

2009 Annual School Report Dulwich Hill Public School

NSW Public Schools – Leading the way



Messages

Principal's message

Dulwich Hill Public School serves a culturally diverse community in inner-western Sydney. The school is committed to meeting the needs of individual students and strives to achieve excellence and equity in all program areas.

The school strives to prepare students for their future success by teaching the values and skills necessary for them to contribute positively to the community as adults. Emphasis is placed on the qualities of perseverance, self discipline, self confidence, and social responsibility, the ability to communicate effectively and work collaboratively with others and to resolve conflict in positive ways. We believe that these values and skills assist students in becoming good citizens and leaders, with an understanding of and commitment to social justice and procedural fairness.

Dulwich Hill Public School is proud of its diversity. The school celebrates its multicultural and indigenous heritage through a range of programs and special events, including Community Languages and Aboriginal Studies.

The school is characterised by a sense of energy and a warmth of welcome that extends to all those who enter its doors. The school community actively celebrates its achievements and values its harmonious and secure environment.

In 2009, the school was awarded over \$3 million from the Commonwealth Government as part of its nationwide, economic stimulus package. This *Building the Education Revolution* funding is being utilised to upgrade the school's learning environment, which will include a new classroom, covered outdoor learning area and environment centre.

I consider myself incredibly fortunate to be Principal of Dulwich Hill Public School. I value and applaud the efforts and achievements of its students; the dedication of an experienced and talented staff and the contribution and support of committed parents and a vibrant community. I believe that Dulwich Hill Public School is an exemplary model of Public Education and I am proud to share some of the school's achievements with you in this annual report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Catherine Gilkes

Principal

P&C message

Once again it has been a great privilege to work with so many talented and dedicated parents, carers, staff, students and community members to support Dulwich Hill Primary School.

The P&C has met monthly with subcommittees meeting on a needs basis. Meetings on special interest topics this year have included Anxiety Management, School Environmental Management Plan (SEMP), BER Funding including Community Access to the Bottom Oval, National Assessment (NAPLAN), Special Needs Funding and Cyber Bullying.

The Community Club subcommittee has continued to operate a profitable Uniform Shop and has recorded a strong year of Canteen sales using the streamlined financial control methods introduced last year. Community Club has also assisted at a number of school functions and organised the popular Mothers and Fathers Day stalls and calendar promotions. Funds were donated to the school for occupational therapy services and an electronic whiteboard.

The *Adopt-a-Garden Scheme*, together with gardening bees held each term have ensured regular improvement and maintenance of school grounds.

The Environment Subcommittee worked with staff, students and parents towards environment sustainability goals. It was successful in securing a number of grants which went toward solar panels, water tanks, energy efficient initiatives, timed taps, and vegetable gardens for the school.

Fundraising and logistical support was undertaken by the Music Support Subcommittee. Funds raised were allocated to the purchase of new music stands with trolley.

Proposed changes to the Department's funding model for Students with Special Needs prompted a number of parents to write a submission to the Education Minister detailing concerns and suggesting the need for further consultation.

The student Walkathon and adult Trivia Night raised a combined total of \$23,000. Funds were allocated to the school to purchase an electronic whiteboard and classroom resources, with another \$4000 going to the Equity Fund and \$2000 to the Student Representative Council.

Thank you to all those involved for making such a great contribution to *Dully* school life.

Liz Reynolds

P&C President

Student representative's message

The Student Representative Council (SRC) started off the year with *Harmony Day*. We acknowledged and celebrated our fellow students from Africa, and our sponsored child *Leanon*, with African drumming and music at the morning assembly. As money was being raised to help *Leanon* and her village to build a well, the SRC representatives collected gold coin donations in buckets on their heads, as *Leanon* would collect water in her village and placed this money into a well.

2009 also was the year that *Kath and Kim*, our two chickens, came to live at *Dully*. To help them feel comfortable in a bigger home, the SRC raised money through our Crazy Hair Day, and our General Assistant, Kevin Brady built them a 'chicken palace'.

