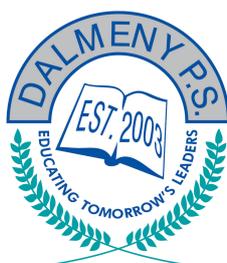


Dalmeny Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Dalmeny 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.

Mr Clayton Reddie

Principal

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School background

School vision statement

We promote quality teaching and learning opportunities in a respectful, supportive and inclusive environment.

At Dalmeny:

- We are committed to guiding each student to reach his/her potential in academics, the arts, sport, welfare, citizenship and leadership.
- Students are welcome, safe, valued and respected.
- Students are supported by consistent, fair welfare practices.
- Learning environments are inclusive, positive and calm.
- Communication between all school stakeholders is timely, honest, open and based on welcoming, supportive relationships.
- Professional relationships are inclusive, respectful, consultative, collaborative, supportive and consistent.

School context

Dalmeny Public School is a large P1 school in Prestons, South West Sydney. We are a member of the Liverpool Network of Schools in the Ultimo Group. Our enrolment for the 2015 – 2017 planning period exceeds 1,000 students.

The Dalmeny Public School Family Occupation and Education Index (FOEI) is 88. The higher the FOEI measurement, the higher the level of disadvantage, with figures ranging from 300. The FOIE is developed using information provided on student enrolment forms.

The socio-economic status of the school community is wide-ranging, with 65% of our families falling in the middle two FOEI socio-economic quartiles. Fifteen percent fall in the lowest and the remaining 20% are in the highest socioeconomic quartile.

Our students are from a diverse range of cultural backgrounds. Our community has 81 different countries of birth registered, and 66 different language background groups

recorded. The dominant languages being Hindi and Urdu, Arabic, Macedonian and Samoan.

Dalmeny Public School has 25 students of Aboriginal background, which represents 2.5% of enrolled students.

Our parents, students and staff embrace our Special Education Unit which consists of two IO classes and an IO/Autism class. Our school is staffed by one Principal, two Deputy Principals, six Assistant Principals and 56 teachers who deliver programs to 42 classes in either a full-time or part-time capacity. Eighteen of our teachers are currently employed in temporary engagement positions.

The non-teaching staff consists of our School Admin Manager, four Admin Officers, a General Assistant and six Student Learning Support Officers (SLSO).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

Dalmeny's self assessment processes have resulted in the following judgements across the three domains of the School Excellence Framework:

Learning

- Learning Culture: Sustaining and Growing
- Wellbeing: Excelling
- Curriculum: Sustaining and Growing
- Assessment: Delivering
- Reporting: Delivering
- Student Performance Measures: Delivering

Teaching

- Effective Classroom practice: Delivering
- Data Skills and Use: Delivering
- Professional Standards: Sustaining and Growing
- Learning and Development: Delivering

Leadership

- Educational Leadership: Sustaining and Growing
- School Planning, Implementation and Reporting: Sustaining and Growing
- School Resources: Sustaining and Growing
- Management Practices and Processes: Sustaining and Growing

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

Delivering high quality student learning: Embedding a culture of high expectations, holistic learning and differentiated curriculum for students.

Purpose

To develop independent, responsible life-long learners through the provision of high quality learning programs.

To maximise success for all students through the development of programs to meet the academic, social and welfare needs of every student.

