

Dalmain Primary School



Annual Report 2025



Welcome to Dalmain Primary School

Dalmain Primary School, established in 1990, is one of four government primary schools in Kingsley and currently educates approximately 275 students. Our size enables us to offer diverse programs while maintaining the close, supportive relationships that help every child thrive. Our dedicated staff are committed to nurturing each student's academic, social, and emotional growth within a safe and caring environment.

The School Board, comprising of staff, parents, and community representatives, plays an active role in shaping strategic priorities and supporting our shared vision for the future.

Dalmain Primary School is recognised for delivering a high-quality and comprehensive education. Our teachers employ contemporary, evidence-informed practices to create engaging, inclusive classrooms that reflect current educational standards and priorities.

Students enjoy access to specialist programs in Music, Visual Arts, Science, Physical Education, and Japanese. They also participate in a variety of extra-curricular, community, sporting, sustainability and leadership opportunities that build confidence, teamwork, and real-world skills.

Strong partnerships with families, local organisations and the wider community are central to who we are. Initiatives such as the Dalmain Urban Garden (DUG) and Nature Play Space, alongside collaborations with Edith Cowan University, Greenwood College, and Care for Kids OSHC, enrich our students' learning and strengthen our school community.



“Inspire every child’s individual pursuit of potential and fulfilment by nurturing a safe, inclusive and engaging learning environment.”

OUR VISION

From the Principal

Dear Dalmain Primary School Community,

It is a pleasure to bring you the school's Annual Report for 2025.

Having joined the school in August, I was welcomed by staff, students and families who loved their school; clearly a caring and connected community.

During 2025 the school transitioned from the previous Business Plan to our new plan, which was launched in Term 4. The 2025-2028 Dalmain Primary School Strategic Plan was developed in consultation with staff and the School Board.

This key document outlines our shared vision for the future. The purpose of the Strategic Plan is to:

- Set a clear direction – It helps everyone understand what we are working towards and how we plan to get there.
- Focus our efforts – It ensures that our time, resources and energy are directed toward what matters most for student learning and wellbeing.
- Measure progress – It provides targets so we can track our achievements and identify areas for improvement.

Our strategic directions focus on the areas that have the greatest impact on student outcomes:

- Fostering a culture of excellence in teaching and learning
- Building strong, sustainable relationships
- Providing a safe and supportive environment
- Promoting proactive leadership and strong governance

We believe this plan reflects what our community values most in education and provides a clear roadmap for continuous improvement, innovation and success for every student.

I look forward to collaborating with staff, students and the wider community to bring our plan to fruition.

Kind regards

Amanda Robinson
Principal



Our Motto

Care, Strive, Achieve encompasses our holistic approach of working together to support and develop every child at Dalmain. We provide a challenging learning environment where each child can gain both the academic and life skills needed to tackle our ever-changing world. At Dalmain Primary School, we are committed to the growth of the whole child and inspire every child's individual pursuit of potential and fulfilment.

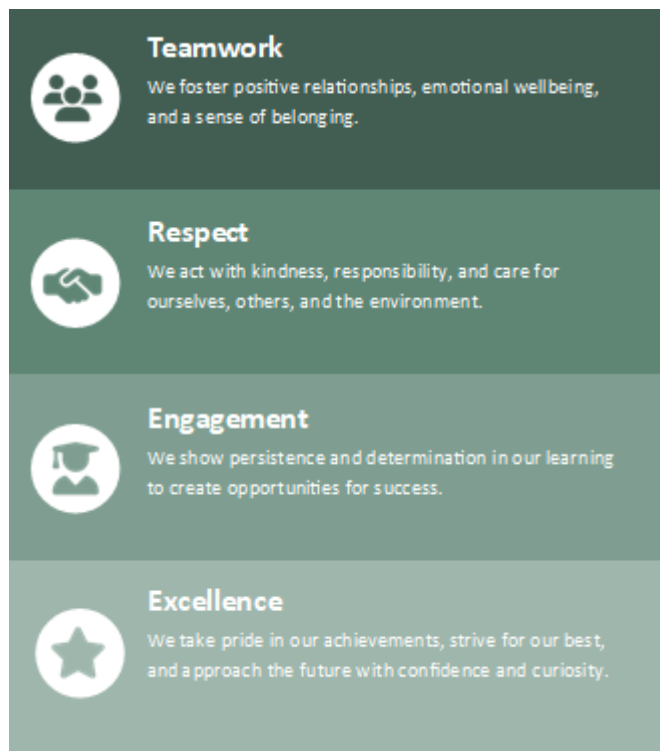


Our Values

Dalmain Primary School's motto – *Care, Strive, Achieve* – is embedded in our school-wide PBS framework. Our TREE values of *Teamwork, Respect, Engagement* and *Excellence* bring this motto to life in the everyday experiences of our students.

The TREE values draw inspiration from our school's unique history and are symbolised by the lone tree that has stood with strength and resilience on our grounds for decades. This tree embodies the perseverance, growth, and sense of belonging that we aim to foster in every student.

Together, these values shape our expectations for learning, behaviour, and relationships. They strengthen our community and empower every child to flourish as a confident, capable and connected learner.



Staff Numbers 2025

Administration Staff	No.	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0

Teaching Staff	No.	FTE	AB'L
Other Teaching Staff	19	13.4	0
Total Teaching Staff	19	13.4	0

School Support Staff	No.	FTE	AB'L
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	1	0.5	0
Other Allied Professionals	12	8.5	0
Total School Support Staff	16	11.0	0

Total	37	26.4	0
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Student Numbers 2025

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(14)	37	38	39	28	47	32	33	268
Part Time	27								

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

	Kin	PPR	Pri	Total
Male	14	21	105	140
Female	13	16	112	141
Total	27	37	217	281

	Kin	PPR	Pri	Total
Aboriginal				
Non-Aboriginal	27	37	217	281
Total	27	37	217	281

“Children seem happy and enjoy the learning.”

Parent comment, National School Opinion Survey, 2025

Our Targets

We have reflected against our school targets outlined in the school’s Strategic Plan 2025-2028.

