



Dalmain
PRIMARY SCHOOL

Care. Strive. Achieve

Strategic Plan

2025 - 2028

Overview

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, 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.



Our Vision



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



Our Motto

We Care. Strive. Achieve together!

Koort djinang, kaardijin bidi, boorna kaadatj

(Care with heart, strive through knowledge, achieve with growth and understanding)



Care

We aim to ensure that students receive the very best care across all areas of their physical, social and mental health. We also inspire a desire to demonstrate care towards ourselves, others and the environment.



Strive

We promote a strong work ethic and a growth mindset. Through the key Positive Behaviour Support (PBS) values of teamwork, respect, engagement and excellence, we support students to approach challenges positively, celebrate effort, and value continuous improvement.



Achieve

We encourage goal setting, curiosity, risk taking and reflection as pathways to success. Students are recognised for both personal and collective progress, with positive reinforcement used to build motivation, self-efficacy, and a sense of accomplishment.

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.



Teamwork

We foster positive relationships, emotional wellbeing, and a sense of belonging.



Respect

We act with kindness, responsibility, and care for ourselves, others, and the environment.



Engagement

We show persistence and determination in our learning to create opportunities for success.



Excellence

We take pride in our achievements, strive for our best, and approach the future with confidence and curiosity.

Our Targets

We aspire to be a school of excellence, and as such, have set a range of challenging performance targets.

Excellence in teaching and learning

- Ensure NAPLAN achievement in Numeracy, Writing, Reading, Spelling, and Grammar and Punctuation is at or above expected performance.
- Achieve year-on-year progress in literacy and numeracy for 80% of students, as measured by Progressive Achievement Tests (PAT).
- Strengthen the proportion of students achieving a 'C' / 'Satisfactory' grade or above across the learning areas.

Strong, sustainable partnerships

- Increase parent engagement in communication initiatives.

Safe and supportive environment

- Sustain an average student attendance rate of 90% or more, for the compulsory years of schooling.
- Improve the percentage of students achieving a rating of 'consistent' or 'often' for Attitude, Behaviour and Effort in student reports.
- Demonstrate through data that students at risk are supported.

Leadership and strong governance

- Maintain staff engagement in distributed leadership opportunities.







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Excellence in teaching and learning

Dalmain Primary School fosters a culture of excellence where high-quality teaching is central to student success. In partnership with our school community, we provide a challenging, inclusive, and future-focused curriculum that inspires every student to lead a fulfilling life and contribute positively to a global society.

Our whole-school approach to teaching and learning is driven by a shared vision, strong collaboration, and a commitment to continuous improvement. We prioritise differentiated, evidence-based teaching practices, supported by purposeful use of student performance data, to inform instruction and enhance outcomes for all learners. Data is used to drive decisions related to student achievement and progress, ensuring targeted and responsive future planning.

School Wide Teaching Approach

- Employ a whole-school approach emphasising play-based learning and upholding National Quality Standards (NQS) requirements .
- Implement the Dalmain Instructional Model, incorporating the Gradual Release of Responsibility framework, daily reviews, differentiated instruction, and a multi-tiered system of support to meet the diverse needs of all learners.

Data Literacy

- Build teacher capacity in data literacy, empowering staff to confidently and effectively use data to inform targeted teaching plans.
- Use data to drive decisions related to student wellbeing, achievement, and progress, ensuring targeted and responsive future planning.

Building Capacity

- Develop staff professional knowledge by exploring the Teaching for Impact resources, as part of the Department of Education Quality Teaching Strategy.
- Support Phases of Learning teams, curriculum committees, and collaborative DOTT time to build staff expertise, strengthen professional practice, and support whole-school improvement.
- Facilitate staff proficiency through professional development processes, self-reflection, coaching and mentoring.

Advocacy for the Arts

- Provide opportunities for students to actively participate in school-wide and community events, performances, exhibitions, and curriculum-aligned competitions.

Strong, sustainable partnerships

Dalmain Primary School is committed to building strong, sustainable partnerships with families and the wider community to enhance student outcomes.

We promote clear, open communication and shared ownership, fostering a positive school climate supported by strong parent engagement and purposeful community connections. Productive and supportive staff relationships underpin our collective focus on improving student performance and wellbeing.

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Community and Student Surveys

- Collect and analyse parent, staff, and student survey feedback to inform school improvement planning and drive positive, evidence-based change.

Education Partnerships and Networks

- Foster and strengthen the on-site partnership with Care for Kids, providing accessible before school, after school, and holiday care to support families and enhance student wellbeing.
- Continue partnerships with ECU, TAFE, and local high schools to support the placement and mentoring of trainee teachers, education assistants, occupational therapy students, and work experience students.
- Facilitate Year 6 transition programs through collaboration with Greenwood College, supporting students as they prepare for high school.
- Sustain the EdConnect partnership, providing trained volunteer support for intervention in Reading and Numeracy (Years 3–6).
- Establish a partnership with the Kids Hope Mentor program to support vulnerable students.
- Maintain collaboration with Meerilinga Learning Centre, offering shared learning and play experiences for kindergarten students.
- Participate in interschool sports events to strengthen relationships and connections with neighbouring schools.

