



Annual Report 2023

Welcome to Dalmain Primary School

School History

Dalmain Primary School was established in 1990. The design is based around a 'village' style with classrooms located around a central court area.

As with most schools in the area, it is named after the street in which it is located. It was the fourth school built within the area to accommodate the growing number of families moving into Kingsley at the time.

Surrounding schools include Creaney Primary, Goollelal Primary, Halidon Primary and The Montessori School, Kingsley.

The school averages 270 students from Kindy to Year six. Children who attend Dalmain are usually within the Kingsley catchment area.

Students who leave at the end of year six are able to move on to Greenwood College to continue their education.

The school has developed close ties with the community and has a well-established reputation within the local and broader region.

Dalmain Primary School -

- Is an Independent Public School.
- Is a level 4 school.
- Has an enrolment of 270 students from K to Year 6.
- Is in the North Metropolitan Region.



Introduction

As the newly appointed Principal of Dalmain Primary School in Term 2 of 2023, I would like to begin by acknowledging the excellent leadership of Mr Don Boyes. Don retired from the Department of Education at the end of 2022, having served as Principal for the last 17 years and ensuring strong consistency of practices across the school and community. This long-term stability in leadership is clearly reflected in the outstanding relationships the school has with its community, the high-quality teaching and learning programs, and the exceptional behaviour and values of our students. I would also like to acknowledge Ms Alessandra Morrone who was promoted from Deputy Principal, to Principal, in Term 1 of 2023. While the year itself experienced this change of leadership, it was important to me to acknowledge and celebrate the past achievements and successes of our school, and to look to the future with a strong vision and aspiration for our school and community, guided by our Business Plan 2022-2024.

In 2023, NAPLAN testing changed from 'bands', to the 4 proficiency levels of 'Exceeding', 'Strong', 'Developing' and 'Needs Additional Support'. Using the new standards, our 2023 data demonstrated that the majority of our students achieved 'strong' or 'exceeding' results across all tested strands of NAPLAN. This testing also assists us by providing data to identify students needing additional support such as classroom level intervention and/or possible case-management. Our priority is to continue improving our progress against 'Like Schools' to ensure our students are achieving or exceeding their potential. The introduction of our new assessment platform, 'Elastik', will assist the school in identifying areas requiring further attention and support in our teaching and learning programs.

The Education Minister, Dr Tony Buti, released the 'Connect and Respect' Initiative which included a suite of resources for all schools to respond to violent, aggressive or threatening behaviour. Through this initiative, we updated our 'Good Standing Policy', which outlines our expectations of behaviour for students, as well as procedures surrounding the loss of good standing. The emphasis at Dalmain Primary School has been on our students doing the right thing and maintaining their good standing. We also reminded our parents and community about the importance of adhering to school communication processes, and respecting decisions made by the school. These measures continue to ensure the school is a safe and vibrant learning environment for all members of our community.

Our Public School Review (PSR) was conducted in Term 4, consisting of a comprehensive school-wide self-assessment against the six domains of the School Improvement and Accountability Framework. This process took our school on a deep journey of reflection, whereby we analysed a range of comprehensive data sets and used the information to determine our progress, identifying both our strengths and areas for further improvement. This included engagement of all key staff personnel and external stakeholders such as the School Board, School P&C, Meerilinga Community Service, Care 4 Kids, and others. Our school achieved outstanding results and feedback, with the report publicly available on both the school website and 'Schools Online'. The school has developed a 'School Improvement Plan' to set measurable actions and targets against the PSR.

Lastly, some wonderful additions to the school have been warmly welcomed by all, including the addition of the brand new shade sails outside the undercover area, providing a new outdoor learning space for all classrooms, and an opportunity for students to interact and socialise. We reinvigorated our 'bush tucker' gardens and received brand new solar panels through a successful application to the 'Schools Clean Energy Technology Fund', which will support our commitment to renewable energy and reduce electricity costs within the school. We will build upon what we have achieved so far and work towards further improvements in the future.

Kieran Moore
Principal

Highlights of 2023

Initiatives and Additions

- New Shade Sails installed outside the Undercover Area, with half the funding donated by the school P&C Association.
- Successful application for the 'Schools Clean Energy Technology Fund'. This has resulted in the school receiving brand new solar panels installed on the school Undercover Area.
- Reinvigoration of our Aboriginal Bush Tucker Garden (also referred to as our Aboriginal Seasonal Garden).
- Fortnightly EA Meetings to coincide with Teacher Meetings, ensuring key information and messages are communicated to all members of our staffing group.

Partnerships

- Greenwood College: Year 6 Enrichment and Transition Program.
- ECU (Joondalup): Pre-Service Teachers and Occupational Therapy Undergraduates.
- TAFE: Education Assistant trainees.
- Care for Kids: Onsite OSHC program.
- High School Students: Work experience program.
- EdConnect: Volunteers to support literacy and numeracy.
- Continued engagement in the Kingswood Network Learning Community.

Events and Competitions

- Highly successful Massed Choir event for our Year 4-6 Music Choir at the Perth Concert Hall.
- Exceptional Year 6 Leadership Program including our 3-day camp at Woodman Point.
- Edu-Dance Evening Concert with outstanding attendance and performances.
- Student success in the Primary Extension and Challenge (PEAC) Program, Bebras, the Australian Mathematics Competition and the Premiers Reading Challenge.
- Strong outcomes in all school sporting and athletics carnivals from K-6.

Teaching and Learning

- Establishment of our 'Phase of Learning Teams' (POLT's) to provide teaching staff with more opportunities to engage in professional dialogue about student learning and achievement.
- Continued engagement with our School Story Dogs Program.
- Implementation of the 'Elastik' platform for comprehensive student data collection and analysis.
- Positive Kindy Orientation and Transition Program for students attending Kindergarten in 2024.
- Development of a K-2 Phonics Scope and Sequence as part of the Department of Education's new Phonics Initiative. All students in Year 1 screened to determine progress and achievement.
- Further promotion of our 'Grow Your Mind' social and emotional wellbeing program.

School Accountability

- Outstanding Public School Review Report, with the school achieving all 6 Domains and receiving a 3 year return before our next School Review.
- Excellent outcomes in our School Culture Survey, with the majority of parents rating the school at least a 4 / 5 in all areas assessed.
- Development of a School Improvement Plan to align the schools Business Plan 2022-2024 with our Public School Review Report.
- Development and implementation of our school 'Good Standing Policy'.

School Overview

2023 marks 33 years since Dalmain first opened and is one of five primary schools in the northern suburb of Kingsley. The school had a student population of approximately 275 students in 2023. There were 9 primary classes, 2 Kindergartens and 1 Pre-primary class. Student year cohorts vary a great deal in enrolments, which in turn has an impact on class sizes and structures. As in past years, Dalmain had several split classes, such as a Year 4/5 and a Year 2/3 class. Such class structures are common in smaller schools.

Dalmain Primary School has been an independent public school for 10 years, which has enabled the school administration to manage many aspects of the school including the financial and staffing components. This allows a greater level of autonomy, and with consultation and collaboration with the school board, ensures local decisions that will assist and benefit students. In 2023, Dalmain students had engaged in several learning areas taught by dedicated teachers with specialised expertise. These specialist teachers were in Music, Visual Arts, Physical Education, Science and Languages (with students studying Japanese).

School Vision

Our school motto of 'Care, Strive, Achieve' encompasses our holistic approach of working together to support and develop every child at Dalmain. We provide a challenging inclusive 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 their pursuit of potential and fulfilment.

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 recognise that hard work is necessary to achieve outcomes. The key principles of persistence, optimism, confidence and resilience are encouraged and acknowledged throughout the school.

ACHIEVE

We value the importance of goal setting, risk taking and self-reflection in order to achieve. We encourage curiosity and inquiry to develop personal motivation. We acknowledge individual and group progress as a positive way in moving forward.

Our Values

'Care, Strive, Achieve' also encapsulates the four core values outlined in the Department of Education's Plan for Government Schools. The core values guide everything we do. In stating these values, we acknowledge that words alone are not sufficient; it is our actions, based on these values, that are important. This is supported by the School Pastoral Care, and Health and Well Being initiatives. The Grow Your Mind and Smiling Mind programs are integrated within 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.

Student Numbers 2023

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	41	29	50	29	29	29	34	258
Part Time	34								

	Kin	PPR	Pri	Total
Male	15	25	98	138
Female	19	16	102	137
Total	34	41	200	275

	Kin	PPR	Pri	Total
Aboriginal	1		1	2
Non-Aboriginal	33	41	199	273
Total	34	41	200	275

Staff Numbers 2023

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	21	14.0	0
Total Teaching Staff	21	14.0	0
School Support Staff			
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	1	0.5	0
Other Allied Professionals	9	6.6	0
Total School Support Staff	13	9.1	0
Total	36	25.1	0

