Messages

Principal’s message

Dulwich Hill Public School is a large primary school (enrolment 510) which serves a diverse socio-economic and multicultural community in Inner-Western Sydney. Over 40 nationalities are represented in the student population with 41% from non-English speaking background. The school is a vibrant place of learning and is characterised by a sense of energy and warmth of welcome.

The school has a high academic focus. Our skilled, committed and cohesive staff works collaboratively to provide quality programs which cater for the individual needs of students and build positive relationships with and between students.

A strong, school spirit underpins rich and diverse learning opportunities for students including debating, public speaking, a gardening program and Indigenous studies. Specialist programs include music, dance and drama, community languages, technology and environmental education.

In 2011, the school reflected on its values and developed a vision for the coming years. Given the changes to staff, as well as the changing demography of the local area, it was timely to assess what values the school holds as most important and what the school wants for its students in the years ahead.

I am incredibly proud to be Principal of Dulwich Hill Public School. I value and commend the efforts and achievements of its students; the commitment and dedication of an experienced and talented staff and the contribution and active involvement of supportive parents and a vibrant community. I am pleased to share some of the school’s achievements with you.

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

2011 has been another successful year of P&C activities, fundraising and contribution to the school. The time, energy and enthusiasm so many ‘Dully’ parents put into the P&C and Community Club activities helps create and support the positive environment for learning and community spirit we find at DHPS.

Eight P&C meetings were held in 2011. Special interest topics were chosen at the beginning of the year. Presentations included; the school values/vision project, homework policy, boys’ and girls’ education, behaviour management policy and practices, ethics classes, and the school’s 2011 NAPLAN results.

The Community Club has continued to successfully manage the School Canteen and Uniform Shop. It has catered for Community Nights each term, Kindergarten Orientation, Grandparents’ Day and conducted the ever-popular, Mothers’ and Fathers’ Day stalls.

In conjunction with the school, our environment group continued its great contribution through the Edible Garden Project, the planning and creation of the Indigenous Garden and school community participation in the energy saving Climate Clubs program.

P&C activities included the Kindergarten Welcome BBQ, Election BBQ and bookstall, K-2 Movie Night, School Walkathon, Trivia Night, Musical Showcase, and Year 6 Musical. Working bees were also held to build and plant the Indigenous Garden and install a new sandpit, as well as assisting with the maintenance of the grounds.

Money raised was allocated to purchase laptops ($13 000), resources for students with additional learning needs, timpani drums for the band program, a stove, ride-on mower, projects nominated by the student council, a contribution to the Indigenous garden and to the school Values Project. An allocation of $5000 was given to the Equity Fund to ensure access to school programs and events for all students. The Uniform Shop funded $5000 for library books, a laptop and ‘book-a-night’ resources.

Donna Bowen
P&C President
Student representative’s message

SRC stands for Student Representative Council with representatives chosen from all classes Kindergarten to Year 6. In 2011, a total of 62 students were part of the SRC, where we learnt about meeting procedure, with many having the opportunity to chair meetings or take responsibility for taking the minutes.

This year the SRC has organized some wonderful occasions and actively supported many special programs at the school.

These included;

- A Pyjama Day which raised $595 to support those affected by the famine in Africa
- Harmony and Grandparents Day, where the SRC raised money to support Leanon, our sponsor child from the Republic of Benin in Africa. We decorated the basketball court with colourful flags and the students in 5A and 5H performed the song ‘Imagine’ for our visiting grandparents.
- The environmental education competition, Eco Challenge was a great success in classrooms, with 1/2Q and 2H winning the competition. The students in 1/2Q chose a tree for their prize and the students in 2H spent their prize money on a fish for the classroom.
- We welcomed Melina Zanetich as a special guest at one of our meetings. She talked to us about the school’s vision project and asked us to imagine what we would like the school to be like in the year 2016.
- The P&C Association gave the SRC $1000 which we spent on new chickens, a cover for the sandpit, bubblers for the COLA and new sporting equipment, including running parachutes and javelins.

What a great success 2011 has been! Thank you to the teachers, parents and students for helping to make these things possible and so much fun.