Overall summary of progress

This section describes the school's ongoing self assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Percentage of students in top two NAPLAN bands equal to or greater than state average in Years 3 and 5.	\$40,000	<p>Results varied across Years 3 and 5 at Dalmeny Public School.</p> <p>Excellent results were achieved in Year 3, with students above state figures in the top two bands in Writing, Spelling, Grammar and Punctuation.</p> <p>Our Year 5 cohort were below State in all areas, however their growth from Year 3 in 2015 has been positive in all areas.</p>
Student growth above state average in all areas. Subfocus: <i>High achieving</i> students display equal to or above expected growth.	As above	<p>Student growth figures have traditionally been impressive at Dalmeny public school when comparing students from Year 3 (2015) to Year 5(2017). This year, Numeracy growth was above state average, with Reading below.</p> <p>Subfocus: High achieving students display equal to or above expected growth. Figures indicate:</p> <ul style="list-style-type: none"> • 41% of high achieving students achieved greater than expected growth in Reading; • 55% in Writing; • 58% in Spelling; and • 58% of high achieving students demonstrated greater than expected growth in Numeracy.
Improved results on PLAN data against baseline data and benchmarks.	As Above	<p>In Literacy and Numeracy, we saw some pleasing progress in 2017 against 2016 baselines when evaluating the percentage of students at or above benchmarks. These include:</p> <p>Year 1</p> <ul style="list-style-type: none"> • Aspects of speaking: 65% (2016) to 74% (2017) • Concepts about print: 67% to 94% • Place value: 12% to 34% • Measurement: 37% to 44% <p>Year 3</p> <ul style="list-style-type: none"> • Phonics: 74% to 84% • Forward number word sequence: 89% to 98% • Backward number word sequence: 72% to 92% • Early arithmetical strategies: 40% to 69%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved results on PLAN data against baseline data and benchmarks.		<ul style="list-style-type: none"> • Multiplication and division: 28% to 65% <p>Year 4</p> <ul style="list-style-type: none"> • Phonics: 89% to 94% • Counting by 10s and 100s: 90% to 97% • Early arithmetical strategies: 85% to 92% • Multiplication and division: 72% to 91% <p>Year 5</p> <ul style="list-style-type: none"> • Performances remain high with 98–100% of students achieving benchmarks in Phonics, Phonemic awareness and Concepts about print. • Counting by 10s and 100s: 91% to 95% • Early arithmetical strategies: 80% to 86% • Place value: 51% to 73% <p>Year 6</p> <ul style="list-style-type: none"> • Vocabulary knowledge: 36% to 47% • Aspects of speaking: 29% to 38% • Year 6 Numeracy performance remains high with 95–100% of students achieving benchmarks in 6 out of 10 areas.

Next Steps

This section includes future directions for 2018 to ensure our new three year plan provides high quality educational outcomes for our students. To this end, we plan to:

- Broaden the Family Engagement Program;
- Target Reading (initially) through a comprehensive instructional leadership program;
- Expand our neuroscience approach to student learning;
- Embed our K–6 approach to student wellbeing, engagement and behaviour based on the Wellbeing Framework; and
- Re–focus professional learning on developing quality, effective personalised learning.

Strategic Direction 2

Creating outstanding teachers and educational leaders: Providing ongoing, differentiated professional learning to support quality teaching practice and leadership.

Purpose

To embed a culture of individual and collective efficacy, where teachers are provided with the support and professional learning to maximise their effectiveness as educators and leaders.

Overall summary of progress

This section describes the school's ongoing self assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing numbers of teachers taking on leadership roles.	\$15,000	Through our approach to professional learning, Dalmeny has continued to offer a range of opportunities for teachers to develop their leadership capacity. Fifteen staff have relieved in formal higher duties positions. Five classroom teachers lead Focus Groups, ten have been nominated as experts to assist staff across a range of areas and twelve teachers lead organisations and projects outside of Dalmeny PS. These areas include performing arts, sport, teacher mentoring and wellbeing presentations.
Teachers successfully attaining higher levels of accreditation.	Nil	At this stage no teachers have formally begun the accreditation process, which is disappointing considering the high number of outstanding teachers we have at Dalmeny Public School. We have, however, surveyed our staff, with 52% of teachers indicating that they plan on starting the process in the future.
Special TPL projects increasingly meet the professional learning needs of staff and the strategic directions of the school.	Nil	Special projects were discontinued in 2017 with funding put into other areas of professional learning.
Teachers accessing an increasing variety of professional learning strategies.	\$30,000	Evidence suggests that this improvement measure is being met: <ul style="list-style-type: none"> • 94% of staff are members of Focus Groups; • 8%% of staff have provided professional learning assistance to colleagues; • 92% of staff have sought the expertise of colleagues to increase their own professional capacity; and • 13 staff regularly attend #LeadersLink, our Executive development program.
All staff actively engaged and committed to the <i>Teacher Performance & Development Framework</i> .	\$60,000	Whilst all staff have engaged in the PDP process since 2015, this year saw a more rigorous roll-out of PDP support activities for the Dalmeny staff. All Executive staff reviewed our approach to lesson observations and feedback and this was rolled out to all grades. Grade professional learning budgets were increased to assist teachers and supervisors to engage in professional learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff actively engaged and committed to the <i>Teacher Performance & Development Framework</i> .		<p>attuned to the PDP needs of each teacher. Staff goals were collated, with staff meeting workshops developed to target teacher professional goals. QTSS funds provided instructional leadership opportunities for all staff, with this program set to grow in 2018.</p> <p>For the first time, 2017 saw the introduction of PDPs for SASS staff, with SLSOs (teacher's aides), office staff and General Assistants developing goals and engaging in targeted professional learning in the second semester.</p>

