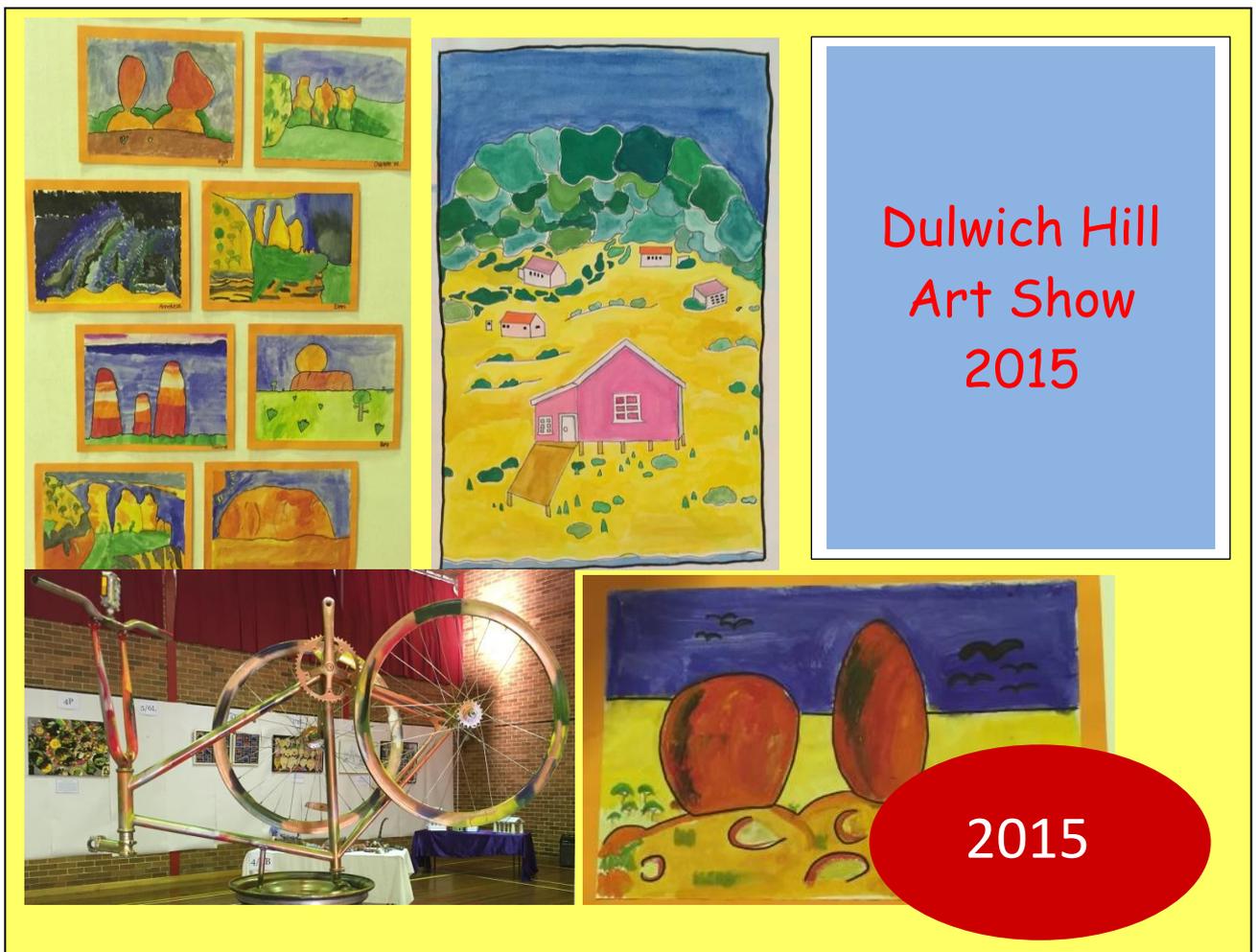
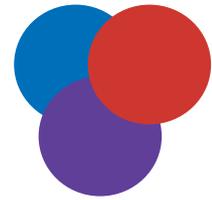


Dulwich Hill Public School Annual Report



Introduction

The Annual Report for 2015 is provided to the community of Dulwich Hill Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

It is my great pleasure to write this 2015 message for the parents, carers, teaching and non-teaching staff, students and wider community of Dulwich Hill Public School.

Having been successful at interview, I took up the position of principal at our school on the first day of Term 2 this year. I found a school of 21 classes (down from 22 classes in 2014), an enrolment of 528 students and a staff of 45 talented and dedicated staff across teaching, student support, administration and our general assistant – all focussed on helping students achieve positive outcomes.

In the three terms to the end of 2015, I have been challenged by the diversity of interests, projects and needs - individual, group, family, community which have been my day-to-day business in addition to teaching and learning programs and development which is, as you would expect, closest to my heart.

I have found the students, staff and parents of Dulwich Hill Public School to be interesting and interested people, willing to embrace change. Not for the sake of it, but in response to identified need. This does not imply that all are convinced or committed. It means that as a whole, the school is taking opportunities to reflect, review and evaluate current practices and use data to provide direction forward.

I had the good fortune to be preceded in this position by Celine Elks who provided thoughtful and stable leadership during an extended period of uncertainty following the retirement of Cath Gilkes. The delay was unexpected and its duration was unknown at the end of 2014. This uncertainty was certainly a challenge to the whole school community and both Celine Elks and relieving Deputy Principal Niki Pavlis were consistent, caring and careful in their stewardship. Assistant Principal Jill Jackson, relieving Assistant Principals Charlotte Wilcox and Veronyka Campbell were and continued to be an exemplary executive and with the assistance of Debbie Robson, School Administration Manager, school leadership provided for the uninterrupted continuation of all school programs.