Destination Schools

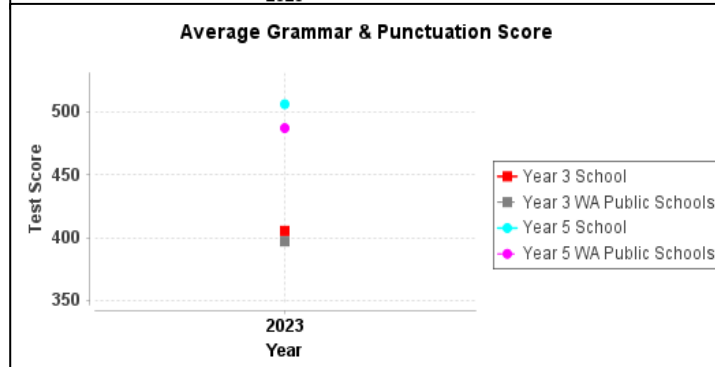
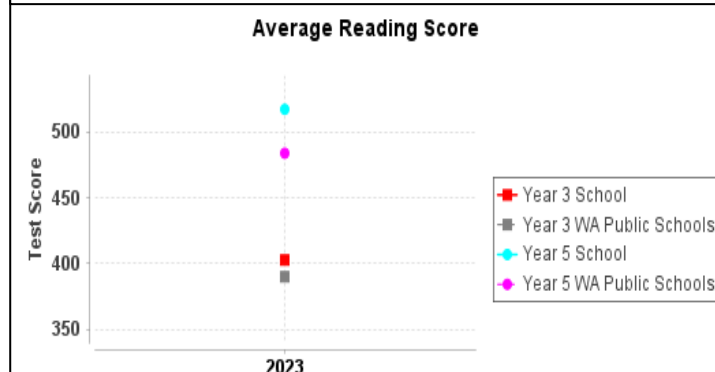
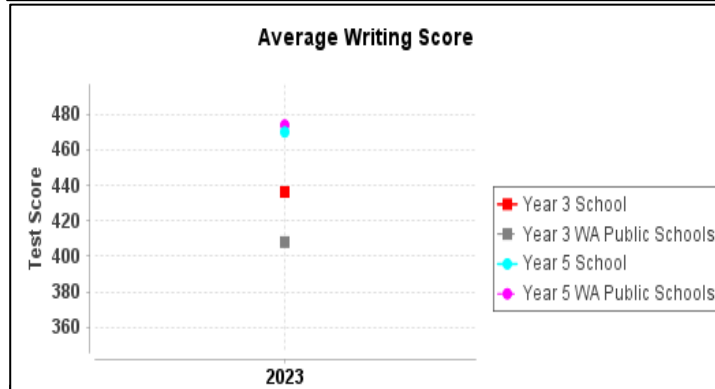
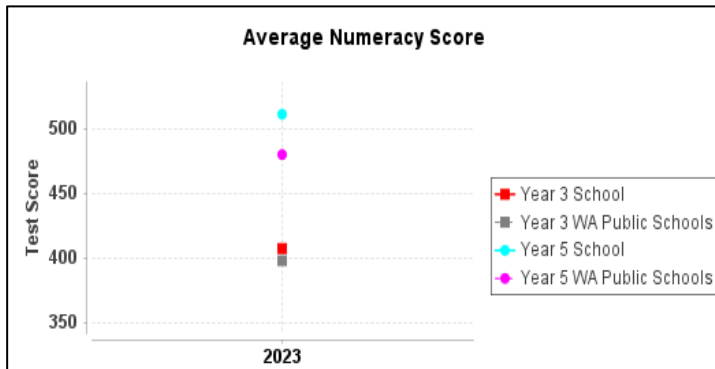
2023 saw 36 students in Year 6 graduate from Dalmain Primary School. The majority of our students (66.6%) enrolled at their local secondary school, Greenwood College. The below table displays the destination schools for all of our Year 6 students. We are proud of our ongoing commitment to supporting the strong and comprehensive transition program for our students attending Greenwood College.

Greenwood	Woodvale	St Stephens	Duncraig	Prendiville	Balcatta	Belridge
24	4	4	1	1	1	1

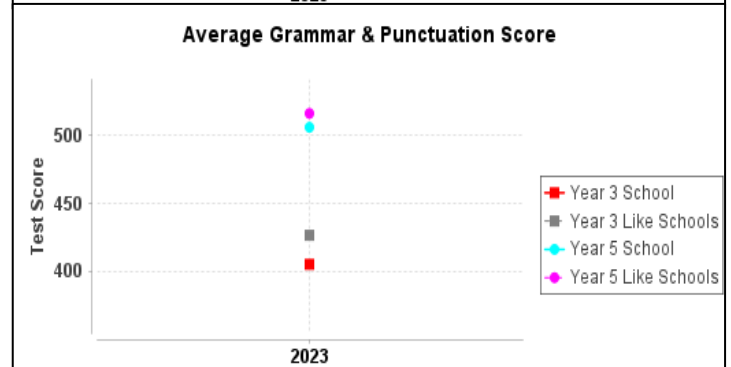
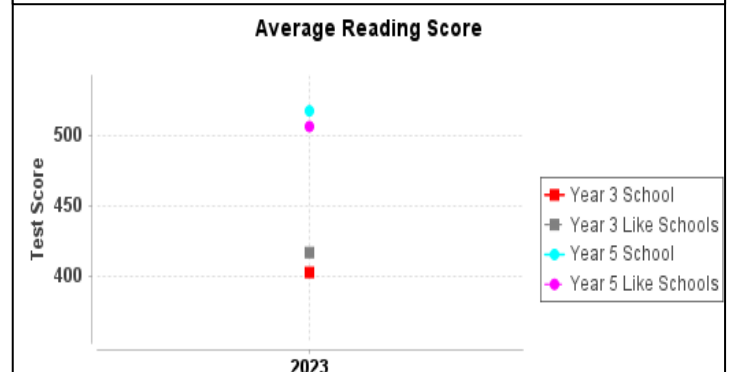
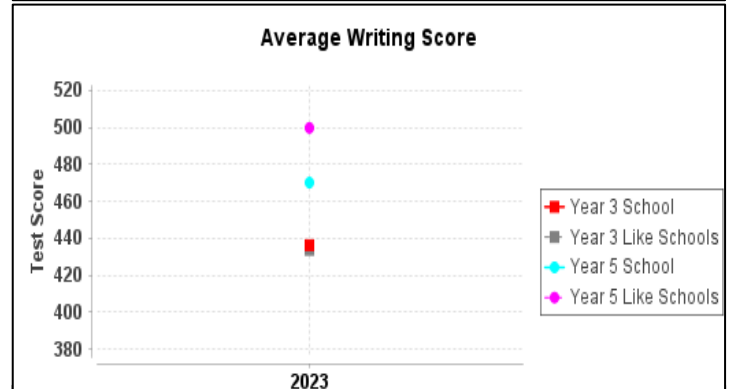
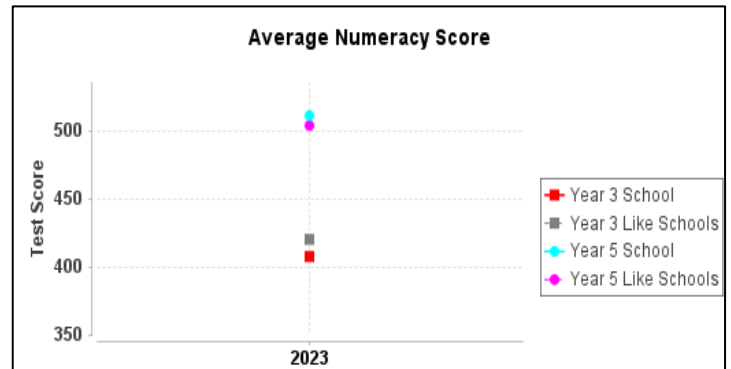
NAPLAN Comparative Data

Each year, students in Years 3 and 5 sit the nationwide assessments carried out in reading, writing, spelling, numeracy, grammar and punctuation. In 2023, New proficiency standards with 4 levels of achievement for each year level were introduced by the Australian Curriculum Assessment and Reporting Authority (ACARA). Parents will now receive reports on their child’s achievement against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support. As a result of the new assessment benchmarks, data on our school’s performance and achievement compared to both Western Australian Public Schools and ‘Like’ Schools has recommenced for 2023.

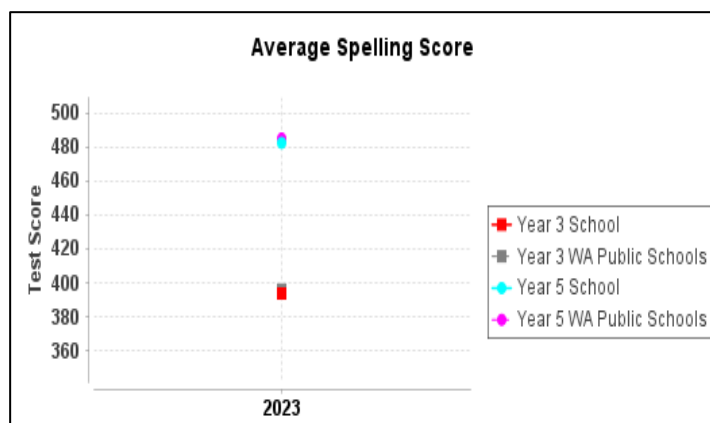
WA Schools



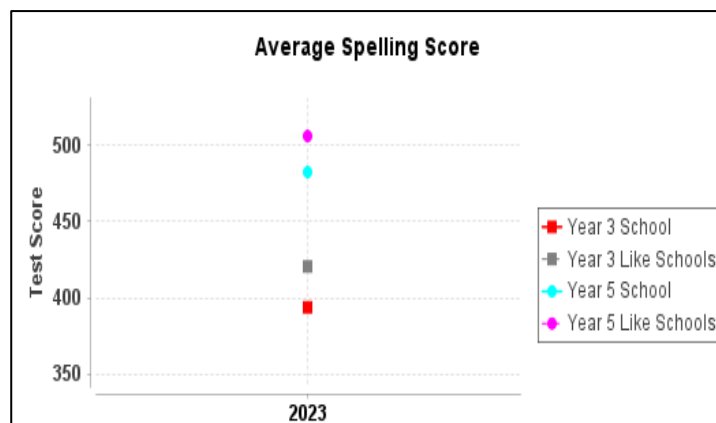
‘Like’ Schools



WA Schools



'Like' Schools



NAPLAN Comparative Performance Summary

	Year 3	Year 5
	2023	2023
Numeracy	-0.5	0.5
Reading	-0.3	0.6
Writing	0.4	-1.0
Spelling	-0.7	-0.8
Grammar & Punctuation	-0.4	-0.2

Summary of NAPLAN Data

Our comparative NAPLAN Data for 2023 indicates that our students in Years 3 and 5 continue to perform higher than WA Public Schools in almost all areas of NAPLAN. Our students are achieving positive results through their schooling at Dalmain Primary School, setting them up for success in their years beyond.