Focus Area 1 - Excellence in teaching and learning

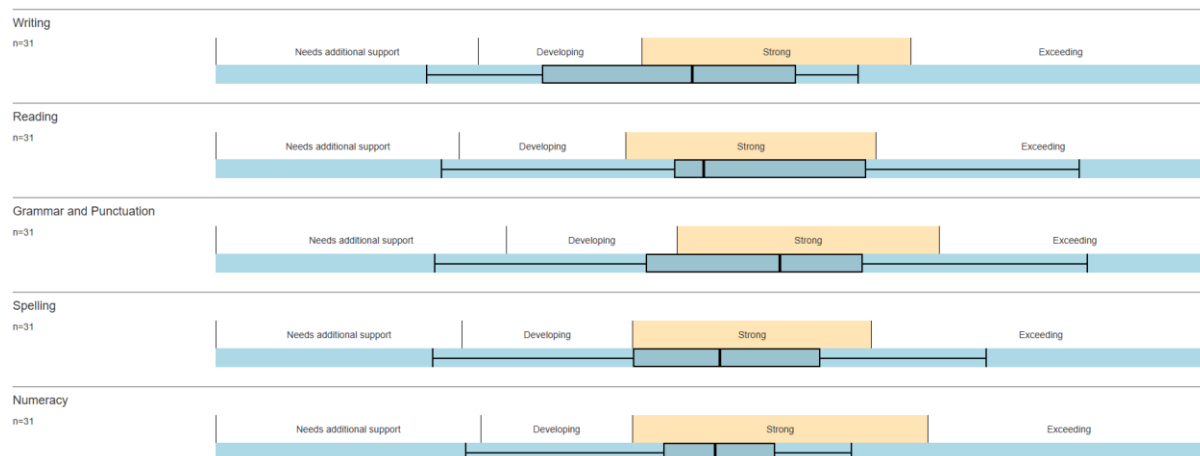
- Ensure NAPLAN achievement in Numeracy, Writing, Reading, Spelling and Grammar & Punctuation is at or above expected performance.

Student and School Summary Report – Proficiency Level

Year 3



Year 5



Comparative Performance

The Comparative Performance Graph compares a school’s performance to a modelled expected performance across the NAPLAN assessment areas for Years 3, 5, 7 and 9. The school’s performance is measured in Standard Deviations with the modelled expected performance represented as zero.

- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.5	0.1	0.2	29	43	27
Reading	-0.3	0.5	1.0	29	44	27
Writing	0.4	0.3	1.0	28	44	26
Spelling	-0.7	-0.5	0.1	29	43	27
Grammar & Punctuation	-0.4	0.3	0.4	29	43	27

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.5	-0.4	-0.6	28	29	31
Reading	0.6	0.5	0.3	27	29	31
Writing	-1.0	0.3	-1.0	27	30	31
Spelling	-0.8	-0.4	0.7	27	29	31
Grammar & Punctuation	-0.2	-0.7	0.1	27	29	31

Overall Analysis

2025	NAPLAN Analysis	Met target
Proficiency Level	The score of the cohort, for each assessment at both Year 3 and Year 5, falls within the 'strong' proficiency level.	Yes
Comparative to expected Performance	All assessments within one standard deviation of expected score, except Year 5 Numeracy.	Yes except Yr 5 Numeracy
Comparison to Like Schools	Year 3 students outperformed like schools in all areas except Spelling. Year 5 students performed below like schools in all areas.	Yes No
Progress and Achievement	Our Year 5 students demonstrated high achievement and high progress in reading, grammar & punctuation, spelling and numeracy. In writing the Year 5s showed low achievement and low progress.	Yes No

“The school has a community-based feel and the staff actively encourage it. In my experience, staff have motivated my child to build and extend their learning.”

Parent comment, National School Opinion Survey, 2025

- Strengthen the proportion of students achieving a 'C' / 'Satisfactory' grade or above across the learning areas.

Semester 2 2025 data	No. C grade or higher PP- Year 6	%
English	212/244	87
Mathematics	225/244	92
Science	209/209	100
HASS	202/209	96
Health	206/209	98
Phys Ed	225/225	100
Japanese	148/153	97
Visual Arts	208/209	100
Music	209/209	100
Technologies	204/209	97

Note – data does not include students with an intellectual disability diagnosis

Analysis

These percentages are higher than expected. This data indicates that staff development including moderation, using SCSA exemplars and judging standards, should be explored.

Baseline data from 2025 will be compared with end-of-2026 results to evaluate the success of this target.

Focus Are 2 - Strong, sustainable partnerships

- Increase parent engagement in communication initiatives.

The responses to the National Schools Opinion Survey in 2025 indicated that parents preferred communication via Seesaw, rather than any other platform. This was followed by text messages, then the Newsletter. Our process was reviewed and outlined to parents at the beginning of this year:

- Seesaw – teacher messages, whole school information and updates
- Text – time sensitive information, and to bring attention to Seesaw message
- Newsletter – reduced to twice a term with reports about events, learning areas and classes.

“Communication from teachers is great. They give us constant updates about how our kids going, are approachable and make time to have a chat which is sincerely appreciated.”

Parent comment, National School Opinion Survey, 2025

Focus Area 3 -Safe and supportive environment

- Sustain an average student attendance rate of 90% or more, for the compulsory years of schooling.

Attendance Rate

Semester 1 2025	Semester 2 2025	Overall 2025
91.6%	90.7%	91.15%

Semester 1 2025 Attendance Profile – half days absences

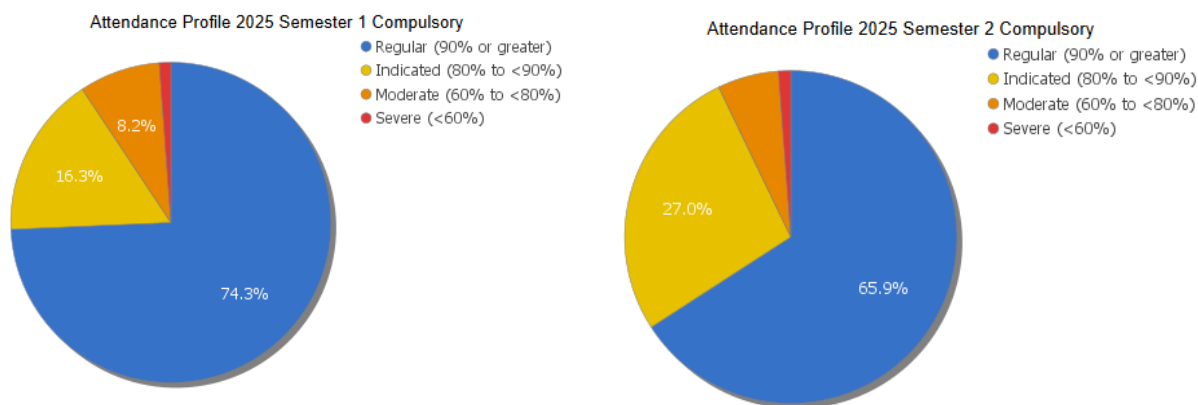
R	N	C	V	Z	U	X	T	K
505	1467	16	0	4	204	22	0	1668

Semester 2 2025 Attendance Profile – half days absences

R	N	C	V	Z	U	X	T	K
671	1892	0	18	7	523	12	0	1248

Absence Codes

Authorised absence	R	Reasonable cause
	C	Cultural absence
	N	Notified as sick
	V	Authorised vacation
	Z	Suspended
Unauthorised absence	U	Unexplained absence
	K	Unauthorized vacation
	X	Unacceptable reason
	T	Truant



Analysis

Data shows that we met our target of 90% or more average attendance.

