



DALKEITH
PRIMARY SCHOOL

EST. 1938

SCHOOL REPORT 2022



Together we shape the future

Table of Contents

REFLECTIONS FROM THE PRINCIPAL	3
<i>Whole School Data</i>	5
STUDENT NUMBERS AND CHARACTERISTICS.....	5
ATTENDANCE.....	6
DESTINATION SCHOOLS.....	7
WORKFORCE COMPOSITION	8
<i>Successful Students</i>	9
SUMMARY OF 2022 NAPLAN RESULTS AND 2023 DIRECTIONS.....	9
NATIONAL SCHOOLS OPINION SURVEY	11
JAPANESE AS A SECOND LANGUAGE	16
PHYSICAL EDUCATION	17
SPECIALIST ART 2022.....	19
DISCOVERING THE WORLD THROUGH SCIENCE	20
HUMANITIES AND SOCIAL SCIENCES	23
STUDENT LEADERSHIP	25
<i>Community Partnerships</i>	26
LEARNING OUTSIDE THE CLASSROOM	26
<i>Finance</i>	29
ANNUAL ONE-LINE BUDGET AND CAPITAL WORKS.....	29
<i>School Budget</i>	29
<i>Dalkeith PS Workplace Profile</i>	32

REFLECTIONS FROM THE PRINCIPAL

2022 was a hugely successful and positive year for Dalkeith Primary School staff and students. Our students continued to achieve beyond expected levels across all areas of the curriculum. Our specialist programs in Science, Music, Art, Physical Education and Japanese, provided rigorous and a well-rounded education to all our students. Our projected student numbers took a sharp increase towards the end of the year with the sad closure of a nearby school. Dalkeith Primary School warmly welcomed the new families and offered a combined school tour and open morning to allow new students to ease into their new environment. We look forward to having these wonderful new families and students in our school next year.

The staff and students have engaged in quality teaching and learning that have led to some incredible outcomes for our school. Our NAPLAN (National Assessment Program for Literacy and Numeracy) results were outstanding this year! Year 3 and Year 5 students performed well above expected level in all subjects compared to like schools. We had a high percentage of students in the top two proficiency bands in all subjects. Year 5 Writing and year 3 Reading results were excellent, with above 90% of the students in the top two proficiency bands. Other testing regimes such as Brightpath and PAT testing showed incredible growth in Literacy and Numeracy. We had five ICAS (International Competition and Assessments for Schools) medallion winners across years 2-6 in Math, Science and Reading. Medallion winners are those students who achieve in the top 1% of the state. This is quite an incredible achievement! The teaching staff are to be commended for their attention to teaching and learning.

Many thanks to Anthony Robinson, P&C President, who over the past three years has guided the P&C and supported our school with many fund-raising and community engagement events. Anthony stepped down from the position at the end of the year. The executive positions were discussed at the final P&C meeting and will be voted in early in 2023. Some of the major accomplishments in 2022 included P&C funding for our intervention program, the pool shade, outdoor seating in the library courtyard, native plants, and prizes for the Dalkeith Young Writer's awards.

Sincere thanks also to Jo Kendrick, Chairperson Dalkeith School Board and the committee members for their input and guidance during what was a remarkably busy year for DPS. The Board were privileged to be presented with a proposal from a year 6 student leader regarding incorporating an indigenous design on our House T-shirts. An aboriginal artist was engaged to develop the design, and the Board provided input and direction on how the process would take place. It is planned to send a survey to the community early in 2023 which will then help determine a final decision.

We conducted the National Schools Opinion Survey this year which yielded incredibly positive results from the parents, staff, and students. A more detailed report of the results can be found in this annual report.

Initiatives such as the school wide Positive Behaviour Support Program, STEM (Science, Technology, Engineering and Math) program, STEM extension, Robotics and Coding all continued to be implemented with enthusiasm and dedication during 2021. The year 5 and 6 students designed and built Billy carts in teams of 4. With great enthusiasm, the students invited their parents and tested them out on the basketball courts at the end of the year. It was a lot of fun, and some exceptional

STEAM (Science, Technology, Engineering, Arts & Maths) learning took place. It is programs and activities such as these set Dalkeith Primary School apart as being a school of excellence and choice.

The Dalkeith Young Writer's Award was continued this year with great success. Students from Years 1 – 6 were invited to write a narrative that was then judged by a panel to determine the best story from each phase of learning. We were excited and pleased to read such wonderful ideas and creative writing from our students. The winners from each section were awarded prizes and encouraged to submit their writing to the Tim Winton Writer's competition.

World Teachers Day was recognised and celebrated once again this year by the school community. The School Board and the P&C showed their appreciation of the staff at DPS at a World Teacher's Day assembly by presenting all staff members with a very generous gift voucher. We really appreciated their recognition of us and love the attention we get on this special day.

We look forward 2023 – our 85th anniversary. It promises to be a year that is engaging, purposeful and a celebration of all that is great about Dalkeith Primary School.

Suzanne Pekin
Principal



Whole School Data

STUDENT NUMBERS AND CHARACTERISTICS

The optimum number of student enrolments for Dalkeith Primary School is around 350 students. It is characteristic at DPS for student enrolments to increase and decrease in line with current economic trends and the housing market. Dalkeith Primary School experienced a surge in future (2023) enrolments at the end of this year due to the closure of a nearby private school. This allowed us to increase the number of Kindy classes from one class to two. It also meant that we were able to continue with two pre-primary classes. Prior to the unexpected enrolments, our PP classes would have reduced to one class. The greatest number of new enrolments were in the middle years, enabling the creation of a year 3 / 4 class. The new families were invited to a school tour and orientation morning late in term 4 so that new students felt at ease and were prepared for a smooth start in 2023. As is the pattern at Dalkeith Primary School, some year 3 parents made the decision to move their child to private education. The school often sees a loss of students in the end of year 3 level. Overall, including the loss of year 6 students to secondary, the projected school numbers show an increase for 2023. Dalkeith Primary School continues to attract international enrolments from many countries including Asia, Europe, Africa, and South America. We are seeing a considerable number of students who have little or no English.

Student Numbers (as at 2022 Semester 2)

	Kin	PP	1	2	3	4	5	6	Total
Full time	11	39	44	51	42	31	42	45	305
Part time	22								

Gender

	Kin	PP	Primary	Total
Male	13	22	127	162
Female	9	17	128	154
Total	22	39	255	316



ATTENDANCE

Attendance at Dalkeith Primary School continues to be consistent and above like schools. We attribute our good attendance to parent support for school engagement, a rigorous and engaging program of teaching and learning, and the nurturing and welcoming environment at our school. Students want to attend and do not like missing school. Parents support the school in many ways, with good attendance being one of those ways. Parent surveys show a strong belief in our school, and the good education their child receives.