Comparing to 'like' schools, our Year 5 students performed above in Numeracy and Reading, and our Year 3 students performed above in Writing. While these are some pleasing results, our focus on developing a consistent instructional learning framework from Kindergarten to Year 6, using 'high impact' and evidence based teaching strategies will ensure our students continue to see an upward trajectory against 'like' schools.

As a school, we recognise the importance of implementing explicit teaching strategies that ensure there is a 'low variation' of practice from year to year, giving students a common language for learning, and the tools they need to engage and perform to their potential.

Our subscription with the new 'Elastik' platform will allow teachers to track the progress and achievement of all students in their classrooms and year levels, to identify strengths and areas considered to be gaps in learning, in order to develop targeted teaching and learning programs that meet the needs of all students. Through these measures, we should expect to see further improvements in NAPLAN.

Focus Areas 2023

In the ongoing pursuit of enhancing literacy across our school community, the focus on Writing, Spelling, and Reading has remained steadfast in 2023.

Teachers continued to diligently cultivate oral literacy and writing skills through the implementation of the Talk for Writing program, spanning from Kindergarten to Year 2. Meanwhile, the Seven Steps for Writing Success program, incorporating elements of Talk for Writing, was diligently executed from Year 3 to Year 6. Two dedicated teaching staff members continued to serve as leaders in the Talk for Writing domain, fostering discussions, resource sharing, and leading staff planning sessions during Phase of Learning Team (POLT) meetings. These leaders also provided invaluable guidance by modelling Talk for Writing lessons and offering one-on-one support to colleagues seeking to deepen their understanding of the program.

Highlights and Achievements 2023

Several junior primary teachers seized the opportunity to visit another school and observe the Talk for Writing program in action during an open day. Their insightful observations and suggestions for refining teaching practices were shared during POLT sessions enriching collective learning and pedagogical approaches. Additionally, students enthusiastically showcased their Talk for Writing story maps through various avenues such as assemblies, inter-class sharing, and digital platforms like Seesaw, fostering a vibrant culture of literacy engagement throughout the school.

The Seven Steps for Writing Success program for Year 3 to Year 6 students remained pivotal, with a continued emphasis on ensuring comprehension and adherence to writing structures. Whole school writing assessment and moderation persisted through the utilization of the online Brightpath platform, facilitating data-driven insights to inform teaching strategies, planning, and instructional approaches.

In Terms 2 and 4, students in Years 4 to 6 engaged in the online ACER Writing assessment, which provided valuable practice in typing written text and furnished immediate feedback, aligning with preparation for standardized assessments like NAPLAN. This assessment also yielded nationally graded and normed writing samples, offering valuable benchmarks for both students and teachers.

Expanding the reach of literacy intervention, the Mini-Lit Sage Reading program was extended to include a select group of Pre-primary students in Term 4, complementing the ongoing Multi-Lit Reading Tutor program for Years 3 to 6. These interventions, aimed at bolstering word decoding skills and reading fluency, were subjected to rigorous review and evaluation throughout the year, recognizing their synergy with classroom-based phonics programs like Letters and Sounds and Sound Waves.

Furthermore, 2023 saw heightened enthusiasm and engagement in spelling and reading initiatives, with students across all year levels participating enthusiastically in events such as the WA Premier's Reading Challenge and the Prime Minister's Spelling Bee. The beloved Book Week Parade made a triumphant return, with students and staff alike showcasing their creativity and passion for reading through imaginative costumes and shared literary experiences.

Looking ahead to 2024, teachers are committed to further refining their skills and leveraging data-driven insights from tools like BrightPath and ACER PAT to drive targeted instructional practices and set meaningful learning targets.

Addressing the Phonics Initiative requirements will be a continued priority for Kindergarten to Year 2 staff, who will collaborate to enhance the consistency and efficacy of the Letters and Sounds



program across classes. Leveraging the expertise of a visiting teacher from the West Coast Language Development Centre providing valuable professional development opportunities for our staff and extend literacy-focused workshops to our parents and families, further strengthening our school's commitment to continuous improvement in English language education.

Recommendations 2024

- The use of Elastik to compile and summarise existing assessment inclusive of On Entry and NAPLAN.
- Review Sound Waves diagnostic assessment process.
- Continue to utilise the West Coast Language Development Centre visiting teacher in developing spelling rules, scope, and sequences for Kindergarten to Year 6.
- Common tracking and assessment tools to screen students' literacy.

Mathematics

Jenny Kaluzynski

Focus Areas 2023

In 2023, mathematics remained a priority area. Our aim was to create a whole school approach towards delivering the curriculum in a consistent, planned, and structured method, based on best practice.

Our Focus 2023 priorities aimed to provide every student with a pathway to a successful future, ensuring all students are achieving year on year achievement. Our goal was to strengthen support for teaching and learning excellence in every classroom. Staff were familiarised with the Quality Teaching Strategy and used expert schools to support QTS. Teachers developed an understanding of the diverse teaching and learning needs of students, including students with disabilities. We used evidence to drive decision-making at all levels of the system. Available data and evidence were used to identify targeted support for students.

Highlights and Achievements 2023

In February, the whole school analysed ACER data to identify key strengths and weaknesses at specific year levels and at a whole school level. Classroom teachers used this data to drive their planning and identify specific concepts that require revision and consolidation. The main area of need was identified as written problem-solving tasks. As a result, staff met in their POLT sessions to design and create a Dalmain problem solving template to be trialled and used across all year levels. A high percentage of the allocated mathematics budget was devoted to purchasing resources to assist in this area.

At the beginning of the year, all staff attended professional learning with an expert from the Elastik team. We were introduced to the tools within the program. Teachers began trialling different aspects of the program and benefitted from both individual and specific cohort data. This helped drive planning, teaching, and assessing in the classroom. Staff were able to share data with parents in IEP meetings and parent interviews. ACER data, Westwood testing and the Friday Maths Competition were also used by teachers to assess individual student achievement. Staff began to use Ochre for their daily reviews.

Jenny and Janine attended the Kingswood Network Professional Learning Meetings that targeted specific strategies, games, and resources to assist teachers in the classroom. Invaluable knowledge and skills were shared with other staff during staff and POLT meetings.

Our NAPLAN results were very pleasing. In Year 3, 7% of students were Exceeding, 72% were Strong, 17% were Developing and 3% of students Need Additional Support. In Year 5, 14% were Exceeding, 75% were Strong, 11% were Developing and no student Needed Additional Support.

51 students participated in the Australian Mathematics Competition held in July. The competition was completed online and open to all students in Year 3 – 6. Three students were awarded Distinctions, twelve students were awarded Credits, nineteen students received a Proficiency certificate, and eighteen students received a Participation certificate.

Recommendations 2024

- We aim to continue to build and develop staff confidence using the Elastik program and data.
- We will focus on written problem-solving strategies, self-reflection and build on our resources.
- We will begin to create and trial a whole school scope and sequence for mathematics with term planners to guide teachers. During POLT meetings staff will develop common tasks across all strands.

Science

Gillian Hankin

Focus Areas 2023

The Science Learning Area includes the three strands; Science Understanding, Science as a Human Endeavor and Science Inquiry Skills. These are interrelated and their content is taught in an integrated way. Throughout the year, four areas of Science Understanding are covered: Earth and Space Science, Physical Science, Chemical Science and Biological Science.

The Science program is taught to students from Pre-primary to Year 6 for eighty minutes each week. The program focuses on developing students Science Understanding and Inquiry Skills through collaborative, hands-on activities and investigations. It follows the 5E Teaching and Learning Model and has an inquiry and explicit component. The Cross-curricular priorities of Sustainability, Australia's link to Asia and Aboriginal Histories and Cultures are embedded in the program.

Technology, incursions and excursions are included to engage students and enrich their learning experiences. Key focus areas include developing students' science inquiry skills, such as questioning and evaluating data, science safety and improving students' scientific vocabulary in preparation for high school Science.

Highlights and Achievements 2023

Science Week

Dalmain celebrated National Science Week in multiple ways, including students participating in hands-on experiments linked to the Chemical Science curriculum during their science lessons. This included the following:

- Pre-primary students explored what changes happen when milk, food colouring and dishwasher detergent are mixed.
- TA1, TA2 and TA3 made lava lamps and discovered that not all liquids mix.
- TA4 and TA8 made chocolate shapes, demonstrating the melting and freezing process.
- TA5, TA6 and TA9 made ice-cream in a bag; an endothermic reaction that is reversible.
- Students also had the opportunity to enter a Science Photography competition, '*Amazing Animals*', to help illustrate that science is everywhere. There were over 60 entries from Kindy to Year 6, all at very high standard, and with amazing scientific facts. Winners from each year group were celebrated and presented with medallions at an assembly.

Excursion to Kings Park

As part of Dalmain's Science Week celebrations and to support the cross curricular priorities of Aboriginal Cultures and Histories and Sustainability, students from Year 1 to Year 6 attended an excursion at Kings Park. Students learnt about Noongar Boodja (Noongar country) – the land, its plants, animals and people and their traditional ways of living on and caring for country; and participated in cultural activities traditionally associated with Makaru (cold and rainy season). Activities involved traditional fire knowledge, tool making and dancing. Feedback from students, staff and parents was extremely positive and solidified many science concepts previously taught.

Incursion – Water Cooperation

Students in Year 2 to Year 6 participated in a *Water in Aboriginal Culture* incursion, presented by the Water Corporation's Aboriginal education officer. It emphasised Aboriginal people's strong connection to water, the 60,000-year-old water management system and conservation of water. This linked to the Earth and Space curriculum and provided an authentic learning experience for Dalmain students.