The data does also indicate that in Semester 1, unauthorised vacations was the biggest cause of absences from school, while in Semester 2, it was notified as sick. It is recommended that an attendance policy and procedures be developed to:

- Reduce unauthorised absences (unexplained, vacations and unacceptable reasons)
- Monitor, and if needed, case manage students at educational risk.

- Improve the percentage of students achieving a rating of ‘consistent’ or ‘often’ for Attitude, Behaviour and Effort (ABEs) in student reports.

Semester 2 2025 data

Year	No. consistent/often	%
P	335/350	96
1	418/432	97
2	469/492	95
3	220/224	98
4	368/376	98
5	241/256	94
6	220/256	86

Analysis

The percentage of students receiving ‘sometimes’ or ‘seldom’ ABE, indicates that there is room for improvement. The implementation of PBS in 2026 is expected to see a shift in this data.

- Demonstrate through data that students at risk are supported.

Support for students identified as being at risk is provided in a variety of ways. In addition to whole-school social and emotional learning programs, strong staff–student relationships, and high-quality differentiation in the classroom, the following additional supports are available to ensure students receive the targeted assistance they need. See 2025 data below.

Intervention Program

2025	PP	1	2	3	4	5	6	
MiniLit	8	8	10					10 completed the program
Reading Tutor				9		1		7 completed the program
Maths Mastery						2		

School Psychologist

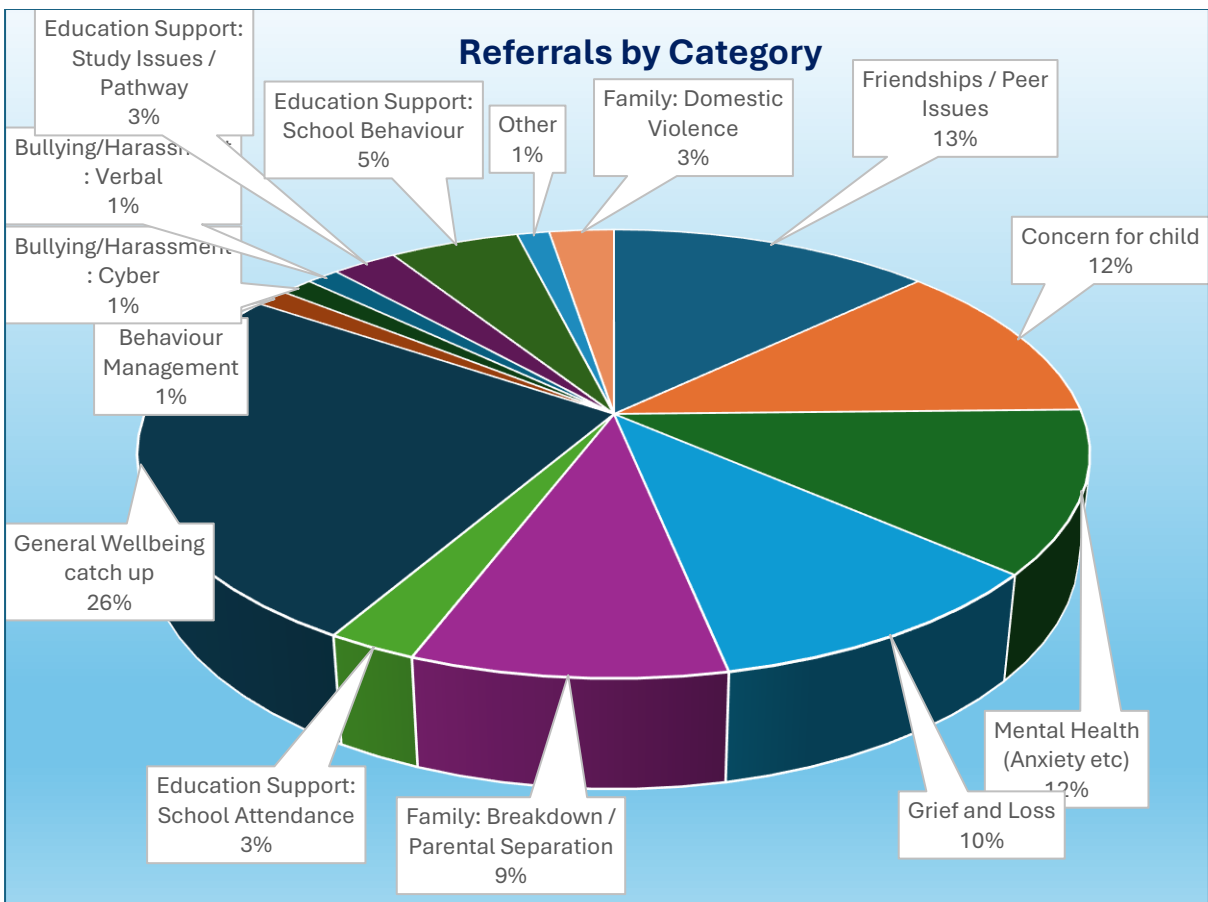
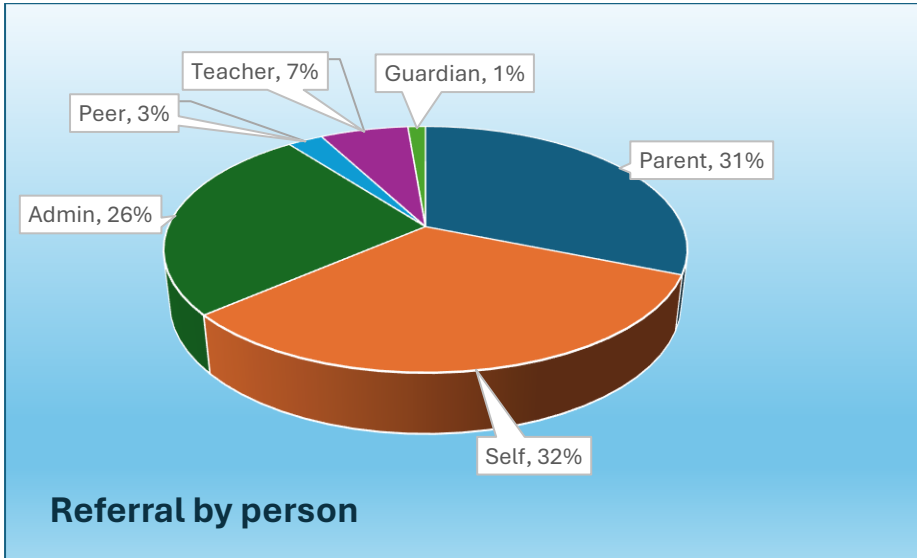
Category	No. of active cases 2025
Learning difficulties	17
Behaviour	2
Attendance	1
Wellbeing	3

Chaplaincy

- Referrals can come from parents, guardians, teachers, students, admin, peers.
- One-on-one support, group programs (e.g. social skills, grief/loss), whole class/cohort focus (e.g. leadership skills), support at recess/lunch/events
- Coordinate Kids Hope Mentoring program (6 students), OZHarvest, Delta Therapy Dog

Term	TOTAL Chaplain Referrals/Active cases 2025
1	77
2	56
3	52
4	58

Note – numbers include students with ongoing support



External Service Providers

Therapy	TOTAL students 2025
Occupational Therapy	15
Psychologist	1
Speech Pathology/Therapist	10
Physiotherapist	4

Analysis

Students at risk were supported academically, socially and emotionally as identified. These numbers are high considering the total student numbers are below 300.