Next Steps

This section includes future directions for 2018 to ensure our new three year plan provides high quality educational outcomes for our students. To this end, we plan to:

- Reintroduce Special Projects as the staff saw these as a highly valuable means to support their own learning;
- Increases grade professional learning budgets to support teacher professional learning at the basic level;
- Redesign #Leaderslink to reflect the feedback from this year's participants; and
- Introduce instructional collaboration and develop the leaders required to make the program a success.

Strategic Direction 3

Fostering productive, supportive professional partnerships: Enhance relationships with our educational partners to support students, improve our practice and serve the Dalmeny community.

Purpose

To maximise success for students and enhance staff performance through building strong, supportive, collaborative relationships with:

- students;
- parents;
- other educational institutions;
- DoE personnel;
- outside experts; and
- each member of the Dalmeny team.

Overall summary of progress

This section describes the school's ongoing self assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive survey responses indicating parent satisfaction with curriculum workshops.	Nil	Our 2017 focus for parent workshops was through our Family Engagement Pilot Project. 92% of parents who responded to our survey indicated that the workshops focussing on student goal setting, writing assessment and growth mindset were engaging and valuable. A more detailed analysis of this survey is provided later in this report.
Sustained increases in parental attendance at P&C meetings.	Nil	Our baseline for attendance was set in 2014, with average attendance of 13.1 people per meeting. After an initial increase to an average of 15.4 parents in 2015, this number has remained steady in both 2016 and 2017.
The P&C Association meets the needs of our parents and community.	Nil	Our most recent parent survey showed that: <ul style="list-style-type: none"> • 69% of parents felt the P&C contributed to school resourcing; • 59% agreed that the P&C was welcoming to all; • 59% indicated that the P&C represented parents effectively; and • 83% of respondents felt that the P&C supported school events.
School App access reaches 700 individual downloads.	\$1,000 (Schoolbag App costs)	We have easily surpassed this figure, indicating that the initial goal was set too low. We currently have over 2,300 individual downloads of the Dalmeny PS App.
Staff access an increasing range of professional learning providers and strategies.	\$40,000	Again in 2017, staff have accessed a variety of professional learning providers including in school expertise, support from the Executive, mentors, nominated experts, eLearning modules, DoE providers, community of schools networks, Focus Groups and #LeadersLink.

Next Steps

This section includes future directions for 2018 to ensure our new three year plan provides high quality educational outcomes for our students. To this end, we plan to:

- Workshops will be run in the areas identified by parents;
- Expand the Family Engagement Project; and
- Develop data-based resource packs to enable parents to engage in goal setting and monitoring with their children.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17,514 (all flexible funding)	<p>The operational structure and achievements of the our Aboriginal Education Focus Group is outlined later in this report.</p> <p>Academically, caution needs to be considered in analysing the ATSI data due to the limited students in the cohort. Data can be easily skewed with significantly low or high scores.</p> <ul style="list-style-type: none"> • All students in Kindergarten and Year 2 are working at or above benchmark level in all aspects of Literacy. • All students in Kindergarten, Year 2 and Year 3 are working at or above benchmark in vocabulary <p>A priority area for improvement is Stage 3, evidencing underperformance in reading, comprehension, vocabulary, writing and aspects of speaking.</p> <p>Data indicates a 5% growth for ATSI students for reading texts and a 3% growth in concepts about print.</p> <p>Performance levels for phonics and phonemic awareness are stable.</p>
English language proficiency	\$23, 459 (flexible)	<p>Funding has been utilised to employ staff to provide individual and small group assistance to EAL/D students. Money has also provided opportunities for EAL/D staff to access professional development provided by colleagues and outside organisations.</p> <p>PLAN data analysis indicates that EALD performance is on par or better than the greater cohort with the exceptions of Year 6 vocabulary, Year 4 and 6 aspects of writing, Year 6 aspects of spelling, Year 3 numeral identification and Year 4 place value.</p>
Low level adjustment for disability	\$116,992 (flexible)	<p>K–2 PLAN trend data has been analysed for reading. All students identified on the NCCD have been included in the disability cohorts. In all grades, results are trending upwards.</p>
Quality Teaching, Successful Students (QTSS)	\$79,736 (staffing)	<p>Instructional leadership days were written into the timetables of each member of the teaching Executive staff. Our Assistant Principals used this time to work in classes with the teachers they supervise to target areas of student need in English and Mathematics.</p> <p>Time was also provided for extensive professional learning which occurred each Thursday afternoon. This:</p> <ul style="list-style-type: none"> • Supported the current practices in classrooms; and • Set up our 2018 work focussing on the

Quality Teaching, Successful Students (QTSS)	\$79,736 (staffing)	strategies of instructional collaboration.
Socio-economic background	\$150,563 (flexible)	Socio-economic funding was used to provide student assistance for families in need. Additionally, money was utilised to access specialist support teachers and SLSOs to implement learning and welfare programs to support identified students.
Support for beginning teachers	\$66,189	<p>These funds were utilised to provide teacher mentor support to our New Scheme Teachers. Each was provided with an additional hour of release each week to access their mentor for support, guidance and coaching.</p> <p>The mentors also assisted with the preparation and submission of accreditation evidence and reports.</p> <p>Money was also allocated to provide professional learning for beginning teachers at targeted areas of need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	537	541	546	547
Girls	453	463	469	469

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	94.1	94	93.3
1	94.2	93.3	93	93.3
2	95.4	93.7	92.9	93.8
3	95.7	94.9	93.4	93.5
4	95	94.2	94.5	91.8
5	94.5	93.6	93.6	93.3
6	95.4	92.6	93.7	92.7
All Years	95.1	93.8	93.6	93.1
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

Dalmeny utilises a thorough approach to managing student non-attendance. This entails:

1. Teachers calling parents after three days of unexplained non-attendance.
2. Teachers referring students to the Deputy Principal for follow-up.
3. The Deputy Principal running regular attendance reports and contacting parents via letter for unsatisfactory attendance.
4. Developing individualised programs to support student attend school regularly and on time.
5. Referring more concerning cases to the Home School Liaison Officer.
6. Reporting chronic non-attendance to the

Wellbeing Unit as per current Departmental policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	39.44
Teacher of Reading Recovery	1.16
Learning & Support Teacher(s)	1.8
Teacher Librarian	1.6
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	9.87
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Our staff includes 6 teachers who identify as Indigenous Australians. This equates to approximately 8% of the teaching staff.

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	23

Professional learning and teacher accreditation

Dalmeny redesigned our approach towards professional development to coincide with the 2015–2017 School Plan. This approach aims to develop differentiated professional learning for all teachers, targeting DoE policy and frameworks, school focus areas and individual teacher needs, goals and experience. A variety of professional learning

opportunities exist including: Focus Groups, Grade Level professional learning and areas of Expertise/Experience Nominations. This year, 45 staff have committed to Focus Groups and 15 teachers are a part of the Expertise Nomination group covering 25 different areas of support.

A focus moving forward will be aligning our professional learning with the Australian Professional Teaching Standards to support staff with the accumulation of the required number of hours as we roll over to becoming proficient under the new policy.

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	630,181
Revenue	8,687,350
Appropriation	8,198,892
Sale of Goods and Services	72,710
Grants and Contributions	406,777
Gain and Loss	0
Other Revenue	0
Investment Income	8,971
Expenses	-8,477,484
Recurrent Expenses	-8,477,484
Employee Related	-7,773,496
Operating Expenses	-703,988
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	209,866
Balance Carried Forward	840,047

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,974,146
Base Per Capita	157,353
Base Location	0
Other Base	5,816,793
Equity Total	735,139
Equity Aboriginal	17,514
Equity Socio economic	150,563
Equity Language	267,237
Equity Disability	299,825
Targeted Total	849,378
Other Total	338,408
Grand Total	7,897,072

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.

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.

Results varied across Years 3 and 5 at Dalmeny Public School. Excellent results were achieved in Year 3, with students above state figures in the top two bands in Writing, Spelling, Grammar and Punctuation. Our Year 5 cohort were below State in all areas, however their growth from Year 3 in 2015 has been positive in all areas.

Numeracy trend data is very positive for students in Year 3. School results have continued to rise since 2014. Average student growth in Numeracy from Year 3 (2015) to Year 5 (2017) is slightly below State levels (78.2 compared with 71.3). 43.6% of students achieved greater than expected growth in this same period.

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.

Aboriginal Student Results

Trend data for our Aboriginal students is very positive, with results rising in key areas including:

- Year 3 and 5 Reading (above the average state level for Aboriginal students);
- Year 3 and 5 Writing;
- Year 3 and 5 Spelling;
- Year 3 and 5 Grammar and Punctuation; and
- Year 3 and 5 Numeracy (above the average state level for Aboriginal students).

Premier's Targets

In terms of the Premier's Targets (increasing the percentage of students in the top two bands by 8%), results varied across Years 3 and 5.

Year 3 Percentages in top two bands:

Reading: 43% (2016) to 35% (2017). 8% decrease.

Writing: 48% (2016) to 65% (2017). 17% increase.

Spelling: 57% (2016) to 60% (2017). 3% increase.

Grammar & Punctuation: 43% (2016) to 63% (2017). 20% increase.

Numeracy: 27% (2016) and 33% (2017). 6% increase.

Year 5 Percentages in the top two bands:

Reading: 20% (2016) to 15% (2017). 5% decrease.

Writing: 10% (2016) to 14% (2017). 4% increase.

Spelling: 30% (2016) to 29% (2017). 1% decrease.

Grammar & Punctuation: 20% (2016) to 13% (2017). 7% decrease.

Numeracy: 18% (2016) to 17% (2017). 1% decrease.

Parent/caregiver, student, teacher satisfaction

This year our parent survey focussed on our Family Engagement Pilot Project. Results showed:

- 91% of parents found the home visits valuable;
- 92% found the goal setting and information night valuable;
- All parents (100%) found the approach to understanding their children's progress in Writing transparent; and
- 95% supported the implementation of the Family Engagement Project.

Our student surveys focussed on a number of endeavours across all areas of school. Our survey

found that:

- Two thirds of students talked to people outside of school about what they were learning sometimes, often or always;
- The most effective strategies to embed learning include: getting the chance to show knowledge in different ways (for example via speeches or projects), receiving feedback from peers, experimenting with different ideas to solve problems and class discussions.
- 89% of students are happy to be at school (agree or strongly agree);
- 79% feel excited by their school work;
- 86% of students have indicated their classroom is a fun place to be; and
- 89% of students believe their teacher knows how they best learn.

Policy requirements

Aboriginal education

In 2017 Dalmeny Public School again allocated significant resources to Aboriginal Education. The equity grant of \$17,514 was supplemented with additional school funds. Our achievements included:

- Strengthening our Aboriginal Education Focus group, led by an Indigenous member of staff, to coordinate all aspects of our Aboriginal Education policy and processes.
- Enhancing our focus on Aboriginal student leadership. This included awarding two awards at our Annual Presentation Assembly reconsigning the leadership achievements of two Aboriginal students, one of which included a high school scholarship package.
- Working with the Kari Aboriginal Support Group to reward the achievements of all Aboriginal students as they leave Year 6.
- Refocusing on Aboriginal education professional learning for staff, including workshops covering Aboriginal games, Eight Way of Aboriginal Learning, art, crafts and Aboriginal music and customs.
- Ensuring Aboriginal PLPs supported Indigenous students to develop and achieve individual goals and plans.

Multicultural and anti-racism education

Dalmeny Public School has an inclusive culture which accepts students of all backgrounds. Our school has an AntiRacism Contact Officer to investigate any complaints of racism.