Some in term vacation leave is taken by various families throughout the year mostly due to family connections and/or work commitments interstate and overseas. This is not excessive and does not impact too negatively on our attendance data.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	96.1%	95.5%	93.2%				96.1%	95.4%	91.9%
2021	95.5%	95.1%	92.4%	97.5%	90.2%	76.8%	95.5%	95.1%	91%
2022	93.4%	91.7%	88.3%	96%	88.1%	69.5%	93.5%	91.6%	86.6%

DESTINATION SCHOOLS

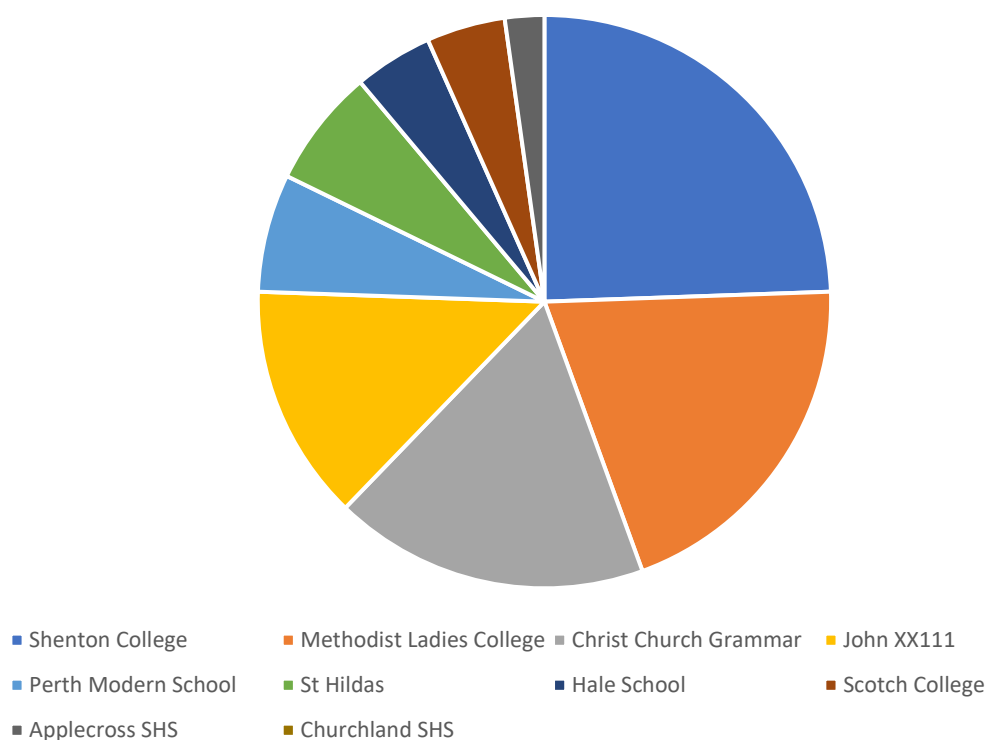
Dalkeith Primary School 2022 Year 6 Students

Approximately 50% of Year 6 students exiting Dalkeith Primary School, entered the public schools of Shenton College, Perth Modern School, and Castlereagh School. The remaining students enter the various private schools surrounding Dalkeith.

Below is the table showing the destination schools for our 2022 year 6 students.

Destination Schools	Male	Female	Total
4168 Shenton College	6	5	11
1042 Methodist Ladies' College		9	9
1041 Christ Church Grammar School	8		8
1249 John Xxiii College	5	1	6
4042 Perth Modern School	2	1	3
1122 St Hilda's Anglican Sch - Girls		3	3
1193 Hale School	2		2
1171 Scotch College	2		2
4002 Applecross Senior High School	1		1
4012 Churchlands Senior High School		1	1

DESTINATION SCHOOLS OF 2022 YEAR 6 STUDENTS



WORKFORCE COMPOSITION

DPS has highly skilled and competent staff, with a small percentage of long serving and experienced teachers, education assistants and ancillary staff. Recruitment processes were focused on attracting energetic and highly skilled teachers to fill new positions created by the unexpected rise in student numbers (due to the closure of a nearby private school). An additional Kindy, Pre-primary, and middle years teacher was recruited late in 2022 for the start of 2023. One experienced level 3 early childhood teacher left Dalkeith to work closer to home, therefore creating a year one position as well. For the start of 2023, DPS will have one new graduate teacher, and three other new teachers, two of which were working interstate. Male representation on staff has increased slightly with three male teachers on staff for 2023. Additional education assistants were also recruited at the end of 2022 for the start of 2023 due to the many new students entering DPS with diagnosed disabilities. Recruitment processes are focused on attracting applicants with specific skills that meet the needs of our students and match the context of Dalkeith Primary School.

Staff Numbers 2022:

	Number	FTE
Principal	1	1.0
Deputy Principals	2	1.6
Total Admin Staff	3	2.6
Level 3 Teachers	3	2.8
Other Teaching Staff	23	15.9
Total Teaching Staff	26	18.7
Clerical/Administrative	4	2.2
Gardening/Maintenance	2	0.8
Other Allied Professionals	11	6.6
Total Allied Professionals	17	9.6
Total	46	30.9

Successful Students

SUMMARY OF 2022 NAPLAN RESULTS AND 2023 DIRECTIONS

This is the third year that Dalkeith Primary School participated in NAPLAN online. In Years 3 and 5, students completed NAPLAN on their iPads, except for Year 3 Writing, which was still completed using pen and paper style. NAPLAN online testing is a quite different format to the traditional style of questioning where every student was presented with the same questions and worked their way through the papers. NAPLAN online has algorithms built into the assessments that makes decisions about when a student needs to be 'bumped up or down' depending on how many consecutive responses that are getting correct and/or incorrect. The test has therefore become a bit more individualised, allowing students who are getting many responses correct to move onto a more challenging pathway. Similarly, the same thing happens when a student is experiencing difficulty with the questions and getting answers incorrect, the test will move them onto an easier pathway. This of course makes interpretation of our final whole school results quite complex, but very interesting. As a high SEI (socio-economic index) school, our expectations of student achievement and progress are well above those of the national average and as such we compare ourselves against 'like schools.' Ideally, we want our students to achieve NAPLAN scores that match or exceed those of statistically similar schools. Our Business Plan targets reflect these 'stretch' targets Literacy and Numeracy. This year there is no NAPLAN progress data available as there was no NAPLAN testing in 2020.