Focus Area 4 - Leadership and strong governance

➤ Maintain staff engagement in distributed leadership opportunities.

- Staff participate in dedicated committees that plan and lead whole-school initiatives.
- Each committee works from an Operational Plan that is reviewed and updated annually to ensure alignment with the school’s Strategic Plan.
- Committees meet twice per term to monitor progress, refine actions and ensure consistent and effective implementation across the school.
- Teachers take on significant leadership responsibilities in addition to their classroom role.
- These additional responsibilities increase workload beyond core classroom teaching duties.

Analysis

55% of Dalmain teachers hold Senior Teacher Level 2 status and undertake at least two substantial leadership roles, as example:

- Committee Leader
- Work Health and Safety Officer
- Mentor for graduate teachers



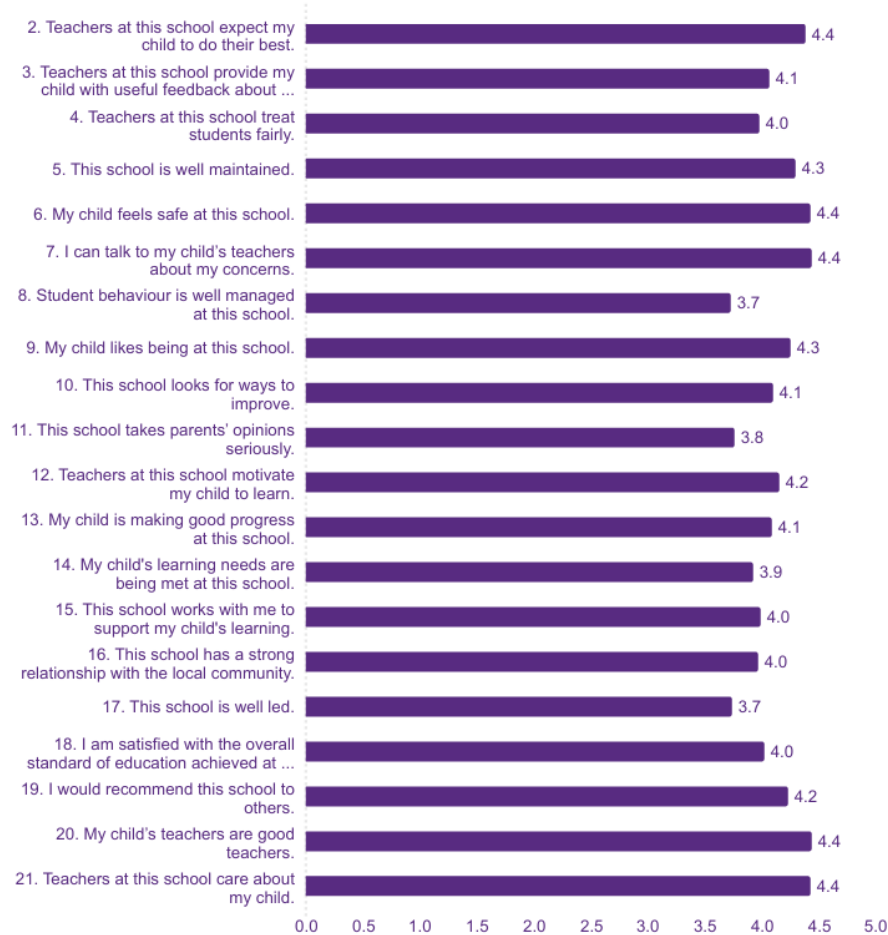
“Dalmain does exceptionally well with neurodivergent children.”

Parent comment, National School Opinion Survey, 2025

Parent Feedback

During Term 4, 2025, the National Schools Opinion Survey was conducted to establish baseline data for the 2025–2028 Strategic Plan. The results also highlight key areas for improvement.

Mean - Strongly Disagree=1; Disagree=2; Unsure=3; Agree=4; Strongly Agree=5



Ninety-nine parents responded to the survey. They identified the school's strengths as; caring and capable teachers, a strong sense of student safety and high expectations for learning. Areas identified for improvement included behaviour management, ensuring parent voice is heard and valued and perceptions of school leadership.

Moving forward, the implementation of the Positive Behaviour Support framework and our TREE values, along with targeted professional learning in classroom management strategies, is expected to positively influence these areas. It is also anticipated that recent changes in leadership will support improved parent confidence and strengthen opportunities for meaningful parent voice.

“Staff build warm supportive relationships with students & families.”

Parent comment, National School Opinion Survey, 2025

Highlights of 2025

The year was filled with growth, achievement and strong community connection. Some of the many highlights include:

✨ The launch of our Strategic Plan 2025–2028, developed collaboratively with staff and our School Board, setting a clear vision for the future.

🌱 The completion of Stage 2 of our Nature Play space, made possible through the generous support of our local member Jessica Stojkovski and the Dalmain P&C, featuring a climbing nest, cubby building, talking tube and log seating.

📘 The development of the Dalmain Instructional Model Handbook, alongside rigorous analysis of NAPLAN and PAT data to inform teaching and learning, and the creation of Operational Plans across all priority areas.

➕ The full implementation of the Maths Trek program in Years 1–6, strengthening student confidence and achievement in mathematics.

📖 A vibrant celebration of Book Week, including our much-loved Book Parade, and strong student participation in events such as the Australian Mathematics Competition and Spelling Bee.

🎵 Outstanding student opportunities in the arts and beyond, including our choir performance at One Big Voice, Edu-dance lessons and concert, and the ever-popular Chess Club.

🐾 Continued wellbeing support through programs such as Delta Dog, with regular visits from Venus, alongside initiatives like Kids Hope mentoring and Reading Tutor supported by Connect volunteers.

🏃 A highly successful Athletics Carnival and strong participation in interschool winter sports including football, soccer and netball, bringing our community together in support of our students.

🎉 Whole-school celebrations including Education Assistants Week and World Teachers' Day, recognising the dedication of our staff.