Teachers at Dulwich Hill Public School are dedicated professionals who all have the best learning intentions for their students. It is a stable staff with very little mobility and a strong sense of belonging at this great school. Our students are keen learners, articulate and friendly with each other and all newcomers made to feel welcome.

It is indeed a privilege to be principal of this school and I look forward to hearing community response to this 2015 School Report. Linda Wickham, Principal

Dulwich Hill Public School P&C Association

2015 Annual Report

Sincere thanks to members of the P&C executive, sub-committee convenors, event coordinators and selection panel representatives for all their work in 2015. Thank you also to the numerous parents and carers who volunteered their time and energy to support P&C events this year.

P&C meetings

Eight P&C meetings were held in 2015 with an average of 28 parents attending each. In addition to regular meeting content, the P&C also hosted drinks to welcome new Principal Linda Wickham, and heard from a number of speakers about topics ranging from student wellbeing to new apps for parents. Babysitting continued to be provided as required.

Uniform shop and canteen

The P&C-run uniform shop and canteen continued to offer an invaluable service to the students and families at the school this year. The uniform shop sold a range of locally-sourced, reasonably-priced 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 for students and staff, as well as catering for school events.

Garden program

The multi-faceted garden program continued to grow in 2015, with four gardening bees held over the course of the year, and the newly-formed Dully Garden Vision team drawing up a 5-year plan for enhancement of the school grounds. The work of the garden team also ensured that every class participated in facilitated garden lessons; a lorikeet box and bat mazes were created; weed management continued; water catchment was assessed; grants were applied for; and 200 native grasses and shrubs were planted.

Fundraising

P&C fundraising events kicked off in March with our annual whole-school Movie Night bringing together 500 members of the school community on the bottom oval to enjoy a twilight picnic and film. It was closely followed by an election day BBQ with a range of food and drinks on sale to hungry voters. In August, the annual school Walkathon saw a team of parent volunteers, together with the canteen and sponsors provide lunch for close to 600 staff and students and assist teachers to run the event. Twenty-one student-designed garden sculptures were sold to families and friends of the school in 2015, and individual sub-committees also ran events to raise money to purchase resources for their own areas of focus.

Thanks to the efforts of volunteers and the generosity of school community members and sponsors, \$45,000 was raised for the purchase of school resources in 2015. Funds raised were used to purchase books and online reading resources, a keyboard and amplifier and new smartboards. P&C money also supported the school's garden program and contributed to the equity fund, ensuring that all students have access to opportunities such as excursions. Other activities

In addition to fundraising, the P&C also ran two first aid sessions for parents, worked with the school to set up a Play Pod stocked with equipment for students to play with at lunchtime, compiled family contact lists for all classes, and organised and hosted a BBQ for new Kindy families. The P&C also engaged with local issues of importance to the school, lobbying for safer traffic structures in adjacent streets and inviting Members of Parliament to address the school community.

The P&C looks forward to continuing to support the important work of school staff in 2016 to ensure the best possible outcomes for students in our community.

Sally Randall

President

School background

School vision statement

“Together we inspire, create and learn for life”

Dulwich Hill Public school is committed to providing inclusive education within an engaging and nurturing environment which values the cultures of our diverse community. We establish and nurture effective and collaborative partnerships with all members of the school community.

We inspire the development of confident, creative and innovative individuals, engaged learners who are critical thinkers and problem solvers, leaders and responsible citizens. We strive to build resilience in all students in an environment of care, respect and high expectations.

School Context

Dulwich Hill Public School is a vibrant place of learning enriched by quality classroom and specialist programs. The inclusive nature of the school recognizes, acknowledges and respects all students’ backgrounds including those with Aboriginal and Torres Strait Islander heritage and non-English speaking backgrounds.

Our skilled, committed and cohesive staff works collaboratively to provide quality programs that cater to the needs of students and build positive relationships with and between students. A strong spirit underpins diverse learning opportunities including debating and public speaking, gardening, and Indigenous studies. Specialist programs in music, dance and drama, community language, information technology and environmental education.

Student welfare and recognition strategies both emphasise qualities such as perseverance, self-discipline, self-confidence, social responsibility, the ability to communicate effectively, work collaboratively with others and resolve conflict in positive ways.

The school values the support and contributions of a very committed and hard working Parents and Citizens Association and parent community. Parents are involved in school decision making and are represented on various sub-committees and panels in support of the school and its students.

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, a small team undertook self-assessment using the elements of the School Excellence Framework. There will be a focus on whole school understanding of the School Excellence Framework in order to provide a whole staff response for the Report of 2016.

Domain of Learning:

Responding to identified need to provide strong support for students and their families as well as the staff at DHPS has been a key to progress in this domain. Members of a reinvigorated Learning Support Team have worked closely with teachers, students and parents reviewing, designing, implementing and evaluating new practices. A new flowchart provides clarity in procedures, including referral procedures. Clear pathways now exist to expedite access to a strong and professionally diverse team. Additionally, procedures to track actions, responsibilities and timeframes ensure effective monitoring and follow-up with stakeholders both within and external to the school. Individual learning is enhanced through a growing knowledge of differentiation in classroom practice and the importance of individual learning plans for particular student needs, including behaviour. Networking has provided opportunities for reflection on changed practice for the Learning and Support teachers, both of whom work on a part time basis. Moving staff to an understanding of the new roles, procedures and strategies through participation and review will be a target for 2016.

