

# Dulwich Hill Public School Annual School Report 2014



## Geebung

Naam-burra to  
Dharug people

The fruit ripens on  
the ground and  
the soft pulp  
around the  
seed is eaten

The wood from the stem was used to  
treat sore eyes. Aboriginal people in the  
Sydney area strengthened bark used for fishing lines by



4496

## Our School at a Glance

Dulwich Hill is a large primary school (enrolment 530), which serves a diverse socio-economic and multicultural community in Inner Western Sydney. Forty seven nationalities are represented at the school, with 41% of the student population from a non-English speaking background. Community language programs operate in Greek and Vietnamese. The school traditionally performs well in external literacy and numeracy assessment with achievement levels consistently above the state average. In addition to providing quality literacy and numeracy programs, other focus programs include: performing arts; technology and environmental education. Dulwich Hill prides itself on setting high expectations for students. Respect and responsibility are 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. Community support is highly valued and the school is supported by an active P & C Association and a number of focus sub-committees.

## Principal's Message

Dulwich Hill Public School is a large primary school. The school is a vibrant place of learning and is characterized by a sense of energy and warmth of welcome.

The school has a high academic focus. Skilled and committed staff members work 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, an edible garden program and Indigenous studies. Specialist programs include music, dance and drama, Greek and Vietnamese community language programs, technology and environmental education.

The school has a strong student welfare focus. A dedicated Learning Support Team works toward the early identification of students with learning

difficulties, ensuring that appropriate support is provided. Student effort and achievement is regularly acknowledged through a systematic award system.

Leadership opportunities are provided to students through the Year 6 Ambassadors, Sports Captains and Vice Captains, the Student Representative Council and as Bounce Back! Leaders and Co-leaders.

The highlights of the year included the Kindy Welcome Barbecue, Grandparents and Harmony, Commonwealth Games Day, Aboriginal Studies during NAIDOC Week; concerts at the Opera House and Sydney Town Hall, Community Nights, the Bounce Back program and the Year 6 Musical.



I am incredibly proud to be the relieving 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 generous contribution and active involvement of supportive parents and a vibrant community. I am pleased to share some of the school's achievements with you in this 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.

Celine Elks  
Relieving Principal

## P&C Message

The P&C has had a busy and fulfilling year in 2014, working together with school staff and contributing to the life of the school in a large variety of ways.

The uniform shop and canteen continued to offer an invaluable service to the students and families at Dully this year. The uniform shop sold a range of locally-sourced uniforms and accessories as well as second-hand items, with profits donated to the school for the purchase of resources. The canteen continued to offer a variety of healthy meal options, as well as catering for special events, running Mothers' and Fathers' Day stalls and creating a cookbook for sale to the school community.

Parent volunteers donated their time in classrooms and in the school garden, as well as on excursions and school committees. They also assisted with school events such as Grandparents' and Harmony Day and the Kindy Welcome BBQ. The P&C and volunteers compiled family contact lists for all classes, developed new P&C content for the school website and ran a lunchtime science club, with 60 students participating over the course of the year.

P&C meetings included presentations on anxiety in students, children and electronic media, extra-curricular activities, and children and play. P&C members also lobbied Council and local members of parliament on key issues of concern, including traffic safety around the school.

The ongoing support of local businesses such as LJ Hooker Dulwich Hill and Cornersmith Café, together with the P&C, enabled the Dully garden program to continue to grow. Four parents were engaged as facilitators in 2014 and 20 classes participated in a series of curriculum-linked lessons.

P&C fundraising events kicked off in April with a whole-school movie night, bringing together 490 members of the school community on the bottom oval to enjoy a twilight picnic and film. The Commonwealth Games Day in August saw

parent volunteers, with the support of Sydney Fresh and Camp Australia, provide food for over 500 staff and students, and assist teachers with the running of activities. In August, a trivia night attracted 130 trivia buffs to test their knowledge of all things Australiana, and in November, 158 Dully Garden Sculptures were sold to enthusiastic buyers in time for Christmas. As a result of the efforts of dedicated volunteers and the generosity of school community members, over \$33,000 was raised for the purchase of school resources in 2014.

Thank you to all who volunteered their time and energy to the school this year. Your contributions make a difference to the learning and overall wellbeing of students in our community.

Sally Randall

President

## Student information

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

### Student enrolment profile

Student enrolment in 2014 showed an increase on 2013 figures with 540 students enrolled at the enrolment census date held in March.

The student profile reflects a diverse, multicultural population with 47 different language groups represented. 43% of students are of non-English speaking background, with the largest representations from Greek, Vietnamese, Turkish and Pacific Island backgrounds. The school also has 20 students from Aboriginal and Torres Strait Island background.