The P&C kindly donated \$2000 to the SRC for the students to spend on elected items. Each SRC representative surveyed their class and after much discussion it was decided that the money would be spent on new bike racks, bubblers (to be put in after the new classroom is built), ball pumps, two new chicken friends for *Kath & Kim* and a compost bin to help fertilise our new garden beds behind the kindergarten classrooms.

2009 was a successful year for the SRC and we feel that a lot was achieved.

Declan Fleming and Inez Rojas

SRC Representatives

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Enrolment numbers in 2009 show a slight decrease on 2008 figures with 499 students enrolled at the enrolment census date held in March.

The student profile reflects a diverse, multicultural population with 47 language groups represented at the school. Forty-four percent of students are from non-English speaking background (NESB) and the school has 30 students from Aboriginal and Torres Strait Island (ATSI) background.

The school continues to operate at maximum capacity in regard to available teaching space. As a result, placement for non-local students is limited. Families submitting an application for non-local enrolment are required to include a

supporting statement addressing recommended criteria. Each application is considered by a placement panel which prioritises applications for enrolment. Priority is given to siblings of students enrolled at the school, followed by those applications citing proximity and the need for before and after school care.

	2005	2006	2007	2008	2009
Male	256	266	251	267	269
Female	235	246	253	246	230

Student attendance profile

Whilst the attendance rate for the school is marginally lower than 2008 figures, it compares favourably with both regional and state attendance rates for the year.

	Year	2006	2007	2008	2009
School	K				95.0
	1				94.4
	2				93.7
	3				95.0
	4				94.1
	5				95.0
	6				95.0
	Total	94.0	94.3	94.7	94.6
Region	K				95.4
	1				94.9
	2				95.1
	3				95.2
	4				95.1
	5				95.3
	6				94.5
	Total	95.0	95.0	95.2	93.7
State	K				94.3
	1				93.7
	2				94.0
	3				94.1
	4				94.0
	5				94.0
	6				93.6
	Total	94.0	94.0	94.1	92.1

Management of non-attendance

In an effort to increase attendance rates the school works closely with the Department's Home School Liaison Officer (HSLO). The school also makes regular contact with families of students whose attendance is of concern.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in

annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes, as reported at the 2009 class size audit, conducted on Wednesday 18 March 2009.

Roll Class	Year	Total per Year	Total in Class
K BLUE	K	17	17
K GREEN	K	17	17
K RED	K	18	18
K YELLOW	K	17	17
1 A	1	23	23
1 P	1	22	22
1 T	1	23	23
2 H	2	23	23
2 N	2	24	24
2 Q	2	24	24
3 D	3	27	27
3 LC	3	27	27
3 T	3	28	28
4 G	4	30	30
4 R	4	31	31
4/5 C	4	8	30
4/5 C	5	22	30
5 DS	5	30	30
5 J	5	31	31
6 E	6	32	32
6 W	6	32	32

Structure of classes

In 2009 there are 20 classes comprising 19 regular classes and one composite class. Classes are grouped with due regard for recommended numbers and gender balance, together with the social and academic needs of students.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

The school staff comprises both teaching and non-teaching personnel, in full-time, part-time, permanent and temporary positions.

Students who require assistance in learning English or those experiencing difficulty in literacy and numeracy are assisted by support teachers in English as a Second Language (ESL) and Learning Assistance (STLA) respectively.

A Reading Recovery Program supports targeted students in Year 1 who are identified 'at risk' in the development of their literacy skills. Other specialist teachers deliver programs for library, dance/drama, music and community languages.

The administrative staff comprises one School Administration Manager, three School Administration Officers, a General Assistant and a number of Learning Support Officers.

A Principal, one non-teaching Assistant Principal and three, teaching Assistant Principals are responsible for leading and managing the school.