A survey early in my tenure as school principal, identified a strong desire for consistent and consistently applied school rules as important factors in enhancing wellbeing and improving student outcomes. Later in the year, staff investigated positive Behaviour in Learning (PBL) through two presentations at the school and decided to engage with this program in 2016. This engagement will contribute to a whole-school approach to wellbeing.

Domain of Teaching:

Significant time and funding has been spent to provide staff with an understanding of important priorities for enhanced classroom practice. One example is the Disabilities Framework and its importance in providing classroom data for teachers to individualise their teaching for identified students. Staff completed initial training and followed up participating in the national data collection about students with a disability. Further training will follow in 2016 and continuing efforts, particularly through the Learning support Team, will assist individual teachers to meet their professional learning needs for providing effectively for students in their classes.

The staff engaged for the first time this year with the K-10 Numeracy Continuum and PLAN data collection. This has proved to be both a serious challenge and a great opportunity for teachers. Additional DoE funding to DHPS has largely been expended on teacher professional learning and much of this has been in the area of grade and stage based learning and then implementation of up to four aspects of the numeracy continuum by teachers K-6. In 2016, we will continue to expand our knowledge and skills in this as well as begin to learn about the K-10 Literacy Continuum and how it will assist teachers to be more effective practitioners and students to be more engaged and effective learners.

Domain of Leading:

In this domain, a priority in 2015 has been to support and nurture DHPS through significant changes. We have had three school principals in the space of one semester. Extremely talented executive staff and two talented classroom teachers, moved into relieving positions from term 4, 2015 until the beginning of term 2 this year, and supported the school community through a deep tragedy. This professional and dedicated executive team developed their own capacities and the capacities of their teams during a challenging three terms of new school leadership and expectations over the remaining three terms of 2015.

Much has been achieved in developing organisation, planning, evidence based decision making, professional learning, monitoring of performance and reporting and all aspects of this domain continue to be a focus for growth and development across the school into the future.

Strategic Direction 1

Confident creative and responsible students.

Purpose

To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence.

Overall summary of progress

The Learning Support Team and its processes have been thoroughly reviewed in the course of second semester and draft procedures have been implemented and trialled. The referral process has been clarified and roles and responsibilities changed to improve effective access. Stronger links with parents, early in the process is expected to have significant benefit for all stakeholders.

We continue to enjoy and actively enhance our connections with the AECG and local Aboriginal community members as we identify and promote particular Indigenous programs for our enthusiastic and confident Aboriginal students K-6.

A staff committee has worked to establish a scope and sequence of Information Communication Technology outcomes to ensure equitable access for all students K-6. Resourcing of expanded learning opportunities will continue to be a challenge as technology replacement costs are never ending.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
In view of 17.6% state proficiency for writing, 2016 school target of 22%	Some progress toward target through timetabled interventions with ESL and LST in targeted classrooms.	LaST .8 allocation
Effective implementation of Literacy and Numeracy Continuum in all classes K-6	No progress on Literacy Continuum but four elements of Numeracy Continuum implemented and well understood	\$19,000.00
Evidence that teaching and learning programs show integrated Australian Curriculum ICT capabilities	Staff trialling implementation of ICT scope and sequence across all KLAs	Included in committee structure during terms 3 and 4, 2015

Next steps for 2016

- Continue development of efficient and effective LST structures and procedures ensuring individualised learning for all students.
- Engagement with Positive Behaviour for Learning to achieve enhanced Wellbeing outcomes for students, staff and parents.
- All classes using both Literacy and Numeracy continuum to implement effective individual

learning.

- Progress in data collection using PLAN online to differentiate teaching and learning in both Numeracy and Literacy K-6
- Evaluation of implementation of ICT capabilities across KLAs K-6
- Design and distribute effective data collection tools to the whole school community so that current information informs evaluation and review processes.

Strategic Direction 2

Innovative, responsive and dynamic facilitators of learning

Purpose

To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality.

Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Overall summary of progress

A renewed focus on the NSW Quality teaching Framework has enhanced teaching and learning programs by revisiting the place of the student in classroom learning.

Creation of collaborative learning for all teachers has enhanced teacher professional learning outcomes.

Slow progress in expanding parent partnerships will be addressed through changes to LST referral processes and enhanced individual learning strategies for identified students.

Continued development of leadership capacity in all staff through opportunities to mentor and facilitate grade, stage and whole school programs

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
All teachers demonstrate effective implementation of the Quality Teaching Framework as evidenced in all teaching and learning programs	Some evidence of Quality Teaching Framework elements in teaching and learning programs. Introduction of elements of K-10 Numeracy Continuum, designing and implementing teaching and learning experiences and assessments. Introduction to National Disability Framework increasing understanding of differentiation in learning.	\$15,000.00 TPL
Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning through school-based and other professional experiences	Many classroom teachers and all Assistant Principals have demonstrated capacity and innovation as challenges to established practices have been identified and addressed through individual learning plans, collaborative programs, professional learning across stages. Staff participated in professional learning which supports the specific learning needs of students.	\$7,000.00 TPL \$10,000.00 Socio-economic background funding

Next steps

- Continue focus on professional learning and implementation of Literacy and Numeracy Continuums and associated PLAN data online with Quality Teaching Framework overlaying all classroom practices.
- Expand understanding and implementation of Disability Framework data collected each year to highlight individual student learning needs.