New Resources – Student Microscopes

In 2022, the P&C gifted Science \$2000 to purchase 10 student microscopes. They were received in Term 1 2023, just in time for Biological Science!

The students enjoyed using them and their value was immediately evident, as they engaged the students and presented a further opportunity for our Year 2 to Year 6 students to become familiar with an important piece of science equipment. Four additional microscopes were purchased to ensure a ratio of 2 students to every 1 microscope was achieved.

Recommendations 2024

- Students' science inquiry skills will continue to be a focus area in 2024, building on their understanding of variables and how to ensure a test is fair. Explicit teaching of scientific vocabulary will also remain a target area.
- In addition, there will be an increased emphasis on safety in science and how to use equipment safely and responsibly, such as exposing the younger year groups (Year 2) to glassware use during investigations.

Humanities and Social Sciences

Kirsten Phoenix

Focus Areas 2023

In 2023, we focused on the Aboriginal Cultural Standards Framework and how we were performing against the five standards: Relationships, Leadership, Teaching, Learning Environment & Resources. We looked for ways to engage our students with Aboriginal elders from the wider community through incursions and excursions. We wanted to further enhance our Bush Tucker Garden with more plants and signage, as well as establish a new garden bed that represented the six Noongar seasons.

Highlights and Achievements 2023

Due to a successful PALS grant application, we were able to use the \$1500 to maintain our current Bush Tucker Garden and establish our Noongar Season Garden. This money helped fund the purchase of new plants as well as materials needed for the information signs explaining what the plant is, how it is used by Aboriginal people as well as the various Noongar seasons and what usually happens during that time. These gardens are used to support learning programs within the classroom during HASS and Science lessons.

Our ANZAC Day service was conducted at the end of Term 1. This whole school event is hosted by our Prefects with support from the Principal and Deputy Principal. The Hon Graham Edwards AM was a guest speaker who spoke of camaraderie and getting along. He shared some of his experiences with the school and paid his respects to our fallen soldiers. In 2023 classes created a wreath or an item of remembrance that was laid by a class representative. One student from each class also read a piece of writing that reflected the 2023 theme: Commemorating Australia's Vietnam War Service. Our school community was invited to share photos of loved ones who have or are currently serving in the military. These images were displayed at our service for viewing by all school community members.

In Term 2, students from Pre-Primary to Year 6 went on an excursion to Kings Park. Students engaged in the Noongar Boodja Six Seasons program where they rotated through various learning experiences relating to our Aboriginal culture. Activities included exploring plant uses for food and medicine, hunting, language, art, dance and traditional games.

Recommendations 2024

- In 2024, the HASS committee aim to establish a document that allows us to track our ongoing progress against the Aboriginal and Cultural Standards Framework.
- We also wish to explore other ways to promote our Aboriginal culture throughout the school. These could include but are not limited to signs in Noongar language around the school, whole school Acknowledgement of Country at formal events and artwork displays.

Languages (Japanese)

Nicholas Archbold

Focus Areas 2023

At Dalmain Primary School, the Languages learning area continues to be a cornerstone in supporting our school's overarching goal of providing a culturally responsive and inclusive learning environment, while equipping students with the values and skills necessary for global citizenship.

Highlights and Achievements 2023

- **Comprehensive Japanese Program:** Our Japanese program remains a vibrant component of our curriculum, extending from Pre-primary to Year 6. This comprehensive approach ensures that students are exposed to Japanese language and culture throughout their primary school journey, fostering a deep understanding and appreciation for diversity.
- **Collaboration and Early Years Development:** We take pride in the strong collaboration with Early Primary educators. In the Early Years' programs, students engage with a variety of enriching activities, including Japanese songs, storybooks, and origami, which not only support language development but also contribute to holistic Early Years development.
- **Dedicated Japanese Teaching Room:** A significant milestone in 2023 was the establishment of a dedicated Japanese teaching room. Through collaboration with the wider staff, surplus furniture was sourced from another school to minimise costs. The classroom tables were modified to allow for seating on the floor, introducing a cultural aspect while ensuring suitability for students of all year levels. This dedicated space provides an immersive and conducive environment for language learning and cultural exploration.
- **Curriculum Integration:** The Languages learning area at Dalmain Primary School continues to foster connections with other curriculum areas, including music, art, and, new in 2023, sustainability. By integrating Japanese language and culture with these disciplines, students gain a holistic understanding of global issues and develop a deeper appreciation for cultural diversity and environmental stewardship.

Recommendations 2024

- In 2024, the Languages program at Dalmain Primary School will continue to be integrated with other curriculum areas in order to prepare our students to thrive as informed and engaged global citizens. This includes a focus on connecting Japanese with our Sustainability Program and making links to the Humanities and Social Sciences curriculum.
- We will promote Japanese through the specialist awards at our fortnightly assemblies and provide students with ongoing authentic activities related to Japanese culture, language, and customs.



Focus Areas 2023

It was another strong year as our Physical Education program continued to receive positive feedback from a range of sources. The continued focus for Physical Education was on providing a curriculum that is inclusive, collaborative and increases students self-motivation.

Highlights and Achievements 2023

2023 saw our students participate in a weekly 40 minute curriculum lesson, a 60 minute junior/senior sport session and 10 minute morning fitness activities four times a week. We continued to longitudinally evaluate student achievement through grade distribution data illustrated below.

SCHOOL/GRADE	A	B	C	D
Dalmain PS 2020	18%	29%	50%	3%
Dalmain PS 2021	15%	37%	47%	1%
Dalmain PS 2022	16%	33%	50%	1%
Dalmain PS 2023	16%	29%	54%	1%

In combination with the consistent grade related achievement, in 2022 and 2023 student engagement was also evaluated in relation to the 'Effort' context in our Reporting to Parents process. The relatively consistent set of outcomes is clearly representative of the positive way in which our students approach Physical Education at Dalmain PS.

Dalmain PS 2022/2023 'Effort' A.B.E Reporting to Parents Data		2022	2023
	CONSISTENTLY	91%	89%
	OFTEN	7%	10%
	SOMETIMES	2%	1%

Pleasing results were again achieved in our inter-school sporting programs. After our school finished 1st in the Athletics Carnival in 2022, making it four times in five years that our school has won this event, we finished 3rd in a very tight contest in 2023. As is recognised by our students and their families, it was our performance in the team games component that was highly successful and reflected positively on the preparation and efforts of our athletes. Our cross-country team had some pleasing individual results with a 4th place team finish and it was wonderful to see our Netball and Soccer teams finish in 1st place at the Lightning Carnival, which contributed to us finishing as the overall Champion School in that event.

Student leadership was developed through our comprehensive Faction Leaders program, and the program providing Year 3 students with similar opportunities when working with younger peers during junior sport sessions was expanded and received significantly positive anecdotal feedback from students, staff and families. The success of our third separate Kindy/Pre-primary Sports Day was exemplified by the huge numbers of parents who attended, actively participated and provided positive feedback of this student-focused and family-based event.

The historically strong and collaborative relationships established with our mutually supportive network of local PE teachers was maintained and extensive support was offered from Dalmain PS to staff and school leaders new to their positions at connected schools, with a strong focus on collaboration and the successful planning, administration and organisation of events.

Whole school activities again effectively 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 'Fitness Club'. Sessions were offered before school on Wednesdays and Fridays throughout the year and were enthusiastically attended by between 30-50 students at each session. Highly positive anecdotal feedback was received from participating students and families.

A number of our Year 6 students were successful when applying into the Specialist Volleyball program at Greenwood College. It appears that all six of the students who applied secured a place in this highly sought after Approved Specialist Program, which indicates another positive aspect of our program. In conclusion, it is also important to acknowledge the continued highly supportive and enthusiastic approach that our school leaders, staff, students and families demonstrate when involved in and supporting Physical Education at our school.

Recommendations 2024

- In 2024, new and existing programs, activities and initiatives will continue to be supported and encouraged which are a major factor in providing our students with opportunities to demonstrate the range of positive outcomes they have achieved.

Music

Susan Pinakis

Focus Areas 2023

Responding in music was a big focus area in 2023. I identified this as an area that needed focus both in terms of teaching and in how they were assessed in this area. Children experienced different types of music and became familiar with the various elements incorporated to make the music effective. Through this, students completed activities to understand why these elements were used, and then were able to use these in their own compositions. There has always been a focus on the students' mental health, both with the use of songs and with the use of drumming. Assessment focused on time and classroom management.

Highlights and Achievements 2023

The school choir performed at the ANZAC ceremony in Term 1. Instrumental students continued with programs in guitar, clarinet and brass.

The school choir performed at the Massed Choir Festival with very positive reviews and feedback from the school community. There were students achieving the seemingly impossible - performing on the stage for a large concert. With considerable support, there were students who were able to participate, creating a memorable experience for both the student and the parents.

The structure of the music program created growth in students' developmental skills in music as well as supporting their mental health which has always been a priority. Several sessions of music were held outside where children worked in groups with instruments creating their own music. Working in this way is supportive of student mental health.

The use of musical games in all age groups supports children. Students in the lower years are assisted with the development of core musical skills - beat, rhythm and pitch. The games assist students in middle and upper year, with understanding more complex musical concepts.

Recommendations 2024

- Focus on students developing skills for reading music. Students appear to have a good understanding of rhythms but not as much for pitch or reading music from a treble staff.
- Continue to focus on listening and responding to music, encouraging students to engage with and provide evidence that they can use the correct vocabulary that describes the elements of music. This will be done by using the SQUILT Template for responding to music.
- Parents of students participating in IMSS have requested additional support and assistance with practice. Music Specialist to work with IMSS teachers to best support students.
- I highly recommend that rehearsals take place on a weekly basis in order for students to be adequately prepared for upcoming performances.

