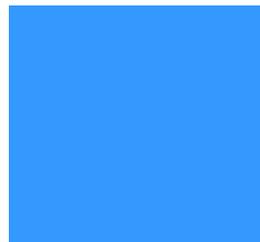
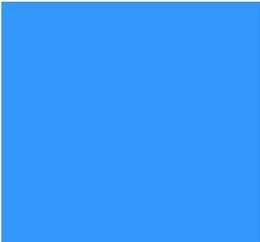
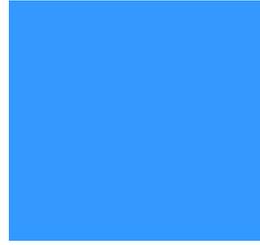


2010 Annual School Report Dulwich Hill Public School

NSW Public Schools – Leading the way



Messages

Principal's message

Dulwich Hill Public School serves a culturally diverse community in inner-western Sydney. The school is committed to meeting the needs of individual students and strives to achieve excellence and equity in all program areas. The school is characterized by a sense of energy and a warmth of welcome that extends to all those who enter its doors.

The school strives to prepare students for their future success through teaching the values and skills necessary for them to contribute positively to the community as adults. Emphasis is placed on qualities such as perseverance, self discipline, self confidence, and social responsibility, the ability to communicate effectively and work collaboratively with others and to resolve conflict in positive ways. It is believed that these values and skills promote a sense of citizenship, student leadership, a belief in social justice and an understanding of and commitment to procedural fairness.

2010 saw the completion of major restoration and construction work, funded by the Commonwealth Government's stimulus package. The school now boasts a massive covered outdoor learning area (COLA), an environmental learning centre, a refurbished library with interactive technology and a grassed playing field. The school is fortunate to have acquired these valuable assets, which will enhance teaching and learning for years to come.

I am incredibly proud to be Principal of Dulwich Hill Public School. I value and applaud the efforts and achievements of its students; the dedication of an experienced and talented staff and the contribution and support of committed parents and a vibrant community. I am pleased to share some of the school's achievements with you.

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

Catherine Gilkes

Principal

P & C message

Monthly P&C meetings have been held throughout the year with information sessions on various topics including; the MySchool website and school 'league tables', the Greenway/Light Rail proposal, teaching ethics in schools, the Draft English National Curriculum and the school's NAPLAN results.

The highlights of 2010 have been our involvement with the inaugural Climate Clubs Program, in which the Dulwich Hill community competed against two other local schools in a challenge to reduce energy consumption in our homes; the music sub-committee's successful fundraising that resulted in the purchase of a new piano and 'Dully on Show' where we were treated to a great night of entertainment that showcased the talent of parents, teachers and friends of Dully.

The Community Club has had another successful year financially with the canteen and uniform shop maintaining a solid position. It has successfully catered for the school's community nights and the finals of the Sydney Region Public Speaking Competition; operated the Mothers and Fathers Day stalls and a Christmas calendar promotion.

P&C fundraising activities throughout the year included: a K-2 Movie Night, the Climate Club Launch, a Walkathon, a Musical Showcase, an Election Day BBQ and 'Dully on Show'. These fundraising events were successful in raising \$22 000 in support of the school. Money raised has been allocated to the purchase of a new piano, bubblers, timed taps, a fixed awning, a PA system for the new COLA, external lighting for the hall and sports shirts for representative teams. A third of money raised is allocated to the Equity Fund to provide assistance to those students, whose families are experiencing financial difficulty, ensuring them access to school programs and events.

Donna Bowen

P&C Vice President

Student representative's message

SRC stands for the Student Representative Council. Our SRC is made up of student representatives from every class, even Kindergarten!

In 2010, the SRC did many important different things, such as the Eco Challenge. In this challenge we earned reward points for doing things that are friendly to our environment, like turning off the lights when we're not using them and reducing water use.

We organized a gold coin donation day, which raised \$700 to support the flood victims in Pakistan.

We celebrated National Tree Day, where SRC representatives planted two lemon trees and an orchid near the vegetable garden. Classes also recognized this special day by making paper from recycled materials, planted trees, wrote poems about trees and drew pictures of the trees in our school playground.

We continue to support Leanon, our sponsor child from the Republic of Benin in Africa. We raised funds for Leanon and her village through Harmony Day and a Talent Quest where over seventy acts performed!

We spent \$2000 given to us by the P&C on new bubblers, timed taps and a radio microphone for performers.

We also look after the two, new, black chickens named *Midnight* and *Shadow*.

Bede Smith and Vincent Do

SRC Representatives

Student information

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

Student enrolment profile

Enrolment numbers in 2010 show a slight increase on 2009 figures with 503 students enrolled at the enrolment census date held in March.

	2006	2007	2008	2009	2010
Male	266	251	267	269	262
Female	246	253	246	230	241

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

As a result of the Commonwealth Government's stimulus package, a new classroom was built to accommodate future growth.