🥗 Ongoing support from OzHarvest, helping to provide food for our school community.

🧠 Professional learning for staff, including a focus on ADHD, ensuring we continue to meet the diverse needs of our students.

🔒 Important learning opportunities such as the ThinkUKnow online safety incursion, WasteSorted Race incursion and Science Week excursion to the Perth Zoo.

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🏡 Memorable experiences for our senior students, including the Year 6 Camp at Ern Holiday, Leadership Days, and the celebration of their journey through the Graduation Assembly and lunch.

💛 A strong and active P&C, contributing over \$35,000 to the school, running a successful canteen (serving more than 4,300 lunches), dedicating 160 hours through the Busy Bee, and hosting 10 events that strengthened our sense of community.

🌈 Engaging student initiatives such as the Dalmain Dockets reward program, Colour Run, swimming lessons and daily fitness to support learning readiness.

👨👩 Strong partnerships with families through parent-teacher interviews and community events.

🚧 Continued planning and development of our Positive Behaviour Support approach to ensure a safe, respectful and inclusive school environment.



“Great community feel and care for kids.”

Parent comment, National School Opinion Survey, 2025





Curriculum Overviews

Mathematics – Jennifer Kaluzynski

Focus Areas

In 2025, mathematics remained a priority area. The priority was to create a whole school approach towards delivering the curriculum in a consistent, planned, and structured method, based on best practices. Focus for 2025:

- Use Maths Trek Program Years 1 – 6
- Use available data and evidence to identify targeted support for students
- Use Dalmain Word Problems Proforma
- Continue to use a common Lesson Delivery- Dalmain Instructional Model

Highlights and Achievements 2025

In February, the whole school completed and analysed the Maths Trek Readiness Assessment to identify strengths and areas for improvement at both year level and whole-school levels. This data informed classroom planning, with a key focus on improving written problem-solving. As a result, staff collaborated during POLT sessions to develop a junior primary problem-solving template for use across lower year levels. Two- and three-dimensional shapes were also identified as an area of need, with significant resources purchased to support this.

Staff participated in professional learning with the Elastik team, revisiting program tools and using cohort and individual data to inform teaching, assessment and reporting. Additional data sources, including ACER, Westwood testing and the Friday Maths Competition, supported monitoring of student progress.

Following a successful 2024 trial, Maths Trek was implemented as the whole-school resource in 2025, providing consistent access to planning guides, differentiated tasks and assessments. Staff engaged in further professional learning to refine implementation. The school's Mathematics Scope and Sequence supported consistency across year levels, particularly in split classes, and will transition to the new V9 Mathematics Curriculum in 2026.

The Dalmain Instructional Model continued to guide consistent, high-quality teaching practices, supporting student confidence and smooth transitions between year levels. NAPLAN results were positive, with the majority of students achieving in the Strong or Exceeding categories.

The Friday Maths Competition was enhanced with new structures and incentives, increasing student engagement while improving organisation. Additionally, 63 students participated in the Australian Mathematics Competition, achieving strong results across distinction, credit and proficiency levels.

Analysis of ACER data in Term 4 identified measurement as a whole-school focus area for 2026, guiding future planning and improvement.

Recommendations 2026

Key priorities for 2026 include:

- Implementation of the V9 Mathematics Curriculum
- A whole-school focus on measurement, supported by the purchase of targeted resources
- Continued use of the Maths Trek program
- Consistent application of the Dalmain Instructional Model
- Whole-school Westwood testing in Terms 1 and 4
- Ongoing use of ACER assessment data
- Completion of the Maths Trek Readiness Assessment by all staff at the beginning of the year

We will continue to build staff confidence in using the Elastik platform and data, particularly in the early years. A strong focus will remain on improving written problem-solving, promoting student self-reflection, and further developing our resource base. Additional resources will also be purchased to support SAER students across all year levels.

English – Raelene Wilson

Focus Areas

In 2025, Dalmain Primary School strengthened its whole-school approach to literacy, focusing on improving student outcomes in reading, writing, spelling and oral language. This aligned with the school's Operational Plan priorities, including increasing achievement in NAPLAN and ensuring consistent literacy growth for all students.

A key priority was the explicit teaching of phonics, grammar, punctuation and comprehension through consistent whole-school programs. *Letters and Sounds* was implemented from Kindergarten to Year 2, while *Sound Waves* supported spelling in Years 3–6. Students in Kindergarten to Year 1 also participated in Heggerty phonemic awareness sessions to strengthen early reading foundations. Writing instruction was supported through *Talk for Writing* in the early years and *Seven Steps for Writing Success* in upper primary.

Data-informed practice remained central, with staff using DIBELS, On-Entry, KAT, PAT, and NAPLAN data to monitor progress and guide teaching. Elastik supported the tracking and analysis of student achievement, enabling early identification and intervention.

Highlights and Achievements 2025

The continued implementation of a whole-school literacy framework strengthened consistency in teaching across all year levels. Staff collaborated in POLT meetings to analyse data, refine practice and support students through a tiered intervention model. *Talk for Writing* supported the development of oral language, vocabulary and sentence structure in Kindergarten to Year 2, while *Seven Steps for Writing Success* enhanced writing skills in Years 3–6, with a focus on structure, creativity and audience.

The MiniLit Sage intervention program provided targeted support for students in Pre-Primary to Year 2, showing positive results in decoding, fluency and comprehension. Reading remained a strong focus, with students participating in daily reading, guided sessions and literature studies. The Community Library continued to promote reading for enjoyment and regular borrowing.

Whole-school events such as the Premier's Reading Challenge and Book Week Parade successfully fostered a culture of reading and strong community engagement. Staff also benefited from collaboration with the Kingswood Network and ongoing professional learning to support best practice in literacy instruction.

Recommendations 2026

In 2026, the school will continue to strengthen literacy outcomes through:

- Maintaining a consistent whole-school approach to literacy instruction
- Strengthening explicit teaching of phonics, grammar, punctuation and comprehension
- Refining assessment practices to ensure consistent and timely data collection
- Enhancing the use of data to inform targeted teaching and intervention
- Expanding the use of DIBELS across additional year levels
- Building teacher capacity through professional learning, particularly in writing and differentiation
- Continuing engagement initiatives such as the Premier's Reading Challenge, Book Week, and Community Library
- Reviewing and refining writing programs to ensure alignment across all year levels

Science – Jill Hankin

Focus Areas

The Science learning area integrates the three strands—Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Across the year, students explore four areas of Science Understanding: Physical, Chemical, Biological, and Earth and Space Sciences.

Science is delivered in Dalmain's well-resourced laboratory for students from Pre-primary to Year 6, with one 80-minute lesson each week. The program emphasises hands-on, collaborative learning, guided by the 5E model and a balance of inquiry and explicit teaching. Cross-curricular priorities, including Sustainability, Asia and Australia's engagement with Asia, and Aboriginal and Torres Strait Islander Histories and Cultures, are embedded throughout.

