list-style-type: none"> • Use formal and informal assessments, teacher judgements and observations to identify students who may be at risk in the early years of schooling. • Learning support team in partnership with parents, outside agencies use a case conference approach and evidence based instruction to address the educational needs of students. • Use of whole school plans and documents such as Student Profile, Individual Education Plans (IEPs), Group Education Plans (GEPs) and Individual Behaviour Plans (IBPs). This is supported by Individual Records of Intervention and the Tiers of Intervention Structure that also supports high achieving students. • Reading intervention supported through MiniLit (Yr1-2) & MultiLit Reading Tutor (Yr-6).
Use 50% of every day in the teaching of English and Mathematics	<ul style="list-style-type: none"> • Focus on essential literacy skills, strengthening the teaching of phonics, spelling, grammar, writing (Seven Steps Writing Success K - Yr6) and reading comprehension. • Focus on synthetic phonics program Letters and Sounds in K-2, and Words Their Way Yr3-6 through ability groupings. • Focus on essential numeracy skills, - fluency and meta language skills; strengthening lesson delivery (iStar model).
Advocacy for the Arts Program	<ul style="list-style-type: none"> • Staff members collaborate to provide an engaging, inspiring and enriching Arts program. Encouraging students to reach their creative and expressive potential. • Continued involvement with school wide and community based events, performances, displays and curriculum supported competitions.

STRONG, SUSTAINABLE PARTNERSHIPS

Dalmain Primary School will continue to forge strong and sustainable partnerships with its community to further enhance the opportunities for improved outcomes for all Dalmain students.

STRATEGIES	MILESTONES
Community Satisfaction Survey	<ul style="list-style-type: none"> School survey run on a bi-annual basis. Survey results analysed and information used as a guide for school improvement and change.
Valuing Parents	<ul style="list-style-type: none"> Teachers build respectful, trusting and friendly relationships with families of students in their classes. Communication with parents via newsletters, web-site, phone app, flyers, email and face-to-face interviews. School Board in partnership with the school to assist with key decisions about the direction of the school. P & C Association provides an important link between parents and the school including management of our school canteen and fundraising. Maintain a data base listing areas of parent expertise and available skills to assist our school and students. Enhance ways in which parents can be involved within the school. (eg) Maintenance of nature play space and the Dalmain Urban Garden.
Aboriginal Culture	<ul style="list-style-type: none"> Plan ways to interact with Aboriginal culture. (eg) Through NAIDOC week, whole school incursion and community events.
Education Partnerships	<ul style="list-style-type: none"> Continue partnership with Edith Cowan University (ECU) mentoring teachers throughout their training. Trainee teachers supported to complete their practicums at Dalmain. Mentoring education assistants through Central TAFE, West Coast TAFE and ECU. Placement of work experience students from 'local' high schools. Students placed into classrooms where they learn additional skills and protocols in working in a school. Placement of ECU occupational therapy students in junior primary classes. Students supported to complete their practicums at Dalmain. Dalmain students in year six take part in a transition program at Greenwood College. This program provides an important support mechanism for students who will be moving into a high school setting. Trained volunteers through EdConnect partnership supporting the Early Intervention in Reading for Yr 3—Yr 6.
Care for Kids	<ul style="list-style-type: none"> On-site partnership with Care for Kids providing before school, after school and holiday care for students within our local community.
Networks	<ul style="list-style-type: none"> Dalmain Primary School staff members are involved with various educational groups to access and share knowledge. These include the Balcatta-Greenwood-Warwick (BGW) network which consists of 17 schools; the Greenwood cluster made up of Goollelal, West Greenwood and Dalmain Primary Schools along with Greenwood College.

SAFE AND SUPPORTIVE ENVIRONMENT

Dalmain will provide a safe, caring and supportive environment for all of its school community. A culture of empathy, resilience and tolerance will be nurtured and embedded through the values and beliefs held by our school community.