Gender	2008	2009	2010	2011	2012	2013	2014
Male	267	269	262	265	267	258	273
Female	246	230	241	231	262	269	267

## Student Attendance Profile

Student attendance has improved steadily over the last five years with the school's average attendance rate for 2014 now above that of State level.

	Year	2009	2010	2011	2012	2013	2014
School	K	95.0	96.2	95.3	96.2	95.6	97.0
	1	94.4	94.2	96.2	94.4	95.3	96.6
	2	93.7	94.9	95.1	95.0	94.5	95.5
	3	95.0	94.6	95.3	95.2	95.3	95.1
	4	94.1	95.6	94.1	95.0	94.5	96.2
	5	95.0	94.6	95.4	94.1	95.3	96.5
	6	95.0	95.9	93.2	94.5	95.3	95.4
	<b>Total</b>	<b>94.6</b>	<b>95.2</b>	<b>95.0</b>	<b>95.0</b>	<b>95.2</b>	<b>96.1</b>
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	<b>Total</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>

## Class Sizes

Roll class	Year	Total in class	Total per year
KB	K	21	21
KG	K	21	21
KR	K	21	21
KY	K	21	21
1M	1	24	24
1P	1	23	23
1S	1	23	23
1/2T	1	12	24
	2	12	24
2M	2	25	25
2NA	2	24	24
2TS	2	24	24
3K	3	28	28
3RT	3	28	28
3T	3	28	28
4H	4	30	30
4P	4	31	31
4/5D	4	16	28
	5	12	28
5/6B	5	13	27
	6	14	27
5/6C	5	13	30
	6	17	30
5/6J	5	14	30
	6	16	30
5/6L	5	12	27
	6	15	27

## Workforce Information

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

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

A Reading Recovery Program supports 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 (Greek and Vietnamese).

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

## Workforce Composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Head Teachers	
Classroom Teacher(s)	17
Teacher of Reading Recovery	0.525
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.0
Teacher of ESL	1.6
School Counsellor	0.3
School Administrative & Support Staff	3.977
<b>Total</b>	<b>31.102</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has one staff member of Aboriginal background, Ms Kim Chan, who works both as a School administration Officer (SAO) and Student Learning Support Officer (SLSO).

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	<b>80</b>
Postgraduate	<b>20</b>

## Professional Learning

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

All teaching staff attended school development day programs. Focus areas for these days included; the new Mathematics and Science Curriculum, with ongoing implementation of the English Curriculum, Code of Conduct, Child Protection, Trauma Training, Management of Anaphylaxis and Asthma and CPR Training. Staff meetings focused on quality teaching strategies linked to implementation of the new curriculums, as well as professional sharing sessions in programming, designing assessment tasks and student reporting.

Regional and external professional learning workshops focused on literacy/numeracy, ICT, and critical and creative thinking

A number of permanent and temporary engagement teachers are working with the Institute of Teachers, either gaining accreditation status or working toward their maintenance of accreditation.

The school's total expenditure in the area of professional learning was \$25 433, which is an average of \$847.80 per teacher. This included \$4 120 spent on training in the new Australian curriculum and \$4 122 on training for beginning teachers.

## Beginning Teachers

The school receives beginning teacher's funding, to assist in a new teacher's induction, professional development and for an experienced teacher to provide support in a mentoring capacity.

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	212275.83
Global funds	280977.33
Tied funds	172820.71
School & community sources	343047.82
Interest	7972.27
Trust receipts	2464.90
Canteen	0.00
Total income	<u>1019558.86</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	89088.69
Excursions	61080.92
Extracurricular dissections	132199.47
Library	11982.36
Training & development	33935.43
Tied funds	151594.66
Casual relief teachers	84988.50
Administration & office	70156.73
School-operated canteen	0.00
Utilities	57916.53
Maintenance	34555.33
Trust accounts	2464.90
Capital programs	19770.00
Total expenditure	<u>749733.52</u>
<b>Balance carried forward</b>	269825.34

The school canteen is operated by the Community Club, a sub-committee of the P&C Association. It has a paid supervisor and relies on the support of parent volunteers. The Community Club also has oversight of the Uniform Shop, which is operated by parent volunteers. After operational costs are met, all profits are donated back to the school to support educational programs for students.

A full copy of the school's 2014 financial statement is tabled at the first P&C meeting in February, 2015. Further details concerning the statement can be obtained by contacting the school.

## School performance 2014

### Academic achievements

#### NAPLAN

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.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website also provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

### Year 3 - Reading

In the literacy strand of reading 96% of year 3 students achieved Band 3 or above, with 69% proficient in this area i.e. Bands 5 and 6. The school's performance in this area is well above both state level and statistically similar schools.