Lillian, Grace, Matthew and Natalia
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 2011 show a slight decrease on 2010 figures with 496 students enrolled at the enrolment census date held in March.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>251</td>
<td>267</td>
<td>269</td>
<td>262</td>
<td>265</td>
</tr>
<tr>
<td>Female</td>
<td>253</td>
<td>246</td>
<td>230</td>
<td>241</td>
<td>231</td>
</tr>
</tbody>
</table>

The student profile reflects a diverse, multicultural population with 47 different language groups represented. 41% of students are of Non-English speaking background (NESB) with the largest representation from Greek, Vietnamese, Turkish and Pacific Island background. In addition, the school has 22 students from Aboriginal and Torres Strait Island background (ATSI).

Families seeking non-local enrolment are required to submit a supporting statement addressing the recommended criteria. Applications are considered by a placement panel which prioritises applications for enrolment. Priority is given to siblings of students enrolled at the school, followed by those citing proximity and the need for before and after school care. Those applications citing compassionate grounds are also given careful consideration.

Student attendance profile

The student attendance rate in 2011 remains fairly static and at 95% compares favourably with State attendance data. However, student attendance remains slightly below the average for Sydney Region.
Management of non-attendance

In an effort to increase student attendance rates, the school works closely with the Department’s Home School Liaison Officer (HSLO) to monitor student attendance. Regular contact is made with families of students whose attendance is of concern, with strategies and support programs put in place to improve attendance.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes

In 2011 there are 20 classes comprising 17 regular classes and 3 composite classes. 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.

The school staff comprises both teaching and non-teaching personnel in full-time, part-time, permanent, temporary and casual 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 school comprises one Aboriginal staff member, Ms. Kim Chan, who works both as a School Administration Officer and Student Learning Support Officer.
A Principal, one non-teaching Assistant Principal and three, teaching Assistant Principals are responsible for leading and managing the school.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Non Teaching Assistant Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>17.0</td>
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<tr>
<td>Primary Part-Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Release from Face to Face Teacher</td>
<td>0.84</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.977</td>
</tr>
<tr>
<td>Total</td>
<td>33.242</td>
</tr>
</tbody>
</table>

**Staff retention**

The school has a high retention of staff with only two changes to the permanent teaching staff in 2011 due to retirement.

**Teacher qualifications**

All teaching staff members 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 in Education.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$131820.95</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>131820.95</td>
</tr>
<tr>
<td>Global funds</td>
<td>249722.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>105095.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>301272.42</td>
</tr>
<tr>
<td>Interest</td>
<td>8459.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4499.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>800870.28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>54913.51</td>
</tr>
<tr>
<td>Excursions</td>
<td>29690.15</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>127539.24</td>
</tr>
<tr>
<td>Library</td>
<td>10261.07</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2941.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>102174.73</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>88887.02</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>69628.66</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>42577.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>42280.80</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4499.05</td>
</tr>
<tr>
<td>Capital programs</td>
<td>35228.93</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>610621.34</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>190248.94</td>
</tr>
</tbody>
</table>

Please note that the majority of expenditure on teacher training and development is included in tied funds as *Teacher Professional Learning*. Expenditure in this area in 2011 was $21,660.28.

A full copy of the school’s 2011 financial statement will be tabled at the first P&C meeting in February, 2012. Further details concerning the statement can be obtained by contacting the school.
**School performance 2011**

**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 these programs through its Equity Fund. This ensures all talented students have the opportunity to participate in the wide range of arts programs available.

**Music**

All students participated in a music program, consisting of one lesson each week with a specialist teacher. In these lessons students developed knowledge, skill and understanding of music from different cultures through singing, playing, organizing and moving to sound. Listening skills were also enhanced through listening and discussing their own music and that of others.

The music program also included performance items at Community Nights, an in-school performance by Musica Viva in August and a Music Concert in November which showcased both individual and ensemble items.

In addition, specialized 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, senior and training concert bands and string ensemble. The senior recorder and string ensemble groups performed at the Sydney Opera House in the Banksia Concert of Instrumental Music in August, and the Stage 2 choir performed at the Daintree Concert in September.