Business Plan Targets:

Analysis of our School Business Plan Targets show that 95% of NAPLAN targets were met or extremely close to being met in both Literacy and Numeracy. The Year 3 and 5 2022 cohort mean remains on par or above Statistically Similar Schools. Interrogation of results show that in all areas of NAPLAN testing (Reading, Writing, Spelling, Grammar & Punctuation and Numeracy), Dalkeith Primary School Year 3 & 5 students exceeded like schools, with Year 3 students performed slightly below like schools in Spelling. Our target of maintaining 75% or greater of our students in the top two proficiency bands was met in both year levels in all subjects. A particular celebration was 98% of year 5 students were in the top 2 proficiency bands for Writing, 92% of year 3 students in Reading, and 91% of year 5 students in Spelling.

Our on-entry target (Pre-Primary performance testing) of 'consistently matching or exceeding statistically similar schools' was met in Writing and Numeracy and close to being met in Reading.

NAPLAN Results:

The NAPLAN results in 2022 were outstanding. In all subjects tested, Year 3&5 students outperformed statistically similar schools (except year 3 Spelling). Analysis of the longitudinal data shows that explicit teaching programs have had a positive impact on results.

Results were very pleasing in Year 3 Numeracy, Reading, Writing, and Grammar & Punctuation. We see an upwards trend in overall achievement in all those subjects that has our Year 3 students exceeding like schools. Our Year 3 Spelling results are slightly below those of like-schools.

Our Year 5 performance in all areas of Literacy and Numeracy exceeded the performance of like schools. The year 5 student data has moved from being on par with like schools in 2021 to surpass

like schools in 2022. This is very pleasing as the trend is continuing to move upwards. This indicates that the whole school strategies in our English and Maths have impacted positively on student results. We have a high percentage of students in the top two proficiency bands, which almost represents the top 20% of Australia. In particular, our year 5 Writing and year 3 Reading results were excellent, with above 90% of the students in the top two proficiency bands.

Our students in Pre-Primary were given an 'on-entry' test in Reading, Writing and Maths. This is conducted at the beginning of each school year and is therefore in reality, testing the skills and abilities that they come to us with from Kindy. Our Pre-Primary students traditionally do very well on these tests and their performance is a particularly good indicator of future performance in NAPLAN.

2023 Directions – Where to from here?

Based on our analysis of school performance data, the teaching staff collaborated to plan a variety of specific strategies to implement in 2023 in both Literacy and Numeracy. We analysed what worked well in year 3 Reading and year 5 Writing and used that as a basis to develop specific whole school strategies. As always, a focus on explicit instruction, differentiation, making success criteria visible and the implementation of a case management approach for identified students, will be consistently implemented, and reviewed throughout 2023.

Education Assistant time for intervention programs will continue in 2023. Curriculum leaders will be working in an advisory and support capacity alongside teaching staff to assist them with implementing and embedding our agreed, evidence-based Literacy and Numeracy strategies.

The Department of Education statewide strategies of 'Quality Teaching Strategy' and the 'Phonics Initiative' will be implemented and align with our current programs. A focus on the explicit teaching of the synthetic phonics program Letters and Sounds will continue. To further develop students spelling and vocabulary, we will develop a whole school vocabulary scope and sequence. In addition, Oral Language First Steps strategies will be implemented across the school to ensure the foundations of Literacy are well embedded in all students. All staff will continue to embed all aspects of the Literacy Framework to ensure best practice of English teaching.

In 2023 the Maths Operational Plan includes a continued focus on basic facts, mental maths strategies, problem solving and reasoning. Students will continue to be guided to write down their thinking, show their working out, and articulate the strategies they are utilising. This is an important part of mathematical thinking that our students need to develop further.

Suzanne Pekin

Principal Dalkeith Primary School

Dec 2022

NATIONAL SCHOOLS OPINION SURVEY

Summary of Feedback - 2022

The survey results this year have been overwhelming positive and have shown that the parent community feel positive about our school programs, communication, leadership, and wellbeing.

From the data, we were able to highlight items that showed up as being extremely positive, which we are labelling 'Areas of Celebration,' and items that scored below 4, which we are labelling 'Areas of Conversation'. Areas of Conversation will be followed up on in 2023 (see below).

A summary of the main Areas of Celebration and Conversation are outlined below:

Mandated NSOS Questions - Overall Feedback (parents, students, and staff):

Areas of Celebration

The school is well led

I would recommend this school to others

I am satisfied with the overall standard of education

The school takes my opinions seriously

Areas of Conversation

No Areas of Conversation.

Dalkeith Primary School Specific Questions - Parent Feedback:

Areas of Celebration:

This school supports my child's wellbeing 85%

This school has good facilities and resources inside and outside the classroom 86%

This school provides for my child's sporting needs 85%

Areas of Conversation:

I understand the role of the School Board 57%

I understand the role of the P&C 68%

iPads enhance learning 63%

I support school's behaviour management policy 69%

How we will address the Areas of Conversation:

In response to the parent survey data that shows the Areas of Conversation, the school will put in the place the following actions in 2023:

Role of School Board and P&C

In 2023 the school will hold a parent forum to clearly articulate the role of both groups. This information will also be on the school website

Each term the School Board and the P&C will write a summary report to the community that captures the highlights of that term. This will also be on the website and published in the school newsletter

iPads enhance learning

The school will hold a student conducted parent forum demonstrating the use of iPads. This will involve iPad use across year 3-6 classes.

Examples of how iPads are being used to enhance student learning will be highlighted in the newsletter regularly.

I support the school's behaviour management policy

The Behaviour Management policy will be addressed as an agenda item in the year level forums held by the school admin team.

An updated Behaviour Management policy and Behaviour Management flow chart will both be available on the school website.

The data from the survey is used to forward plan and will be incorporated into our focus areas for 2023.

LEARNING ENVIRONMENTS

Inclusivity and Culture

At DPS we continue to build cultural awareness for the students, staff and community. Staff participated in a Blanket Ceremony to highlight the history of Aboriginal and Torres Strait Islanders, this was acknowledged by all staff that attended as one of the best professional learning sessions they had experienced.