Key focus areas include developing inquiry skills such as questioning, collaboration and data analysis, promoting safe scientific practices, and building scientific vocabulary. Enrichment through technology, incursions and excursions supports engagement and fosters curiosity and a lasting interest in science.



Highlights and Achievements 2025

Synergy Solar Challenge – In Term 1, Year 5 and 6 students designed and raced solar cars as part of their electricity unit. Four Year 6 students represented Dalmain at the Synergy Schools Solar Car Challenge, demonstrating teamwork, problem-solving and resilience while competing against 34 metro teams. This provided an authentic opportunity to apply and extend their learning.



National Science Week 2025 – The theme, *Decoding the Universe*, was explored through a range of activities, including a whole-school focus and an excursion to the zoo.

In-Class Learning – Term 3's Biological Sciences focus included engaging, hands-on activities such as exploring patterns in nature, DNA extraction, bubble experiments and nature-based art. Early childhood classes observed chick hatching, further enriching student curiosity and understanding.



Perth Zoo Excursion – Students in Years 2–5 participated in interactive activities exploring animal communication, including decoding messages, zookeeper talks and hands-on investigations.



New Resources – The addition of stick insects and junior binoculars enhanced opportunities for observation, inquiry and engagement with the natural world.

Recommendations 2026

In 2026, Dalmain will implement the new Western Australian Science Curriculum, with updates reflected in the school’s program. A continued focus will be on developing students’ science inquiry skills, particularly understanding variables and fair testing. Upper primary students will be supported to take greater ownership of their investigations to enhance engagement.

Explicit teaching of safe and effective use of scientific equipment will remain a priority, alongside reinforcing behavioural expectations through the TREE values in line with the whole-school PBS approach.

There will be an increased focus on authentic learning experiences, including participation in the Synergy Solar Car Challenge, an Earth and Space incursion, and opportunities to learn from community members with science expertise. Science Week will feature a whole-school rotational day aligned with the 2026 theme, *Seeds of Science: Nurturing Knowledge for All*, to further promote engagement.

Each lesson will continue to include review of prior learning and a “Science in the News” component to build connections between classroom learning and the real world.

Humanities and Social Sciences – Kirsten Phoenix

Focus Areas

- Focus Area 1: Excellence in Teaching and Learning – In partnership with our school community, we provide a challenging, inclusive and future-focused curriculum that inspires every student.
- Focus Area 2: Strong Sustainable Partnerships – We are committed to building strong, sustainable partnerships with families and the wider community.
- Focus Area 3: Safe and Supportive Environment – We deliver inclusive, respectful, and culturally responsive learning experiences that value the histories, perspectives, and contributions of all cultures, particularly Aboriginal and Torres Strait Islander Peoples. We celebrate diversity and foster intercultural understanding.

Highlights and Achievements 2025

Harmony Day was a wonderful celebration of cultural diversity within our school. The canteen showcased a variety of delicious foods from different cultures, giving students and staff the opportunity to experience new tastes and traditions. The whole school contributed to a vibrant Harmony Day display, with many students choosing to dress in orange or cultural attire, fostering an inclusive atmosphere of unity and understanding.

Our ANZAC Service featured a powerful address from guest speakers Mr Peter Hodgson and Mr Wayne Koch from the North Beach RSL. This meaningful event not only honoured the contributions of service members but also strengthened our connection with the wider community.

Bush tucker plants were also purchased to enhance the Dalmain Urban Garden, supporting opportunities for students to engage with Indigenous culture and sustainable practices.

Recommendations 2026

- Develop a personalised Acknowledgement of Country that reflects and connects to our local area.
- Continue to promote reconciliation with Aboriginal and Torres Strait Islander peoples by embedding language and cultural perspectives across all learning areas.

Music – Laura Walker

Focus Areas

The focus for Music in 2025 included building relationships with students and the community as well as establishing high expectations in the classroom music room for behaviour as well as the teaching and learning program. Further to this, there was a focus on setting up high expectations and a positive culture during choir sessions.

During classroom music lessons, high standards were achieved through strong classroom management routines and expectations including how to manage equipment respectfully, helping students collaborate during group work and setting up seating plans, and introducing explicit instructions for classroom transitions. This has had a positive effect for the start of 2026 with all classes understanding expectations in the music room.

Choir was run at 8.30-9.00am on Tuesday mornings and students worked to attend One Big Voice, sing at the ANZAC day service and perform at the music assembly. Choir was a positive experience for students and the teacher last year and so no adjustments are needed for 2026.

Strong engagement with parents and care givers was established through streamlining communication and building positive rapport in the community. Seesaw groups were created for the Choir and the IMSS program which made communication easier.

Highlights and Achievements 2025

The school choir performed at the ANZAC ceremony in Term 2 and prepared for and performed at One Big Voice. These events were positive performing opportunities for

the students where their individual talents were showcased in the context of a larger concert. The music assembly was a successful event with the IMSS students and choir performing. Year 5 students also came together to perform two songs for the Year 6 graduation and sung confidently for this event.

Instrumental students continued with their programs in guitar, clarinet and brass and students were able to perform during the Year 6 graduation ceremony.

During classroom music sessions, students built on their skills for singing and instrumental playing through musical games and performing tasks. I use predominantly 'Orff' style method for teaching music which promotes a 'play' based music program where learning is structured through rhyme, song, dance and performance.

Recommendations 2026

To continue building a positive musical culture in 2026 through routines and expectations set in 2025 will be strengthened and built on. This will allow maximum engagement for all students during the classroom learning program. Choir sessions will continue with the adjusted time 8.30-9.00am on a Tuesday morning with 40-50 students participating.



Sustainability – Jane Ridley

Focus Areas

Building on previous efforts to reduce the mixing of waste streams, 2025 focused on the purchase, labelling and rollout of a new bin system across the school. This established a consistent approach to sorting waste, recycling and organics, supported by explicit teaching and whole-school awareness to help students and staff embed sustainable practices into their daily routines.





Highlights and Achievements 2025

To support the rollout of the new bin system, students from Kindy to Year 6 participated in the WasteSorted Race incursion. This engaging, hands-on program helped students understand why sorting waste matters, which coloured bins to use at home and at school, and tested their knowledge through a fun, active race. The incursion reinforced the importance of responsible waste practices within the school community and encouraged students to consider the environmental impact of everyday waste choices.