Relationship Between Staff, Parents and Students

- Utilise the Dalmain Charter of Success, aligned with Department of Education Connect and Respect message, to promote shared expectations and consistent school-wide practices.
- Communicate with families through multiple channels, including the newsletter, website, Compass, Seesaw, email, and face-to-face interactions.
- Collaborate with the School Board to assist with key decisions about the direction of the school.
- Build and support links between the P&C Association and the school, inclusive of managing the canteen and leading fundraising efforts to support the purchase of school resources.
- Promote active parent and student engagement in school life through initiatives such as the redevelopment of the Nature Play and the Dalmain Urban Garden.
- Strengthen relationships with families via activities that include special events, interviews, performances, busy bees, classroom support, sports carnivals, and excursions.



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Safe and supportive environment

Dalmain Primary School is committed to providing a safe, caring, and inclusive environment where health and wellbeing are prioritised in order to support the social, emotional, and academic development of every student.

Through the implementation of the Positive Behaviour Support (PBS) framework, a culture of empathy, resilience, and tolerance is nurtured and reinforced. Shared values and beliefs underpin a positive and respectful learning environment where all students and staff feel supported, valued, and respected.

Cultural Responsiveness

- Deliver inclusive, respectful, and culturally responsive learning experiences that respects the histories, perspectives, and contributions of all cultures, particularly Aboriginal and Torres Strait Islander Peoples.
- Celebrate diversity and foster intercultural understanding, preparing students to participate actively and thoughtfully in a global society.

Positive Behaviour Support

- Implement the PBS framework to explicitly teach, model, and reinforce behavioural expectations, supporting student wellbeing and positive engagement.
- Utilise restorative practices and PBS to build accountability, repair relationships, and promote an inclusive school culture.

Transition

- Facilitate a Year 6 transition program in partnership with Greenwood College to support students moving into high school.
- Provide targeted transition support for students with special needs to meet individual requirements.
- Host orientation and information sessions for kindergarten students and their families, prior to school commencement.
- Coordinate a whole-school collaborative transition process involving staff handovers, discussions, and use of student records to ensure smooth progression between year levels.

Health and Wellbeing

- Embed and expand mental health and social-emotional learning programs such as Grow Your Mind, Smiling Minds, and other wellbeing initiatives (e.g., Loose Parts, Chess Club, Library Chill-out sessions) to support students.
- Acknowledge TREE values and citizenship skills through initiatives like Dalmain Dockets, buddy classes, and school awards.
- Promote digital safety by providing cyber safety education for the whole community.
- Foster environmental awareness by encouraging engagement with the nature play space, Urban Garden, waste-wise initiatives, and bush tucker garden development.
- Use student survey data to identify and address health and wellbeing needs, enabling targeted support and informed strategies that promote positive social, emotional, and mental health outcomes for all students.
- Focus on enhancing staff engagement and workplace satisfaction by fostering a positive, supportive, and collaborative school culture that values wellbeing, recognises contributions, and encourages professional growth.

Student and Risk Support

- Offer support services through the School Chaplain and School Psychologist, working collaboratively with the SAER team and staff to effectively address student wellbeing and family needs.



Leadership and strong governance

Dalmain Primary School promotes a culture of proactive and consultative leadership through coordinated and responsive school planning. School planning is evidence-based and aligns with the needs of students. Leaders facilitate change and growth, with clarity of vision, which creates confidence and trust.

Our leadership practices foster excellence, encourage broad participation, and cultivate a shared responsibility for improving student outcomes.

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Student Leadership

- Engage Year 6 students in leadership roles through a comprehensive selection process, while offering additional leadership opportunities for other primary students in areas such as sustainability and creative play.

Reflect Practices

- Establish dynamic school self-review processes, including an annual reflection by staff and the School Board against the Strategic Plan's strategies and targets.
- Ensure the Assessment Schedule is consistently implemented, using data to identify strengths and areas for growth to inform Operational Plans.

Staff Leadership

- Provide leadership opportunities as part of the Performance Development Cycle and within curriculum teams to develop staff skills and support leadership aspirations, including mentoring aspirant leaders through the Western Australian Future Leaders Framework.
- Maintain and strengthen distributed leadership structures to promote shared responsibility and collaboration across the school.
- Refine and communicate roles and responsibilities for the Executive Team, Level 3 Teachers, and Senior Teachers One and Two, to ensure clarity and effective leadership.



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