Year 3 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2014</b>	468.2	451.0	416.3			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	3	8	13	15	39
Percentage in Bands	0.0	3.9	10.3	16.7	19.2	50.0
School Average 2010-2014	0.3	6.8	8.6	20.7	23.9	39.8
SSG % in Bands 2014	1.9	3.8	10.0	21.8	22.5	40.1
State DEC % in Bands 2014	6.1	9.9	15.3	22.6	18.5	27.6

Areas of strength included questions where students were required to interpret or infer information from a text. An area for development is sequencing events in narrative text.

### Year 3 - Spelling

In the literacy strand of spelling 96% of students achieved Band 3 or above, with 65% proficient in this area. The school's performance in this area is well above state level and is above that of statistically similar schools.

Year 3 NAPLAN Spelling

	School	SSG	State DEC			
<b>Average score, 2014</b>	458.1	451.3	418.8			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	3	9	15	20	30
Percentage in Bands	0.0	3.9	11.7	19.5	26.0	39.0
School Average 2010-2014	0.9	3.9	14.8	20.7	27.5	32.3
SSG % in Bands 2014	1.1	6.2	8.8	19.1	28.8	36.1
State DEC % in Bands 2014	4.2	12.6	12.2	22.5	23.4	25.2

Areas of strength include the spelling of two-syllable words ending with 'al', 'on' and 'ight'. An area for development is the spelling of two-syllable words with the double consonant pattern 'ss'.

### Year 3 – Grammar and Punctuation

In the literacy strand of grammar and punctuation 95% of students achieved Band 3 or above, with 68% proficient in this area. The school's performance in this area is well above both state level and statistically similar schools.

Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
<b>Average score, 2014</b>	474.1	462.8	427.1			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	1	3	10	10	16	37
Percentage in Bands	1.3	3.9	13.0	13.0	20.8	48.1
School Average 2010-2014	1.5	5.9	12.7	21.6	20.7	37.6
SSG % in Bands 2014	1.5	4.0	9.8	18.3	23.0	43.5
State DEC % in Bands 2014	4.7	8.3	15.3	21.1	20.9	29.7

Areas of strength include the accurate use of speech and exclamation marks in punctuation. An area for development is identifying the correct conjunction and pronoun in compound and complex sentences respectively.

### Year 3 – Writing

In the literacy strand of writing 95% of students achieved Band 3 or above, with 59% proficient in this area. Although the school's average performance was above the state average it is below that of statistically similar schools. This literacy strand will therefore be a focus for future improvement.

Year 3 NAPLAN Writing

	School	SSG	State DEC			
<b>Average score, 2014</b>	422.3	426.6	401.5			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	4	18	10	36	9
Percentage in Bands	0.0	5.2	23.4	13.0	46.8	11.7
School Average 2011-2014	0.0	5.6	14.9	20.2	44.4	14.9
SSG % in Bands 2014	1.6	3.6	13.8	23.0	42.0	16.0
State DEC % in Bands 2014	4.1	8.3	21.3	22.8	33.3	10.1

Areas of strength included an awareness of the organizational structure of persuasive texts, informed attempts at spelling and the ability to adjust the style of writing for a particular audience. Areas for development include the use of appropriate punctuation and paragraphs.

### NAPLAN Year 3 - Numeracy

In numeracy 94% of students achieved Band 3 or above, with 58% proficient in this area. The school's average performance is well above the state average and compares favorably with statistically similar schools. This area has been a focus for school improvement over the last two years and this growth in performance reflects the time, funding and resources devoted to this curriculum area.

Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
<b>Average score, 2014</b>	432.0	430.5	401.6			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	1	4	10	18	29	16
Percentage in Bands	1.3	5.1	12.8	23.1	37.2	20.5
School Average 2010-2014	1.8	5.6	19.5	23.9	29.5	19.8
SSG % in Bands 2014	1.1	6.4	15.3	24.0	28.7	24.6
State DEC % in Bands 2014	4.1	12.6	20.7	23.2	23.0	16.4

Areas of strength include questions requiring multiplication, converting a whole number equivalent to quarters, solving a number sentences in the form 'a +? = b' and identifying the side view of rectangular prisms. An area for development is the accurate use of a number line or pattern to find a missing number or solve a problem.

### NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

#### Year 5 – Reading

In the literacy strand of reading 84% of students achieved Band 5 or above, with 51% proficient in this area i.e. Bands 7 and 8. The school's average performance in this area is significantly higher than the state average and compares favorably with that of statistically similar schools.