Focus Areas 2023

It was a moderately busy year in the Visual Arts in 2023. As in previous years, students were offered tasks in class from a wide range of art disciplines including ceramics, drawing, painting, printmaking, sculpture and textiles. Several new projects were trialled this year. These supported a departmental focus on aboriginal culture, promoted cross-curricular collaboration, and aimed to positively engage students. Students were also given the opportunity to engage with, and respond to, a variety of artworks from contemporary and historical contexts from around the globe.

Highlights and Achievements 2023

Year 5 and 6 students began the year drawing realistic cats and rabbits in line with Chinese New Year's year of the Rabbit/Cat. The drawings focused on tone and the texture of the animal's fur. They subsequently transferred these skills to drawing their own pet. These drawings were then used as a base for a silk-screen design. Students used tonal dropout, and positive/negative space techniques to recreate their pet drawing in a printable design format. These were then printed onto fabric, with some students bringing in t-shirts to print on.

Pre-primary students were introduced to drawing, painting, mixed media, ceramics and textiles while creating art works with a variety of subject matter over the year. The most popular of these projects was the 'Companion to Mars' textiles project where students designed and coloured a robot or alien soft toy on fabric. This was then sewn into a 3D soft sculpture which the students could 'take to Mars' with them, or home, which was a lot closer.

Year 1 students learnt the foundations of the art elements of line, shape, colour, space, and texture by producing several mixed media and painted artworks. Most artworks were 2D; however, they created a 3D ceramic mermaid sculpture using basic ceramic skills: the pinch pot technique. They applied their knowledge of texture by adding scales to the tail.

Years 2 and 3 students trialled a new project supporting the Japanese language program. Students learnt about Japan's Children's Day, and how koi flags are flown celebrating the day, before creating a 3D ceramic koi fish wind chime. The design process involved students learning or revising knowledge about tessellations when looking at the texture of the fish scales. They also learnt about complementary colour/harmonious colour combinations and were only allowed to choose colour pairs opposite on the colour wheel, or next to each other on the colour wheel. Ceramic construction skills on the head and the body furthered the pinch pot technique introduced to students in Year 1.

Years 1, 2 and 3 students all participated in a printmaking project. The younger years tried a collagraph print using recycled materials to create lines, shapes and textures on a surface which was then inked and printed. Year 3 students completed a block printing project; the views of Uluru. This project challenges students to think in black and white, creating an image which shows space and depth in a landscape.

Another of the new projects was a hybrid ceramic painting and textile project focusing on contemporary aboriginal art techniques. Students from Years 4, 5 and 6 drew geckoes and created a simple monochromatic design. This was painted onto a ceramic base which had been perforated to allow for a raffia coil basket technique to be added.

A very proud moment for the visual arts at Dalmain PS was one of the Year 6 students winning a scholarship to the art extension program in Year 7 at Balcatta senior high School in 2024.

Recommendations 2024

- There are several school-wide art projects completed and awaiting installation in 2024. The Bush Tucker Garden will finally have its border and the 'Map of Kingsley' ceramic mural will be hung in the library.
- Negotiations have started with a local mural artist to come and speak to the students about his career in the arts. It is planned that this artist's style will be studied and used to inspire a mural to brighten up the library, music and science walls which face Dalmain Street.
- In 2024, as always, the visual arts will engage students with challenging and meaningful projects, as well as exposing them to current and historical artworks, conventions of artistic practice and respectful cultural understanding.

Sustainability

Jane Ridley

Focus Areas 2023

We continue to provide simple steps to follow at Dalmain PS to foster positive waste attitudes and behaviours that are embedded in our school's values, integrated into the curriculum and incorporated in the culture and daily practices of the whole school and wider school community.

The focus areas of involvement in the school include:

- Infrastructure – waste management, bin collection systems and assessments.
- Education – integrating student learning about waste and resource management.
- Whole school and community – encouraging a whole school action-based approach that engages students, teachers, staff and the wider school community.

Highlights and Achievements 2023

The whole school has been involved in rebranding and overhauling our waste-free lunch day to 'Zero Waste' Tuesday with each class responsible for collecting and managing their data. This change in approach has seen individual classes reflect and investigate ways to reduce their waste, with positive feedback being received from students and staff. All classes were involved in planting crops of their choice and then taking on responsibility for maintaining and harvesting their garden beds. Some classes cooked their produce or were invited to take home and share it with their family. TA3 & TA4 students together with parent helpers created delicious recipes using their produce and enjoyed tasting a range of different dishes.

The Dalmain Urban Garden (DUG) share table situated outside the Kindy room was a new initiative and a very successful way to provide excess produce grown in the garden for our community to take home and enjoy.

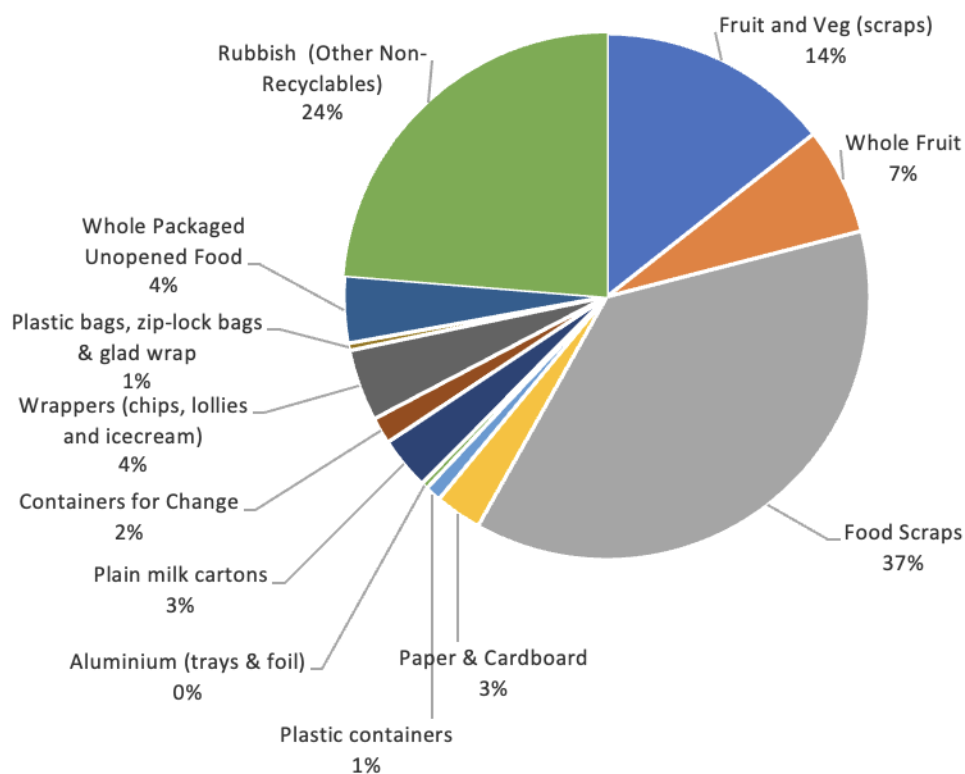
TA8 participated in the 2023 Waste Audit conducted by Waste Sorted Schools. There were several positives from the audit including the low amounts of waste headed to landfill compared to other similar sized schools and the effectiveness of our present school programs and actions. TA8 students shared their knowledge and ideas about how to further reduce our waste production, with a number of these suggestions to be included in our sustainability plans for 2024.

Our Junior classes (Kindergarten – Year 3) enjoyed attending the Utterly Rubbish Incursion which included high energy physical theatre and provided a humorous approach to our problem with rubbish, using recycled puppets and props.

Recommendations 2024

- Review the current bin system and investigate implementing a Containers for Change system.
- Provide new signage for bins and provide training for Sustainability Leaders to encourage all students and staff to recognise and use the system correctly.
- Collect data through organic and paper waste to determine amounts diverted from landfill and share with the school community.
- Conduct a school audit on a non-canteen day to collect information representative of waste generated daily.
- Sustainability leaders to include sustainability and waste avoidance information during their announcements.
- Plan a whole school corn fiesta, with all classes planting, maintaining and harvesting their crops and determining how they will use their corn on the day. Integrate across learning and specialist areas and engage parents to assist in cooking activities.
- Create mulch areas around garden beds in the DUG to reduce heat and improve plant health.
- Further promote the DUG through the school newsletter.

Dalmain Primary School – Waste Audit Breakdown (by weight) for One Day – Wednesday 29 November 2023



Focus Areas 2023

Building upon the successes of 2022, Dalmain Primary School was committed to further advancing the Technologies learning area in 2023. With a rapidly evolving technological landscape, our goal remained to empower students with digital literacy skills and provide enriching learning experiences across various digital environments.

Digital Learning Enhancements

In 2023, our students were exposed to a variety of digital devices and platforms, laying a strong foundation in digital literacy. The school continued to expand on and promote learning and reflections on learning through Seesaw, fostering both student engagement and family connection and communication. Additionally, we enhanced communication by leveraging Microsoft Sway for our School Newsletter and utilising platforms like MGM for seamless information and dissemination within the community.

Curriculum Highlights

In Semester 1, emphasis was on Food and Fibre Production in Design and Technologies, utilising resources like the Dalmain Urban Garden (DUG) to explore the origins of food and everyday products. Students were encouraged to engage in real life scenarios to understand the impact of food production systems and thoroughly enjoyed watching their corn grow during the season. In Semester 2, the focus shifted to Digital Technologies, with activities spanning digital literacy, computational thinking, and coding. Students participated in events like the Bebras Computational Thinking Challenge and Safer Internet Day to foster responsible digital citizenship. Dalmain Primary School also celebrated National E-Smart week.