**Dance and Drama**

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

All Year 6 students were involved in an end of year musical entitled “Alice in Wonderland High”. This resulted in an entertaining evening showcasing the school’s talented, senior dancers, singers, actors and musicians.

‘Caterpillar’ in Alice in Wonderland High

**Sport**

We continue the emphasis on variety, fitness and fun in a context of skill development and modified games, with opportunities for increased competition as students reach the upper grades.

Students in Stage 2 and Stage 3 had lessons in swimming, softball and cricket, Little Athletics, AFL and Oz Tag. Stage 3 teams participated in the Paul Kelly Cup (AFL) and Balmain PSSA Gala Days.

Students in Stage 1 participated in gymnastics and swimming. Students in Kindergarten 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 2011, student participation at regional level of competition was high with two students progressing to state level.

**Public Speaking and Debating**

Public speaking continues to be an important part of the school program, extending students and providing rich learning opportunities.
Students in Stage 2 and Stage 3 participated in the Multicultural Perspectives Public Speaking Competition at class, school and area level with two students awarded Highly Commended at the area competition.

Film Club

Students in Stage 2 and Stage 3 were given the opportunity to participate in Digi Ed workshops once again this year. These workshops allow students to develop their creative talents in film making, by creating clay figures which they feature in short films. In small groups, students developed an initial concept, storyboarded their ideas, filmed and edited their own work. Their completed work was showcased in the Dully Film Festival in September, along with other short films developed by students both in and out of school time.

Stage 3 Camp

In December, 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.

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, cleaning up and wiping the tables. All students carried out their duties responsibly.

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

Respect and Responsibility

Dulwich Hill Public School prides itself on setting high expectations for students. Respect and responsibility is emphasized 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 the community to the education of children. In 2011, this event was particularly well attended, with over 300 grandparents visiting the school, where they enjoyed Harmony Day activities, student performances and classroom visits.

Each year, students and teachers elect Ambassadors from Year 6 who assume leadership responsibilities within the school. In 2011 ten ambassadors represented the school; conducting assemblies, escorting visitors to the school and assisting with special events e.g. Kindergarten Orientation and Grandparents Day. In March, 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 to support Leanon, a child in the Republic of Benin.

Students fundraise each year in support of the UNICEF Day of Difference initiative with $295 raised in 2011 to support the UNICEF Child Friendly Schools Project in Timor-Leste.

Students also raised $735 to support the Queensland Flood Appeal, $837 for the Red Cross to support relief efforts following the earthquake in Japan and $591 to support the School Aid African Appeal.
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 these 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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Academic

In this literacy strand 95% of Year 3 achieved Band 3 or above, with 56% proficient in this area.

Areas of strength include; recognizing the organizational structure of a range of persuasive texts, paragraphing and adjusting writing to suit a given audience.

Areas for improvement include expanding ideas to support a position and structuring texts in appropriate stages.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Band</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
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<tr>
<td>State DEC % in Band 2011</td>
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</tbody>
</table>

Year 3 NAPLAN Writing

In the literacy strand of spelling, 98% of Year 3 students achieved Band 3 or above with 61% proficient in this area.

Student performance in this area was pleasing with results meeting the proposed target set for this year.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Band</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>

Year 3 – Grammar and Punctuation

In the literacy strand of grammar and punctuation, 90% of students achieved Band 3 or above with 56% proficient in this area.

Areas of strength include identifying the correct tense and form of verbs and the function of pronouns. Areas for improvement include the use of full stops, apostrophes and quotation marks.

In this literacy strand 95% of Year 3 achieved Band 3 or above, with 56% proficient in this area.

Areas of strength include; recognizing the organizational structure of a range of persuasive texts, paragraphing and adjusting writing to suit a given audience.

Areas for improvement include expanding ideas to support a position and structuring texts in appropriate stages.

Literacy – NAPLAN Year 3

Year 3 - Reading

In the literacy strand of reading, 93% of Year 3 students achieved Band 3 or above with 66% of students proficient in this area i.e. Bands 5 and 6.

Test questions in which the students excelled, included those involving applied comprehension and making inferences from text.