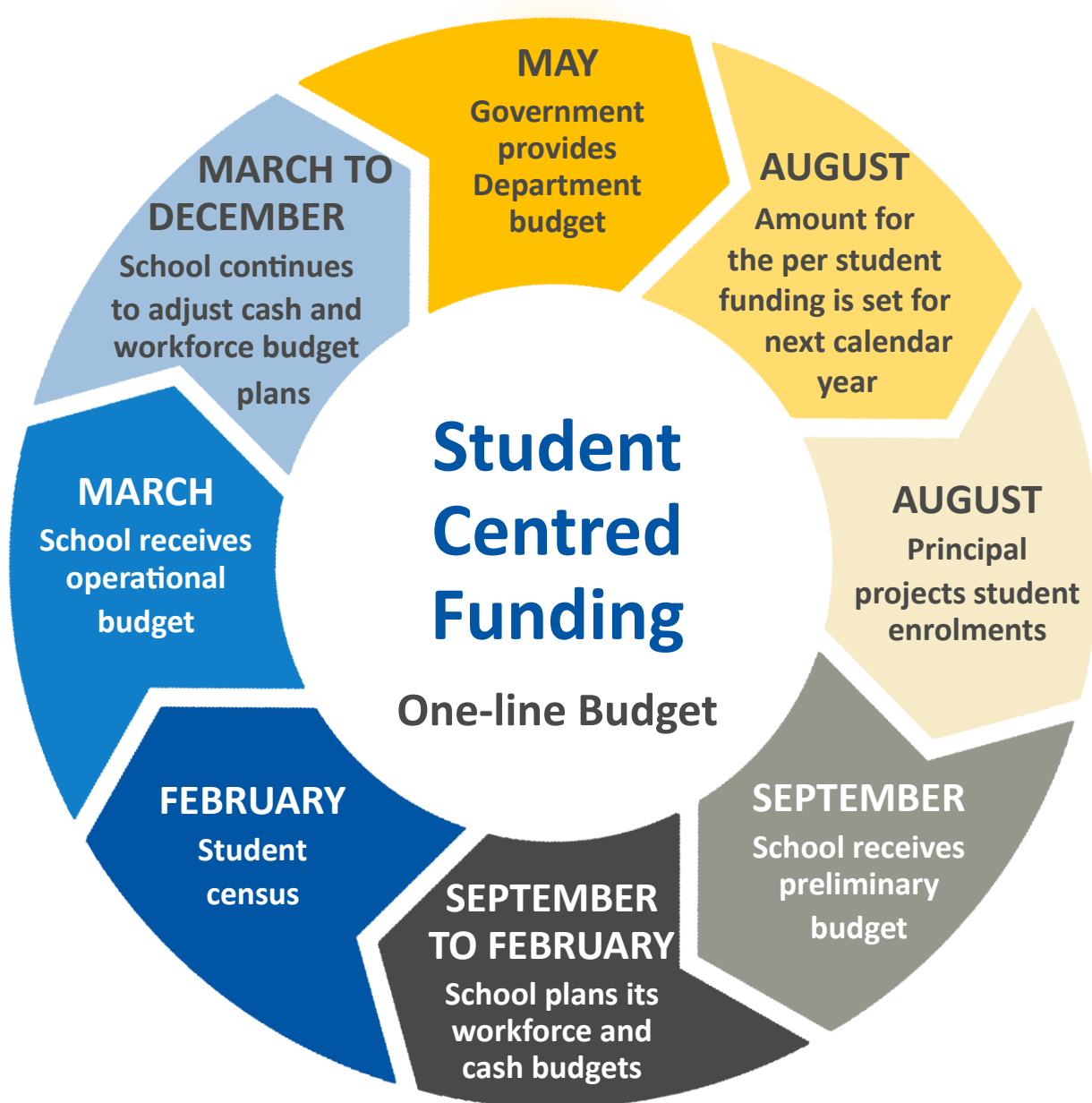
STRATEGIES	MILESTONES
Leadership	<ul style="list-style-type: none"> Students from Year 4 - Year 6 are involved in taking on a leadership role within our school. The Year 6 students undergo a rigorous selection process. Exposed to other leadership opportunities. (eg) loose parts, compost, recycling. Through Performance Management and Curriculum teams staff are provided opportunities to lead and are supported in developing their skill sets and leadership aspirations.
Values	<ul style="list-style-type: none"> Maintenance of the You Can Do It! Program based around the 5 keys to success. Development and awareness of strategies that support mental health and social thinking. Use of support Programs and initiatives which assist with positive mental health and well-being for staff and students such as Smiling Minds, Loose Parts and Carts, Chess Club and Library Chill out sessions. Explicit teaching of protective behaviours (K - Yr 6). Dalmain Dockets - Playground citizenship program. School Awards - Celebrate positive student contributions through awarding merit awards. Acknowledge achievement and values. Individual and staff successes acknowledged through the school newsletter. Buddy classes between upper primary and lower primary. Cyber Safe – Students, families and staff educated through workshops, explicit teaching and information published in the newsletter and online. A greater awareness and appreciation of the environment through participation in the nature play space and the Dalmain Urban Garden.
Inclusivity	<ul style="list-style-type: none"> Dalmain provides a nurturing and safe environment for students with special needs and EAL/D. Teachers and Education Assistants implement individual education plans catering for the students' needs and learning styles. Involvement in incursions and programs which promote cultural awareness such as NAIDOC Week, Harmony Day and Bullying No Way.
Restorative Practice	<ul style="list-style-type: none"> Whole school approach to dealing with conflict resolution through restorative practice. Incorporate a review of Behaviour Management Policy.
Chaplain	<ul style="list-style-type: none"> School chaplain provides counselling to students and families who may require additional assistance and support. School chaplain works collaboratively with School Psychologist and SAER team along with staff to support students and their families.
Transition	<ul style="list-style-type: none"> Year 6 transition program run in partnership with Greenwood College. Special needs students provided with a targeted program as required. Early years' students provided with a transition program in term four to assist with a smooth transition to the next year level. Whole school transition collaborative process between staff in preparation for the following year.

STUDENT CENTRED FUNDING

All schools now operate with a one-line budget. The Principal, in collaboration with the leadership team and school community, determine how funding is used to best support student and school needs.

SCHOOLS RESOURCING - 2019 AND BEYOND

The Department of Education receives its annual budget from the State Government in May each year. Based on this budget and projected student enrolments, an amount is set for the per student funding for the following year.



PER STUDENT FUNDING, ENROLMENT LINKED BASE ALLOCATION

The per student funding is based on the year level of each enrolled student. For primary school aged students there are three levels of funding: Kindergarten, Pre-primary to Year 3 and Years 4 to 6.

YEAR LEVEL	PER STUDENT FUNDING 2020
Kindergarten	\$4 849
Pre-primary - Year 3	\$8 311
Year 4 - Year 6	\$6 926

The majority of funds available to operate and manage Dalmain Primary School are determined by the above. Additional funds are gained through allocations for student disability, social disadvantage and targeted initiatives (eg NQS funding, Kindergarten - universal access funds).





School Song

At Dalmain Primary School

We all learn the golden rules

We are striving hard to grow and to succeed

It's a caring kind of place

Where you'll find a friendly face

And a happy smile will greet you one and all.

We are working as a team

To attain our hopes and dreams

We're learning skills to use throughout our lives

It's the school that we like best

Our home is in the west

Life's great for us at Dalmain Primary



Dalmain Primary School

64 Dalmain Street, Kingsley WA 6026 | Phone: (08) 6207 2200
dalmain.ps@education.wa.edu.au | www.dalps.wa.edu.au