Looking ahead, Dalmain Primary School continues to introduce and utilise Elastik, a data analysis platform, to further personalise learning experiences and identify areas for improvement. By building upon our existing foundation, we aim to increase students ICT skills and foster a deeper understanding of the Technologies curriculum in 2024.

Highlights and Achievements 2023

- Continued expansion of digital learning activities.
- Emphasis on real-life scenarios in Food and Fibre Production and Digital Technologies curriculum.
- Audit and update technology resources within the school, creating sustainability plans for charging stations and cords.
- School team to develop and refine our Digital Technology scope and sequence from Kindergarten to Year 6.
- School to gauge interest in a BYOD for sustainability of iPads.
- Staff dedication to professional development and adaptability in the face of an evolving educational landscape.

Recommendations 2024

- Explore further integration of technology into curriculum delivery.
- Strengthen partnerships with local sustainability and local technology providers.
- Continuously assess and adapt digital literacy initiatives to meet evolving student needs.
- Enhance support for staff professional development in emerging technologies.

In 2023, the School Chaplaincy Program was extended from one to two days per week at the school's request and with the support of increased funding. The staff, students and community have responded positively to the chaplaincy program and the provision of extra time.

Whole class interactions

At the commencement of the year, the Chaplain ran an introductory session with all classes to introduce her role. The session consisted of activities such as story reading, icebreaker games and activities that encouraged working with others. Throughout the year, the Chaplain assists children in the classroom as requested. The Chaplain attends and supports wider school events such as Year 6 Camp, assemblies and excursions.

Small group programs

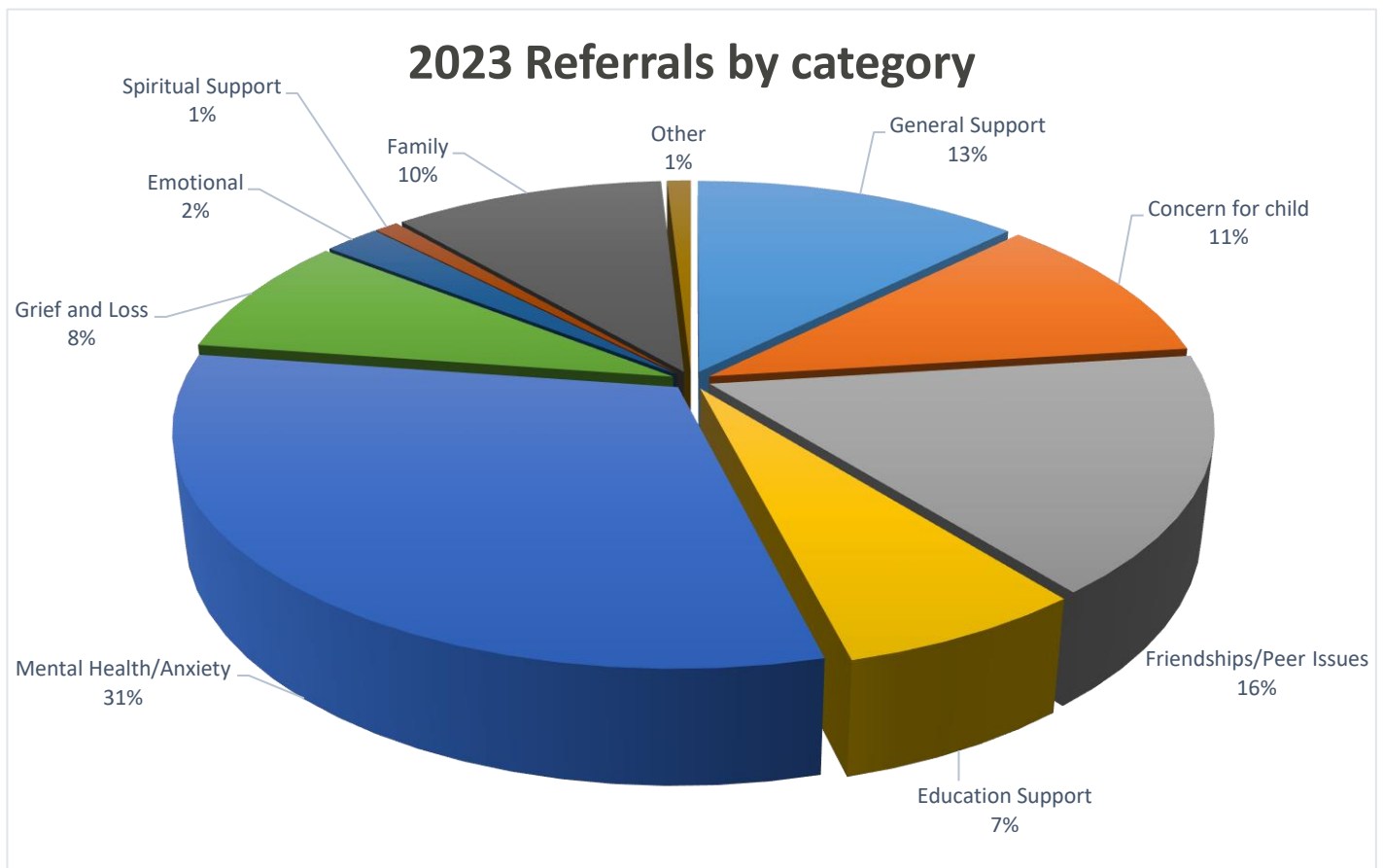
In 2023, the Chaplain initiated a lunchtime Craft Club. The program was established to enable opportunities for the Chaplain to interact with wider groups of students in a relaxed environment, and to help students build social skills by working together. Each week, approximately 8-10 students attended and created projects such as kindness hearts, friendship bands and care bears.

Community support

The Chaplain distributes information to parents about a range of topics at their request. Some examples include information about grief and loss, support networks, parenting courses, counselling services, etc. Support to staff has been provided at times of grief and loss, sickness and during other challenging situations.

One-to-one interactions

A large percentage of referrals to see the Chaplain come from either parents or students. Student requests to see the Chaplain have increased as the Chaplain has become a known and trusted person in the school.



Focus Areas 2023

Identifying all students at educational risk and providing a curriculum that caters for their individual needs was a priority for Dalmain Primary School in 2023. Through our 'Student Records of Intervention', we were able to provide comprehensive handovers of information about all students to begin the year, and ensure those requiring substantive or extensive adjustments were case managed with the support of the school leadership team. We also prioritised providing extensive professional learning opportunities for staff in recognising and understanding specific learning disorders and providing adjustments through teaching and learning programs. Continuing to establish strong partnerships with external services, including the West Coast Language Development Centre and School of Special Educational Needs: Disability, were priorities for the school in giving our staff every opportunity to access support and resourcing in improving the outcomes of students at educational risk.

Highlights and Achievements 2023

The MiniLit Sage evidence-based early literacy intervention program was a key component of our success in improving reading outcomes for students in Years 1 and 2 in the areas of decoding and reading fluency. This program involved small groups of students accessing targeted supported 4 times a week, with reports on student achievements and progress provided each semester. Students in Years 3 to 6 who required intervention in reading were supported through the MultiLit Reading Tutor Program, implemented by our EdConnect Volunteers, and monitored by our Learning Support Coordinator.

Our School Chaplaincy Program was an outstanding success in 2023, with over 60 students receiving individualised or small group support in the areas of social and emotional wellbeing. With our Chaplaincy Program being extended to 2 days a week, it has ensured timely and regular access to support for students at school. Students experiencing difficulties through loss, grief, anxiety, change, fear, friendship issues and more could be referred by staff or parents and were provided resources and tools to guide them.

Our partnership with Delta Therapy Dogs in 2023 enabled students in different year levels opportunities to read to our Dog Ralphie in a quiet and calm environment, supporting their wellbeing. With Ralphie retiring at the end of 2023, we will explore what this might look like in 2024. Our School Psychologist service agreement in 2023 focused on ongoing case management support for students with substantive or extensive needs, with cognitive assessments and support for student emotional regulation being priorities. Our School Psychologist presented Triple P Positive Parenting workshops for parents with a focus on supporting parents of students with Attention Deficit Hyperactivity Disorder (ADHD).

We continued our investment in our 'You Can Do It!' Social Skills Program and 'Grow Your Mind' mindfulness and wellbeing Program. Teachers implemented these through the curriculum from Kindergarten to Year 6, utilising age-appropriate learning experiences to explicitly teach students effective social skills and strategies to develop and maintain positive wellbeing. We also reinforced the 'Smiling Minds' platform which gives students techniques to relax and bring mindfulness into their lives.

Our teachers continued to provide individual education plans for students requiring adjustments to the curriculum, which involved the setting of specific learning goals with the support of parents. We also introduced our updated Phonics Initiative, which involves a targeted phonics scope and sequence for students in Kindergarten to Year 2 to ensure they continue to make developmentally expected progress in this area. Staff were provided with expert support in the teaching of Phonics through a Speech Pathologist from the West Coast Language Development Centre.

Recommendations 2024

- In Term 3 of 2023, Our Public School Review commended our school-wide approaches to 'students at educational risk', and recommended that we continue refining our processes for students needing additional support. In 2024, this will look like a clear 'Students at Educational Risk' Policy, with flow charts and steps for staff to follow when concerns are identified. As part of this, we will have regular opportunities for staff to discuss how their students are going and to access targeted support through the guidance of the Learning Support Team.
- The Learning Support Team will further define what resources and tools are available for students who need Tier 2 and Tier 3 support, which will include utilising the Department of Education's Statewide Services. All students needing targeted literacy intervention will be referred and supported through both the MiniLit and MultiLit programs from Term 1 onwards, with the consent of parents.
- Professional learning support for staff will be prioritised further, with access to SSEN:Disability Professional Learning Modules across a range of learning disorders promoted. We will be upskilling key staff in 'Youth Mental Health First Aid' and the 'Zones of Regulation' Programs, which will equip them with the resources and strategies to improve student emotional regulation strategies and skills. We will continue to promote the Triple P Positive Parenting Program and communicate key workshops as they become available.
- Our School Chaplain will be engaging in the renowned 'Seasons for Growth' grief and loss program which aims to build the emotional resilience of students going through significant change and grief in their lives. In 2023, all staff were provided professional learning in trauma-informed practices and will draw on this learning in 2024 when responding to students who may have experienced trauma.
- The Learning Support Team will have new and improved systems for tracking all students in the school who require adjustments to access the curriculum. Through this system, staff will be regularly supported and communicated with to check in on how students are going; the progress they are making; and what additional support may be needed. Comprehensive Special Needs Education Assistant support will be timetabled for those who need one-on-one or small group support most.