This is an area of strength for the school, with Year 3 girls achieving 57 scale points above the state average. Trend data places the school well above the state in reading for the last three years.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Band</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>

Year 3 - Writing

In 2011 the writing task involved persuasive text. This was a shift from the narrative genre, which had been the assessment task in past years.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Band</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>

Year 3 – Spelling

In the literacy strand of spelling, 98% of Year 3 students achieved Band 3 or above with 61% proficient in this area.

Student performance in this area was pleasing with results meeting the proposed target set for this year.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Band</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 3

In numeracy, 91% of Year 3 students achieved Band 3 or above with 56% proficient in this area. Student performance in this area was pleasing with proficiency results exceeding the proposed target set for this year.

In the data, measurement, space and geometry strand, 94% achieved Band 3 or above with 50% proficient in this area.

In the number, patterns and algebra strand, 91% achieved Band 3 or above with 54% proficient in this area.

The students performed particularly well on questions involving subtraction with 3-digit numbers, multiplication with a 2-step problem and 3D shapes.

Areas identified for improvement include patterns and algebra and locating position.

Literacy – NAPLAN Year 5

In the literacy strand of reading, 92% of Year 5 students achieved Band 5 or above with 52% of students proficient in this area i.e. Bands 7 and 8.

Test questions in which the students excelled, included making inferences from text, recognising the central idea or theme and locating information.

This is an area of strength for the school, with Year 5 girls 15 scale scores above the state average for growth on Year 3 performance. Trend data places the school well above the state in reading for the last three years.

Year 5 NAPLAN Writing

In 2011 the writing task involved persuasive text. This was a shift from the narrative genre, which had been the assessment task in past years.

In this literacy strand 88% of Year 5 achieved Band 5 or above, with 26% proficient in this area.

Areas of strength include recognizing the organisational structure of a range of persuasive texts, recognising cohesive links and using conjunctions and the use of vocabulary and strong modality to influence the reader.

Areas for improvement include structuring texts in appropriate stages, the use of correct spelling and punctuation.
Year 5 - Spelling

In the literacy strand of spelling, 96% of Year 5 students achieved Band 5 or above with 34% proficient in this area.

Although overall student performance in this area was pleasing with results well exceeding the proposed target for 2011, the number of students achieving proficiency in this area is still below the target set. This will continue to be a target area with the school aiming for 40% of students being proficient in this area by 2014.

Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>1.4</td>
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<td>26.8</td>
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<td>School Average 2008-2011</td>
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<td>8.1</td>
<td>25.1</td>
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<tr>
<td>SSG % in Band 2011</td>
<td>1.7</td>
<td>4.6</td>
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<td>State DEC % in Band 2011</td>
<td>5.8</td>
<td>10.1</td>
<td>25.2</td>
</tr>
</tbody>
</table>

Year 5 – Grammar and Punctuation

In the literacy strand of grammar and punctuation, 85% of Year 5 students achieved Band 5 or above with 37% proficient in this area.

Areas of strength include identifying the correct tense and form of verbs and the function of pronouns. Areas for improvement include the use of full stops, quotation marks and the correct form of indefinite article.

Grammar and punctuation will be a target area in the 2012-2014 School Plan with the school aiming for 43% of students being proficient in this area by 2014.

Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Band</td>
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<td>11</td>
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<tr>
<td>Percentage in Band</td>
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<td>7.0</td>
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<td>School Average 2008-2011</td>
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<td>SSG % in Band 2011</td>
<td>2.5</td>
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<tr>
<td>State DEC % in Band 2011</td>
<td>8.0</td>
<td>10.0</td>
<td>22.1</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

In numeracy, 85% of Year 5 students achieved Band 5 or above with 22% proficient in this area.

The students performed particularly well on questions involving subtraction, multiplication, position, volume and capacity.

Areas identified for improvement include patterns and algebra, estimating size of angles in 2D shapes and fractions and decimals.

Although overall student performance in this area was pleasing with results meeting the proposed target for 2011, the number of students achieving proficiency in this area is still below the target set. This will continue to be a target area for school improvement 2012-2014.