Year 5 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2014</b>	528.1	528.2	497.3			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	4	6	12	9	11	21
Percentage in Bands	6.4	9.5	19.1	14.3	17.5	33.3
School Average 2010-2014	3.0	8.2	19.3	23.3	21.5	24.8
SSG % in Bands 2014	2.5	7.7	16.8	28.4	20.3	24.3
State DEC % in Bands 2014	6.8	14.3	22.1	24.7	16.7	15.4

Areas of strength include sequencing events and inferring information from a narrative text. An area for development includes identifying the main idea and linking information in an information text.

#### Year 5 – Spelling

In the literacy strand of spelling 86% of students achieved Band 5 or above, with 48% of students proficient in this area. The school's average performance in this area is above the state level and exceeds the target set in the 2012-2014 School Plan. However, it remains below that of statistically similar schools. As a result this area will remain a focus for future improvement.

Year 5 NAPLAN Spelling

	School	SSG	State DEC			
<b>Average score, 2014</b>	505.1	532.3	502.7			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	5	4	16	8	16	14
Percentage in Bands	7.9	6.4	25.4	12.7	25.4	22.2
School Average 2010-2014	3.3	6.9	27.8	27.0	24.9	10.2
SSG % in Bands 2014	2.4	5.0	13.5	23.1	32.1	24.0
State DEC % in Bands 2014	6.3	9.0	19.0	24.6	26.5	14.5

Areas of strength include the spelling of a two-syllable homophone, and three-syllable words. Areas for development are the spelling of words with the digraph '-ou', two-syllable compound words with the pattern '-ight' and three-syllable words with the double letters '-ss' at the syllable junction.

#### Year 5 – Grammar and Punctuation

In the literacy strand of grammar and punctuation 80% of students achieved Band 5 or above, with 46% of students proficient in this area. The school's average performance in this area is above the state level and exceeds the target set in the 2012-2014 School Plan. However, it remains below that of statistically similar schools. As a result this area will remain a focus for future improvement.

Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
<b>Average score, 2014</b>	510.8	538.9	504.7			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	7	6	9	12	12	17
Percentage in Bands	11.1	9.5	14.3	19.1	19.1	27.0
School Average 2010-2014	6.9	8.4	19.8	22.2	25.5	17.4
SSG % in Bands 2014	2.4	6.9	14.9	19.3	25.2	31.4
State DEC % in Bands 2014	7.1	12.5	18.4	20.8	20.2	21.0

Areas of strength include identifying the correct preposition and main clause from a complex sentence. Areas for development include identifying the correct subject-verb agreement in a simple sentence and identifying separate sentences with missing boundary punctuation.

### Year 5 – Writing

In the literacy strand of writing 78% of students achieved Band 5 or above, with 16% of students proficient in this area. The school's average performance in this area is slightly above the state level, but is significantly lower than that of statistically similar schools. As a result this area will be a focus in the 2015-2017 School Plan.

#### Year 5 NAPLAN Writing

Average score, 2014	School		SSG		State DEC	
	468.0		488.8		467.1	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	4	10	25	14	8	2
Percentage in Bands	6.4	15.9	39.7	22.2	12.7	3.2
School Average 2011-2014	6.0	8.3	37.2	29.3	15.0	4.1
SSG % in Bands 2014	4.8	6.8	33.1	31.4	15.7	8.2
State DEC % in Bands 2014	9.8	11.2	37.2	26.1	10.7	4.9

An area of strength was the students' use of language choices and devices to develop ideas to engage and persuade the reader. Areas for development include appropriate paragraphing, accurate punctuation and those linked to text structure; an improved awareness of the organizational structure of persuasive texts and the use of these structures to engage and convince the reader.

### NAPLAN Year 5 – Numeracy

In numeracy 75% of students achieved Band 5 or above, with 35% proficient in this area. Although the school's average performance was well above the state average it is below that of statistically similar schools. As a result this area will be a focus in the 2015-2017 School Plan.

#### Year 5 NAPLAN Numeracy

Average score, 2014	School		SSG		State DEC	
	502.2		523.3		488.5	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	8	8	9	16	8	14
Percentage in Bands	12.7	12.7	14.3	25.4	12.7	22.2
School Average 2010-2014	4.5	12.9	21.3	30.2	18.0	13.2
SSG % in Bands 2014	2.5	8.2	17.5	30.1	18.2	23.6
State DEC % in Bands 2014	6.4	15.7	23.5	27.8	13.5	13.0

Areas of strength include the ability to calculate the missing value in a number sentence,

recognize different representation of a number with two decimal places and match a fraction to the shaded area of a shape. Areas for development include identifying time to the nearest half hour on a digital clock, recognizing place value of a digit in a four digit number and extending a visual pattern to identify a future term.