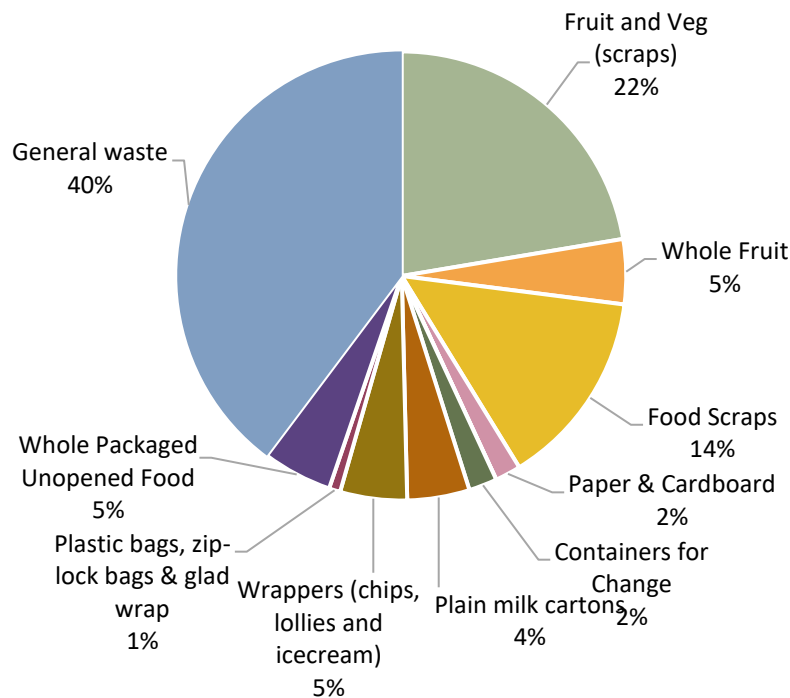
TA8 participated in the 2025 Waste Audit conducted by WasteSorted Schools, providing valuable insights into our waste practices. The audit showed that our school sends less waste to landfill than similar-sized schools and highlighted the effectiveness of our ongoing waste-reduction programs. Students also shared ideas for waste avoidance, particularly reducing single-use items.

TA5 and Ms Wise visited the DUG once a week during the Year 6 leadership time after lunch. Their combined efforts were invaluable, particularly in supporting general maintenance and weeding of the DUG.

The Worm Shed visited to add 3 kg of worms, giving the worm farm a big efficiency boost. The farm had a full check-up, issues were diagnosed, and students and staff received a refresher to keep everything running smoothly.

The 2025 P&C Busy Bee transformed the DUG, with volunteers laying mulch around garden beds, planting bush tucker, pawpaw, and citrus trees, and preparing new areas for berry and passionfruit plants. The team also carried out weeding, rubbish removal and a general clean-up. A high turnout of family volunteers, including grandparents and Dalmain students, demonstrated strong community support and highlighted the value of the DUG area.

Dalmain Primary School - waste audit breakdown (by weight) for one day of waste - Wednesday 15 October 2025



Recommendations 2026

- Conduct a school audit in Term 4 to collect information representative of the waste generated daily.
- Revisit and refine the bin system if required, using feedback from students and staff, including purchasing smaller landfill bins for the early childhood areas.
- Provide further opportunities for the Garden Grub Club to take an active role in gardening, maintenance and environmental projects that positively impact our school and the wider community.
- Establish a Containers for Change collection system, utilising Sustainability Leaders to educate students and staff about correct use, ensuring all containers are empty, lids are removed and straws are placed in general waste to avoid contamination.
- Promote the WasteSorted Schools 'Waste-Free Lunch' toolkit with staff, including activities to support reducing lunchbox waste. During our waste audit, we found 70 snack wrappers and 14 ziplock bags and pieces of glad wrap—equating to around 15,624 soft plastic items sent to landfill each year, with no recycling options available.
- We will continue working with students, staff and families to raise awareness and explore practical solutions to reduce lunchbox soft plastics.

Physical Education – Paul Valentino

Focus Areas

In 2025 Physical Education continued to focus on inclusive, collaborative and self-motivated participation with the aim of ensuring all students can be challenged and participate with confidence. Students participated in a weekly 40-minute curriculum

lesson, a 60-minute junior/senior sport session and 10 minute morning fitness activities four times a week.



Highlights and Achievements 2025

We continued to longitudinally evaluate student achievement through consistent data related to grade distribution data and student engagement evaluated in relation to the ‘Effort’ context in our Reporting to Parents process.

SCHOOL/GRADE	A	B	C	D
Dalmain PS 2021	15%	37%	47%	1%
Dalmain PS 2022	16%	33%	50%	1%
Dalmain PS 2023	16%	29%	54%	1%
Dalmain PS 2024	18%	30%	51%	1%
Dalmain PS 2025	22%	32%	45%	1%

DALMAIN PS 2022-2025 ‘EFFORT’ A.B.E REPORTING TO PARENTS DATA		2022	2023	2024	2025
	CONSISTENTLY	91%	89%	82%	88%
	OFTEN	7%	10%	14%	10%
	SOMETIMES	2%	1%	4%	2%

This consistent set of outcomes represented above the positive way our students approach Physical Education at Dalmain PS.

Whole school activities again complemented the PE program, including Edu-Dance, the school cross-country event that focused on personal effort, our morning fitness program and the continued support of our optional before school ‘Fitness Club’. Taking place on Wednesdays and Fridays throughout the year, these were enthusiastically attended by between 30-50 students at each session. Highly positive anecdotal feedback was received from participating students and families.

In our inter-school sporting programs, competitors represented our school with pride, enthusiasm and the positive qualities we expect from our Dalmain students. With the support of many staff, our whole school sporting events were extremely well attended by our wider community and significant anecdotal feedback was received from a range of stakeholders regarding the positive outcomes these achieved for our students. We

acted as the host school for the annual interschool Athletics Carnival and the hard work of our students and their teachers in preparing for this event resulted them achieving an outstanding result by finishing as the Champion school, for the sixth time in eight years. Our preparation in the team game components and the energy and support they offered each other resulted in this well-deserved result. Our students also represented the school in cross-country, soccer, netball and AFL, displaying some outstanding individual and team performances.

Student leadership within PE was a key focus through our Year 6 Faction Leaders program, and the opportunities provided to aspiring Year 3 student leaders when working with younger peers during junior sport sessions. This received significantly positive anecdotal feedback from students, staff and families. Our separate Kindy/Pre-primary Sports Day was again supported by large numbers of family members who attended, actively participated and provided positive feedback of this student-focused and family-based event.

It was also extremely pleasing to see a large number of our Year 6 students achieve successful results when applying into the Specialist Volleyball program at Greenwood College.



Recommendations 2026

The highly supportive and engaged approach that our school leaders, staff, students and families demonstrate when involved in and supporting Physical Education at Dalmain Primary School is a major factor in providing all of our students with a strong learning culture and a range of opportunities to demonstrate the diverse positive outcomes they have achieved.



