

Dulwich Hill Public School

Annual Report



2017



4496

Introduction

The Annual Report for **2017** 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.

Linda Wickham

Principal

School contact details

Dulwich Hill Public School

Kintore St

Dulwich Hill, 2203

www.dulwichhil-p.schools.nsw.edu.au

dulwichhil-p.School@det.nsw.edu.au

9559 2699

Message from the Principal

2017 has been a busy and challenging year as we have wrestled with continued change to processes within the school itself and more broadly from the Department of Education.

Uncertainties about Commonwealth and State funding models have overshadowed longer term planning. The increased flexible funding for this year was welcomed and used to increase support for teachers preparing Individual Learning Plans in conjunction with the Learning Support Teacher, Karen Deli. Additional School Learning Support Officer (SLSLO) time was another benefit of these funds, enabling an extension of the Quiet Play program.

With the retirement of Celine Elks, Jill Jackson came off class for second semester to act as Deputy Principal and Maria Pala, being merit selected from an Expression of Interest across the network, took up the relieving position of Assistant Principal, Stage 1.

Celine had been Deputy Principal for over ten years and Learning Support Team Coordinator for that time, so big shoes to fill. Celine's diligence and capacity were endless and the school was a much richer place because of her contributions across the years. Jill Jackson fulfilled the role of Acting Deputy Principal with great commitment and professionalism, earning accolades from her colleagues. However, the role of Deputy Principal, which requires an enrollment of 516 students was put on hold in 2015 and will be reviewed at Census in 2018 – with little hope that enrollments will reach that figure.

Regardless of the enrollments, DHPS will continue to be well served by the executive team of four Assistant Principals in 2018: Jill Jackson, Maria Pala, Jamie Richards and Marc Dulaurens. These last two have responded to Expressions of Interest sent out across the networks to fill two Assistant Principal roles which the school has been unable to fill with school staff. We look forward to working with our four Assistant Principals in 2018.

Other staff have been stable with only Elizabeth Newell and Annetta Tourta indicating they may retire at the end of the long service leave they will take in first semester, 2018. Both Niki Pavlis and Barbara Kirszman will return to DHPS in 2019 after concluding their maternity leave in 2018.

It is with pleasure that I present the Annual Report of Dulwich Hill Public School to you,

Linda Wickham, Principal

School background

School vision statement

Together we inspire, create and learn.

Dulwich Hill Public School is committed to providing inclusive education which values the cultures of a diverse community.

The school focuses on the development of confident, creative and innovative individuals, engaged learners, critical thinkers and problem solvers, building resilience in tomorrow's leaders and today's responsible citizens.

School context

Dulwich Hill Public School is a large primary school which serves a diverse socio-economic and multicultural community in Inner-Western Sydney. The school is a vibrant place of learning enriched by high quality class and specialist programs. The inclusive nature of the school recognises, acknowledges and respects all students' backgrounds including those with Aboriginal and Torres Strait Island heritage and non-English speaking backgrounds.

Our skilled and committed staff works collaboratively to provide quality programs that cater to the individual needs of students and which build positive relationships with and between students. A strong, school spirit underpins rich and diverse learning opportunities for students including debating, public speaking, gardening lessons and Indigenous Studies. Specialist programs include music, dance and drama, community languages, information and communication technology and environmental education.

Commitment to Positive Behaviour for Learning emphasises qualities such as self-discipline, social responsibility, the ability to communicate effectively, work collaboratively with others and resolve conflict in positive ways. The school values the support and contribution of a very committed and hard working Parents and Citizens Association and parent community. Parents are actively involved in decision making in support of the school and its students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the following areas we have continued to make progress:

Learning:

- Partnerships with parents and students to support progress, goal setting and successful transitions.
- Curriculum implementation to meet requirements and provide equitable opportunities for all learners.
- Use of assessment data to monitor achievements and identify gaps in learning to inform planning for groups and individuals.

Teaching:

- Use of explicit teaching practices reflecting current evidence based research.
- Establishment of a school wide approach for effective and positive classroom management.
- Teacher engagement in professional learning and collaborative planning.

Leading:

- Implementing the teacher performance and development policy in a culture of high expectations for all staff
- Streamlining processes to deliver services and information to support parental engage and satisfaction

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

STRATEGIC DIRECTION 1 : STUDENT LEARNING : 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

Positive Behaviour for Learning strategies have been consistently integrated into 95% of school contexts. Systems have been developed to ensure that both positive and negative behaviour data is systemically recorded and evaluated. These systems have enabled the school to see the trend data of behaviour and instigate positive proactive strategies to support student well-being and ensure a school focus on learning further supporting high expectations.

In 2017, after the announcement of the new Literacy and Numeracy Learning Progressions, staff ceased professional learning regarding the literacy and numeracy continuum. Some staff continued to input data into PLAN and used this tool, in conjunction with syllabus documents, to guide teaching and learning programs and set SMART goals for groups of students and individuals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In view of 17.6% state proficiency for writing, 2016 school target of 22%	\$ 8, 387	59% of Year 3 students achieved proficiency in writing in 2017, higher than the state proficiency level or 53%, however, students in Year 5 achieved lower than the state proficiency level and lower than the school target. Staff continue to refine strategies for teaching and improving writing outcomes, with a focus on grammar and punctuation.
Effective implementation of Literacy, Numeracy Continuum in all classes K-6	\$14, 663	Some staff effectively using literacy and numeracy continuums to plot initial student achievement and compare student achievement in writing to guide teaching and learning activities in his area. The continued implementation of both the Literacy and Numeracy Continuum was halted as the Department of Education moved to replace both with Literacy and Numeracy Progressions in early 2018.
All staff using PLAN (Literacy Continuum) data tools at regular intervals across each semester	\$8, 360	100% of staff entered initial student literacy achievement data into PLAN. 50% of staff recorded mid-way achievement data in all areas. The continued use of PLAN (Literacy Continuum) data tool was halted as the Department of Education moved towards implementation of PLAN2 data collection in 2018.
Evidence of explicit assessment in all teaching and learning programs demonstrating growth K-6	\$4,180	Evidence of explicit assessment in some teaching and learning programs was found. Early Stage 1 continued to use the Best Start and PLAN data collection tool across the year to good effect for individual student progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence that teaching and learning programs show integrated Australian Curriculum ICT capabilities	\$6,000	<p>60% staff integrating ICT capabilities into daily activities.</p> <p>100% of students accessing technology tools for a minimum of 1 hour per week.</p> <p>All units of work show evidence of integrated ICT activities to complement students' skill development in history and geography.</p> <p>All classes engaged with ICT capabilities, but the progress of students varied from stage to stage. Teacher confidence with technology continues to be a variable factor in student overall exposure to and success with the ICT capabilities.</p>

Next Steps

The development of the next three year School Plan (2018–2020) has identified a focus on STEAM – Science, Technology, Engineering, Arts, Maths and the ICT Capabilities required at each stage to produce high quality student outcomes across K–6.

In preparation for the next School Plan, The ICT committee has proposed significant resourcing which has been accepted by the P&C ready for the 2018 school year. The upgrades will foster new developments for teaching and learning in all classes, across all grades.

Strategic Direction 2

STRATEGIC DIRECTION 2 : TEACHER LEARNING : Innovative, dynamic, responsive 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

During the course of 2017, all teachers have developed Personal Development Plans identifying goals for professional learning. Much Teacher Professional Learning (TPL) has been achieved within the school using providers from within the Department of Education.

In 2017 teachers, have continued to embed elements of the Quality Teaching Framework into teaching and learning programs. Executive lead collegial discussion in stage meetings to maintain knowledge of and commitment to the use of the QTF.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers demonstrate effective implementation of the Quality Teaching Framework as evidenced in all teaching and learning programs	\$9,800	Teachers referring to the Quality Teaching Framework at least once a term when participating in collaborative planning and programming activities. Implementation of the QTF evident in stage based units of work and lesson sequences.
Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning through school based and other professional experiences	\$1,864	Aspiring leaders include the four Assistant Principals and the relieving Deputy Principal. No other staff member indicated interest in developing leadership skills during 2017. As executive staff was warmly welcomed to the local network Hot Topics afternoon sessions, the Assistant Principals have been able to enhance leadership knowledge and skills in 2017.

Next Steps

Continuing focus on Quality Teaching Framework in teaching and learning will occur in 2018. The framework continues to provide clear direction for all teachers.

The school will continue to strive to improve the engagement with leadership capacity of teachers.

Strategic Direction 3

STRATEGIC DIRECTION 3 : SCHOOL CULTURE : 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.

Overall summary of progress

Collaborative planning days continued this year, providing all class teachers with regular opportunities to share programming and assessment development.

In 2017 a strong focus on the inclusion of Aboriginal perspectives and cross cultural elements was achieved. The Indigenous parent community has had the opportunity on a greater number of occasions to express ideas and share stories, this has allowed the school to become increasingly inclusive and collaborative with the Indigenous parent community and develop stronger links with the Aboriginal Education Consultative Group.

The Grounds Committee and P&C committed time and funds to the improvement of the school Outdoor Learning Area. Deeper ties to community were developed with the inclusion of a mud brick stove which was facilitated by a collaborative community event to create the asset.

School and P & C time was committed to reviewing current online communication, resulting in a joint project to renew the school website. School developed systems to allow for email correspondence and instigated greater communication via other online applications, such as Skoolbag.

Harmony Day and other international festivals are celebrated or acknowledged, providing students with a wide range of experiences and knowledge that the school values all cultures and backgrounds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	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	\$5,000	63.6% of the community believe that we celebrate and value our indigenous history. 54.5% of the community believe that we celebrate and value our multicultural diversity. 60% of parents believe that the school teaches students to value cultural differences.
Classroom and school programs will demonstrate inclusivity of Aboriginal Perspectives and cross cultural elements	\$3,900	100% of staff embed Aboriginal Perspectives and cross cultural elements into units and lessons. School programs actively include Aboriginal Perspectives and cross cultural elements.
Improved online communication provision will support stronger home school partnerships to support learning at home	\$1,200	72.7% of the community think that there is adequate communication via the newsletter, however would like to see a change in format for ease of viewing electronically. 72.7 % of the community think that the use of the skoolbag app has improved communication. Current website rarely visited. 39.4% believe it was better than the last website.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved online communication provision will support stronger home school partnerships to support learning at home		Skoolbag used for newsletter. 72.7% think that there is adequate communication via the newsletter.
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.	\$5,601	The school has been fortunate in the quality and enthusiasm of its volunteere and paid garden teachers. Many lessons have been developed and delivered for K–6 classes across 2017 and students have had their learning enriched by connections being made to the land of the Gadigal people through well designed and delivered narrative from members of the Indigenous community.

Next Steps

Extensive data collection has shown that the collaboration on class programs remains one of the most powerful strategies for enhanced staff well being and student growth. In 2018 a concerted effort will be made to improve the achievement of collaborative practices on every stage. Using staff feedback, the executive will change the delivery model of stage planning days and individual teachers will have individual learning needs better met through more effective collaboration with their colleagues.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13,429.00	<p>The school worked with local community members around the importance of language to cultural identity. The school paid local community members to paint a wall map of New South Wales Aboriginal language lands. Classes were provided with a Gadagal language book purchased for each class and students were encouraged to think about how language is an important identifier.</p> <p>Aboriginal Tool Kits for each stage were purchased to showcase different ways to make things.</p>
English language proficiency	\$105,030.00	<p>Allocation of funds to provide School Learning Support Officers (SLSO) in classrooms to provide additional learning support for identified students.</p> <p>Purchase of reading and writing resources to provide additional support for at risk learners K–6.</p>
Low level adjustment for disability	\$118,487.00	<p>Funds supported the development of personalised learning plans and goals, developed in consultation with teachers, parents and carers, and the Learning and Support Team. These learning plans enabled students to participate in learning programs and achieve syllabus outcomes.</p> <p>Meetings were held with parents and carers to monitor and review the support and adjustments in place for students. At review meetings parents and carers were asked to provide feedback on provisions, procedures and structures to ensure that parents and carers are partners with the school in providing personalised learning and support. Funds in 2017 supported teacher release for parent meetings and professional learning. Professional learning included sessions around the NCCD, the Disability Standards, Autism, Speech Pathology, and the Learning and Support Teams' procedures to support teachers to recognise and respond to students' learning and support needs.</p> <p>MiniLit was purchased and implemented to support students in the early years of schooling who required additional literacy support. Funding was used to release teachers for additional professional learning and to purchase school learning support officer time to support students and teachers.</p>
Socio-economic background	\$12,086.00	<p>These funds continue to provide for students who require strategic assistance to participate in an equitable way with their peers. Support includes uniforms, incursions and excursions, access to equipment and resources, programs and technology.</p>
Targeted student support for refugees and new arrivals	N/a	n/a

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	273	251	248	227
Girls	267	266	257	268

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	96.3	96.9	95.1
1	96.6	95.2	95.4	94.6
2	95.5	95.2	95.7	94.6
3	95.1	94.5	95.4	94.4
4	96.2	93	94.1	95.3
5	96.5	95.7	93	93.6
6	95.4	93.2	94.5	93.9
All Years	96.1	94.8	95	94.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Teachers at Dulwich Hill Public School are committed to managing student attendance using the appropriate Department of Education Attendance policy and procedures.

- Home School Liaison Officer (HSLO) conducts regular roll checks.
- Teachers provided with an annual refresher of Attendance Policy and Procedures conducted jointly by HSLO and Learning Support Team coordinator
- Individual student concerns are managed through Learning Support Team

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.02
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0.4

*Full Time Equivalent

Aboriginal composition of workforce is one classroom teacher.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

All teachers participate in a combination of mandatory and elective professional learning.

All pre 2004 teachers will acquire accreditation at Proficient as at the beginning of 2018.

All post 2004 teachers are supported to achieve and maintain accreditation as dictated by National Education Standards Authority (NESA)

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	95,489
Revenue	4,277,755
Appropriation	3,861,292
Sale of Goods and Services	18,720
Grants and Contributions	395,282
Gain and Loss	0
Other Revenue	0
Investment Income	2,462
Expenses	-4,139,331
Recurrent Expenses	-4,139,331
Employee Related	-3,759,496
Operating Expenses	-379,836
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	138,424
Balance Carried Forward	233,913

	2017 Actual (\$)
Base Total	3,372,179
Base Per Capita	77,177
Base Location	0
Other Base	3,295,001
Equity Total	249,032
Equity Aboriginal	13,429
Equity Socio economic	12,086
Equity Language	105,030
Equity Disability	118,487
Targeted Total	20,942
Other Total	124,959
Grand Total	3,767,112

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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.

- Dulwich Hill Public School has appropriate financial management processes and governance structures to meet financial policy requirements
- The school continues to struggle with costs associated with short term leave for illness and injury.
- The savings accrued from Community Use of facilities will be required to meet shortfalls expected in 2018 due to school reclassification and to fund the provision of air conditioning in all classrooms over the next two years.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

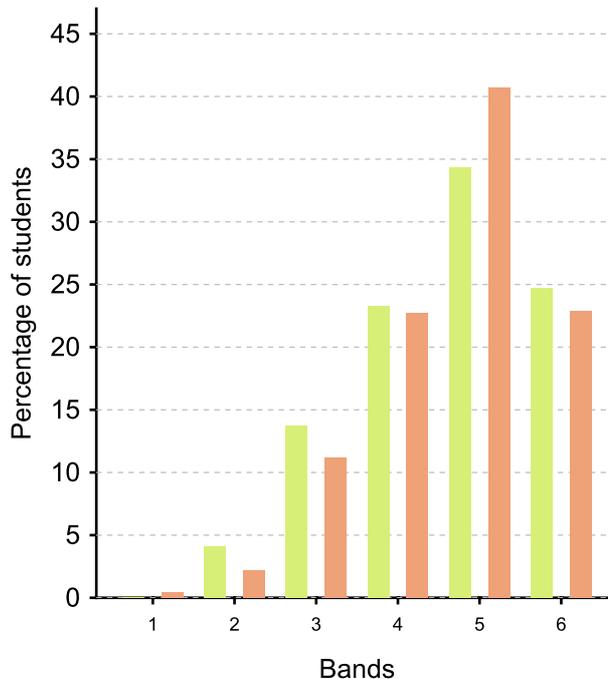
School performance

NAPLAN

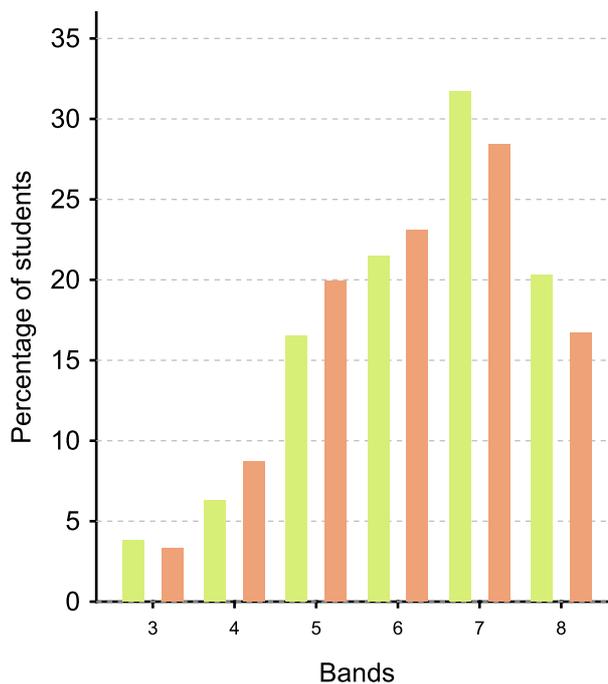
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Naplan Reading, the school has seen student growth in both Year 3 and Year 5, in 2017, with close to 50% of Year 3 students achieving band 6 and 50% of students in Year 5 achieving band 7 or above. Both grades have demonstrated ongoing upward movement in trend data, with both year groups achieving above state proficiency in Reading in 2017. Naplan Writing data indicates that this area remains a focus for the school. Both Year 3 and Year 5 student cohorts achieved above state proficiency in 2017, however, trend data indicates that the value add from Year 3 to Year 5 is less than the school growth target. In Spelling, 75% of Year 3 are proficient in this area, indicating that they have achieved within the top two bands in this area. This is well above the state proficiency percentage. In Grammar and Punctuation both Year 3 and Year 5 students are achieving above state proficiency level, with again 75% of Year 3 students achieving in the top 2 bands.

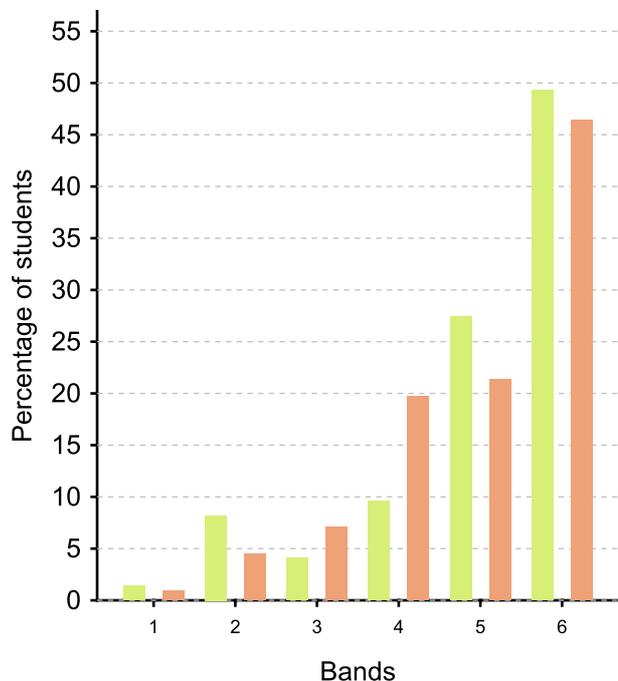
Percentage in bands:
Year 3 Writing



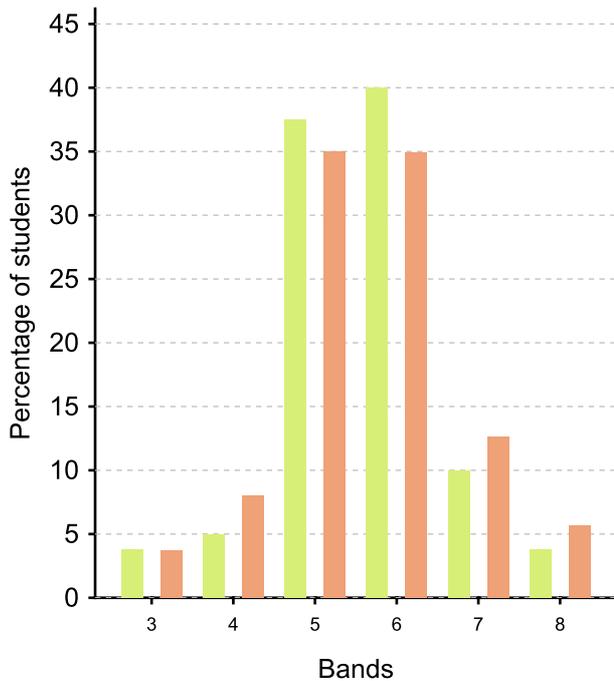
Percentage in bands:
Year 5 Reading



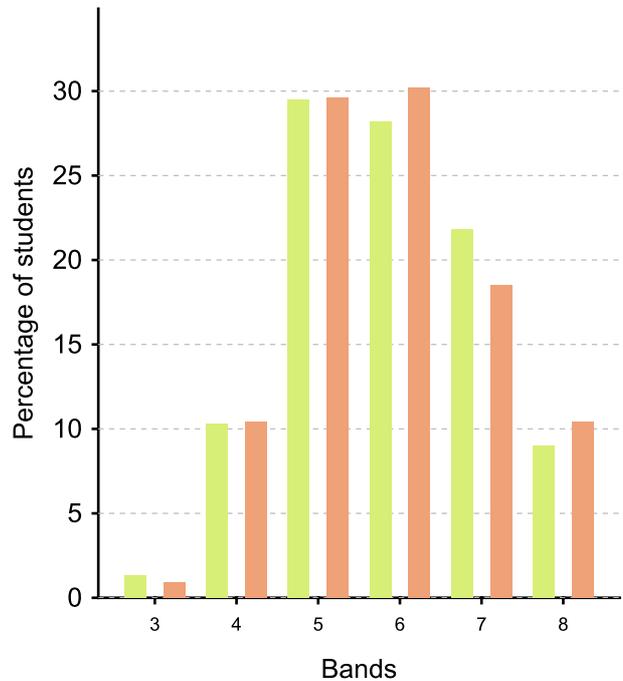
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy

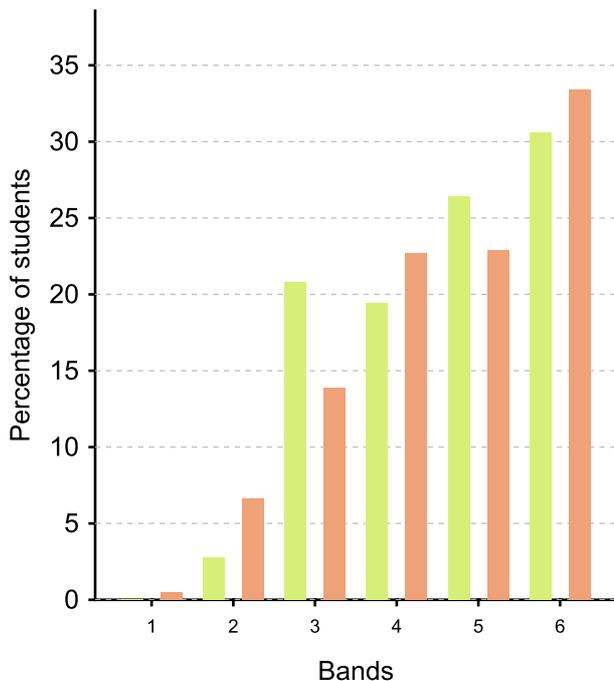


In 2017, NAPLAN Numeracy data shows that Year 3 students achieved above state proficiency with 30% of students achieving band 6. Growth continued for Year 5 students with 50% achieving band 6 or 7 and 12% of students achieving band 8 in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school continues its focus on improving the educational outcomes of Aboriginal students in line with the Premiers priorities. 25% of Year 5 indigenous students achieving band 7 in Reading, 25% achieving band 8 in Writing, 25% band 7 in spelling and 75% band 6 in Grammar and Punctuation.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

In the course of 2017, data collected indicates that parents have a high degree of satisfaction about school programs, specifically those linked to Indigenous special events on the school calendar including NAIDOC Week and Sorry Day commemorations. Leading and guiding directions is the Aboriginal families team comprising parents and carers of Indigenous students. Shifting the school from a staff out model to a parent/carer out model has resulted in families with the greatest knowledge and experience having the ownership of class and school programs. Additionally, Indigenous family and community members have made themselves available to share their narratives within classrooms K-6.

In the School Plan 2018-2020, Aboriginal education will continue to be a key feature of classroom teaching and learning, particularly that directed by the Aboriginal families team and their children and community members.

Policy requirements

Aboriginal education

During 2017, the school has further developed links with its Aboriginal and Torres Strait Islander community through the outreach of its Aboriginal families committee led by Jacqui Smith. By providing a regular meeting place and time for Aboriginal family members to gather and talk about their needs and wants in an education framework, Dulwich Hill Public School has grown in knowledge and understanding of what Indigenous families want for their own children and the other young Australians at our school.

Significant learning in the area of language has occurred K–6, recognising the cultural damage done by banning language use, removal from families and the ongoing nature of that trauma as well as the powerful sense of identity and worth with regeneration of language and culture person to person within the context of the school.

Gradual growth of the Aboriginal family team speaks to the success of families driving the directions for student and staff learning within the school and its community.

Multicultural and anti-racism education

Dulwich Hill Public School has procedures which are consistent with Department of Education policies on multiculturalism and anti-racist education. Classroom programs are culturally inclusive and develop concepts of active citizenship within a diverse and democratic society.

Reported instances of racist behaviour are rare and dealt with in accordance with Department of Education policy.

Class programs embed multicultural and anti-racist strategies, knowledge and understandings from Kindergarten to Year 6. School leaders demonstrate and model appropriate behaviours and the Positive Behaviour for Learning structures support inclusivity in all aspects of the school's programs.