### Progress in literacy – Years 3 to 5

Average progress in Reading between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	88.0	72.1	79.2	70.0	65.1
SSG	88.2	73.5	81.1	81.2	75.8
State DEC	83.7	74.0	79.2	85.7	78.8

Average progress in Spelling between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	65.3	57.3	81.9	66.9	61.9
SSG	84.9	71.1	93.9	83.7	79.1
State DEC	84.5	75.4	95.4	84.9	80.6

Average progress in Grammar & Punctuation between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	74.7	46.8	83.1	105.1	72.2
SSG	96.4	83.2	85.8	79.3	78.3
State DEC	96.6	82.7	81.3	79.4	79.5

Average progress in Writing between Year 3 and 5*		
	2011-2013	2012-2014
School	63.5	40.9
SSG	61.7	51.8
State DEC	55.2	49.3

### Progress in numeracy – Years 3 to 5

Average progress in Numeracy between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	58.5	81.1	99.8	103.6	85.8
SSG	94.3	99.3	103.6	103.7	89.6
State DEC	89.6	95.8	98.2	89.7	89.1

### Minimum standards

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

The performance of students in our school in the National Assessment Program – Literacy and

Numeracy is compared to these minimum standards. The percentage of our students achieving at or above minimum standards are reported in the following tables.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	97.5
Writing	97.5
Spelling	97.5
Grammar & Punctuation	96.2
Numeracy	96.3

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	93.7
Writing	93.7
Spelling	92.1
Grammar & Punctuation	88.9
Numeracy	87.3

## Significant programs and initiatives – Policy and equity funding

### Aboriginal Education

In 2014 there were 19 **Indigenous students** enrolled at the school. We also employ an indigenous SLSO who is actively involved in all Aboriginal programs throughout the year. Personalized learning plans formed with students, teachers and the parents are part of our parent teacher interview system and reflect our belief that close home school connection is important and supportive of our students.

All students in all classes, study Aboriginal culture, history and language in a range of units during Term 2, Studies culminate in a whole school celebration for NAIDOC with visiting performers and community talent. Creating leadership roles and pride of individual student's history is an important part during this term.

New units of work, written in 2014 have been Indigenous Garden Studies, incorporating the scientific study of local Cadigal Plants, growing along the Indigenous Goanna Trail and their cultural significance. Lessons have been

developed with the expertise of parent horticulturists and an Indigenous parent. A new Stage 3 unit is Global Indigenous Studies.



Now in its 5<sup>th</sup> year as a whole school initiative, our hands-on-learning program in the garden is continually improving. In 2014, 19 classes out of 21 classes received 4 to 8 lessons in the vegetable or Indigenous garden with experts and their teachers. The lessons are aligned with the Science syllabus and reflect best practice in hands-on learning. Every week, vegetables are harvested with eager students on a Harvest Club roster and sold at morning assembly. The garden is maintained by an active parent group and supported by community donations, volunteers and the P&C. Chickens are also tended by classes on a roster each week and enable teachers to use fresh produce and eggs in cooking lessons with their students.

Indigenous students performed well in external literacy and numeracy assessments with all students performing above National Standards in reading, spelling, writing, grammar and punctuation and numeracy.

### Multicultural Education

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

Two community language teachers provide instruction to both native speakers in 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.

Two teachers, one full-time and one part-time provide language instruction to English as a second language (ESL) students. Focusing on literacy development in English, this group of students has shown continued improvement as evidenced in the trend data shown in NAPLAN. In 2014, 87% of Year 3 students scored Band 3 or above in reading with 58% proficient in this area i.e. the top two bands. Similarly, 78% of Year 5 students scored Band 5 or above, with 38% proficient in this area.

The school actively values and recognizes other nationalities through *Harmony Day* celebrations and its traditional greeting at all formal assemblies, where students welcome the school community in other languages.

Through the aid agency PLAN, students at the school support a sponsor child in Benin, Africa. Fundraising efforts of the Student Representative Council go to support *Leanon* and her village each year.

## 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, a concert in August which showcased both individual and ensemble items and an in-school performance by Musica Viva in August.

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, Year 2, Stage 2 and Stage 3 choirs, senior and training

concert bands and a string ensemble. In June, the senior recorder and the string ensemble groups performed at the Sydney Opera House in the *Jacaranda concert*. In August, the Stage 3 choir performed at the Sydney Opera House in the Endeavour concert. In September, the Stage 2 Choir performed at the *Uluru Concert* at the Sydney Town Hall.

## 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 specialized groups had the opportunity to perform in front of an audience. Community Nights and a Music soiree held throughout the year also provide the students with an opportunity to showcase their talents.



All Year 6 students were involved in an end of year musical entitled "*Willy Wonka and the Fame Factory!*" This resulted in an entertaining evening which showcased the school's talented, senior dancers, singers, actors and musicians.



## Dully Debaters

It has been a great year for the Dully Debaters, with the Year 6 team making it through to Round Four of the inter-school competition. The Year 5 team made it through to Round Three.

There were numerous debates. The A team (Year 6) competed against Croydon, Canterbury South, Ashbury and the Dully B team (Year 5).

The Year 5 team debated the Croydon and Canterbury South teams as well as the Dully A team. The A team was defeated by Ashbury in Round 4 of the competition, after a challenging debate on the topic, 'Sharks should be culled'.

I would strongly encourage students to take up Debating because it is interesting and worthwhile. I wish the future Year 5 and 6 debaters all the best for next season.

As the competition has come to an end for this year, I would like to thank Ms Balmain, for coordinating debating at Dully. Thanks also go to Mark, Brittany and Gabe from Sydney University Debating Society for coaching the teams this year.

Tom Rogers  
Debating Captain for 2014

## SRC

The SRC is made up from students from Years 1-6. Decisions made collaboratively with all SRC members and that of the wider school, we try to make the school a fun place to learn and play.

The SRC worked hard this year and discussed many important issues which affect students at our school and the wider community. These included Earth Hour and ways to save energy at school and the plans for installing a bench seat around the tree on the bottom oval.

We also raised much needed funds for cancer patients through the World's Greatest Shave. WE had a great year.

Elijah and Isabella for the SRC

## ICT

The school completed Phase 2 of the wireless access point installations in 2014. Wireless network access is now available in all Kindergarten rooms and Stage 1 classrooms and the classes that were completed in Phase 1. There now remains just two spaces left to complete, the music room and the Homebase classroom, both which have the required infrastructure and only require Wireless access points, making this an achievable target to fully complete wireless access across the school in 2015.

School tied funds were used to employ a teacher to work in the computer lab with junior classes this year. It was also used to employ a staff member to provide technical assistance and support to teachers and maintain hardware at the school.



The T4L allocation was used to replace ageing computers in classrooms and the computer lab. It was also used to upgrade the laptop computers used by our Music and Drama teachers.

In 2014 the school used grant money, allocated in 2013, to purchase 17 iPads, a secure syncing and charging trolley and protective iPad cases. The iPads are now in use in K-2 classes and are occasionally used by classes 3-6. Part of the technology plan over the next 3 years is to increase the number of tablet devices available for use by students.

The school used money raised at the Art Show to purchase two new Interactive Whiteboard packages. These will be installed early in 2015.

### Stage 3 Camp

In Term 3, 110 students from years 5 and 6 attended a three-day excursion to Canberra and the snow.

The students enjoyed attending The Australian War Memorial, The National Gallery, Questacon, The Museum of Democracy (Old Parliament House) and Parliament House. They participated in learning activities and interactive sessions at most venues. They also enjoyed a day of play on the snow fields at Smiggins, where sliding down the hill, building snow sculptures and throwing snow balls were among the favourite activities.

### Sport

Stage 3 students enjoyed a variety of sporting experiences in 2014. In term 1, students participated in Basketball lessons and in term 2 athletics lessons. Gala Day sports teams were formed and began training in term 2, fortunately the weather was kind this year and teams were able to compete on most of the designated days. Students played in Netball, girls and boys Soccer and Mixed Oztag teams. Students participated in class fitness and learnt game rules and skills for softball and cricket.



### Bounce Back! – Building Resilience

For the third year running, all students in Years K-6 participated in the Personal Development program **Bounce Back**. This program aims to build resilience in students and provide them with strategies to use so they can *bounce back* in difficult situations.

Students from Stage 3 were assigned as either a leader or co-leader of the Peer Support group.

Each week a new topic was taught to the group. Leaders used discussion, roll play, art and craft activities and a variety of games each week to teach the group, and revisited prior learning.

The topics delivered in the program were

- Courage
- Humour
- Friendliness
- Success
- Emotions
- Looking on the bright side

The Program was enjoyed by all students and was supported by teachers in the classroom.

### Science Club

Science Club was run this year for students in Years 1-6 during with a keen interest and understanding in Science. We were fortunate enough to have a parent, Kirsty Collins run the club. Many scientist parent and friends of Dulwich Hill volunteered their time and expertise in their chosen scientific field to teach interested students and conduct experiments. The students thoroughly enjoyed the classes.

### Live Life Well

Live Life Well @ School is a joint initiative between the NSW Department of Education and Communities and the NSW Ministry of Health that aims to:

- Get more students, more active, more often
- Focus on healthy eating habits

Dulwich Hill Public School is implementing the Live Life Well @ School initiative and has made many positive changes within the school community. The school has decided to promote healthier eating habits by celebrating children's birthdays without the need for cakes or sweet treats. Every class now has Crunch & Sip to encourage healthier nutritional habits and increase concentration levels. To encourage a more active lifestyle, all staff have been trained in teaching the fundamental movement skills effectively.