Cybersafety and feeling safe in an online environment is an important component of inclusivity. An audit of the Cybersafety Curriculum demonstrated the need for a structured scope and sequence of skills taught in this area, as a result the DigiSocial platform will be implemented.

In 2023 we will ensure all staff have completed the Aboriginal and Torres Strait Islander Cultural Awareness course, continue to highlight Special Events such as Harmony Day and NAIDOC Week and implement the DigiSocial Cybersafety curriculum.

Students at Educational Risk

Students at Educational Risk encompasses a number of areas for within our school;

- Students with Special Needs
- Specific Learning Disabilities
- Academic Enrichment and Extension
- Social and Emotional Wellbeing
- Behaviour, Engagement and Attendance and
- English as an Additional Language

We continued to provide our students with Special Needs with a holistic individualised program. Teachers and Education Assistants work closely to ensure student's needs are being met. We were fortunate to have the support of the P&C to assist us in running an intervention program for identified students. The MiniLit program assists students in the junior years consolidate their phonemic awareness and use of sounds to read and identified students in year 3-6 were provided with intervention targeted to their needs, in particular reading comprehension strategies.

In 2022 we opened up the ICAS assessments to identified year 1-4 students, providing them with the opportunity to sit the prestigious awards competition.

It was our second year as a Zones of Regulation school. We continued to use the language of Zones of Regulation throughout the school and as a means of building emotional regulation and self awareness. Zones will continue to be a focus in 2023.

We were able to assist new students with English as an Additional Language by providing them with resources to make them feel welcome, including literature in their first language. Work with our Education Assistants and inclusion in our intervention programs enabled them to access the curriculum.

Key areas identified as a focus in 2023 include;

- Continued support of students with Special Needs
- Sensory needs and calm spaces
- Raising awareness of, and provide support to those with, Specific Learning Difficulties

Wellbeing

The Wellbeing committee continues to implement strategies and initiatives to support the wellbeing of students and staff.

In 2022 we conducted Relationship Mapping, to identify students who may be at risk socially or emotionally. This map formed the basis of conversations with staff on ways to support the identified students. We will be revisiting the Relationship Mapping process in 2023.

The year 3-6 students completed a Wellbeing Survey. The data was used to identify key areas of strengths and areas needing improvement. Grit, optimism and engagement came out as areas of focus and we have started to build student capacity in these areas through a focus in our hooRRRah assemblies. Two cohorts were identified as requiring support in emotional regulation and optimism. Our school psychologist held lunchtime sessions with these students to talk through issues with these students. Anecdotal feedback of the program indicated that it was a worthwhile opportunity for students to speak openly with an adult about their concerns.

Student voice was a focus for DPS in 2022. Year 3-6 and Specialist Teachers were provided with feedback from students, via an online survey, measured student engagement and impact of their teaching. Teachers used the confidential information to improve their practice.

Our school psychologist held workshops on Anxiety in Children for our parents and staff. The workshops covered a definition of anxiety, identifying and treating anxiety and ways to support children with anxiety.

The wellbeing of staff and students will continue to be a focus for 2023.

Physical Spaces

2022 saw some key elements of the Living Classroom plan implemented. Through money raised by year 6 students and support of the School's P&C the Native Garden in the Library Courtyard and surrounding the Peace Pole was established. Seating was installed in the library courtyard allowing teachers the flexibility of using this area as an outdoor classroom.

The Living Classroom plan was opened up for consultation with the teaching staff. Discussion about equipment that needed updating and gaps in Pre-primary area were included in the plan, the Early Years Leader was consulted about the equipment and storage to enhance imaginative play and specialist teachers were consulted about murals to enhance the outdoor spaces.

Funding from the P&C allowed the purchase of a new and much larger cubby house for imaginative play and the purchase of spinner equipment. The spinners will strengthen student vestibular systems and balance.

Some areas for focus in 2023 include Calm Spaces for students to access during class and break times, Nature Play equipment and resources, a continuation of the native planting project and the design and planning of a STEAM centre.

JAPANESE AS A SECOND LANGUAGE

Japanese has continued to be a rigorous and popular subject in our school. As the difficulty of language acquisition grows, so does the learning capacity of our students. All year levels have achieved average or above grades.

At DPS we begin Japanese in Years One and Two. This is a cultural awareness programme, with some basic language in the form of greetings, counting, basic characters, art/craft activities and folklore. This programme is not formally evaluated.

From Year Three, assessment occurs twice a term. Each term the focus of the subject changes to provide a broad field of learning about the language and culture of Japan. Home practice of hiragana characters is vital as part of students' literacy homework. In an hour per week, the focus needs to include Hiragana as well everything else that is interesting and challenging about Japan and the Japanese language.

Our cultural incursion was Taiko On - Perth with Simon Vanyai and his troupe of Japanese drummers. Each child participated in drumming and following directions in Japanese. They listened to a variety of traditional instruments without losing focus.

My mantra is 'Practice Make Progress.' It builds confidence in students, and they are more likely to make better progress. Parents are asked to be partners in language learning by making sure students practise regularly.

Lois Barndon, Teacher



PHYSICAL EDUCATION

2022 saw an excellent year for DPS in the physical education space, the Pre-primary to year 2 cohort had transitioned from Kidz 'n Sport to being part of a whole school Phys Ed program. DPS hosted numerous house carnivals and competed in several interschool events throughout the year. Recess sporting competitions were held, before school water polo was available for both the junior and senior schools, before school trainings for all major carnivals, the basketball program before school continued, DPS re-introduced the jump rope for heart program, we had students compete in the state school cross country carnival and incursions from the football commission and the WACA capped off what was an incredible year of student engagement and achievement. Here are some highlights from the year.

Term 1

House swimming carnival was held and won by Court faction.

DPS competes in the interschool swimming carnival and wins the meritorious shield and finishes second overall.

Junior and senior water polo were held.

Term 2

DPS completes the Jump Rope for Heart program and raises \$1900 for the heart foundation.

The house cross country carnival is run at Cruickshank reserve.

DPS participate in the interschool cross country carnival and places 3rd

The year 5/6 students participate in the interschool winter lightning carnival, the B division soccer team are undefeated and win their competition, A division team came second.

The Biannual "friendly" dodgeball competition commences, run by the sports captains.

First PE assembly held.

Term 3

DPS house athletics carnival is run and won by court faction.

DPS house jumps and throws day is run.