Position	Number
Principal	1.0
Assistant Principal(s)	4.0
Classroom Teachers	17.0
Teacher Librarian	1.0
Community Language Teachers	1.8
ESL Teachers	1.6
Support Teacher Learning Assistance	0.5
Reading Recovery	0.42
Release from Face-to-Face (RFF)	0.8
Part-time Teacher Allocation	0.8
Counsellor	0.4
School Administration & Support Staff	4.8
Total	34.12

The school staff comprises one, Aboriginal staff member, Ms Kim Chan, who works both as a School Administration Officer and a Learning Support Officer. Ms Chan was presented with a *Closing the Gap Community Award* in 2009 by the Federal Member for Grayndler, Anthony Albanese, in recognition of her efforts in organising Aboriginal Studies activities at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

The table below indicates the percentage of teachers who hold a degree or diploma in teaching and those with postgraduate qualifications e.g. Masters of Education.

Qualifications	% of staff
Degree or Diploma	88
Postgraduate	12

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2009
Income	\$
Balance brought forward	92 050.89
Global funds	247 684.32
Tied funds	136 808.54
School & community sources	313 312.61
Interest	5 091.07
Trust receipts	2 759.65
Canteen	0.00
<i>Total income</i>	<u><u>797 707.08</u></u>
Expenditure	
Teaching & learning	
Key learning areas	63 496.45
Excursions	70 036.18
Extracurricular dissections	144 968.55
Library	8 895.27
Training & development	7 584.72
Tied funds	112 705.11
Casual relief teachers	62 102.61
Administration & office	92 716.12
School-operated canteen	0.00
Utilities	42 279.58
Maintenance	34 979.05
Trust accounts	2 759.65
Capital programs	23 933.50
<i>Total expenditure</i>	<u><u>666 456.79</u></u>
Balance carried forward	<u><u>131 250.29</u></u>

Please note that the bulk of expenditure for teacher training and development is included in tied funds as *Teacher Professional Learning*. Expenditure in this area in 2009 totalled \$17,376.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

The area of performing arts is central to the learning culture of the school. All students participate in quality programs conducted by specialist teachers in music, dance and drama.

Through this participation students develop pride in their school, increased self esteem and confidence, an appreciation for the arts and an opportunity to enhance their natural talents.

To ensure equity, the school's P&C Association financially supports student access to the music program through its equity fund, ensuring all interested students have the opportunity to learn an instrument and participate in the school's band and ensemble groups.

Music

All students participated in a music program, consisting of one lesson each week with a specialist teacher. In this time students develop knowledge, skill and understanding of music of different types from various cultures through singing, playing, moving and organising sound. Listening skills were also enhanced through listening and discussing their own music and that of others.

The music program included visits from Opera Australia performing *"Cinderella"* and the Musica Viva group *"The Sousaphonics"*. Material relating to these groups was taught in music lessons leading up to these performances so that the students were well prepared, familiar with the music and able to participate in a meaningful way.

In addition, specialised groups and ensembles provided students with opportunities to perform in front of an audience. These included the senior and beginning recorder groups, Stage 2 and Stage 3 choirs, concert band and string ensemble. The senior recorder and string ensemble groups performed at the Sydney Opera House in the *Mimosa Concert of Instrumental Music* in July and the choir performed at the State Choral Festival's *Endeavour Concert* in October.



"Shakespeare Goes Bad"

Dance and Drama

All students participated in a dance/drama program that consisted of a lesson each week with a specialist teacher. In addition, students in specialised groups had the opportunity to perform in front of an audience.

The Stage 3 Dance Group performed a medley of songs from the hit film, *"The Blues Brothers"* and the Stage 2 Dance Group performed a vibrant *"Bollywood"* number. Both these groups performed at community nights, special assemblies and for Departmental visitors to the school.

All students in Year 6 were involved in an end of year musical entitled *"Shakespeare Goes Bad"* which combined a modern twist on Shakespeare's *"Romeo and Juliet"* with the music of Michael Jackson. This resulted in an entertaining showcase of the school's talented dancers, singers, actors and musicians.