Progress in literacy

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.0</td>
<td>72.1</td>
</tr>
<tr>
<td>SSG</td>
<td>88.2</td>
<td>73.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>65.3</td>
<td>57.3</td>
</tr>
<tr>
<td>SSG</td>
<td>84.9</td>
<td>71.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>
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.

### Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>74.7</td>
<td>46.8</td>
</tr>
<tr>
<td>SSG</td>
<td>96.4</td>
<td>83.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

### Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>58.5</td>
<td>81.1</td>
</tr>
<tr>
<td>SSG</td>
<td>94.3</td>
<td>99.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

### Progress in numeracy

**Member for Grayndler, The Honourable Anthony Albanese officially opened the BER Project with Year 6 Ambassadors**

**Significant programs and initiatives**

**Building the Education Revolution Launch**

In November, the school celebrated the official opening of the *Building the Education Revolution Program* (BER). The school was awarded $3.2 million under this Federal Government stimulus package, which was spent on installing a new classroom and upgrading school facilities.

**Aboriginal education**

In 2011, there are 22 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 Islander (ATSI) parents.

An afternoon tea held in Term 1 for the school’s ATSI parents and students was well attended. This event provided an opportunity for student learning plans to be developed with class teachers and included learning goals for students for the year ahead.

*Norta Norta Funding* was used to support those Indigenous students identified as below national benchmark standard in literacy and numeracy.

A Community Night, featuring the highlights of the Aboriginal Studies Program was well attended and received high praise from parents and community members.
Multicultural education
The school values the diverse, multicultural nature of its community. With over 40 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 allows the opportunity for other students to learn about another language and culture.

The school actively values and recognises other nationalities through Harmony Day celebrations and its traditional greeting at all formal assemblies, where students welcome the school community in other languages. A multicultural themed Community Night held in Term 3, showcased a range of dance and musical items. This event was well attended by parents and community members who actively value the school’s inclusive culture.

Progress on 2011 targets
Target 1
Improved student outcomes in numeracy with particular emphasis on measurement
Much of the school’s efforts and resources in 2011 targeted this curriculum area. This included the purchase of resources, high quality professional learning opportunities for staff and collaborative planning days focusing on programming and assessment. Professional learning included the school participating in two regional programs, Targeting Early Numeracy (TEN) and Understanding Measurement.

Our achievements include:

- 91% of Year 1, 88% of Year 2, 89% of Year 3, 88% of Year 4, 96% of Year 5 and 92% of Year 6 students achieved sound or above in mathematics in Semester 2, school-based assessment.
- 91% of students in Year 3 and 85% of Year 5 achieving at or above minimum standard in NAPLAN Numeracy.
- 56% of Year 3 students achieving proficiency standard in numeracy.
- 50% of Year 3 students achieving proficiency standard in the data, measurement, space and geometry strand.
- 54% of Year 3 students achieving proficiency standard in the number, patterns and algebra strand.

Target 2
Improved student outcomes in spelling and writing
Our achievements include:

- 98% of Year 3 students achieved Band 3 or above in the literacy strand of spelling
- 61% of Year 3 students reaching proficiency standard in spelling.
- 95% of Year 3 students achieved Band 3 or above in this literacy strand of writing.
- 56% of Year 3 students reaching proficiency standard in writing.
- 96% of Year 5 students achieved Band 5 or above in spelling.
- 88% of Year 5 students achieved Band 5 or above in writing.

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 2011 our school carried out evaluations of School Culture and Mathematics.

Educational and management practice – School Culture
Background
In 2011, the area of School Culture was selected for evaluation. As this area was last evaluated in 2006, the school was interested in determining which areas have been improved upon over the previous five years. The area of culture also complemented the work being done in the
school’s Vision Project. A SchoolMap-School Culture survey was issued to parents. The findings and conclusions below are based on the 110 parent surveys returned.

Findings and conclusions
The results of the survey were extremely positive with 80% or more responding ‘Almost always’ or ‘Usually’ to all 12 questions. Identified areas of significant strength include;
- the school’s structures and strategies which recognise and celebrate achievement
- the school’s main priority is meeting the needs of students
- the school’s culture fosters a sense of belonging and collective responsibility
- the area of communication, which was identified as an area for development in 2006, has shown significant improvement with 97% of parents responding favourably to this question.