Visual Arts – Keilo Wise

Focus Areas

In 2025, students engaged with a range of contemporary and historical artworks from around the world. Practical tasks spanned ceramics, drawing, painting, sculpture and textiles, with a strong focus on printmaking in Semester 1.

Pre-primary students explored foundational concepts such as portraiture and landscapes. Year 1 focused on the elements of art and applied these in their own work. Years 2–3 developed observational drawing, block printing and ceramics, later exploring still life and painting with texture. Year 4 consolidated the elements of art and applied skills to self-portraits and 3D ceramics. Years 5–6 explored architecture through block printing and created gargoyle-inspired ceramic pieces.

Highlights and Achievements 2025

Pre Primary and Year 1 students produced successful fairy godmother ceramic sculptures, with students thrilled to take their artwork home. Students in years 2 & 3 enjoyed drawing turtles, turning their drawings into block prints and having them on display in the art room. They extended their learning by constructing their turtles in clay. These were engraved with tessellating patterns similar to the patterns found on a turtle shell.

As in previous years, Year 4 students found the application of the skills they practiced in their elements of art booklets very rewarding. There were many positive comments about the shading 2D shapes to create 3D shapes (forms), and the flying boxes (one-point perspective) activities. In their self-portrait ceramic sculpture, they were able to show a little of themselves and their lives outside school by including images of their favourite activities. Year 5 & 6 students chose a building from around the world that appealed to them and this was the basis of their two-colour block print, and there were a wide variety of buildings chosen. The students worked hard to create images with the restricted colours allowed. Some images of the completed prints were shown to a Tafe art lecturer who commented on the quality of the work, especially for the age of the students.

Recommendations 2026

Dalmain students are fortunate to be exposed to a wide variety of art projects using a range of art mediums and this will continue in 2026. With this year's 2D discipline focus on printmaking, 2026 will concentrate on painting, giving students a different opportunity to investigate a 2D art form. Students will continue to be offered a ceramic project to give them opportunity to explore a 3D art discipline.

The installation of CCTV monitoring in the school allows a confidence that school-based artworks previously damaged and removed, can now be replaced. And, as no school-based artworks were completed in 2025, next year should include such a project to enhance the school environment.

Finally, 2027 will see the introduction of the updated art curriculum. The proposed changes and new scope and sequence documents can be examined in 2026, before implementation, in order to give the best outcomes for students.

Financial Report

One Line Budget – Dec 2025

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	50,021	50,021	
Carry Forward (Salary):	\$	169,025	169,025	
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	3,529,719	3,529,719	
Locally Raised Funds:	\$	161,374	160,599	775
Total Funds:	\$	3,910,139	3,909,364	775
EXPENDITURE				
Salaries:	\$	3,092,530	3,092,530	
Goods and Services (Cash):	\$	598,074	489,373	108,701
Total Expenditure:	\$	3,690,604	3,581,903	108,701
Variance:	\$	219,535	327,462	-107,927

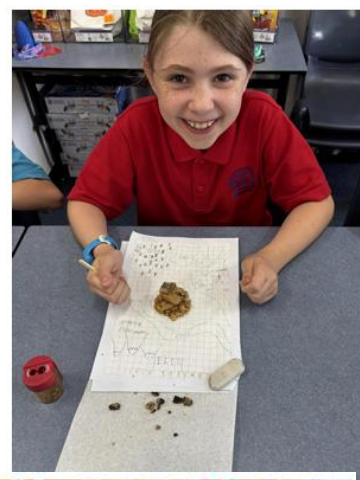
Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$50,021.00	\$50,021.00	\$.00
Carry Forward (Salary)	\$169,025.14	\$169,025.14	\$.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$3,529,719.29	\$3,529,719.29	\$.00
Per Student	\$2,452,740.00	\$2,452,740.00	\$.00
School and Student Characteristics	\$896,431.30	\$896,431.30	\$.00
Disability Adjustments	\$34,687.82	\$34,687.82	\$.00
Targeted Initiatives	\$135,390.40	\$135,390.40	\$.00
Operational Response Allocation	\$6,639.85	\$6,639.85	\$.00
Regional Allocation	\$3,500.00	\$3,500.00	\$.00
School Transfers – Salary	\$-371,670.08	\$-371,670.08	\$.00

School Transfers - Cash	\$372,000.00	\$372,000.00	\$.00
Department Adjustments	\$.00	\$.00	\$.00
Locally Raised Funds (Revenue)	\$161,373.75	\$160,598.84	\$774.91
Voluntary Contributions	\$12,478.00	\$12,778.00	\$-300.00
Charges and Fees	\$45,295.00	\$46,119.60	\$-824.60
Fees from Facilities Hire	\$33,111.00	\$30,109.09	\$3,001.91
Fundraising/Donations/Sponsorships	\$34,094.15	\$34,185.15	\$-91.00
Commonwealth Govt Revenues	\$.00	\$.00	\$.00
Other State Govt/Local Govt Revenues	\$.00	\$.00	\$.00
Revenue from CO, Regional Office and Other schools	\$1,483.60	\$1,483.60	\$.00
Other Revenues	\$19,912.00	\$20,923.40	\$-1,011.40
Transfer from Reserve or DGR	\$15,000.00	\$15,000.00	\$.00
Residential Accommodation	\$.00	\$.00	\$.00
Farm Revenue (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$3,910,139.18	\$3,909,364.27	\$774.91

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$3,092,529.90	\$3,092,529.90	\$.00
Appointed Staff	\$2,835,049.46	\$2,835,049.46	\$.00
New Appointments	\$.00	\$.00	\$.00
Casual Payments	\$255,726.75	\$255,726.75	\$.00
Other Salary Expenditure	\$1,753.69	\$1,753.69	\$.00
Goods and Services (Cash Expenditure)	\$598,074.07	\$489,372.65	\$108,701.42
Administration	\$38,201.00	\$32,104.48	\$6,096.52
Lease Payments	\$22,984.00	\$21,927.92	\$1,056.08
Utilities, Facilities and Maintenance	\$137,550.00	\$83,609.83	\$53,940.17
Buildings, Property and Equipment	\$142,500.00	\$130,918.34	\$11,581.66
Curriculum and Student Services	\$162,437.07	\$148,789.41	\$13,647.66
Professional Development	\$21,000.00	\$1,372.73	\$19,627.27
Transfer to Reserve	\$63,000.00	\$63,000.00	\$.00
Other Expenditure	\$10,402.00	\$7,649.94	\$2,752.06
Payment to CO, Regional Office and Other schools	\$.00	\$.00	\$.00
Residential Operations	\$.00	\$.00	\$.00
Residential Boarding Fees to CO (Ag Colleges only)	\$.00	\$.00	\$.00
Farm Operations (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Farm Revenue to CO (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees to CO (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$3,690,603.97	\$3,581,902.55	\$108,701.42





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