- Continued understanding and implementation of differentiation strategies K-6 in all KLAs with continuous reference to Quality Teaching Framework.
- Continue to design and distribute data collection tools so that effectiveness of targets is appropriately and regularly assessed.

Strategic Direction 3

An inclusive and collaborative, learning community.

Purpose

To build a school-wide collective responsibility for student learning and success through community engagement.

To inspire a culture of collaboration between key stakeholders to achieve a productive learning environment.

To draw on the expertise and resources of parents, families, local businesses, community organisations and school networks in order to ensure students achievement of success.

Overall summary of progress

Students, staff and parents demonstrate on a daily basis, their appreciation of the multicultural community of the school. Classroom programs include diversity as strength and school events are strongly supported by the entire school community.

Slower progress on individual classrooms being open and accessible to the skills and talents of the parent community. It remains a challenge for the school to have parents as active and welcome partners in all classrooms.

Some teachers and parents work in partnerships which enhance the learning of all students in a class. Greater understanding of the role of parents in student learning will be a target for the school and greater awareness of the complexity of teaching will be more evident among parents when they are actively engaged in more classrooms K-6.

Classroom and school programs are demonstrating inclusivity of Aboriginal Perspectives and cross cultural elements as more effective collaborative programming is demonstrated in both grades and stages.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
The diverse multicultural composition of the school is celebrated, creating a positive school culture of inclusivity and respect which is measured through surveys of the school community.	The school community demonstrated a high level of support for inclusive practices. Classroom and school programs are very well supported and well understood by the wider community.	\$4,304.00 Socio-economic funding \$10,500.00 Aboriginal background funding
Quality teaching will increase throughout the school as a result of drawing on the expertise and resources of parents and others measured by increased connections with local and wider community	Teachers are enjoying the benefits of drawing on the expertise and resources of parents and others.	

<p>Improved online communication provision will support stronger home school partnerships to support learning at home.</p>	<p>Use of Skoolbag app has increased effective communication across the community.</p> <p>Move towards a new website for the school will provide far greater flexibility for parent and classroom communication with home.</p> <p>Surveys of staff, students and parents are inconclusive as to worth and benefit of homework. Some modification of practice will be undertaken in 2016 and evaluated.</p>	<p>School funds</p>
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Next steps

- Staff will develop partnerships with parents for learning both at school and at home through enhanced knowledge and implementation of literacy and numeracy continuums as explicit teaching and learning tools.
- Students provided with explicit feedback about individual learning through enhanced understanding of the protocols of effective feedback. Explicit feedback will also be provided to parents as partnerships develop between home and school in meaningful and effective ways for all teachers, students and parents K-6.
- Develop deeper knowledge and understandings of learning Support team processes and strategies through increased engagement of the whole school community.
- Continue to design and distribute data collection tools assessing the effectiveness of processes, strategies and targets.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>Strategic Direction 1</p> <p>The students are supported through PLPs by parents, carers and teachers as well as the local ATSI community. All students are performing at or above stage expectations. All students are engaged in programs which support cultural significance, both in and outside of the school, promoted through DoE Aboriginal Education initiatives.</p>	\$10,536.00
English language proficiency funding	<p>Strategic Direction 1</p> <p>Programs are strongly and effectively implemented in all classrooms to address proficiency, particularly Talking and Listening aspects of English. ILPs in place as appropriate.</p>	\$11,780.00
Targeted students support for refugees and new arrivals	<p>Strategic Direction 3</p> <p>Students are provide with an established and effective program inclusive of individual, group and whole class elements to ensure a sense of safety and belonging in a new and strange environment. No refugee students.</p>	No targeted funding
Socio-economic funding	<p>Strategic Direction 2</p> <p>Teacher professional learning and enhanced classroom practices are identified to promote equity of educational opportunities within and across classrooms</p>	\$14,304.00
Low level adjustment for disability funding	<p>Strategic Direction 3</p> <p>Differentiation, adjustments and learning support are provided through class, stage and whole school programs including the employment of SLSOs (School Learning and Support Officers) and supported by enhanced Learning Support team processes.</p>	\$25,135.81
Support for beginning teachers	<p>Strategic Direction 2</p> <p>Supported professional growth and wellbeing and provided highly successful mentoring, through regular and planned sessions, both in and outside of classrooms.</p>	\$3,497.95

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 2015 showed a decrease from 2014 figures with 517 students enrolled at the enrolment census date held in March. The student profile reflects a diverse, multicultural population with 49 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.

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	269	262	265	267	258	273	251
Female	230	241	231	262	269	267	266

Student attendance profile

Student attendance has improved steadily over the last five years with the school's average attendance rate for 2015 now above that of State level.

Student Attendance

		Year	2010	2011	2012	2013	2014	2015
School	K	96.2	95.3	96.2	95.6	97.0	96.3	
	1	94.2	96.2	94.4	95.3	96.6	95.2	
	2	94.9	95.1	95.0	94.5	95.5	95.2	
	3	94.6	95.3	95.2	95.3	95.1	94.5	
	4	95.6	94.1	95.0	94.5	96.2	93.0	
	5	94.6	95.4	94.1	95.3	96.5	95.7	
	6	95.9	93.2	94.5	95.3	95.4	93.2	
	Total	95.2	95.0	95.0	95.2	96.1	94.8	
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4	
	1	94.2	94.2	93.9	94.5	94.7	93.8	
	2	94.4	94.2	94.2	94.7	94.9	94.0	
	3	94.5	94.4	94.4	94.8	95.0	94.1	
	4	94.5	94.3	94.3	94.7	94.9	94.0	
	5	94.4	94.2	94.2	94.5	94.8	94.0	
	6	94	93.8	93.8	94.1	94.2	93.5	
	Total	94.4	94.3	94.2	94.7	94.8	94.0	

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

The school has 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 Teacher(s)	
Classroom Teacher(s)	16.0
Teacher of Reading Recovery	0.420
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.0
Teacher of ESL	0.8
School Counsellor	0.3
School Administrative & Support Staff	3.977
Other positions	0.4
Total	29.697

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

The school has two staff members of Aboriginal background. One staff member works both as a school administration officer (SAO) and a school learning support officer (SLSO). The school also has one classroom teacher of Aboriginal background.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Staff members participated in both external and School-based 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 Performance and Development framework including personal development plans (PDPs). Professional learning around the Literacy and Numeracy continuums and entering student data into PLAN ; the new Science, History and Geography Curriculums; with ongoing implementation of the English and Mathematics Curriculums; Management of Anaphylaxis and Asthma and CPR Training. Professional learning focused on curriculum

committees, numeracy continuum, NAPLAN information and data, Code of Conduct; Child Protection, as well as professional collaboration for 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

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	269825.34
Global funds	287003.15
Tied funds	159683.67
School & community sources	390849.38
Interest	7900.87
Trust receipts	7475.85
Canteen	0.00
Total income	1122738.26
Expenditure	
Teaching & learning	
Key learning areas	110498.37
Excursions	55012.09
Extracurricular dissections	185908.65
Library	10281.85
Training & development	10148.88
Tied funds	157836.69
Casual relief teachers	115310.16
Administration & office	107379.19
School-operated canteen	0.00
Utilities	47412.50
Maintenance	35076.27
Trust accounts	7475.85
Capital programs	29950.19
Total expenditure	872290.69
Balance carried forward	250447.57

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 provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

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

In the Literacy strand of reading, 94.9 % of Year 3 students achieved Band 3 or above, with 58% proficient in this area. The school's performance is well above state level and statistically similar schools.

Year 3 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	466.8	461.2	422.4			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	3	8	21	11	35
Percentage in Bands	1.3	3.8	10.1	26.6	13.9	44.3
School Average 2011-2015	0.6	6.3	9.2	20.4	20.7	42.8
SSG % in Bands 2015	1.7	2.4	12.2	19.5	21.9	42.3
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9

Areas of strength included questions where students were required to interpret, infer and identify information from a text.

An area for development is identifying the effects of figurative language in a narrative.

In the literacy strand of spelling, 94.9% of students achieved band 3 or above, with 52.6% proficient in this area. The school's performance is much higher than the state and slightly lower than statistically similar schools.

Year 3 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	440.1	441.5	413.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	4	9	24	16	25
Percentage in Bands	0.0	5.1	11.5	30.8	20.5	32.1
School Average 2011-2015	0.9	3.8	14.2	22.8	24.6	33.8
SSG % in Bands 2015	1.5	4.7	14.4	22.5	21.9	35.1
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1

Areas of strength includes long vowel: identifies an error then correctly spells a one syllable word

with short vowel digraph-oo, diphthong: identifies an error then correctly spells a one syllable word with the long vowel digraph-ai, inflection, plural: identifies an error then correctly spells a two-syllable word with the suffix-es

An area for development is unstressed syllable: identifies an error then correctly spells a three syllable word with the medial elided-e and plosive: identifies an error then correctly spells a two-syllable word with the final sound represented by - ch

Grammar and Punctuation

In the literacy strand of grammar and punctuation 93.6% of students achieved band 3 or above with 64.1% proficient in this area. Although school's performance was much higher than the state, it was still below that of statistically similar schools. Grammar and punctuation will be a focus

Year 3 NAPLAN Grammar and Punctuation

Average score, 2015	School	SSG	State DoE			
	469.9	473.1	431.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	3	4	19	19	31
Percentage in Bands	2.6	3.8	5.1	24.4	24.4	39.7
School Average 2011-2015	2.0	5.5	10.7	20.5	19.9	41.3
SSG % in Bands 2015	1.3	3.6	6.5	21.0	23.2	44.4
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6

Areas of strength include correct use of grammar and punctuation ie. determiner: identifies the correct determiner to complete a simple sentence, irregular verb: identifies the correct use of an irregular verb in a simple sentence and can identify the correct punctuation of direct speech in a simple sentence.

An area for development includes identify the correct use of a possessive pronoun in a simple sentence, identify a command and identify the correct punctuation of proper nouns in a simple sentence.

Writing:

96.2 % of students are achieving at minimum national standard with 56.4% students achieving at proficient level.

Year 3 NAPLAN Writing

Average score, 2015	School	SSG	State DoE			
	428.3	441.6	417.1			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	12	19	30	14
Percentage in Bands	1.3	2.6	15.4	24.4	38.5	17.9
School Average 2011-2015	0.3	4.9	15.0	21.1	43.1	15.6
SSG % in Bands 2015	0.4	1.9	11.3	19.9	44.2	22.3
State DoE % in Bands 2015	2.3	5.1	18.5	23.6	36.3	14.2

Areas of strength include attempts to orient, engage and affect the reader; the use of correct cohesive

links and the accuracy of spelling and use of more difficult words.

An area for development includes some awareness of paragraphing and the effective use of persuasive devices.

NAPLAN - Numeracy

In numeracy 87.1% of students achieved band 3 or above with 46.1% proficient in this area. The school's performance is higher than the state and slightly lower than statistically similar schools.

Year 3 NAPLAN Numeracy

Average score, 2015	School	SSG	State DoE			
	423.6	426.2	395.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	10	14	18	14	22
Percentage in Bands	0.0	12.8	17.9	23.1	17.9	28.2
School Average 2011-2015	1.7	6.6	17.1	24.0	26.9	23.7
SSG % in Bands 2015	1.4	8.5	16.3	24.1	23.9	25.9
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

Areas of strength include division: solves a simple division word problem; 2D space: identifies the reflection of a 2D shape and ordinal numbers and orders four-digit whole numbers.

An area for development includes position: uses simple position language to solve a problem and time: convert digital time to words

Year 5 Naplan

Reading: In the literacy strand of reading 91.3% of students achieved band 5 or above with 46.4% proficient in this area. The school's performance is higher than the state but below statistically similar schools.

Year 5 NAPLAN Reading

Average score, 2015	School	SSG	State DoE			
	518.3	530.9	494.3			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	4	16	15	22	10
Percentage in Bands	2.9	5.8	23.2	21.7	31.9	14.5
School Average 2011-2015	3.3	6.6	18.6	23.7	24.3	23.7
SSG % in Bands 2015	2.1	8.5	15.0	22.4	25.5	26.4
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9

Areas of strength include interprets, infers and summarises details in a text i.e. identifies text type of a folk tale; interprets a figurative description in a narrative and infers the nature of a closing statement in a factual text.

An area for development includes connects common information across a multi-text and interprets a situation in the first sentence of a narrative.

In the literacy strand of spelling 89.7% of students achieved band 5 and above with 40.5% proficient in this area. Although the school's performance is well above the state it is below that of statistically similar schools. This area will be a focus for future improvement.

Year 5 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	511.3	532.1	501.4			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	6	15	19	21	7
Percentage in Bands	1.4	8.7	21.7	27.5	30.4	10.1
School Average 2011-2015	2.7	6.0	24.5	27.2	28.4	11.3
SSG % in Bands 2015	1.5	5.4	16.3	24.5	31.5	20.8
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4

In the literacy strand of grammar and punctuation 82.5% of students achieved band 5 or above with 37.6% proficient in this area. Whilst the school's performance is above the state, it is below that of statistically similar schools. Grammar and punctuation will be a focus for future improvement.

Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	510.1	540.6	500.9			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	10	14	17	9	17
Percentage in Bands	2.9	14.5	20.3	24.6	13.0	24.6
School Average 2011-2015	6.0	8.4	17.9	24.8	23.9	19.1
SSG % in Bands 2015	2.5	6.2	18.3	20.9	25.3	26.8
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5

In the literacy strand of writing 86.9% of students achieved band 5 or above with 18.8% proficient in this area. The school's performance was higher than the state average but lower than that of statistically similar schools. Writing will be focus for future development.

Year 5 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	484.0	506.2	476.9			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	7	26	21	9	4
Percentage in Bands	2.9	10.1	37.7	30.4	13.0	5.8
School Average 2011-2015	5.4	8.7	37.3	29.6	14.6	4.5
SSG % in Bands 2015	2.4	4.0	26.7	35.0	21.3	10.5
State DoE % in Bands 2015	7.3	10.2	33.9	29.6	13.4	5.6

In Numeracy 91.2% of students achieved band 5 or above, with 36.2% proficient in this area. The school's performance was well above the state but below that of statistically similar schools.

Year 5 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	509.9	529.8	493.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	6	21	17	16	9
Percentage in Bands	0.0	8.7	30.4	24.6	23.2	13.0
School Average 2011-2015	3.3	10.1	22.4	30.1	19.4	14.6
SSG % in Bands 2015	1.1	7.2	20.6	25.9	20.3	24.9
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6

Progress in Literacy – Years 3 to 5

Average progress in Spelling between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	57.3	81.9	66.9	61.9	81.7
SSG	71.1	93.9	83.7	79.1	84.2
State DoE	75.4	95.4	84.9	80.6	83.9

Average progress in Grammar & Punctuation between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	46.8	83.1	105.1	72.2	58.1
SSG	83.2	85.8	79.3	78.3	73.0
State DoE	82.7	81.3	79.4	79.5	71.2

Average progress in Writing between Year 3 and 5*			
	2011-2013	2012-2014	2013-2015
School	63.5	40.9	50.9
SSG	61.7	51.8	59.7
State DoE	55.2	49.3	61.3

Progress in Numeracy – Years 3 to 5

Average progress in Numeracy between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	81.1	99.8	103.6	85.8	83.8
SSG	99.3	103.6	103.7	89.6	95.1
State DoE	95.8	98.2	89.7	89.1	94.1

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.

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	97.5
Writing	97.5
Spelling	98.7
Grammar & Punctuation	96.2
Numeracy	98.7

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	97.1
Writing	97.1
Spelling	98.6
Grammar & Punctuation	97.1
Numeracy	100.0

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015, as a new Principal was appointed, information was sought from parents, students and teachers about the school. Key responses are presented below.

- Most parents acknowledge and value the knowledge and understanding most teachers demonstrate about the students in their classes.
- Parents want greater transparency in learning support strategies and procedures.
- Greater consistency and deeper knowledge about school rules and their application both among staff and across the parent body is requested.
- School awards ceremonies are seen as undervaluing student achievement because of the overwhelming numbers given.
- Improved communication between home and school is seen as a focus area of great significance.

Aboriginal Education

Dulwich Hill PS received Aboriginal background funding in 2015 which was expended to support the growth and development of our identified Indigenous students. This was achieved through individual and group activities supported by class teachers and by the Aboriginal SLSO.



*Yarn-Up Public Speaking was embraced by our Indigenous students who participated in an extended program which culminated in opportunities to speak on the floor of the NSW State Parliament. Students grew in knowledge, skills and confidence as the program unfolded. All reported that the program had made a strong, and hopefully permanent, impact on the way in which each student responded in all more public speaking opportunities.

*NAIDOC teaching, learning and celebration activities were designed and implemented with the powerful support of local Aboriginal community members including Nardie Simpson, SLSO Kim Chan, and classroom teacher Mark Tuton. Aboriginal students wrote and delivered proud acknowledgements of their heritage and links to various parts of both the state and nation. A smoking ceremony was provided by Uncle Max, the first time most members of our school community have had this privilege. A song which focussed on the rights of all of us to be respected individuals was written by Nardie Simpson and performed by the students to great acclaim.

NAIDOC Celebration Day



Enhanced understanding of Aboriginal perspectives and cross cultural elements continue to be a focus for teacher professional learning and enhanced classroom practices. There is strong support for these initiatives by all members of the school community.



Multicultural Education and Anti-racism

The School Plan identifies the diverse multicultural composition of the school and that this is celebrated within the school community.

A highlight of inclusive practice is the celebration each year of Harmony Day which is embraced as a central focus of DHPS. Acceptance of diversity from ethnic background, religion, gender orientation to skills, interests and abilities is key to a successful society and at DHPS the whole school community supports efforts to provide learning which embeds and celebrates this.

Reported instances of racist behaviour are very rare and always dealt with according to the policy and procedures of the Department of Education

Other school programs

Creative Arts

In 2015 the Creative Arts committee examined the school plan and the relevant areas from each of the strategic directions. In particular we discussed and considered assessment approaches in all of the arts. The committee also began work on scope and sequence for each of the areas; Music, Dance, Drama and Visual Arts.

In 2016 the committee plans to finalise the scope and sequences for each sub strand of Creative Arts. We will also use two members of the committee to create an inventory list for the Visual Arts (Craft Store) supply room.

The committee believes that its main role is to support the implementation of engaging, relevant learning sequences in all areas of Creative Arts and to support and maintain interest from students to participate in extra curricula activities in these areas.

PDHPE

In 2015 the PDHPE Committee focused on developing a K-6 Scope and Sequence in alignment with the NSW PDHPE Board of Studies Syllabus for Physical Education, Personal Development and Health.

This Scope and Sequence will see students building upon Fundamental Movement Skills required for Physical Education taught from Early Stage 1 through to Year 6, gradually making skills more challenging, working toward incorporating them in team sports such as soccer or softball, and individual sports such as high jump or shot put.

The Scope and Sequence also aims to build skills for Personal Development and Health in the areas of resilience and problem solving, caring for one's self and others, making choices around safety and health, and developing interpersonal skills required for positive relationships and team activities.

The PDHPE Committee has looked closely at the elements of the Live Life Well@School Program (a joint initiative between the NSW Department of Education and the Ministry of Health) when developing the Scope and Sequence.

In addition, the PDHPE Committee has considered the funding requirements for resources and equipment to adequately implement the Scope and Sequence. This will include sporting equipment and Teacher Professional Learning.

Stage 3 Camp

On Wednesday 27th May 109 Year 5 & 6 students, with five Stage 3 teachers, left bright and early by coach for a three day Sport and Recreation Camp at Milson Island. Changing over to a ferry for the last portion of our journey, we disembarked at our destination just before lunch and began the trek from the wharf to the hilltop cabins. Students were given a run-down on rules and regulations by camp staff, allocated their rooms, and given a nutritious lunch before heading off to the afternoon activities.

Over the next days, each group rotated through canoeing, high ropes, archery, giant swing and initiatives. These activities challenged students to step outside of their comfort zone and to try things they might not otherwise participate in. Many students achieved things they didn't think they could, with all students being encouraged and supported, while also being reassured that it is ok to try and then say "I don't think I can go further".

The fun didn't stop at sunset however, with a games night and campfire continuing the fun on Day One, and a dress-up disco on Day Two.

Camp is a great way for students to get to know one another and to bond with their teachers. Everyone

came home a little weary, and a little grubby, but happy and with a great sense of achievement.

The Stage 3 students who did not attend camp did not miss out either. Those who stayed at school participated in an Initiatives course, bush dancing and folk-singing, cooking and went to Urban Jungle Adventure Park at Homebush to participate in a High Ropes Course, followed by a treasure hunt challenge in Olympic Park and a picnic lunch. As with those who attended camp, students achieved beyond their own expectations and had a wonderful time bonding with peers and staff.

Environmental Education

2015 has been a big year for the environment at Dulwich Hill. All

21 classes were able to receive 4 to 8 lessons in the vegetable garden or Indigenous garden with experts and the class teachers. The lessons were tailored to complement the units of work being studied at the time by each year group. As part of their program, Stage 2 students participated in the Greenway Project and the Week of Tastes.

Harvest club continued to attract student volunteers and provide interested students with valuable experience in the garden. Fantastic produce was sold each week at morning assembly including an excellent harvest of plums in Term 4.

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.



The school celebrated National Tree Day in Term 3 by planting 5 new trees and introducing the Habitat Tree. The Habitat Tree was created in reclaimed Casuarina that had been marked for removal. The transformation work was carried out by an expert arborist from Sydney Arbour Trees in conjunction with Marrickville Council and included the installation of nesting boxes for Rainbow Lorikeets

and habitats for Microbats. It is an important way to teach students about the need for Habitat in urban environments and provides a way to encourage these animals back into the local area.



DHPS Grounds Vision

2015 also saw the beginning of the DHPS Grounds Vision, a 5-year plan for the Dulwich Hill Public School Grounds. The vision was established after surveying parents, community and staff and takes into consideration the needs, wants and views of all major stakeholders.

The vision has benefitted from the input of parents, staff, students, industry experts and council. The vision is currently available to be viewed in a hard copy at the school and will be available on the website in 2016. It includes a number of appendices to help with the grounds management. These can be viewed on request.

Technology

In 2015 the school updated three interactive whiteboards in Stage 3 classrooms. The money to complete this project came from P & C Funding (\$10,000) and a grant from Canterbury Hurlstone Park RSL Club (\$9,400). At the completion of this project all active classrooms have an up to date interactive whiteboard and projector package. From school funds, an additional 13 iPads were purchased. This project aimed to ensure one to one access for students from K-6 when using the ipads. All classes were able to access the computer lab on a weekly or fortnightly basis and all classes had the opportunity to access the iPad set.

Sport

In 2015 students K-6 participated in a range of sport by external providers.

In Stage 1 students were engaged in Gymnastics lessons taught by TriSkills in Term 1, and in Term 4 students participated in activities to develop fundamental movement skills, team work and

cardiovascular fitness in structured lessons provided by Got Game.

Stage 2 participated in gymnastics and basketball, while Stage 3 was taught to play modified AFL. Both Stage 2 & 3 prepared for the Athletics Carnival with lessons teaching skills of Long Jump, High Jump, Discus, Shot Put, Sprints and Relays, provided by Little Athletics.

Students K-6 participated in class sport activities throughout the year. Stage 1 and Stage 2 focused on Fundamental Movement Skills, Skipping and Athletics while Stage 3 learnt the rules, team interaction and skills to support netball, cricket, softball and OzTag.

Stage 3 students were also involved in interschool competitions for AFL (Paul Kelly Cup) and Oz Tag. Individual students also participated in trials for representative teams in basketball, AFL and NRL.

3-6 Carnivals

Students from 3-6 participated in the school Swimming Carnival at Canterbury Aquatic Centre in 50m Freestyle, Breaststroke, Backstroke and Butterfly; 50m Freestyle Relays; 100m Freestyle and 200m Individual Medley. Twenty-nine of our students who met the qualifying times, continued on to represent Dulwich Hill at the Balmain PSSA Swimming Carnival at Ashfield Aquatic Centre, with Phoebe Cummins and Jessica Sanderson continuing to the Regional Carnival at Homebush Aquatic Centre.

In Term 2, all students 3-6 trained daily in preparation for the Cross Country Carnival. The first six students in each age category were entered to compete at the Balmain PSSA Carnival at Jubilee Park, however due to a wet-weather postponement, most of our senior students were unable to attend as the new date clashed with Stage 3 camp. Eli Sheard, Luca Beardmore and Ava Honore competed at the Regional level at Miranda Oval.

The school Athletics Carnival was held in Term 3 at Mahoney Park, with students competing in 100m, 200m and 800m individual track events, and 100m relay team events. Field events included discus, shot put, long jump and high jump. The forty-two students who achieved an overall first or second place in each event went on to compete at the Zone Carnival at ES Marks Stadium. Several students continued to the Regional Carnival, with special mention to Jerome Joseph-Riogi who finished as 2nd

highest overall score for 8-10 yrs Boys at the Balmain PSSA Zone Carnival, and to Uchenna Egbu who competed at State level for High Jump.



K- 2 Athletics Carnival.

The K- 2 Athletics carnival was a very successful day. The carnival, held at Johnson Park, gave all students an opportunity to participate in running races and a selection of novelty events. A majority of students ran in their age race and many went on to run in semi-finals and finals.

The Champions on the Day were – Alkira Joseph-Riogi and Ethan McDonald. All students received points, for their sporting house, for participating on the day.

Year 6 Musical

Once again our Year 6 students put on a fabulously engaging performance in Term 4 with the musical – Abba-Cadabra.

As always, all students were encouraged to take part in the process, taking on the role that suited their particular talents and interests. Auditions for speaking roles were held in Term 3, with all other students nominating to participate in one of the other available roles including acting, singing, dancing, playing instruments and taking care of props, sets, sound and lighting as Stage Crew.

Students learn new skills and gain confidence from participating in the musical, as well as having the opportunity to work together toward a common goal – and equally importantly – have fun.