A whole school scope and sequence has also been developed to ensure all outcomes in the Personal Development, Health and Physical Education syllabus have been covered during primary school.

Dulwich Hill Public School is committed to providing the lifelong skills needed for students to lead a healthy and active lifestyle.



### Learning Support Team

The school's Learning and Support Team (LST) comprises the school principal, LST coordinator, LaST teacher, ESL teacher and school counsellor. The team meets each fortnight to consider referrals and secure the most appropriate support for students.

The role of the Learning Support Team is to:

- Ensure equal access to and participation in curriculum for all students.
- Implement procedures to identify targeted students and their priority for accessing support, through the Learning and Support Program (LaST).
- Assist classroom teachers, and Student Learning Support Officers (SLSOs), in developing curriculum adjustments and modifications to support student learning.
- Liaise with outside agencies to improve student learning outcomes e.g. speech and occupational therapy.
- Regularly evaluate the efficacy of LST interventions and re-align support where required.

The LST has operated successfully for a number of years at the school, through consultation with parents and carers, class teachers, and school support staff and with the contribution and co-operation of external agencies to support students' learning needs.

## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out an evaluation of *Student Learning*.

A *SchoolMap* survey on *Student Learning* was issued to parents, teachers and students in Years 3 to 6. This survey comprised 11 statements with respondents using a four point descriptor scale i.e. 'almost always' to 'rarely' to rank each statement. The findings below are a summary of responses from 128 parents, 17 teachers and 164 students.

### Findings and conclusions

The results of the survey were pleasing with 80% or higher of all three groups responding 'almost always' or 'usually' to three of the eleven statements. A higher level of commonality was found between the parent and teacher responses, where 80% or higher responded 'almost always' or 'usually' to five of the eleven statements.

Identified strengths by all three groups included:

- Learning opportunities are provided within a stimulating and secure environment.
- The learning needs of all students are addressed through the use of a wide range of appropriate resources.
- Expectations of individuals are understood and promote excellence.
- Additional strengths agreed upon by parents and teachers included:
- Students are provided with opportunities to work both independently and collaboratively in a range of learning activities.
- Teaching practice is supported by critical reflection and an understanding of effective practice and current research.

### Future directions

Areas with less than 70% satisfaction by all three groups have been identified for ongoing improvement. These include:

- Students being provided with the skills and opportunities to regularly reflect on their learning and engage in self-assessment.
- Provision of regular, quality feedback to both the student and parent in regard to the child's learning goals and improvement toward achieving these learning goals.

## School planning 2012-2014:

### School priority 1

#### Grammar and Punctuation

##### Outcome

- 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*.

##### Evidence of achievement of outcomes in 2014:

Year 3 – 69% of students achieved proficiency standard in the literacy area of *Grammar and Punctuation*.

Year 5 – 46% of students achieved proficiency standard in the literacy area of *Grammar and Punctuation*.

##### Strategies to achieve these outcomes in 2014:

- Teachers using documented scope and sequence to inform programming.
- Sharing explicit grammar activities within stage group and develop explicit grammar activities linked to units of work.
- Teachers using the language of the *National Curriculum* to inform programming and teaching practice.
- 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.

## Professional learning opportunities for staff in the area of grammar and punctuation.

### School priority 2

#### Spelling

##### Outcome

- By 2014 66% of Year 3 and 40% of Year 5 students achieving proficiency standard in the literacy strand of *spelling* in NAPLAN.

##### Evidence of achievement of outcomes in 2014:

Year 3 – 65% of students achieved proficiency standard in the literacy area of *Spelling*.

Year 5 – 48% of students achieved proficiency standard in the literacy area of *Spelling*.

##### Strategies to achieve these outcomes in 2014:

- Explicit teaching using the matrix from *School Measurement Assessment and Reporting Tool (SMART)*. Weekly lessons targeting the 4 areas of knowledge – phonological, visual, morphemic and etymological.
- Teachers moderating students' spelling through writing samples at least once/term to identify student needs.
- Monitoring student work in all KLAs ensuring access to a wide range of rich vocabulary
- Class displays of visual cues to emphasize spelling patterns and rules.

### School priority 3

#### Data, Measurement and Space & Geometry

##### Outcome

- By 2014, 56% of Year 3 and 30% of Year 5 students will be achieving proficiency standard in the numeracy strand of *Data, Measurement and Space & Geometry* in NAPLAN.

##### Evidence of achievement of outcomes in 2014:

- Year 3 – 62% of students achieved proficiency standard in the literacy area of *Data, Measurement and Space & Geometry* in NAPLAN.