DPS competed in the interschool jumps and throws as well as the interschool athletics carnival, we placed 4th and 3rd respectively.

Sports captains run a recess basketball competition.

Students competed in the state school cross country carnival at UWA sports park.

Term 4

Junior and senior water polo run.

Sports captains ran the second dodgeball competition of the year.

Student achievement

Beep Test

In term 1 and 3, students in years 3 – 6 complete the beep test and this is used to gauge students' improvement in their overall fitness, the tests consist of levels that gradually increase the speed at which students complete the 20m shuttle run. the results are as follows;

	% Students who improved	Average level improvement
Year 3	88.3%	+ 2.2
Year 4	94.2%	+1.8
Year 5	87.8%	+1.9
Year 6	81.5%	+1.1

Year 3 & 4 Throwing and Catching

3 and 4 students were also assessed on their throwing and catching ability to chart their progress after specific teaching to improve these areas. The students completed 10 throws with a tennis ball and a netball towards a target and then completed 10 catches with a tennis ball and netball over a 15m distance. This was recorded at the beginning of term 2 prior to the students doing multiple sports that incorporate these skills. The students were then tested at the end of term 3 to see their improvement. The results are as follows;

Year 3			
	Term 2 Average	Term 3 Average	% increase/stayed the same
Tennis Ball Throw	4.9	7.1	85%
Tennis Ball Catch	4.5	7.4	80%
Netball Throw	6	7.6	82%
Netball Catch	6.9	8.5	87%

Year 4			
	Term 2 Average	Term 3 Average	% Increase/Stayed the same
Tennis Ball Throw	6.4	6.5	88%
Tennis Ball Catch	8.7	9.4	85%
Netball Throw	7.8	9.3	100%
Netball Catch	N/A	N/A	N/A

SPECIALIST ART 2022

The focus for art in 2022 was to provide opportunities for students to improve their art skills. Students are not getting as many opportunities anymore for cutting, gluing, threading, weaving, tying knots etc and as a result these skills are not being mastered. In the art room we went back to some of the more traditional art activities from a bygone era, like sewing with wool and hessian, making paper looms for weaving, and knitting dolls. We used plasticine to create rockets and fruit to stamp leaves on trees. The students gained a deep sense of pride and achievement from learning new skills and creating masterpieces.

Throughout the year we also studied art from other cultures, learning very quickly that there were so many wonderful things to explore that we would need to revisit them again in 2023. We learnt about Egyptian mummies, Mexican tin art and the day of the dead, Chinese Ming vases, Aztec sundials made from clay similar to how it would have been done centuries ago. We also studied Japanese Koi fish, creating block prints as traditional Japanese artists would have done.

In term 3 it was book week and we delved into the world of book illustrations. Focusing on Australian artists. We spent time enjoying the wonderful art of Frane Lessac who illustrated both her own work and the work of her husband Mark Greenwood. Her influence inspired us to create artworks of the Bungle Bungles and the famous outlaw 'Moondyne Joe'. We looked at other Australian artists Alison Lester, Leigh Hobbs, and Shaun Tan who have all illustrated well known Australian children's books. Brioney Stewart is a local Perth illustrator and author who led us down the path of fierce dragons and shaggy, mischievous dogs. Books also proved to be a rich and wonderful source of inspiration and brought a lot of joy to the art room.

Being inspired by many wonderful ideas gave us lots of opportunities to create with clay, make paper collages, draw with sticks and feathers and other found objects. We did observational drawings of stuffed turtles and Kewpie dolls and plants. We painted with watercolours and acrylic paints. We threaded patterns with beads and bottle tops and made abstract houses with cardboard boxes and coloured paper. We made 3D paper fish and patterned paper and geli prints. We discovered new artists and revisited old masters. It was a busy year, filled with the joy of learning.



DISCOVERING THE WORLD THROUGH SCIENCE

Dalkeith Primary School offers a science specialist program across years Pre-primary to year 6 and we are fortunate to have a dedicated science lab that is utilised to conduct science lessons. Our science program is based on the Western Australian Curriculum and is enriched by a 'hands on' inquiry approach.

The students are encouraged to explore theories, hypothesise, and test ideas in the lab through a variety of experiences and experiments. Throughout the year students have been engrossed in four scientific strands. The strands are: Physical, Earth and Space, Chemical and Biological Sciences. Our reporting focus' for 2022 were Physical Science and Scientific Inquiry Skills.



Science Week 2022

The theme for National Science Week this year was *Glass: More than meets the eye*. Students were encouraged to celebrate the many roles glass plays in our lives as well as investigate glass as a part of our sustainable future. The uses for and intrinsic nature of glass in science made it an interesting topic for investigation across all strands of science education.

Mitch from the *Gravity Discovery Centre and Observatory* gave informative presentations to our students. K-2 students learnt all about our Solar System whilst the year 3-6 students discovered the importance of glass in astronomical instruments, particularly space telescopes.

K-1 Sugar Glass Moulds

Students learnt about a technique of glassmaking called fusion. The sugar starts hard, then is crushed into a powder. While baking, the sugar becomes a liquid and fuses into one big piece. After the sugar cools, it becomes hard and transparent again. Sugar glass is an amorphous solid, like the glass in bottles and jars.

Years 2&3 Kaleidoscopes

Students explored mirrors and reflection with a fun, hands-on activity making their very own kaleidoscopes. Students learnt how kaleidoscopes reflect reflections over and over making beautiful patterns.

Years 4-6 Mirror Maze Challenge

Students explored properties of light, taking part in a Mirror Maze Challenge. Students were given a set number of mirrors and torches and were asked to use their knowledge of reflection to direct the path of light around a series of screens.

Glass: Sustainable Thinking

All classes worked together to *up-cycle* a used piece of glass. The creations were judged by Mrs Pekin. The most creative design was rewarded with their very own lava lamp to keep in their classroom. The Kindergarten class were chosen as the winners. They upcycled an old jar and created a gorgeous new piggy bank.



Science Testing

Our Science results in the PAT testing and the ICAS competition certainly reflect the wonderful learning that has taken place this year.

PAT - Progressive Achievement Test

PAT is completed once a year in science. The PAT test highlights students' knowledge of the scientific strands; Physical, Earth and Space, Chemical and Biological Sciences. It is a multiple-choice test and students are given 40 minutes to complete it. The results shown provide Dalkeith Primary School's average results against Australian Schools as well as the percentage of students in each year group who scored in the top two stanines (stanine 8 and 9). To be in stanine 8 or 9 students scored 90% or above in their test.

Our results for 2022 are as follows:

Year Level	Dalkeith Primary School Average Score	Australian Schools Average Score
3	16/20	14/20
4	15/20	14/20
5	17/22	14/22
6	16/22	13/22

Year Level	% of students in Stanines 8 and 9
3	6 students
4	7 students
5	15 students
6	14 students

Results explained ...

- In year 3, to be in stanine 8 or 9, a student needs to achieve a score of 19 or higher out of a possible 20.
- In year 4, to be in stanine 8 or 9, a student needs to achieve a score of 18 or higher out of a possible 20.
- In years 5 and 6, to be in stanine 8 or 9, a student needs to achieve a score of 18 or higher out of a possible 22.

ICAS – International Competitions and Assessments for Schools

ICAS is completed once a year in science across years 3-6. The ICAS science assessments are designed to provide an objective ranking of students' performance based on the curricula for relevant year levels. ICAS highlights students' inquiry skills across the four scientific strands. It is a multiple-choice test and students are given 45 minutes to complete it.

This year Dalkeith Primary School students achieved some outstanding results, earning:

- 3 High Distinctions (top 1% of Australia)
- 9 Distinctions (top 10% of Australia)
- 30 Credits (top 25% of Australia)

For the first time this year two Dalkeith Primary students were awarded a medallion for their achievement in ICAS. To be awarded an ICAS medal, students must have sat their assessment in the official testing window and achieved the *highest score* in their region.



HUMANITIES AND SOCIAL SCIENCES

Harmony Day – March 21st

Harmony Day signifies the importance of cultures and recognition that everyone is welcome and belongs. Students across all year levels were exposed to a range of activities and discussions that further developed this understanding of inclusiveness. As well as students and staff being invited to wear orange in recognition of the special day, all classes created a visual display inside or outside of their classrooms which demonstrated their knowledge and understanding of Harmony Day. A video was compiled and shared with families. Many thanks to Sarah Fiel for creating a visual display that incorporated aspects from all year levels.

Video can be found here to view:

<https://drive.google.com/file/d/1BOEsMXcGPNWZe2oSQet33GxMWMlxYFr3/view?usp=drivesdk>



NAIDOC Day - 30th June

'Get Up! Stand Up! Show Up!' was the 2022 NAIDOC Week theme. DPS recognised and celebrated the history and culture of Aboriginal Australians with a range of informative incursions. Outside of the classroom, students were immersed in storytelling by Derek Nannup, Aboriginal Art painting and braiding with students of STARS as well as further developing their knowledge of the Noongar Six Seasons with SERCUL. The staff were privileged to be included in a story telling session with Chermaine and Renata. To complement the range of incursions, teachers facilitated learning in the classroom with many exposing students to Aboriginal literacy literary rich texts and dreamtime stories. Many thanks to Candice Wholohan for her efforts in organising the incursions for students to enjoy and Sarah Fiel for the Wagyl installation in the library as well as the stunning art display near the office.



Inquiry Based Learning (IBL)

Inquiry Based Learning has been included in the 2021-2024 Business Plan. Elements of IBL include Socratic Questioning, High Impact Teaching Strategies (HITS) and the DPS Design Thinking Wheel. After attending professional learning on Walker Learning in 2021 and 2022, the K-2 staff have

implemented a Walker Learning style aspect in each of their classrooms. This investigative play-based approach varies year to year with further steps to be actioned to fully embed this learning approach. Many thanks to the P&C for the contribution to purchase resources. Further to this, whole staff professional learning in Semester Two has been focused on the HITS strategy of Feedback as well as Questioning.

Sustainability

A range of sustainability practices have continued in 2022. Waste Free Wednesday, led by the Year 3 students in Room 7, has continued to be an important reminder to students about their waste and limiting their contribution to landfill. The Year 4's developed their understanding of native bees with Dr Kit Prendergast and the European Honeybee with Mr Rhett Marron. With this understanding, students created bee hotels which was identified as a strategy that could assist in increasing the native bee population. Molly Busbridge successfully applied for a Landcare grant to purchase flowers and plants that attracted native bees. These funds have been used to reinvigorate some of the outdoor spaces in the school. The bee hotels those students created and displayed at an open morning for parents and the community, have been placed in their gardens to further develop the population in the surrounding area.



STUDENT LEADERSHIP

Bricks for Change

Into its second consecutive year, the DPS 'Bricks For Change' program was successfully implemented in 2022. As an extra curricula initiative, all Year 6 students are encouraged to participate by taking an active role in their community. This award aims to inspire students to become global citizens who are aware of the world around them. Through various activities they can develop effective leadership skills, personal responsibility, and community awareness. In 2022, students were supported in their endeavours by the parents and Year 6 teachers. By collecting evidence of their participation in various activities and outlining their community projects on individual cardboard bricks, their efforts will continue to be highlighted on the ever growing 'Bricks For Change' wall at DPS. To celebrate the success of this program, students were also formally acknowledged at their graduation ceremony in December.



Community Partnerships

LEARNING OUTSIDE THE CLASSROOM

Year 5 Rottnest Camp

The Year 5s travelled to Wadjemup for their camp in October. With strong links to our HASS and English programs, the students relived the life and times of what it was like on Rottnest Island in the 1940s. Leadership and team building are major components of the camp as the children are the next leaders of Dalkeith Primary School.



The camp began with a Welcome to Country and Aboriginal Cultural tour. It highlighted the cultural history of Wadjemup for the First Australians. A light shower of rain fell upon the group as we offered our appreciation to being accepted on the island which we were told was a sign from the elders. It certainly set the scene for a magical week away from school.

Each day was filled with references and activities relating to World War II. From touring the guns at Oliver Hill to the signal posts near our accommodation Kington Barracks, from eating in the Sergeant's Mess to sleeping in the houses where the soldiers slept, the remnants of war were seen regularly. All our food, snacks and treats were products that would have been found in the 1940s like meat and vegetables, lamingtons, ANZAC biscuits, Weet Bix, meat pies, vegemite sandwiches and cordial. The nighttime activities were based on things children would have done at this time like watching a movie in the old picture theatre, playing spotlight on the beach, and playing board and card games that were around at the time.

The theme of the Year 5 camp was "Pulling 4Gs on Wadjemup – Generosity, Goodness, Gratitude and Grit". It represented the spitfire aircraft from World War II linking to four personality traits we wanted the students to focus on for their continued social development. Each student exhibited all these attributes, and the public and tour guides went out of their way to pass on positive comments about the demeanour of the children.

The Wadjemup camp enabled the Year 5s to re-enact the novel Jack's Island by Norman Jorgensen that was read in class. It is based on a true story about a ten-year boy who lives on Rottnest Island during World War II and the struggles he has with social inequality, racial inequality, discrimination, and Australian culture at the time. The students visited places in the book to understand the content, and participated in a Jack's Island Amazing Race where they got the opportunity to meet some of the characters in the story while completing a range of tasks. While the characters were badly acted, they added humour to the Race.

The camp was another example of the Dalkeith Primary School community coming together for the children in their care. An administration who provides the opportunity for the Year 5 camp and the organisation of payments for the activities to occur. The teachers linking the class curriculum to a

camp which means the students can fully immerse themselves in what was taught and connect to the learning through real world experiences. Parent volunteers who give up their own time for the benefit of the cohort. And the students themselves for tackling the challenges that are put in front of them and representing our school with pride.



Year 6 Manjedal Camp

In Week 8 of Term 3 in September, the Year 6 students and teachers embarked on a six-day camp.

They engaged in a fulfilling week of adventure, teamwork, and challenge at Majedal Activity Centre in Jarrahdale. Under the guidance of experienced instructors, students explored the Australian bush terrain whilst navigating a wide variety of team building challenges and self-challenge activities. The underlying theme of this camp was 'Challenge by Choice,' whereby students were encouraged to step out of their comfort zones and take risks in a safe and nurturing environment.

A wide range of activities were offered over the week including a blind trail, canoeing, rafting, mountain bike riding, abseiling, flying fox, giant swing, hiking, campfire building, damper making, laser tag, geo caching and orienteering. In addition, bonds of friendship were strengthened, and many personal achievements were celebrated. This camp was deemed a successful and memorable experience for all participants.



Finance

ANNUAL ONE-LINE BUDGET AND CAPITAL WORKS

School Budget

The 2022 Student Centred Funding Model (SCFM) provided a base allocation of \$3,055,590.02. This reflects funding for 307 students at Census, broken down as follows:

Per Student Funding

Kindergarten	22 students	\$109,824.00	(down 8 from 2021)	
Pre-Primary	35 students	\$303,555.00	(Up 3 from 2021)	
Year 1	43 students	\$372,939.00	(down 6 from 2021)	
Year 2	50 students	\$433,650.00	(Up 11 from 2021)	
Year 3	40 students	\$346,920.00	(down 2 from 2021)	
Year 4	31 students	\$224,657.00	(down 11 from 2021)	
Year 5	42 students	\$304,374.00	(Same as 2021)	
Year 6	44 students	\$318,868.00	(Up 3 from 2021)	
Total	307 students			\$2,414,787.00

Student and School Characteristics

Base Disability/English As An Additional Language or Dialect, etc **\$ 508,943.24**

Targeted Initiatives and Operational Response Allocations (TIORA's)

Additional Department of Education Funding to support various programs
(eg; Mental Health, Minor Works, Digital Technologies, Sporting Schools, etc) **\$ 131,859.78**

TOTAL STUDENT-CENTRED FUNDING

\$3,055,590.02

The advantage of SCFM (Student Centred Funding Model) continues to allow flexibility in making evidence-based decisions with regards to the allocation of funds between Staffing and Cash budgets. The school Cash budget, used for the day to day running of the school, is reflected in the tables as: "**Revenues** for Cash and Salaries" and "**Expenditure** for Cash and Salaries" along with balance accounts which comprise the school asset replacement reserves, school building fund (Deductible Gift Recipient Funds) and payments in advance (Suspense Accounts), shown as the "Cash Position".

The amount the school received from student contributions and charges in 2022, amounted to \$186,625.33 which was similar to 2021's figure of \$183,183.13. This figure in fact, exceeded the original forecast revenue which was due to the enrolment of 11 additional students throughout the year.

Once again, Dalkeith Primary School was extremely fortunate to benefit from the tremendous efforts of our dedicated P & C's fundraising events.

As an example, the money raised from the Colour Run late last year, enabled the school to purchase a brand-new Cubby House for our main school playground. Further to this, we were incredibly fortunate to receive P & C funding for the new outdoor seating by the library. These were subsequently surrounded by our gorgeous, newly built-up native plant gardens, also P & C funded.

And the ongoing funding our P & C provided in supporting additional programs, resources and equipment for our students, cannot be overlooked. These funds are monumental in consolidating

outcomes that may have otherwise, been unachievable. Again, testament to the genuine desire the P & C demonstrates in supporting our school and its' key objectives.

Capital Works

Last year we received funding from Capital Works and Maintenance to repaint the internal and external doors and windows along the front of the school, extending from Room 1 to the Science Storeroom. This project was approved at a cost of \$30,062.90 in response concerns over COVID ventilation best practice, as well as addressing the functionality of many that were in extremely poor states of disrepair.

Another issue addressed under their scope was the replacement of two problematic downpipes in the Internal Undercover area, where heavy rains continued to result in extreme flooding. The last remaining down pipe was also approved for replacement.

A distinct trip hazard near the basketball courts was also rectified, with further works approved to totally replace, the uneven pathway that runs between the Library and Art/Music Rooms and aligns to the original hazard. The latter project has been approved at a cost of \$15,810.00.

Finally, we are scheduled to undergo our 3 yearly Building Condition Assessment (BCA) in 2023. It is with this in mind, that we will be working diligently to capitalise on as much as we can, with particular attention being paid to matters of safety and compliance.

Summary

Dalkeith Primary School remains dedicated to offering diverse and innovative educational programs, resources, and activities, in a diverse and encouraging environment. We support ways to develop, advance and sustain our teaching and learning opportunities to complement these ventures.

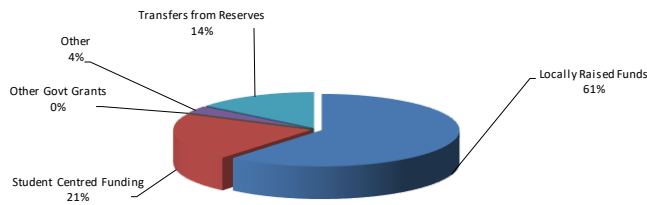
Our practices continue to be closely monitored by Executive and Finance Committees, ensuring transparency and compliance to mandatory processes which is essential to due process, and confidence in financial operations.



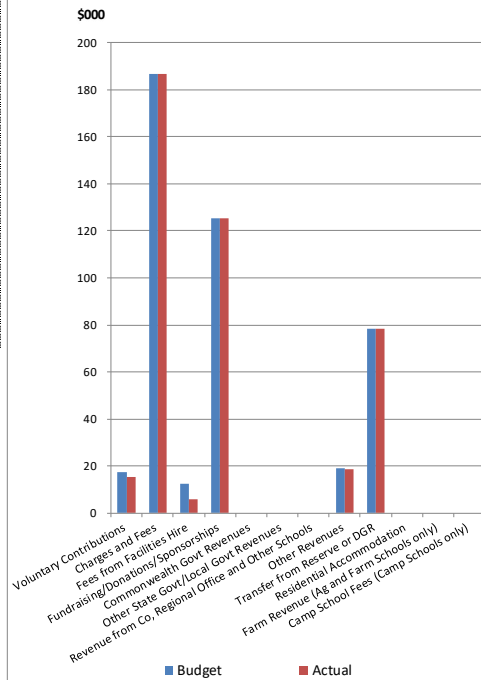
Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,351.00	\$ 15,310.95
2	Charges and Fees	\$ 186,626.00	\$ 186,625.53
3	Fees from Facilities Hire	\$ 12,400.00	\$ 6,005.92
4	Fundraising/Donations/Sponsorships	\$ 125,294.00	\$ 125,294.69
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 18,886.00	\$ 18,567.12
9	Transfer from Reserve or DGR	\$ 78,179.00	\$ 78,178.41
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 438,736.00	\$ 429,982.62
	Opening Balance	\$ 1,872.00	\$ 1,871.84
	Student Centred Funding	\$ 115,446.91	\$ 115,446.91
	Total Cash Funds Available	\$ 556,054.91	\$ 547,301.37
	Total Salary Allocation	\$ 2,928,888.00	\$ 2,928,888.00
	Total Funds Available	\$ 3,484,942.91	\$ 3,476,189.37

Actual Year to Date by funding sources

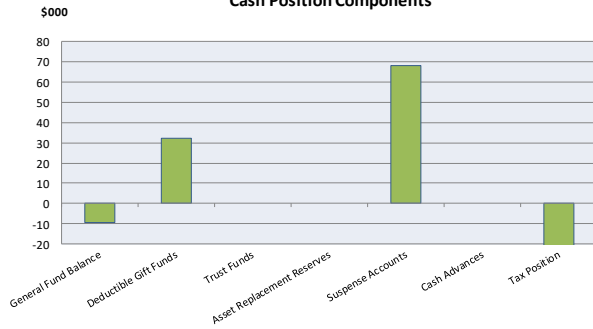


Locally Raised Revenue - Budget vs Actual

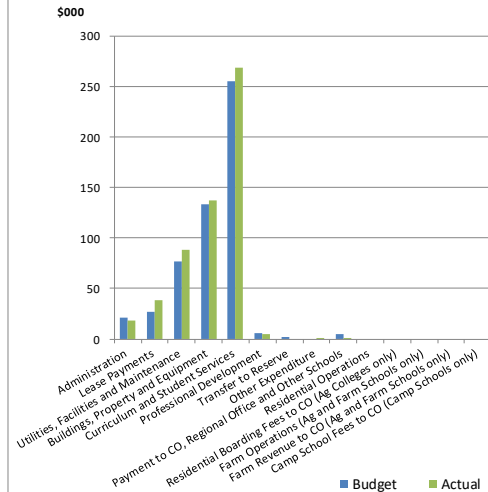


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,750.00	\$ 18,112.64
2	Lease Payments	\$ 27,347.00	\$ 38,111.12
3	Utilities, Facilities and Maintenance	\$ 76,563.00	\$ 88,522.15
4	Buildings, Property and Equipment	\$ 133,139.00	\$ 137,322.44
5	Curriculum and Student Services	\$ 254,628.00	\$ 268,354.19
6	Professional Development	\$ 6,000.00	\$ 5,321.36
7	Transfer to Reserve	\$ 2,500.00	\$ -
8	Other Expenditure	\$ -	\$ 2.56
9	Payment to CO, Regional Office and Other Schools	\$ 4,731.32	\$ 720.91
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 525,658.32	\$ 556,467.37
	Total Forecast Salary Expenditure	\$ 2,829,745.00	\$ 2,829,745.00
	Total Expenditure	\$ 3,355,403.32	\$ 3,386,212.37
	Cash Budget Variance	\$ 30,396.59	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components

Bank Balance	\$ 63,644.22
Made up of:	
1 General Fund Balance	\$ (9,166.00)
2 Deductible Gift Funds	\$ 32,418.96
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ 68,015.26
6 Cash Advances	\$ -
7 Tax Position	\$ (27,624.00)
Total Bank Balance	\$ 63,644.22

Dalkeith PS Workplace Profile

ROLE	STAFF NAME
Principal	Suzanne Pekin
Deputy Principal	Nicole Hughes
Deputy Principal	Lynn Bright
School Psychologist	Sarah Louella
Manager Corporate Services	Fiona Paki
Administration	Pamela Macpherson/Bev Davis/Kate Bright
Library Officer	Jane Zupp

TEACHERS	YEAR	TEACHERS	YEAR
Marie Tiley	K	Libby Dyde	3
Charlotte Smith	K	Stephanie Goodier	3
Jasmine Jones	PP	Shauni Redmond	3
Chloe Flavell	PP	Molly Busbridge	4
Janet Wearne	PP	Melinda Bowman	4/5
Brooke Roberts	1	David Logue	5
Taylor Spalding	1	Kellie Prosser	5/6
Peter McSkimming	2	Lisa Iannello	6
Leanne Ikin	2	Nicole Hughes	6

SPECIALISTS	AREA
Sarah Fiel	Art
Lois Barndon	Japanese
David Lane	PE
Jamil Osman	Music
Jess Vahala	Science

SUPPORT STAFF
John Szydlowski
Thomas Wray
Mulu Azale
Denis Monis
Keenan Pakea

EDUCATION ASSISTANTS	YEAR
Sonja Rubio	K
Emily Davasher	K
Kelly Moore	PP
Rhoda Napier	PP
Eliz Harris	2
Shanee Sekhon	K-6
Isabella Mizera	K-6
Mathew Remaj	3-6
Michelle Marshall	K-6

Dalkeith Primary School

44 Circe Circle

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