However, families seeking non-local enrolment are still required to submit a supporting statement addressing the recommended criteria. Applications are considered by a placement panel which prioritizes applications for enrolment. Priority is given to siblings of students enrolled at the school, followed by those citing proximity and the need for before and after school care.

Student attendance profile

The student attendance rate in 2010 shows an improvement from previous years and although slightly below attendance rates for Sydney Region, the school compares favourably with State attendance data.

	Year	2007	2008	2009	2010
School	K			95.0	96.2
	1			94.4	94.2
	2			93.7	94.9
	3			95.0	94.6
	4			94.1	95.6
	5			95.0	94.6
	6			95.0	95.9
	Total		94.3	94.7	94.6
Region	K			95.4	95.8
	1			94.9	95.3
	2			95.1	95.5
	3			95.2	95.4
	4			95.1	95.6
	5			95.3	95.6
	6			94.5	94.8
	Total		95.0	95.2	93.7
State DET	K			94.3	94.7
	1			93.7	94.2
	2			94.0	94.4
	3			94.1	94.5
	4			94.0	94.5
	5			94.0	94.4
	6			93.6	94.0
	Total		94.0	94.1	92.1

Management of non-attendance

In an effort to increase attendance rates, the school works closely with the Department's Home School Liaison Officer (HSLO) to monitor student attendance. The school also makes

regular contact with families of students whose attendance is of concern.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
1 A	1	23	23
1 M/T	1	23	23
1 T	1	22	22
2 H	2	22	22
2 N	2	22	22
2 Q	2	22	22
3/4 R	3	12	31
3/4 R	4	19	31
3 T	3	31	31
3 LC	3	31	31
4 SD	4	29	29
4 P	4	30	30
5 A	5	31	31
5 C	5	29	29
6 DS	6	28	28
6 C	6	30	30
5/6 W	5	9	30
5/6 W	6	21	30
K BLUE	K	20	20
K GREEN	K	19	19
K RED	K	20	20
K YELLOW	K	19	19

Structure of classes

In 2010 there are 20 classes comprising 18 regular classes and two composite classes. Classes are grouped with due regard for recommended numbers and gender balance, together with the social and academic needs of students. In keeping with the NSW Government's Small Class Size Initiative the classes in the Kindergarten - Year 2 section of the school are noticeably smaller than those in Year 3 to Year 6.

Staff information

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

Staff establishment

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

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

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

The school comprises one, Aboriginal staff member, Ms. Kim Chan, who works both as a School Administration Officer and Student Learning Support Officer.

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

Position	Number
Principal	1.0
Assistant Principal(s)	4.0
Classroom Teachers	17.0
Teacher of Reading Recovery	5.25
Support Teacher Learning Assistance	0.5
Teacher Librarian	1.0
Teacher of ESL	1.6
Community Language Teachers	1.8
Release from Face-to-Face (RFF)	0.8
Part-Time Teacher Allocation	0.8
School Administrative & Support Staff	4.8
Total	38.55

Staff retention

The school has a high retention of staff with only one change to the permanent teaching staff in 2010 due to relocation interstate.

Teacher qualifications

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

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

Qualifications	% of staff
Degree or Diploma	88
Postgraduate	12

Financial summary

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

Date of financial summary:	30/11/2010
<i>Income</i>	\$
Balance brought forward	131 250.29
Global funds	252 546.00
Tied funds	83 325.33
School & community sources	288 177.07
Interest	7 487.94
Trust receipts	1 106.10
Canteen	0.00
Total income	763 892.73
<i>Expenditure</i>	
Teaching & learning	
Key learning areas	71 942.28
Excursions	65 322.72
Extracurricular dissections	131 677.43
Library	12 134.03
Training & development	2 694.82
Tied funds	83 913.68
Casual relief teachers	62 482.87
Administration & office	98 317.60
School-operated canteen	0.00
Utilities	44 863.24
Maintenance	36 146.53
Trust accounts	1 106.10
Capital programs	21 470.48
Total expenditure	632 071.78
Balance carried forward	131 820.95

Please note that the bulk of expenditure for teacher training and development is included in tied funds as *Teacher Professional Learning*. Expenditure in this area in 2010 was \$12 978.

A full copy of the school's 2010 financial statement will be tabled at the first meeting of P&C Association for 2011. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

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

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

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

Music

All students participated in a music program, consisting of one lesson each week with a specialist teacher. In 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 visits from Opera Australia performing "Cinderella", the Musica Viva group, "The Chambermaids" and an in-school performance by "African Drum Beat".

In addition, specialized groups and ensembles provided students with opportunities to perform in front of an audience. These included; the senior and beginning recorder groups, Stage 2 and Stage 3 choirs, senior and training concert bands and string ensemble. The senior recorder and string ensemble groups performed at the Sydney Opera House in the Banksia Concert of Instrumental Music in June, and the Stage 2 and

Stage 3 Choirs performed at the Uluru and Bennelong Concerts respectively in September.

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.

All Year 6 students were involved in an end of year musical entitled "*The Wizard of Aus*", which was based on the current theatre production of "*Wicked*". This resulted in an entertaining evening showcasing the school's talented, senior dancers, singers, actors and musicians.

Sport

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

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

Students in Stage 1 participated in gymnastics and swimming. Students in Kindergarten participated in Kindy Gym and skill-based activities.

Students from the school participated in athletics, swimming and cross country carnivals at school, district and regional levels. In 2010, student participation at regional level of competition was high. Two students represented the school in swimming at state level, one of whom went on to the National Championships in Brisbane. A Year 6 student represented the school at state level in athletics, with two other Year 6 students qualifying for regional teams for boys' soccer and girls' football.

Public Speaking and Debating

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

Students in Stage 2 and Stage 3 participated in the *Multicultural Perspectives Public Speaking Competition* at class, school and area level with two students awarded *Highly Commended* at the area competition. The school hosted the Regional Finals of this competition in August.

Film Club

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

Respect and Responsibility

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

Students at the school celebrate *Harmony Day* and *Grandparents Day* each year, to acknowledge the valuable contribution of both other cultures and senior members of the community to the education of children. In 2010, this event was particularly well attended, with over 300 grandparents visiting the school, where they enjoyed *Harmony Day* activities, student performances and classroom visits.

Each year, students and teachers elect *Ambassadors* from Year 6 who assume leadership responsibilities within the school. In 2010, twelve ambassadors represented the school; conducting assemblies, escorting visitors to the school and assisting with special events e.g. Kindergarten Orientation and Grandparents Day. In March, these Ambassadors attended *Young Leaders Day* at the Sydney Entertainment Centre, where they heard from a number of inspirational leaders about leadership and responsibility.

Students in the Student Representative Council (SRC) continued fundraising for the *PLAN Sponsor a Child Program* to support a child in the Republic of Benin.

Students fundraise each year in support of the UNICEF *Day of Difference* initiative with \$423 raised in 2010 to support the UNICEF Child Friendly Schools Project in Mozambique.

Camp Program

In Term 2, 129 students attended a three day excursion to Canberra as part of their unit of work on Government. The students visited a number of educational attractions including old and new Parliament House, the Electoral Education Office, Questacon, CSIRO and The Australian Institute of Sport. Many of the activities reinforced and tested their knowledge and understanding of the workings of government, while others engaged them in scientific exploration and team based sport.



Academic

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

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

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

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

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

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

Literacy – NAPLAN Year 3

Year 3 – Reading

In the literacy strand of reading, 94% of Year 3 students achieved Band 3 or above with 59% of students proficient in this area i.e. Band 5 and 6.

Test questions in which the students excelled, included those where they were required to recognize the purpose of a text feature, infer the main message and a character's actions and link information across a text.

	School	SSG	State DET			
Average mark, 2010	445.0	445.2	414.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band	0	4	5	20	20	21
Percentage in band	0.0	5.7	7.1	28.6	28.6	30.0
School average 2008 - 2010	1.8	6.4	12.7	20.9	25.5	32.7
SSG average 2010	1.8	6.4	10.6	22.3	21.3	37.6
State DET average 2010	4.5	11.7	15.8	24.5	18.7	24.8

Year 3 – Writing

In the literacy strand of writing, 99% of Year 3 students achieved Band 3 or above, with 56% of students proficient in this area.

Whilst the students performed well in this strand, identified areas for improvement include a better usage of paragraphs and punctuation.

	School	SSG	State DET			
Average mark, 2010	434.3	444.4	422.6			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band	0	1	9	21	26	13
Percentage in band	0.0	1.4	12.9	30.0	37.1	18.6
School average 2008 - 2010	0.5	0.9	17.3	25.0	32.7	23.6
SSG average 2010	1.6	1.6	8.4	22.2	33.8	32.5
State DET average 2010	3.0	4.7	12.9	28.0	29.6	21.8

Year 3 – Spelling

In the literacy strand of spelling, 94% of Year 3 students achieved Band 3 or above with 59% of students proficient in this area.

Student performance in this area is pleasing with results exceeding proposed targets for this year.

	School	SSG	State DET			
Average mark, 2010	430.7	434.3	408.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band	0	4	10	15	24	17
Percentage in band	0.0	5.7	14.3	21.4	34.3	24.3
School average 2008 - 2010	0.0	5.9	13.6	26.4	29.1	25.0
SSG average 2010	1.7	5.3	14.0	22.6	28.4	28.0
State DET average 2010	4.8	9.7	18.7	23.7	23.6	19.3

Year 3 – Grammar and Punctuation

In the literacy strand of grammar and punctuation, 94% of Year 3 students scored Band 3 or above with 50% of students proficient in this area.

Students performed particularly well on those questions involving the use of pronouns. However, students need to improve their understanding of when a comma or apostrophe is required.

	School	SSG	State DET			
Average mark, 2010	423.1	450.6	416.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in band	0	4	10	21	20	15
Percentage in band	0.0	5.7	14.3	30.0	28.6	21.4
School average 2008 - 2010	0.5	6.4	13.2	25.5	31.8	22.7
SSG average 2010	3.0	4.4	9.5	17.3	29.0	36.8
State DET average 2010	7.7	10.2	13.7	18.8	23.1	26.4

Numeracy – NAPLAN Year 3

In numeracy, 92% of Year 3 students achieved Band 3 or above with 40% of students proficient in this area.

In the data, measurement, space and geometry strand, 89% of students achieved Band 3 or above with 38% proficient in this area.

In the number, patterns and algebra strand, 89% of students achieved Band 3 or above with 38% proficient in this area.

The students performed particularly well on questions where they were required to estimate length or identify a three dimensional shape e.g. triangular prism.

Areas identified for improvement include patterns involving numbers or shapes and tasks involving division.

	School	SSG	State DET			
Average mark, 2010	402.7	425.8	396.1			
Skill band distribution						
Band	1	2	3	4	5	6
Number in band	0	6	21	16	21	7
Percentage in band	0.0	8.5	29.6	22.5	29.6	9.9
School average 2008 - 2010	2.3	5.9	21.7	28.1	26.7	15.4
SSG average 2010	1.4	7.5	18.6	22.7	27.5	22.2
State DET average 2010	4.1	14.2	24.7	21.9	21.6	13.5

Literacy – NAPLAN Year 5

Year 5 – Reading

In the literacy strand of reading, 85% of Year 5 students achieved Band 5 or above with 38% of students proficient in this area i.e. Band 7 and 8.

Students performed well on questions that required them to recognize change in characters.

Of particular note is the performance of boys, where they performed ten scale scores higher than the state. Students of Aboriginal and Torres Strait Islander background also showed significant gains. A focus for the school next year will be to improve the literacy levels of students from language backgrounds other than English.

	School	SSG	State DET			
Average mark, 2010	506.1	525.6	489.0			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in band	1	9	18	13	12	13
Percentage in band	1.5	13.6	27.3	19.7	18.2	19.7
School average 2008 - 2010	1.9	7.6	19.5	21.9	23.3	25.7
SSG average 2010	2.6	7.3	20.5	22.6	19.9	27.1
State DET average 2010	9.0	14.5	24.5	21.5	14.9	15.5

Year 5 – Writing

In the literacy strand of writing 84% of students achieved Band 5 or above with 22% of students proficient in this area.

Although students overall performance in this area is sound, more attention needs to be given to the use of paragraphs and evidence in writing tasks.

	School	SSG	State DET			
Average mark, 2010	484.8	515.6	488.4			
Data table						
Band	3	4	5	6	7	8
Number in band	2	9	17	25	8	7
Percentage in band	2.9	13.2	25.0	36.8	11.8	10.3
School average 2008 - 2010	2.4	10.9	21.7	39.2	13.7	12.3
SSG average 2010	1.8	5.0	15.5	39.7	21.6	16.3
State DET average 2010	5.3	10.4	22.6	36.9	15.3	9.5

Year 5 – Spelling

In the literacy strand of spelling, 72% of students achieved Band 5 or above with 18% of students proficient in this area.

Although students overall performance in this area is sound, more attention needs to be given to the teaching of spelling. The trial of a new method for teaching spelling, introduced to classes this year, will continue into 2011. (See Target 2)

	School	SSG	State DET			
Average mark, 2010	478.2	526.3	498.2			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in band	3	9	26	18	9	3
Percentage in band	4.4	13.2	38.2	26.5	13.2	4.4
School average 2008 - 2010	2.8	9.9	24.5	33.0	22.2	7.6
SSG average 2010	1.7	6.7	16.5	25.2	29.5	20.4
State DET average 2010	5.6	11.8	22.2	25.6	22.6	12.1

Year 5 - Grammar and Punctuation

In the literacy strand of grammar and punctuation 78% of students achieved Band 5 or above with 37% proficient in this area.

Although students overall performance in this area is sound, more attention needs to be given to the teaching of grammar and punctuation, particularly in relation to subject-verb agreement and the use of conjunctions. (See Target 2)

	School	SSG	State DET			
Average mark, 2010	491.8	541.2	504.8			
Data table						
Band	3	4	5	6	7	8
Number in band	5	10	20	8	14	11
Percentage in band	7.4	14.7	29.4	11.8	20.6	16.2
School average 2008 - 2010	2.4	9.4	19.8	19.8	25.0	23.6
SSG average 2010	2.3	6.8	16.2	16.1	31.6	27.0
State DET average 2010	7.4	12.5	20.4	17.7	26.0	16.0

Numeracy – NAPLAN Year 5

In numeracy, 72% of Year 5 students achieved Band 5 or above with 22% of students proficient in this area.

Although students overall performance in this area is sound, more attention needs to be given to the teaching of fractions and decimals, number sentences and multiplication.

	School	SSG	State DET			
Average mark, 2010	477.9	532.4	494.1			
Data table						
Band	3	4	5	6	7	8
Number in band	4	15	17	17	11	4
Percentage in band	5.9	22.1	25.0	25.0	16.2	5.9
School average 2008 - 2010	1.9	10.9	24.5	25.0	25.5	12.3
SSG average 2010	0.8	6.3	20.0	25.5	23.4	24.2
State DET average 2010	5.3	13.5	28.2	23.4	16.6	12.9

In the data, measurement, space and geometry strand 72% of students achieved Band 5 or above with 22% proficient in this area.

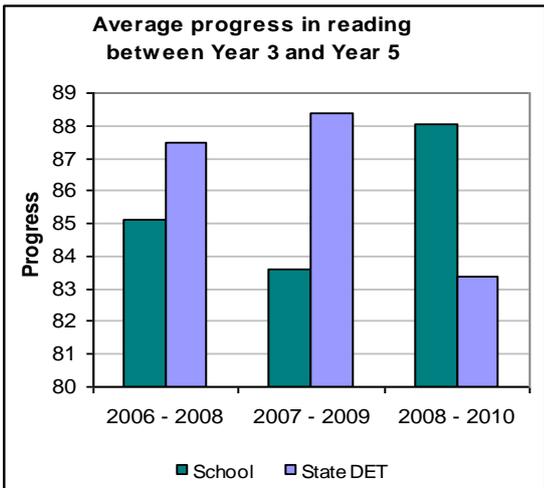
In the number, patterns and algebra strand, 72% of students achieved Band 5 or above with 22% of students proficient in this area.

Although students overall performance in this area is sound, it is below expected targets set for the year. The school will be placing a greater emphasis on the teaching of Mathematics in 2011. (See Target 1)

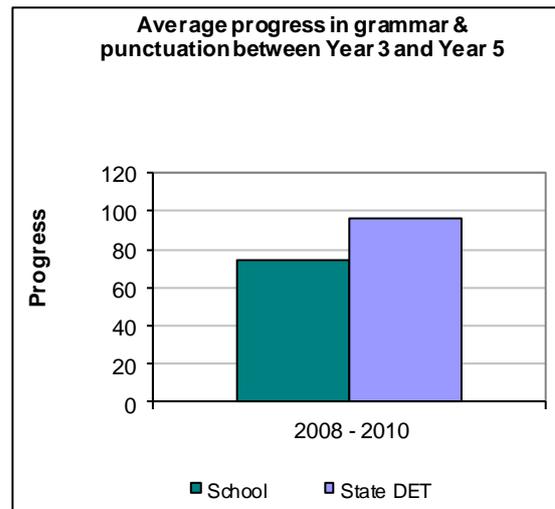
Progress in literacy

The following graphs indicate the progress students have made between Year 3 and Year 5. 'Matched students' refers to those students who sat the NAPLAN at this school in Year 3 in 2008.

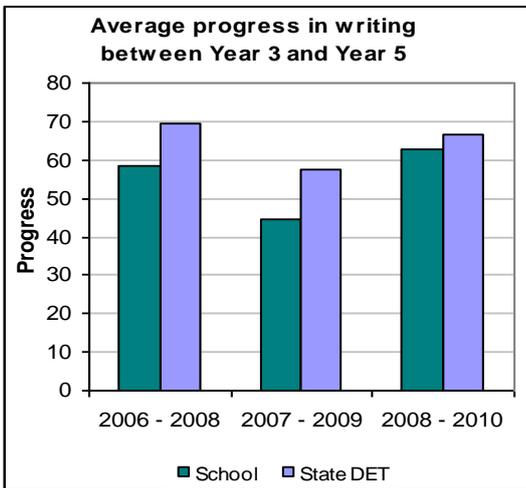
Average progress in reading for matched students*



Average progress in grammar and punctuation for matched students*

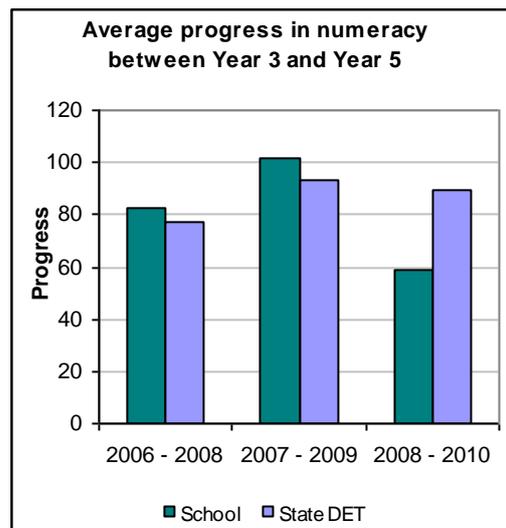


Average progress in writing for matched students*

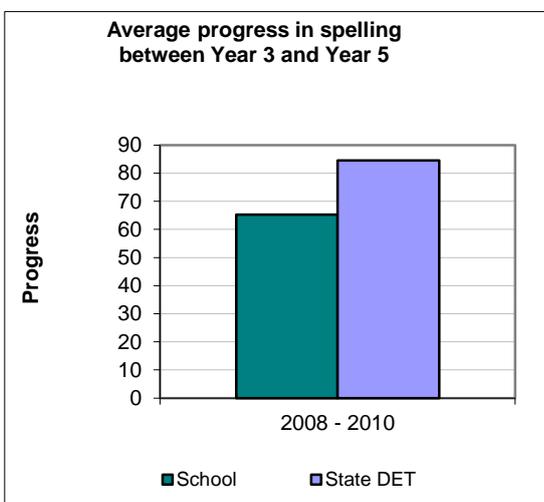


Progress in numeracy

Average progress in numeracy for matched students*



Average progress in spelling for matched students*



Note: State growth scores are for students in DET schools only.

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students

achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at or above minimum standard	
Reading	97
Writing	97
Spelling	97
Punctuation and grammar	97
Numeracy	97

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at or above minimum standard	
Reading	98
Writing	97
Spelling	96
Punctuation and grammar	93
Numeracy	94

Significant programs and initiatives

Multicultural education

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

Three community language teachers provide instruction to both native and non-native speakers in Chinese, Greek and Vietnamese. The Community Language Program provides valuable support to ensure students retain their first language and allows the opportunity for other students to learn about another language and culture.

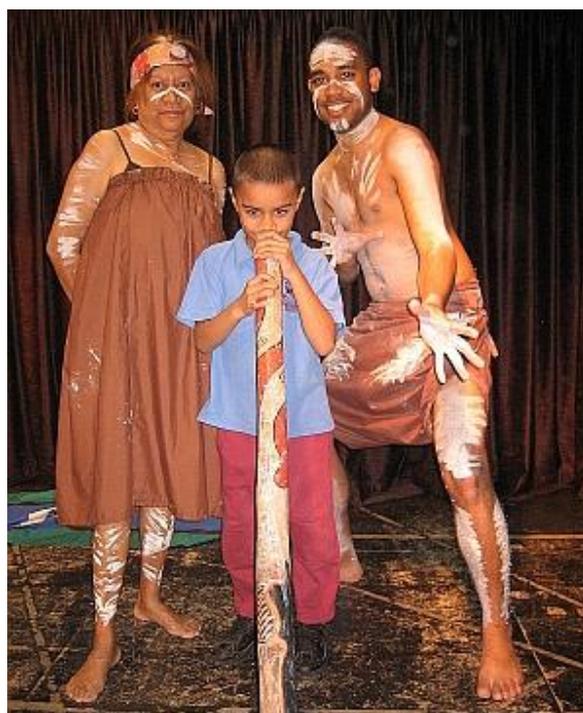
The school actively values and recognizes other nationalities through its traditional greeting at all formal assemblies, where students welcome the school community in other languages. A multicultural themed Community Night held in Term 3, showcased a range of dance and musical items. This event was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

Aboriginal education

In 2010, there are 30 Indigenous students enrolled at the school. Due to this significant student population, the implementation of the Aboriginal Education Policy is a high priority. The school is supported in its efforts by an active group of Aboriginal and Torres Strait Islander parents.

Aboriginal Studies Week is a well-established tradition at the school. Activities in 2010 included *Red, Black and Yellow Day*, cooking *Johnny Cakes*, decorating boomerangs and performances by Aunty Wendy, Ryka Drummond, Sean Dewar and Adam Hill. Stage 3 students attended the Seymour Centre to see “My Girragundji” and our Aboriginal students were given their own segment on Koori Radio.

A Community Night, featuring the highlights of this Aboriginal Studies Program was well attended and received high praise from parents and community members.



Progress on 2010 targets

Target 1

Improved student outcomes in spelling and writing

Much of the school’s efforts in 2010 targeted this area; including high quality professional learning

opportunities for staff, collaborative planning, programming and assessment.

Our achievements include:

- 94% of Year 3 students achieved at or above minimum standard in spelling with 59% proficient in this area. The percentage of Year 3 students proficient in spelling exceeded the target set for 2010.
- 72% of Year 5 students achieved at or above minimum standard in spelling with 18% proficient in this area. The percentage of Year 5 students proficient in this area is well below the target set for 2010. As a result, spelling will continue to be a focus in 2011.
- 99% of Year 3 students achieved at or above minimum standard in writing with 56% proficient in this area. The percentage of Year 3 students proficient in writing exceeded the target set for 2010.
- 84% of Year 5 students achieved at or above minimum standard in writing with 22% proficient in this area. The percentage of Year 5 students proficient in this area is well below the target set for 2010. As a result, writing will continue to be a focus in 2011.
- In English 79% of Year 1, 90% of Year 2, 93% of Year 3, 90% of Year 4, 91% of Year 5 and 100% of Year 6 students achieved at or above stage outcomes in school-based assessment tasks.

Target 2

Improved student outcomes in numeracy

- 92% of Year 3 students achieved at or above minimum standard in numeracy with 40% proficient in this area. Whilst the percentage of students at or above minimum standard exceeded the target set for 2010, the percentage of students achieving proficiency level fell below expected level.
- 72% of students in Year 5 achieved at or below minimum standard in numeracy with 22% proficient in this area. As this result is well below the target set for 2010, numeracy will continue to be a focus in 2011.
- In Mathematics, 81% of Year 1, 90% of Year 2, 87% of Year 3, 80% of Year 4, 86% of Year 5 and 100% of Year 6 students achieved at or

above stage outcomes in school-based assessment tasks.

Target 2

Improved student outcomes in technology

Technology continues to be an area where the school is targeting its resources; physical, financial and human, in an attempt to keep abreast of technological change. The Connected Classroom is being utilized more often for lessons, the parents' *Voluntary School Contribution* was used to purchase six, new desktop computers for classrooms and the computer coordinator provided high quality professional learning to staff.

Our achievements include:

- A scope and sequence continuum documented, which will ensure a more explicit and systematic teaching of skills.
- All students have access to technology at least one hour per week.
- All students in Stage 2 and Stage 3 are aware of the *Code of Conduct* pertaining to the use of computers, the Internet and other technologies with only three incidents of cyber-bullying and misuse of technology being reported during 2010.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of *Student Learning* and *Writing*.

Educational and management practice Student Learning

Background

In 2010, the area of *Student Learning* was selected for evaluation. As this area was last evaluated in 2007, the school was interested in determining what areas have been improved upon over the previous four years.

A *SchoolMap* survey was issued to students in Year 3 to Year 6, class teachers and parents. The findings and conclusions below are based on

those 216 students, 20 teachers and 106 parents who responded to this survey.

Findings and conclusions

There was consensus of opinion between teachers and parents on 6 of the 11 statements, with 80% or more responding 'Almost Always' or 'Usually'. The results of the student survey indicated less agreement, with only 2 statements corresponding to teachers and parents with 80% or higher responding 'Almost Always' or 'Usually'.

Those statements which attracted agreement from all three groups were;

- The school sets high expectations for its students.
- Students are encouraged to take responsibility for their own learning and take pride in their work.

Those statements which showed strong alignment between teachers and parents were;

- The school provides learning opportunities for students within a stimulating and secure environment.
- A wide range of resources assist students with their learning.
- There is a balance between independent and group learning activities.
- Teaching practice is supported by critical reflection and an understanding of effective practice and current research.

The survey findings identified the following areas for improvement;

- Improved communication between home and school in regard to student learning.
- Regular feedback from teachers in regard to student improvement and increased opportunities for students to engage in self-assessment.

In comparison to the data collected in 2007, gains have been made in all areas with the exception of 'student feedback on performance'.

Future directions

- Develop and implement strategies to better inform parents of program content and expectations in regard to student learning.

- Design and implement assessment strategies which provide regular feedback to students and allow opportunities for them to reflect on their own learning and engage in self assessment.

Curriculum - Writing

Background

As writing has been a curriculum focus for the past three years, the school was interested to determine in what areas there had been improvement and where there was still need for further development. A survey was issued to students in Year 3 to Year 6, teachers and parents. The findings and conclusions below are based on those 267 students, 20 teachers and 71 parents who responded to this survey.

Findings and conclusions

There was consensus of opinion between students, teachers and parents on 11 of the 12 statements, with 80% or more responding 'Strongly Agree' or 'Agree'.

Those statements which attracted agreement from all three groups were;

- Students enjoy writing tasks.
- Students are given opportunities to write different types of text.
- Students can identify the purpose of a piece of writing.
- Teachers explicitly show students how to improve their writing through improved grammar and punctuation.
- Students spelling and writing have improved throughout the year.
- Teachers provide students with feedback on writing tasks and assist individual students with their writing.
- Students are able to edit their own work.
- Students are given opportunities to share their published work with others.

The results of the survey did not clearly indicate whether students enjoy writing at home.

The text type most favoured by students is narrative, particularly those involving adventure and fantasy themes.

Student satisfaction

Students in Year 3 to Year 6 were asked to complete a *Student School Life Survey* to determine their feelings about school and learning.

The results indicated that students at the school generally like coming to school, are happy, engaged in learning and want to do well at their studies. 80% or more of students responded “Always” or “Mostly” to the following statements;

- I want to get good results at school.
- I am happy with how well I do in my schoolwork.
- I like to learn new things at school.
- I work hard in my class.
- I try to do my best work at school.
- The work I do at school is good preparation for further education and training.
- I enjoy the things I do at school outside class time.
- I follow class and school rules.
- I like to work with other students.
- I get on well with the other students in my class.

Parent satisfaction

A survey of parents invited them to identify three things they valued most about the school, what they considered the school’s strengths and areas for improvement.

The aspects parents valued most about the school included;

- The school’s multicultural focus
- The school’s strong sense of community
- The diverse range of activities and learning opportunities provided for students
- The great teaching, management and administration staff.
- The school’s safe, secure and welcoming environment.

The aspects they identified as the school’s strengths included;

- The sense of school community
- The inclusiveness of the school
- The school’s emphasis on fairness and equity
- The enthusiasm and dedication of teachers
- The school’s performing arts programs

Areas identified for improvement included;

- Increased provision of programs for academically gifted students.
- Increased communication at the beginning of the year in regard to expectations and school and class programs.

Professional learning

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

Focus for school development days included; Child Protection, the teaching of spelling, NAPLAN, improving student engagement, technology and the Draft Australian Curriculum. Staff meetings focused on mandatory training in CPR, Anaphylaxis and Emergency Care as well as professional sharing sessions on programming, designing assessment tasks and student reporting.

Regional and external professional learning workshops for staff members included; electronic whiteboard training, literacy, numeracy, autism spectrum disorder and community languages.

School development 2009 – 2011

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

Targets for 2011

Target 1

Improved student outcomes in numeracy with particular emphasis on measurement

- To increase the percentage of students in Years 1-6 achieving sound or above in reported areas of numeracy in Semester 2 reports from 81% to 90%.
- To increase the percentage of students in Year 3 and Year 5 achieving at or above minimum standard in NAPLAN numeracy from 92% to 95% (Year 3) and from 72% to 85% (Year 5).
- To increase the percentage of students in Year 3 and Year 5 achieving proficiency standard in NAPLAN numeracy from 40% to 50% (Year 3) and 37% to 50% (Year 5).

Strategies to achieve this target include:

- Professional learning for Kindergarten to Year 2 staff in the Targeted Early Numeracy Program.
- Professional learning for staff in the Understanding Measurement K-6 Program.
- Analysis of school based and external data to inform planning and programming.
- Modelled best practice with teachers reflecting on their own practice and providing feedback to colleagues on lessons observed.
- Collaborative planning days to develop activities and assessment strategies in numeracy and measurement that are consistent across the grade.

Our success will be measured by:

- Student attainment using school based data sets including semester student reports and student assessment data.
- Student performance in Year 3, Year 5 and Year 7 using data from the National Assessment Program.
- Student growth in Year 5 and Year 7 using data from the National Assessment Program.
- Performance and growth of identified student groups using data from semester

student reports and the National Assessment Program.

- School trend data for student performance and growth using data from the National Assessment Program.

Target 2

Improved student outcomes in spelling and writing

- To increase the percentage of students in Years 1 to 6 achieving sound or above in reported areas of spelling and writing in Semester 2 student reports from 89% to 95%.
- To increase the percentage of students in Year 3 and Year 5 achieving at or above minimum standard in NAPLAN spelling from 94% to 98% (Year 3) and from 72% to 85% (Year 5).
- To increase the percentage of students in Year 3 and Year 5 achieving at or above minimum standard in NAPLAN writing from 99% to 100% (Year 3) and from 84% to 90% (Year 5).
- To increase the percentage of students in Year 3 and Year 5 achieving the proficiency standard in NAPLAN spelling from 59% to 65% (Year 3) and from 17% to 40% (Year 5).
- To increase the percentage of students in Year 3 and Year 5 achieving the proficiency standard in NAPLAN writing from 56% to 65% (Year 3) and from 22% to 40% (Year 5).

Strategies to achieve this target include:

- Analysis of available student data to inform planning and programming in spelling and writing e.g. NAPLAN, student work samples.
- Explicit teaching and regular assessments to monitor student progress.
- Modelling writing and scaffolding writing tasks for students to better achieve quality work.
- Collaborative planning days to develop activities and assessment strategies in spelling and writing that are consistent across the grade.

Our success will be measured by:

- Student attainment using school based data sets including student reports and student assessment data.
- Student performance in Year 3, Year 5 and Year 7 using data from the National Assessment Program.
- Student growth in Year 5 and Year 7 using data from the National Assessment Program.
- Performance and growth of identified student groups using data from semester student reports and the National Assessment Program.
- School trend data for student performance and growth using data from the National Assessment Program.

Target 3

Improved student outcomes in using computers to enhance learning

- 90% of students in Year 3 to Year 6 confident in using computers as measured by student survey.
- 90% of students in Year 3 to Year 6 using computers and the Internet to access and record information in unit based work, as measured by work samples and assessment tasks.

Strategies to achieve this target include:

- Increased professional learning opportunities for staff, focusing on the use of technology as a tool to enhance learning.
- Survey of teaching staff to determine the best use of existing resources; physical, financial and human, to improve student outcomes in technology.
- Clear documentation in class programs as to how technology is used to motivate and engage students in learning.
- Assessment tasks developed that are consistent across the grade.

Our success will be measured by:

- Feedback from survey of all class teaching staff and students in Year 3 to Year 6.
- Student work samples assessed against the scope and sequence continuum.

About this report

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

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