Public School Review 2023

Dalmain Primary School had its 'Public School Review' in Term 4 of 2023, involving an extensive culmination of evidence, collaboration with stakeholders and review of school processes and practices to evaluate our performance against the 6 Domains of the Schools Accountability and Improvement Framework.

Our school achieved outstanding feedback about the exemplary practices and performance of the school and won't require another Review for at least 3 years. Our recommendations for continued excellence were as follows:

Relationships and Partnerships	Continue to explore partnerships that enhance school priorities and initiatives to support outcomes for students.
Learning Environment	Proceed with the intent to refine the Students at Educational Risk and Behaviour Management policies and processes.
Leadership	Proceed with the intent to provide opportunities for staff to undertake instructional leadership roles to further embed high quality teaching.
Use of Resources	Continue development of the workforce plan, for immediate and future staffing requirements, ensuring staff are selected to fit the profile and possess the skillset required to progress the school improvement agenda.
Teaching Quality	Proceed with the intent to develop the Dalmain Instructional Framework for consistent and low variance use of agreed High Impact Teaching Strategies that align with the Quality Teaching Strategy.
Student Achievement and Progress	Continue to embed the data platform Elastik, to identify, monitor and track student achievement and progress while informing teaching and learning programs.

Value Adding

Dalmain Primary School is committed to providing a caring and inclusive learning environment for its students. There are several additional support strategies and programs that have been put in place to enhance the learning opportunities of all students. These have included:

- Mini-Lit Sage & Reading Tutor programs
- Before School Fitness Club on Wednesdays and Fridays
- Delta Therapy Dog
- Interschool Sports Program
- Visual Arts and Music learning programs
- Science and Languages (Japanese) learning programs
- Early Learning Languages Australia (ELLA) Japanese Program
- Dalmain Urban Garden and Waste Wise/Waterwise initiatives
- Year 6 School Leadership Program and Camp
- Loose Parts exploration and play opportunities.
- Greenwood College Enrichment / Transition Programs
- Meerilinga 3-Year-old Transition to Kindergarten partnership
- Kindergarten Orientation and Transition Program
- School Instrumental Music Program - Brass, Guitar, and Clarinet
- School Choir for students in Years 4-6
- School Incursions and Excursions
- Craft Club (Lunch Times)
- Edu-Dance Program
- Chaplaincy support program



Attendance

Our attendance in 2023 continued to improve since the years impacted by Covid-19, with our students attending above Western Australian Public Schools and almost on par with 'like' schools. We will continue to case manage students at moderate to severe attendance risk (Below 80%) through classroom strategies and support. Our role is to work positively and collaboratively with families to assist students to attend school regularly.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	93.9%	93.5%	92.4%	87.3%	84.1%	76.8%	93.9%	93.3%	91%
2022	88.8%	89.6%	88.3%	57.3%	77.2%	69.5%	88.6%	89.3%	86.6%
2023	91.2%	91.5%	90.3%	15.8%	83.6%	74.3%	90.9%	91.3%	88.9%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	67.4%	28.1%	3.3%	1.2%
Like Schools 2023	68.5%	23.5%	6.8%	1.2%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

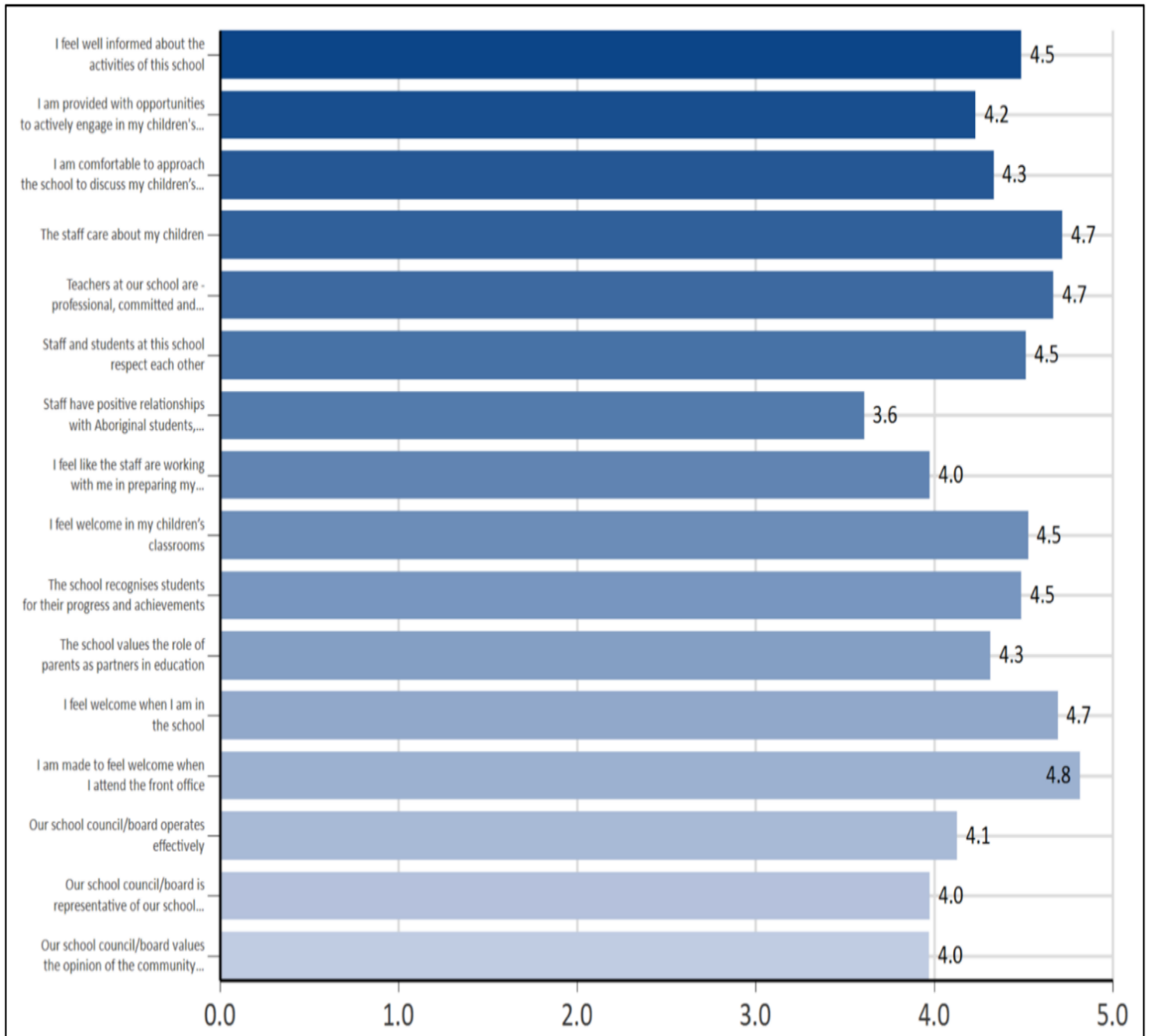


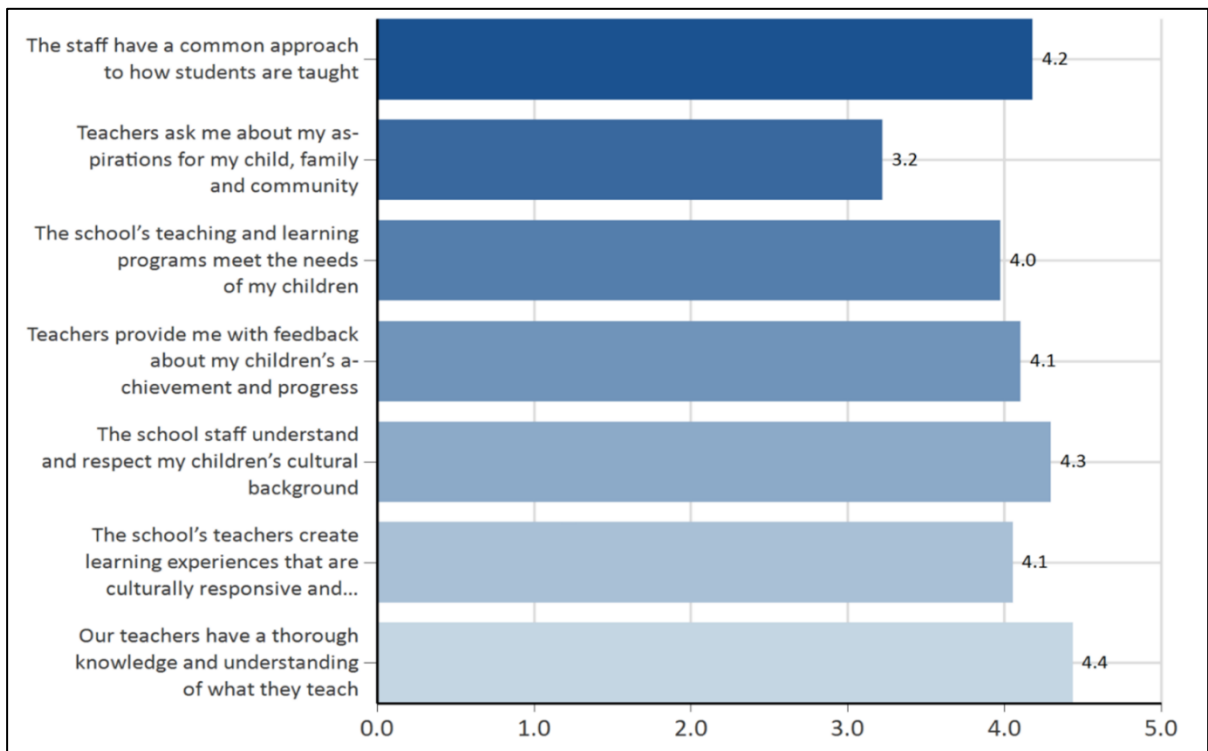
School Culture Survey (Parents) June 2023 - 39 Completed

Our 2023 School Culture Parent Survey Data was highly positive and indicated the unwavering support our community has for our school.

What is clear is that our school provides a comprehensive teaching and learning program that is safe and welcoming for all students, with parents feeling valued, heard and supported in ensuring all students are able to succeed.

Information from our survey was used to develop a school action plan to address areas requiring growth.

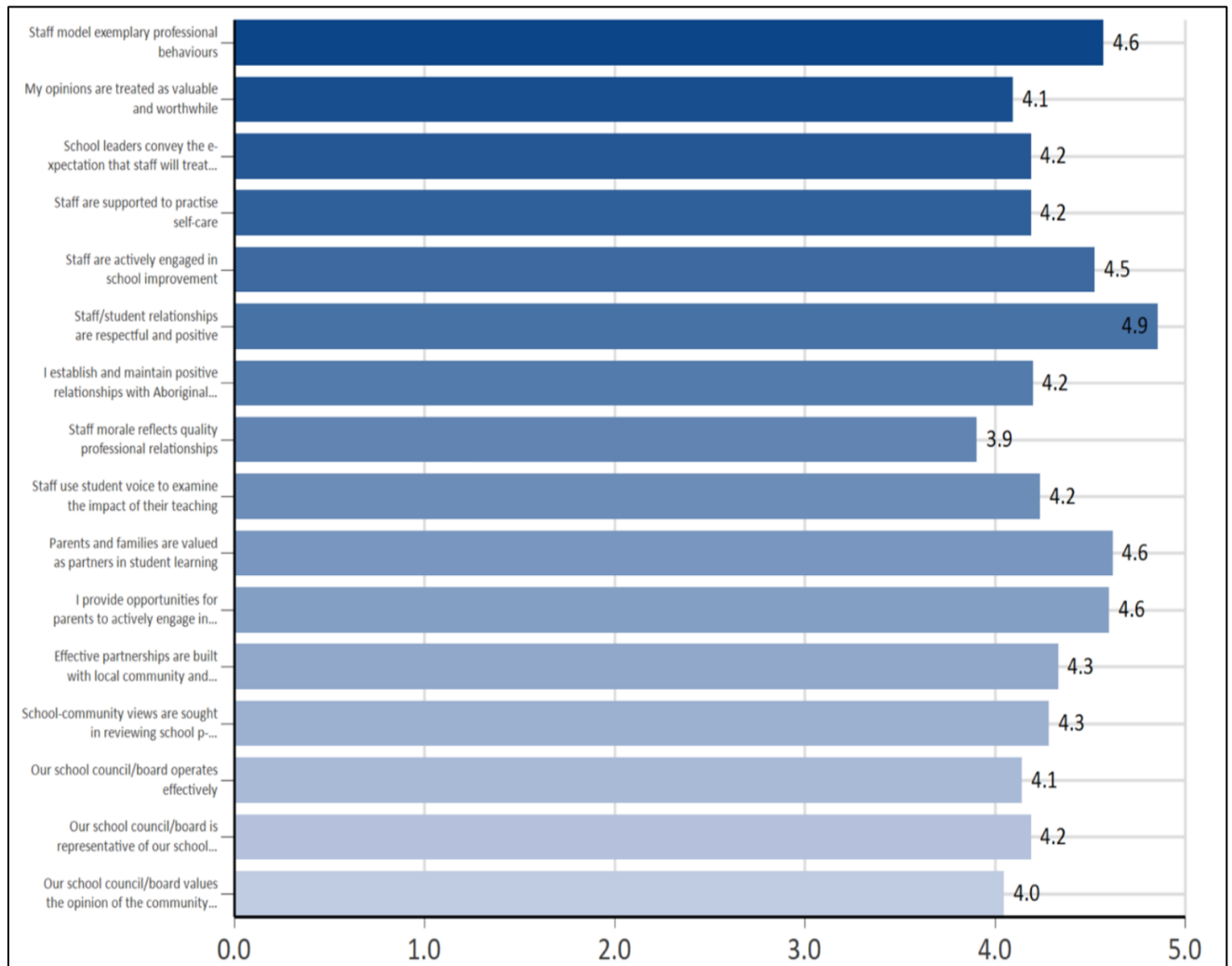




School Culture Survey (Staff)

June 2023 - 21 Completed

Our 2023 School Culture Staff Survey Data demonstrates ratings of between 4.0 and 5.0 on almost every area. Staff at Dalmain Primary School pride themselves on developing and maintaining positive relationships with students, including a commitment to working collaboratively with families to provide the best possible educational outcomes for students. Staff have reflected rigorously on this data to inform future planning.



School Finances

Operational One Line Budget Statement

Issued on 7 March 2024

School: Dalmain Primary School School Year: Dec 2023 (Verified Dec Ca

Region: North Metropolitan Region Aria: 0
Distance to Perth (km): 16.76

One Line Budget – Dec 2023

		Current Budget	Actual YTD
Carry Forward (Cash):	\$	64,662	64,662
Carry Forward (Salary):	\$	104,556	104,556
INCOME			
Student-Centred Funding (including School Transfers &	\$	2,943,954	2,943,954
Locally Raised Funds:	\$	127,093	136,766
Total Funds:	\$	3,240,266	3,249,938
EXPENDITURE			
Salaries:	\$	2,743,921	2,743,921
Goods and Services (Cash):	\$	350,829	306,165
Total Expenditure:	\$	3,094,750	3,050,086
Variance:	\$	145,516	199,853

Income

	Current Budget	Actual YTD
Carry Forward (Cash)	\$64,662.00	\$64,662.00
Carry Forward (Salary)	\$104,556.46	\$104,556.46
Student-Centred Funding (including School Transfers & Department	\$2,943,954.20	\$2,943,954.20
Per Student	\$2,209,309.00	\$2,209,309.00
School and Student Characteristics	\$605,614.85	\$605,614.85
Disability Adjustments	\$31,070.34	\$31,070.34
Targeted Initiatives	\$98,581.58	\$98,581.58
Operational Response Allocation	\$0.00	\$0.00
Regional Allocation	\$0.00	\$0.00
Transition Adjustment	\$0.00	\$0.00
School Transfers – Salary	\$-168,121.57	\$-168,121.57

School Transfers - Cash	\$167,500.00	\$167,500.00
Department Adjustments	\$.00	\$.00
Locally Raised Funds (Revenue)	\$127,093.00	\$136,765.73
Voluntary Contributions	\$12,144.00	\$11,716.50
Charges and Fees	\$50,761.00	\$56,964.80
Fees from Facilities Hire	\$33,040.00	\$30,036.36
Fundraising/Donations/Sponsorships	\$12,750.00	\$16,080.00
Commonwealth Govt Revenues	\$.00	\$.00
Other State Govt/Local Govt Revenues	\$.00	\$.00
Revenue from CO, Regional Office and Other schools	\$1,375.00	\$3,043.29
Other Revenues	\$10,023.00	\$11,924.78
Transfer from Reserve or DGR	\$7,000.00	\$7,000.00
Residential Accommodation	\$.00	\$.00
Farm Revenue (Ag and Farm Schools only)	\$.00	\$.00
Camp School Fees (Camp Schools only)	\$.00	\$.00
Total	\$3,240,265.66	\$3,249,938.39

Expenditure

	Current Budget	Actual YTD
Salaries	\$2,743,921.12	\$2,743,921.12
Appointed Staff	\$2,428,485.62	\$2,428,485.62
New Appointments	\$.00	\$.00
Casual Payments	\$314,505.83	\$314,505.83
Other Salary Expenditure	\$929.67	\$929.67
Goods and Services (Cash Expenditure)	\$350,829.00	\$306,164.55
Administration	\$24,595.00	\$22,050.24
Lease Payments	\$17,500.00	\$17,349.79
Utilities, Facilities and Maintenance	\$104,787.00	\$84,782.56
Buildings, Property and Equipment	\$51,276.00	\$53,449.54
Curriculum and Student Services	\$112,752.00	\$100,921.13
Professional Development	\$10,405.00	\$4,561.83
Transfer to Reserve	\$17,500.00	\$17,500.00
Other Expenditure	\$12,014.00	\$5,549.46
Payment to CO, Regional Office and Other schools	\$.00	\$.00
Residential Operations	\$.00	\$.00
Residential Boarding Fees to CO (Ag Colleges only)	\$.00	\$.00
Farm Operations (Ag and Farm Schools only)	\$.00	\$.00
Farm Revenue to CO (Ag and Farm Schools only)	\$.00	\$.00
Camp School Fees to CO (Camp Schools only)	\$.00	\$.00
Total	\$3,094,750.12	\$3,050,085.67

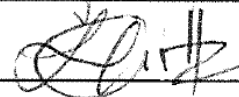
Annual Report Endorsement

Principal: Kieran Moore

Signature: 

Date: 24/05/2024

Board Chair: Leigh Penney

Signature: 

Date: 24/05/2024