Sport

We continue the emphasis on variety, fitness and fun in the context of skills development and modified games. There are opportunities for increased competition as students reach higher grades. Stage 2 and 3 had lessons in swimming, softball, cricket, Oz Tag, Little Athletics and AFL. Stage 3 teams participated in the *Paul Kelly Cup* (AFL) and Balmain PSSA Gala Days.

Stage 1 students participated in gymnastics and swimming. Kindergarten classes participated in Kindy Gym and skill based activities.

Students from the school participated in athletics, swimming and cross country carnivals at school, district and regional levels. In 2009, the number of students representing the school at district and regional levels increased significantly, with one Year 4 student going on to the National Swimming Championships in Perth.

Public Speaking and Debating

Public Speaking

Public speaking continues to be an important part of the school program extending students and providing rich learning opportunities.

Students in Stages 2 and 3 participated in the *Multicultural Public Speaking Competition* at class, school and area level. Four students represented the school at area level with two students successful in being awarded a *Highly Commended Certificate*.

Debating

Our school entered two teams in the Sydney Region Debating Challenge. Students debated vigorously against other schools with topics such as, "Dogs Are Better than Cats," and "Technology Does More Harm than Good." Both teams greatly increased their debating skills particularly in the art of rebuttals.

The students also participated in debating via video conferencing. This exciting concept, using online technology, allowed three teams to debate against other schools with adjudicators providing feedback online. There were more wins than losses, following this innovative approach against other schools which was achieved without leaving our school at all.

Camp Program

Stage 3 Camp – Broken Bay

In July, 120 students from Stage 3 enjoyed a three day activity camp at Broken Bay Sport and Recreation Centre. The three day camp was filled with many outdoor sporting activities. This gave students many opportunities to promote friendships and engage in cooperative activities.

Outdoor activities included rock climbing, orienteering, high ropes and archery. It was not all fun and games though, with students being responsible for kitchen duties such as serving food, clearing up, wiping the tables and scraping the plates. All students carried out their duties responsibly.

Everyone enjoyed the Games Night and especially the Disco, with many students showing off their dance skills.

Stage 2 Camp – Morrisset

In September, 115 students from stage 2 enjoyed a three day activity camp at Morrisset. Activities included canoeing, high ropes, fencing, archery and camp fire cooking. A particular favourite of the students was the giant swing.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Year 3 NAPLAN – Reading

In the literacy strand of reading, 96% of Year 3 students achieved Band 3 or above with 64% of students proficient in this area i.e Band 5 and 6.

	School	LSG	State			
Average mark, 2009	458.9	418.0	423.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band	1	2	13	13	18	34
Percentage in band	1.2	2.5	16.1	16.1	22.2	42.0
School average 2007 - 2009	2.1	5.1	12.3	20.4	27.2	32.8
LSG average 2009	4.0	9.9	19.2	22.7	21.4	22.9
State average 2009	3.1	9.2	17.9	21.7	23.1	24.9

Year 3 NAPLAN – Writing

In the literacy strand of writing, 100% of Year 3 students achieved Band 3 or above with 62% of students proficient in this area.

	School	LSG	State			
Average mark, 2009	441.9	423.4	423.5			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band	0	0	14	17	27	23
Percentage in band	0.0	0.0	17.3	21.0	33.3	28.4
School average 2007 - 2009	0.4	0.8	13.5	23.6	31.7	30.0
LSG average 2009	3.1	3.5	14.6	26.9	29.9	22.1
State average 2009	3.2	4.5	13.9	26.4	28.7	23.4

Year 3 NAPLAN – Spelling

In the literacy strand of spelling, 98% of Year 3 students achieved Band 3 or above with 64% of students proficient in this area.

	School	LSG	State			
Average mark, 2009	447.8	421.2	423.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band	0	2	8	19	25	27
Percentage in band	0.0	2.5	9.9	23.5	30.9	33.3
LSG average 2009	2.5	11.2	12.4	25.5	25.4	22.9
State average 2009	3.3	9.2	12.8	23.8	26.0	24.8

Year 3 NAPLAN – Grammar and Punctuation

In the literacy strand of grammar and punctuation, 96% of Year 3 students scored Band 3 or above with 65% of students proficient in this area.

	School	LSG	State			
Average mark, 2009	452.0	425.9	426.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band	0	3	6	19	32	21
Percentage in band	0.0	3.7	7.4	23.5	39.5	25.9
LSG average 2009	4.9	7.1	12.3	24.4	30.2	21.0
State average 2009	5.6	7.0	11.1	23.7	30.8	21.9

Numeracy – NAPLAN Year 3

In numeracy, 93% of Year 3 students achieved Band 3 or above with 43% of students proficient in this area.

	School	LSG	State			
Average mark, 2009	417.7	405.8	405.8			
Skill band distribution						
Band	1	2	3	4	5	6
Number in band	4	2	16	24	18	17
Percentage in band	4.9	2.5	19.8	29.6	22.2	21.0
School average 2007 - 2009	2.1	5.5	17.0	30.5	26.3	18.6
LSG average 2009	4.2	12.9	20.3	24.1	19.5	18.9
State average 2009	5.2	10.9	19.6	24.2	22.6	17.6

Literacy – NAPLAN Year 5

Year 5 NAPLAN – Reading

In the literacy strand of reading, 93% of Year 5 students achieved Band 5 or above with 51% of students proficient in this area i.e. Band 7 and 8.

	School	LSG	State			
Average mark, 2009	529.3	504.0	503.2			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in band	2	4	16	19	20	22
Percentage in band	2.4	4.8	19.3	22.9	24.1	26.5
School average 2007 - 2009	2.4	7.2	18.8	24.5	25.0	22.1
LSG average 2009	5.4	11.8	21.2	21.2	23.6	16.8
State average 2009	6.1	11.9	21.4	20.5	24.7	15.3

Year 5 NAPLAN – Writing

In the literacy strand of writing, 89% of Year 5 students achieved Band 5 or above with 19% of students proficient in this area.

	School	LSG	State				
Average mark, 2009	497.3	491.4	491.6				
Data table							
Band	3	4	5	6	7	8	
Number in band	1	8	17	41	6	10	
Percentage in band	1.2	9.6	20.5	49.4	7.2	12.1	
School average 2007 - 2009	2.4	9.2	23.7	38.7	15.0	11.1	
LSG average 2009	4.4	10.7	21.6	35.9	16.5	10.9	
State average 2009	5.4	9.7	20.9	36.8	16.8	10.4	

Year 5 NAPLAN – Spelling

In the literacy strand of spelling, 88% of Year 5 students achieved Band 5 or above with 29% of students proficient in this area.

	School	LSG	State				
Average mark, 2009	500.2	505.8	503.0				
Skill Band Distribution							
Band	3	4	5	6	7	8	
Number in band	2	8	15	34	19	5	
Percentage in band	2.4	9.6	18.1	41.0	22.9	6.0	
LSG average 2009	4.0	12.0	20.3	25.6	23.2	14.8	
State average 2009	4.7	11.0	19.7	27.4	24.3	12.8	

Year 5 NAPLAN – Grammar & Punctuation

In the literacy strand of grammar and punctuation 90% of Year 5 students achieved band 5 or above with 51% of students proficient in this area.

	School	LSG	State				
Average mark, 2009	531.7	511.1	508.0				
Data table							
Band	3	4	5	6	7	8	
Number in band	0	8	12	21	25	17	
Percentage in band	0.0	9.6	14.5	25.3	30.1	20.5	
LSG average 2009	6.4	10.5	15.6	27.6	23.0	16.9	
State average 2009	6.8	10.4	15.5	27.8	24.6	15.0	

Numeracy – NAPLAN Year 5

In numeracy, 99% of Year 5 students achieved Band 5 or above with 42% of students proficient in this area.

	School	LSG	State				
Average mark, 2009	518.6	513.2	502.9				
Data table							
Band	3	4	5	6	7	8	
Number in band	0	1	23	24	23	12	
Percentage in band	0.0	1.2	27.7	28.9	27.7	14.5	
School average 2007 - 2009	0.5	8.1	25.8	23.9	26.3	15.3	
LSG average 2009	3.0	13.7	22.7	23.7	17.2	19.7	
State average 2009	2.9	13.6	25.3	23.6	18.9	15.6	

Average progress in reading for matched students

	2005 - 2007	2006 - 2008	2007 - 2009
School	86.3	85.1	83.6
LSG	88.0	87.0	85.4
State	86.6	87.5	88.4

Average progress in writing for matched students

	2005 - 2007	2006 - 2008	2007 - 2009
School	59.5	58.6	44.3
LSG	78.3	72.1	57.6
State	76.1	69.3	57.7

Average progress in numeracy for matched students

	2005 - 2007	2006 - 2008	2007 - 2009
School	78.3	82.3	102.0
LSG	84.7	83.3	96.7
State	80.4	77.3	93.4

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	98
Writing	99
Spelling	99
Punctuation and grammar	99
Numeracy	94

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students achieving at and above minimum standard	
Reading	96
Writing	98
Spelling	96
Punctuation and grammar	99
Numeracy	99

Significant programs and initiatives

Aboriginal education

In 2009 there are 30 Indigenous students enrolled at the school. Due to this significant student population the implementation of the Aboriginal Education Policy is a high priority. The school is supported in its efforts by an active group of Aboriginal and Torres Strait parents.

The school once again secured funding support through *Student Recurrent Assistance* to engage a Learning Support Officer for in-class tutoring of ATSI students in literacy and numeracy. Of the 11 targeted students, all demonstrated some improvement in literacy and numeracy with significant improvement in NAPLAN assessments.

The Aboriginal Studies Program is a well established tradition at the school. Activities in 2009 included *Red, Black and Yellow Day*, cooking *Johnny Cakes*, decorating boomerangs and performances by Aunty Wendy, Taryn Laleen, Tjibarun and Adam Hill. The *Journey of Healing* which had students, staff and parents winding a path through the school promoted a great sense of community and reconciliation. A Community Night featuring the highlights of this Aboriginal Studies Program was well attended and received high praise from parents.

Multicultural education

The school values the diverse, multicultural nature of its community. With 47 nationalities represented in the student population, many opportunities are provided for students to learn about other cultures.

Three community language teachers provide instruction to both native and non-native speakers in Chinese, Greek, and Vietnamese.

The community language program provides valuable support to ensure students retain their first language and allow the opportunity for other students to learn about another language and culture.

The school's *Harmony Day* celebrations had an African focus with students from African nations leading the assembly and community members playing African drums.

The school actively values and recognises other nationalities through its traditional greeting at all formal assemblies, where students welcome the school community in other languages. The Term 3 Multicultural Community Night was well attended by parents and community members.

Respect and responsibility

Dulwich Hill Public School prides itself on setting high expectations for students. Respect and responsibility is emphasised in all interactions between staff and students and between the students themselves. The values of social justice and procedural fairness are demonstrated and actively promoted as part of the school's culture.

Students at the school celebrate *Harmony Day* and *Grandparents Day* each year, to acknowledge the valuable contribution of both other cultures and senior members of our community to the education of children. In 2009 this event was particularly well attended with over 200 grandparents visiting the school to join in *Harmony Day* activities and enjoy student performances.

Each year students and teachers elect *Ambassadors* from Year 6 who assume leadership responsibilities within the school. In 2009, twelve ambassadors represented the school; conducting assemblies, escorting visitors to the school and assisting with special events e.g. Kindergarten Orientation and Grandparents Day. These ambassadors attended *Young Leaders Day* at the Sydney Entertainment Centre, where they heard from a number of inspirational leaders about leadership and responsibility.

Students in the Student Representative Council (SRC) continued fundraising for the *PLAN Sponsor a Child Program*. In 2009, \$993 was raised in support of Leanon and her village in the Republic of Benin.

Students fundraise each year in support of the *UNICEF Day of Difference* initiative with \$353 raised in 2009 in support of students in Mozambique. In 2009 students also raised \$462 for the Bush Fire Appeal to support those families affected by the devastating bushfires in Victoria.



Harmony Day Celebrations

Progress on 2009 targets

Target 1

Improved student outcomes in spelling and writing

Much of the school's efforts in 2009 targeted this area; including high quality professional learning opportunities for staff, collaborative planning, programming and assessment.

Our achievements include:

- 99% of Year 3 students achieved at or above minimum standard in writing with 62% proficient in writing. The percentage of Year 3 students proficient in writing exceeded the target set for 2009.
- 89% of Year 5 students achieved at or above minimum standard in writing with 19% proficient in writing and 28% proficient in spelling. The percentage of Year 5 students proficient in these areas is well below the target set for this year. As a result, writing and spelling will continue to be a target area for improvement in 2010.
- 84% of Stage 1, 83% of Stage 2 and 95% of Stage 3 students achieving at or above stage outcomes in school-based assessment tasks.

Target 2

Improved student outcomes in working mathematically, incorporating the Learning Framework in Number (LFIN)

The school continued to work toward improving numeracy outcomes for students through collaborative planning, programming and assessment.

Our achievements include:

- 93% of Year 3 students achieved at or above minimum standard in numeracy with 43% proficient in this area.

- 99% of Year 5 students achieved at or above minimum standard in numeracy with 42% proficient in this area.
- 89% of Stage 1, 81% of Stage 2 and 91% of Stage 3 students across the school are achieving at or above minimum standard in school-based assessments.

Whilst these results are sound, they do not meet the proficiency targets set for the year. As a result, numeracy will remain a target for improvement in 2010.

Target 3

Improved student outcomes in environmental education and creating a sustainable school

The school has worked hard throughout 2009 on its School Environmental Management Plan (SEMP). With the active support of the Environment subcommittee of the P&C and the SRC all targets were achieved in this area.

Our achievements include:

- All students actively engaged in environmental initiatives around the school, including care of the chickens and vegetable gardens.
- An environmental newsletter "*Green Leaves*" was established to celebrate the students' work in this area with the wider community.
- Water and energy monitoring, together with efficiency upgrades in these areas, saw a substantial reduction in school usage. Whilst the school has yet to see monetary savings from these initiatives, when realised they will be put toward resources for environmental education.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Leadership and Technology respectively.

Educational and management practice

Background

In 2009 the area of School Leadership was selected for evaluation. As Dulwich Hill is a large primary setting, the school was interested in determining the level of satisfaction amongst all stakeholders.

Teaching staff, parents and students in Year 3 to Year 6 responded to the *SchoolMap* survey on Leadership. 6 teachers, 69 parents and 150 students completed this survey.

Findings and conclusions

There was consensus of opinion between teachers, parents and students on eight of the eleven statements, with 75% or more responding *Almost Always* or *Usually*.

Those statements which attracted agreement from all three groups were:

School leaders;

- understand the school and get the best from staff and students
- build relationships based on trust, collegiality and mutual respect and value the contribution of others
- demonstrate an interest in, and an accountability for student learning outcomes
- ensure all members of the school community are treated fairly
- effectively implement change processes which improve student learning outcomes
- model a commitment to school improvement
- involve all groups within the community in deciding what it is aiming to achieve
- inspire and motivate learners

The survey findings identified the following areas for improvement:

- More opportunities need to be provided for staff, parents and students to take leadership roles within the school.
- School leaders need to encourage staff to reflect more on their teaching practice and discuss ways of improving student learning with the students and their parents.
- School leaders need to encourage staff to constructively challenge educational practice.

Future directions

- To build into professional learning opportunities, time for staff to rigorously evaluate, review and reflect on current teaching practices.
- Identify areas for increased leadership opportunities for staff, students and parents.

Curriculum - Technology

Background

In 2009 the area of technology was selected for evaluation. A great deal of resourcing has been allocated to this area in recent years and the school was interested in determining the level of access students have to technology and to what extent it is being used as a tool to deliver teaching programs.

A technology survey was issued to teachers, parents and students in Year 3 to Year 6. Fourteen teachers, 44 parents and 204 students returned this survey.

Findings and conclusions

The majority of students;

- almost always enjoy using computers at school
- rated their computer skills to average or above
- only sometimes believe they have access to computers when they need to and believe the computer lab allows them best access
- would like to improve computer skills in word processing, research, saving their work, publishing and making movies
- have computer access at home with internet access and often use it for their homework and to help with school work.
- in Years 5 and 6 believe computers and the Interactive whiteboard make learning more interesting.
- do not use the email account provided by the school.

Future directions

- Increased professional learning opportunities for teachers in the use of interactive technologies in the classroom
- Develop and implement a scope and sequence chart to guide programming and ensure sequential skill development.
- Evaluate the provision of resources and student access to technology and address any concerns e.g. timetable modifications, purchase of additional resources.
- Revise the school's code of conduct and build the principles of responsible use of technology into the delivery of lessons

Professional learning

Staff members participated in both in-school and externally provided professional learning activities throughout the year, which included school development day programs at the commencement of Terms 1, 2 and 3 and at the end of Term 4.

Focus for school development days included; Child Protection, CPR Training, Writing, Spelling, Electronic Whiteboard Training, and Student Reporting.

Regional and external professional learning opportunities included; Guided Reading, Writing, Spelling, BestStart and Environmental Education.

School development 2009 – 2011

The school plan for 2009-2011 was developed in consultation with the school staff and was guided by data obtained through NAPLAN and school-based assessments, together with priorities included in the Sydney Region Plan and the Office of Schools Plan.

Targets for 2010

Target 1

Improved student outcomes in spelling and writing

Strategies to achieve this target include:

- Professional learning opportunities for staff in the teaching and assessment of spelling and writing.
- Analysis of available data to inform planning and programming e.g. NAPLAN, student writing samples
- Explicit teaching and ongoing assessments to monitor student progress

Our success will be measured by:

- 95% of students in Year 3 and 5 achieving at or above minimum standard in spelling and writing with 50% of Year 3 and 40% of Year 5 students proficient in this area.
- 90% of students across the school achieving at or above stage outcomes in spelling and writing.

Target 2

Improved student outcomes in numeracy

Strategies to achieve this target include:

- Professional learning opportunities for staff in the effective use of the Learning Framework in Number (LFIN)
- Analysis of available data to inform planning and programming e.g. NAPLAN, student work samples
- Development and implementation of a tracking sheet to monitor student progress.
- Collaborative planning days to develop activities and assessment strategies that are consistent across the grade.

Our success will be measured by:

- 90% of students in Year 3 and 5 achieving at or above minimum standard in numeracy with 50% of students proficient in this area.
- 95% of students across the school achieving at or above stage outcomes in numeracy.

Target 3

Improved student outcomes in technology

Strategies to achieve this target include:

- Development and implementation of a scope and sequence chart to guide programming and ensure sequential skill development.
- Evaluate the provision of resources and student access to technology and address any concerns e.g. timetable modifications
- Revise the school's code of conduct and build the principles of responsible use of technology into the delivery of lessons

Our success will be measured by:

- Student assessments at the beginning and end of the year
- All students having access to technology one or more hours per week
- Decrease in reported cyber-bullying incidents and misuse of technologies
- All concerns identified in regard to inequity of access investigated and addressed

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: <http://www.schools.nsw.edu.au/asr>