- Year 5 – 30% of students achieved proficiency standard in the literacy area of *Data, Measurement and Space & Geometry* in NAPLAN.

#### Strategies to achieve these outcomes in 2014:

- Teachers using Newman’s Analysis which involves 5 significant prompts to assist students in solving written problems.
- Teachers using DEC *Space & Geometry* resources to supplement teaching and learning.
- 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.
- Professional learning activities for staff in developing rich, hands-on activities which engage students develop their meta-language and problem solving skills.
- Peer observations (critical friend) of lessons to provide feedback on content delivery and student engagement.

#### School Development Day on the teaching of space and geometry.

### Parent, teacher and student satisfaction

#### Student Reporting

In 2014, the school sought the opinions of parents, students and teachers in regard to the school’s reporting processes.

#### Background information

Parents are currently informed of their child’s learning and performance at school through both written reports and interview. Written reports are sent home each semester, one in June and the other in December. Formal parent-teacher interviews are held at the beginning of the school year and again in June. In addition to formal scheduled interviews, parents are encouraged to contact the school for an appointment with their child’s teacher or stage co-ordinator, should they have any concerns about their child’s learning. Regular review meetings are held with parents and relevant departmental personnel for those students with a disability.

In 2014, a survey was issued to parents, teachers and students in regard to the school’s reporting process. This survey consisted of 10 short statements with a four point descriptor scale *i.e. almost always to rarely*. The survey also included a comment section so that the school could gather qualitative data.

#### Findings and conclusions

In regard to the **survey results**, there was little consensus between the three groups. 80% of parents and teachers scored “almost always” or “usually” on three of the statements, with 80% of students and parents indicating a high degree of satisfaction with two of the statements.

Parents and teachers agreed on the following;

- parent-teacher interviews are valuable in providing information and feedback
- the on-line booking system for interviews was useful
- the inclusion of the *General Comment* box was informative

Students and parents agreed on the following;

- written reports at the end of each semester are helpful in providing feedback on student progress
- the grading scale for *Effort* is easy to understand

Three areas for development, where there was less than 70% satisfaction rate, were recorded by parents. All three relate to the area of feedback and include;

- being better informed about their child’s academic progress
- being better informed about their child’s social development
- their child’s teacher providing more feedback to their child in regard to his/her learning

In regard to the **written comments** by parents, the following were identified strengths;

- The general comment box was an excellent addition to the report this year. Parents responded that they thought this an important section and useful in the information it provided.

- The on-line booking system for parent-teacher interviews has been a positive move.

Areas identified by parents for improvement include:

- Written reports are often generic with an emphasis on formulaic comments and educational jargon. Parents need more specific information on whether their child is “*coping/not coping/ engaged*” together with information on how they can assist their child at home.
- Providing or directing parents towards work samples that explain the grading scale.
- More regular feedback is required.

In regard to the written comments provided by teachers and students, nearly all were individual comments with no commonality and therefore were not statistically relevant for this evaluation. However, some students indicated they would like more feedback from their teacher on their projects and assignments.

## Student satisfaction

### Background

In 2014, the school sought the opinions of Stage 3 students in regard to their learning environment. The *Quality Learning Environment Primary Survey* was used to determine the level of student satisfaction. This survey comprises 47 questions relating to school life and learning. The student’s use a five point descriptor scale to rank their response to each statement. The following is a summary of findings from 90 student responses.

### Findings and conclusions

The findings of the survey were positive, with 75% or more students responding ‘*Always*’ or ‘*Mostly*’ to 23 of the 47 statements on the survey.

The positive findings were that students at this school:

- enjoy the work they do at school
- like to learn new things
- want to do their best in class
- believe the harder they work the more success they’ll have

- believe their teacher expects them to do their best and helps them to achieve their best
- believe their teacher cares if they are not doing as well as they should
- believe their teacher helps them learn from their mistakes
- believe students in their class show respect for teachers
- believe their teacher takes a personal interest in them and their teacher understands when they are experiencing personal problems.

### Future directions

Those findings which scored the lowest from students i.e. below 60% satisfaction included:

- having ownership or choice in what is learnt
- opportunities to share what they have learnt from classmates
- regular feedback from their teacher about their progress and regular praise for their efforts
- access to their teacher outside of class time to give them additional support.

## Future Directions

### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website in Term 2 2015.

The School Plan 2015-2017 will identify 3 strategic directions. These are *Students, Staff & Community Engagement*.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Celine Elks – Relieving Principal

Niki Pavlis – Relieving Deputy Principal

Liz Newell – Assistant Principal

Jillian Jackson – Assistant Principal

Veronyka Campbell – Class Teacher

Georgie Balmain – Class Teacher

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>