Future directions
- An area identified for future attention is that of developing a shared understanding of the school’s purpose and regular clarity of school values. It is anticipated that the current Vision Project will address this, following consultation with all stakeholders of the school.

Curriculum - Mathematics
Background
As Mathematics has been a focus area for the school this year and will continue to be a target for improvement in the 2012-2014 School Plan, the school was interested in the views of students and staff in regard to this curriculum area.

A survey was issued to all students from Kindergarten – Year 6 and class teachers. The findings and conclusions below are based on those 447 students and 15 teachers who responded to this survey.

Findings and conclusions
In the Kindergarten-Year 2 section of the school:
- 70% of students indicated that they enjoy mathematics lessons and believe they are working well in this curriculum area.
- 80% of students enjoy working on computers for mathematics.
- 80% of students like working with other students in group activities.
- 90% of students enjoy playing mathematical games.
- 65% of students enjoy working in their mathematics book.
- Students indicated the things they liked best in learning mathematics were; computer activities, board games and graphing activities.
- Students indicated the things they liked least in learning mathematics were; activities involving shapes, subtraction and multiplication.

Future directions
- To continue the Targeting Early Numeracy Program (TEN), with a focus on the delivery of short, sharp lessons that explicitly teach mathematical concepts.
- To provide a variety of mathematical games in every classroom that allows students hands-on experience in developing an understanding of concepts.
- To utilize interactive technologies in teaching mathematics to visually motivate and engage students.

In the Year 3-Year 6 section of the school:
- 90% of students believe it is important to learn mathematics.
- 70% of students enjoy group activities and believe they are getting better in number work.
- 75% of students enjoy working on computers for mathematics.
- 75% of students indicated they receive teacher help when they need it.
- 50% of students like working in a textbook.
- 10% of students indicated that the mathematics they do in class is too hard.
- Students indicated the things they liked best in learning mathematics were; computer activities and activities involving patterns and algebra.
Students indicated the things they liked least in learning mathematics were; activities involving space and geometry and division.

Future directions

- Secure regional consultancy support to provide workshops for staff in the numeracy strand of Data, Measurement, Space and Geometry.
- To provide a variety of mathematical games in every classroom that allows students hands-on experience in developing an understanding of concepts.
- To utilize interactive technologies in teaching mathematics to visually motivate and engage students.

A qualitative survey of teaching staff revealed the following:

- mathematics is taught on average five hours per week
- feedback is provided to students through conferencing, marking work in front of students and providing immediate verbal feedback
- students are grouped by ability for number work. However, mixed ability groups are predominately used for teaching other strands, such as measurement and space
- students are assessed in a variety of ways; working 1:1 with the teacher, written tests, teacher observation and text book reviews
- students are encouraged to reflect on their learning through class discussions, highlighting particular strategies, pair and small group work and self-assessment
- improved student outcomes could be achieved through more opportunities for revision of concepts and a documented scope and sequence for each stage level.

Parent, student, and teacher satisfaction

Background

In 2011, the school sought the opinions of parents, students and teachers in regard to the school’s values and statement of purpose. It was over ten years since this was reviewed, over which time the school has seen changes in staff and a significant change in the community demographic. An external facilitator from Learn Grow Lead Consulting was secured to lead this project.

All stakeholders were involved in this process through surveys, parent meetings, staff workshops and in consultation with the Student Representative Council (SRC).

Findings and conclusions

Parents valued the following about the school;

- the sense of school community, working cooperatively and collaboratively with respect and integrity
- the inclusiveness of the school
- the school’s emphasis on fairness and equity
- the enthusiasm and dedication of teachers
- the school’s performing arts programs
- the school values ranked highest by parents were; tolerance, integrity and cooperation.

Discussions with staff in regard to statements which reflected our school purpose included;

- teachers at our school are dedicated, professional and approachable
- our school provides a wide variety of rich learning programs that cater for the diverse range of abilities of students and promote high standards
- a safe and harmonious learning environment exists at our school
- there is mutual respect, trust and support between the school and the wider community
- the school values ranked highest by staff were; integrity, harmony and cooperation.

Discussions with SRC representatives in regard to what they value about the school included the following;

- the Music, Dance/Drama programs and the opportunity to perform at Community Nights and in the Year 6 Musical
- Sports Carnivals and Gala Days
- Digi Ed Workshops and the Dully Film Festival
- Kindy Buddies Program
- support for people here, and overseas, in times of adversity and natural disasters
- the school values ranked highest by students were; kindness, harmony and friendliness.

As a result of this process a Statement of Purpose was documented and the following Vision Statement was developed;

“Together we inspire, create and learn for life”

Future directions
- As a result of this Vision Project, all stakeholders will be consulted in regard to the appropriateness of the current school motto and its alignment with the findings of this project.

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

Focus for school development days included; child protection, anaphylaxis and CPR training and workshops on the use of interactive whiteboards. Staff meetings focused on the school’s Vision Project, quality teaching strategies linked to NAPLAN as well as professional sharing sessions in programming, designing assessment tasks and student reporting.

Regional and external professional learning workshops for staff members included; Targeting Early Numeracy (TEN), Understanding Measurement, Computer Technology and Drama.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
- By 2014 66% of Year 3 and 40% of Year 5 students achieving proficiency standard in the literacy strand of spelling in NAPLAN.

2012 Targets to achieve this outcome include:
- 62% of Year 3 and 36% of Year 5 students achieving proficiency standard in NAPLAN spelling.
- 95% of students in Year 3 to Year 6 showing improvement in spelling from pre to post testing in the South Australian Spelling Test.
- 95% of students in Years 1 and 2 showing improvement in spelling from pre to post testing in the David Hornsby 10 Word Test.

Strategies to achieve these targets include:
- Pre and post testing of students to determine individual needs.
- Explicit teaching using the matrix from School Measurement Assessment and Reporting Tool (SMART).
- Class displays of visual cues to emphasise spelling patterns and rules.
- Presenting spelling activities in a range of ways to meet individual learning styles.
- Modelling and scaffolding strategies to enable students to self-correct their spelling, particularly in writing tasks.

School priority 2
Outcome for 2012–2014
- By 2014, 62% of Year 3 and 43% of Year 5 students will be achieving proficiency standard in the literacy area of Grammar and Punctuation.
2012 Targets to achieve this outcome include:
- 58% of Year 3 and 39% of Year 5 students achieving proficiency standard in NAPLAN grammar and punctuation.
- 95% of students achieving sound or above in English in semester 2 assessments.
- Improved grammar and punctuation as measured by teacher moderation of student writing.

Strategies to achieve these targets include:
- Analysis of NAPLAN data to identify specific areas for explicit instruction.
- Use of SMART links to explicit teaching strategies which form part of the teaching and learning program.
- School Development Day program focusing on the teaching of grammar and punctuation through persuasive text types.

School priority 3
Outcome for 2012–2014
By 2014, 56% of Year 3 and 30% of Year 5 students will be achieving proficiency standard in the numeracy strand of Data, Measurement, Space and Geometry in NAPLAN.

2012 Targets to achieve this outcome include:
- 52% of Year 3 and 25% of Year 5 achieving proficiency standard in NAPLAN.
- 95% of students achieving sound or above in this numeracy strand in semester 2 assessments.

Strategies to achieve these targets include:
- Document a scope and sequence of knowledge and skills for each stage group.
- Analysis of NAPLAN data to identify specific areas for explicit instruction.
- Use of SMART links to explicit teaching strategies which form part of the teaching and learning program.
- Use of Newman’s Analysis which involves 5 significant prompts to assist students in solving written problems.
- Professional learning activities for staff in developing rich, hands-on activities which engage students develop their meta-language and problem solving skills.
- Peer observations of lessons to provide feedback on content delivery and student engagement.

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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Celine Elks Assistant Principal
Liz Newell Assistant Principal
Donna Bowen P&C President
Jillian Adams Staff Representative
Jessica Hughes Staff Representative

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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: