

Dee Why Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Dee Why 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.

Mark Chaffer

Principal

School contact details

Dee Why Public School

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Dee Why, 2099

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Message from the Principal

Students at Dee Why Primary School are the centre of all that takes place.

We are proud of our children's achievements. Our students performed at a number of events in band, strings, dance, art, choir, recorder, sport, student leadership and gifted and talented education. Student representation at all levels is to be commended.

The staff work together to improve and increase the learning opportunities for students. The advancement of technology, especially the installation of a wireless technology system and now the introduction of 'iPad' technology, has enhanced the teaching and learning programs in all classes. Ongoing professional learning sessions are conducted regularly to ensure teaching practice is current and relevant to the needs of the students.

Our school is a friendly and caring place. With a supportive and proactive parent community, we have enhanced our school grounds and are always looking for opportunities to ensure our children receive the best education possible.

Dee Why Primary School is well established as a leading Northern Beaches school which promotes excellence, innovation, opportunity and harmony within a caring environment.

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.

Mark Chaffer

Principal

School background

School vision statement

Dee Why Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a harmonious, respectful and supportive school community.

School context

Dee Why Public School (enrolment 445, including 69% of students from a non-English speaking background) is a rich, culturally and socio-economically diverse school, with a strong focus on student learning and wellbeing. The school is committed to high quality teaching and learning with an emphasis on literacy, numeracy and support-based initiatives. The school also includes special needs units supporting children with mild disabilities.

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.

In schools that excel, the school culture is strongly focused on **learning**, the building of educational aspiration and ongoing performance improvement throughout the school community. The school's on-balance judgement for this element is: Excelling. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit **teaching** methods, with the highest priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: Sustaining and Growing. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

In schools that excel, the principal is the primary instructional leader in the school. The principal and school **leadership** team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

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

Quality Teaching and Learning

Purpose

To develop and implement data driven learning programs, providing opportunities for student inclusion in personalised learning support and enrichment activities. For colleagues to collaborate and share best practice build and awareness about the impact of own teaching in order to affect change and improve fundamental literacy and numeracy skills, including identifying and addressing the needs of students learning English as an additional language or dialect. To effectively track student progress against the Literacy and Numeracy Progressions and become familiar with the PLAN2 platform.

Overall summary of progress

Learning Support and Enrichment achievements this year include assessments carried out as planned and professional learning in STEM continuing throughout the year. Also, the use of Learning Progressions to track student progress continues, with the Instructional Leader working collaboratively with beginning teachers in classrooms.

TELL presentations have now been completed and a successful participation register is currently being provided to the school for MyPL@DET sign-off.

With Maths, the committee took suggestions from staff and a "wishlist" was created. In-house PL around Numeracy Learning Progressions completed within the year and further PL was available later in the year as PLAN 2 was released. All maths resources were purchased, including a trolley for each classroom. Teachers used Learning Progressions to track student achievement in Mathematics and used progression 'markers' as school report descriptors.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Learning Support & Enrichment:</p> <p>Teachers are observed articulating learning intentions and explicitly teaching success criteria. Programs indicate authentic adjustments and teachers are selecting and using resources to plan and implement effective teaching and learning.</p> <p>Pre and post testing results show an improvement in phonemic awareness and language acquisition based on Get Reading Right assessments and CELF screener.</p> <p>SENA2 results reflect and improvement in early number strategies following numeracy booster sessions for Year 1 and Year 2 students.</p>	<p>* CELF (Clinical Evaluation of Language Fundamentals) tool</p> <p>* Literacy and Numeracy Progressions Teacher Anecdotal Record Book</p> <p>* 2018–2019 class handover data in Sentral Markbook</p>	<p>Achievements this year include:</p> <ul style="list-style-type: none"> • Assessments carried out as planned. • Professional learning in STEM to be continued. • Use of Learning Progressions to track student progress is ongoing. • Instructional Leader is working collaboratively with beginning teachers in classrooms.
<p>Teaching English Language Learners (TELL)</p> <p>Establishment of a community of practice with sustained learning by the group, involving shared learning tools, goals and</p>	<p>\$5000</p>	<p>TELL presentations have now been completed and a successful participation register is currently being provided to the school for MyPL@DET sign-off.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>expertise.</p> <p>Proficiency in knowledge and understanding of the English language is reflected in staff teaching programs and practices.</p> <p>Data analysis of NAPLAN results shows that EALD students are achieving above the national minimal standard in reading (band 2 – Year 3, and band 4 – Year 5).</p>		<p>TELL presentations have now been completed and a successful participation register is currently being provided to the school for MyPL@DET sign-off.</p>
<p>Mathematics:</p> <p>Timetables, scope and sequence and program documents provide an accurate record of student engagement and performance in learning, demonstrating proficiency in professional knowledge and effective teaching.</p> <p>Teachers will assess and report on student achievement anecdotally, and at the end of each semester against the Numeracy Learning Progressions.</p> <p>Students will meet the agreed level of achievement for 'sound' within the Numeracy Progression, eg Year 1 – <i>Qun6 Quantifying numbers (see Grade Assessment Schedule)</i>.</p>	<ul style="list-style-type: none"> * PLAN 2 software * Numeracy Learning Progressions * Mathematics Program 	<ul style="list-style-type: none"> • Executive PL completed. Staff updated Maths scope and sequence, program and timetable to meet registration requirements. • All maths resources were purchased, including a trolley for each classroom. • Teachers used Learning Progressions to track student achievement in Mathematics and used progression 'markers' as school report descriptors.

Next Steps

Learning Support and Enrichment will see the beginning of Student Newspaper and a refinement of the Learning Support timetable. Also, there will be quality teaching collaboration with EALD staff working with class teachers on literacy programs.

The TELL program was completed within 2018, with the strategies being implemented in the 2019 teaching and learning programs.

With Maths, feedback at Stage Meeting level was then brought back to Executive level. Kinder are reviewing at term's lessons and making refinements for following year.



Strategic Direction 2

Innovation and Opportunity

Purpose

To enhance innovation by developing the basic Information Communication Technology (ICT) skills of students so that they can access other ways of learning, including critical and creative thinking, problem solving and communicating. Use STEM activities to promote resilience and perseverance in problem solving tasks within a purpose designed technology learning space. Continue to provide and enhance extra-curricular opportunities within Music and Sport to foster excellence in student outcomes.

Overall summary of progress

With ICT, new furniture has now arrived and been installed, with additional ottoman stools being purchased. Teachers attended a "STEM Share" and robotics professional learning, and a staff member attended a "Design and Make" PL. The Stem Share Kits were booked ready for delivery in Term 4.

Music Camp 2018 was highly successful via online evaluation, with the yearly program implementation including a "booklet" of skills for completion by music student and their tutor. Successful performances resulted in a collection of participation plaques.

In sport, work commenced with the committee to create a staff survey and training sessions were implemented for District Carnival.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Information Communication Technology (ICT):</p> <p>All students have the fundamental skills required for communicating their learning digitally and can demonstrate this using <i>word processing</i> software.</p> <p>Students demonstrate an improved skill level in enquiry, critical and creative thinking and problem solving as evidenced when using online <i>coding</i> applications and bee bots.</p> <p>Students display greater resilience in persevering with challenging problem solving tasks in STEM and have access to appropriate resources to support this process ('tech Hub', computer lab, library, ipads, notepads).</p>	\$20000	<p>New furniture has now arrived and been installed. Additional ottoman stools are to be purchased.</p> <p>Teacher to attend "STEM Share" and robotics professional learning. Sharon has attended a "Design and Make" PL, but are awaiting Robotics PL to match the Stem Share kits.</p> <p>Waiting for resource to be available. The Stem Share Kits have now been booked ready for delivery in Term 4.</p>
<p>Music:</p> <p>Current student enrolments in Strings and Band ensembles are sustained and attendance at weekly rehearsals is consistent.</p> <p>Student enrolment into Strings and Band ensembles increases</p>	\$20000	<p>Music Camp 2018 was highly successful via online evaluation.</p> <p>Implementation included a "booklet" of skills for completion by music student and their tutor.</p> <p>Successful performances resulted in a collection of participation plaques.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>over consecutive years and <i>senior</i> Band and String ensembles have been established.</p> <p>Students advance in the Band and Strings level system, by progressing half to a full level by the conclusion of a school year for each Band and String ensemble.</p>		<p>Music Camp 2018 was highly successful via online evaluation.</p> <p>Implementation included a "booklet" of skills for completion by music student and their tutor.</p> <p>Successful performances resulted in a collection of participation plaques.</p>
<p>Sport:</p> <p>There is an increase in the number of sports available for students during Winter and Summer PSSA seasons through competitive sport promotion and teacher availability.</p> <p>Sport equipment is current, in working condition and appropriately utilised at carnivals, home sport programs and PSSA training.</p>	<p>\$15000</p>	<p>Work with the committee to create a staff survey.</p> <p>Training sessions implemented for District Carnival.</p>

Next Steps

Research and purchase a STEM Share robotics kits. The PC Robotics kit is designed for students to plug in devices to laptops, edit code online, create robotic solutions that need more sophisticated devices than tablets. Purchase a kit in Term 1, 2019. Also in ICT, PL Overview of Science & Technology Syllabus will include new Digital Technologies curriculum (TPL) – coding.

In 2019, the music staff will work towards the development of Concert Band and Senior Strings groups through an audition process, plus the inclusion of a Musicale performance in Term 3.

Annual review with the sports committee (discuss the opportunities for the following year and perform stock take of all sports equipment. Review quality and condition of all equipment. Discard all worn or unsafe equipment. Compile list of equipment that must be ordered in time for 2019).



Strategic Direction 3

A Positive School Community

Purpose

To maintain strong partnerships within our educational community by leading and inspiring a culture of collaboration, engaged communication and effective organisational practices. To create teaching and learning environments that enable staff and students to be healthy, happy, engaged and successful in their life journey, including Life Skills and Dancesport programs. To create an inclusive learning environment where; staff actively promote positive behaviour using PBL initiatives; staff are responsive to incidents, and the community are active participants in supporting school wide expectations for behaviour.

Overall summary of progress

The PBL team have been productive in discussions around recording minor playground incidents. DY stars, merits have been working well. Playground signage has commenced and the team will review additional signs in the upcoming meetings.

Life skills lessons have commenced in 2018, with high praise for the content. Teachers were provided with a series of teaching posters to reinforce Lifeskills lessons. Posters also align with our school PBL expectations and core values. Staff wellbeing initiatives continue to be promoted, bowling, karaoke etc, and there has been an increasing response to attend social events.

in 2018, Year 5 completed the 10 programmed Dancesport lessons, followed by the selection of the 40 qualifying students who attended the competition as the dance sport squad.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Positive Behaviour Engaging Learners (PBL):</p> <p>Staff are proactively and consistently using the language of PBL; participate in school wide surveys of PBL implementation and use Sentral data to adjust their response to minor and major incidents.</p> <p>Sentral data will reflect a reduced number of negative incidents over each 5 week period and an increased number of students achieving silver and gold merit awards.</p> <p>Students value and understand PBL expectations and systems to manage behaviour (positive and negative), using language of PBL and complying with school wide expectations for positive behaviour.</p>	<ul style="list-style-type: none"> * Sentral incident report * Survey Monkey – student PBL report * PBL team meeting – week 5 	<p>The PBL team have been productive in discussions around recording minor playground incidents. A survey for students is yet to be distributed. This is on the agenda for our week 8 PBL meeting. DY stars, merits are working well. Playground signage has commenced and the team will review additional signs in the week 8 meeting.</p>
<p>Staff and Student Wellbeing:</p> <p>Students will be actively connected to their learning, have positive and respectful relationships and experience a</p>	<ul style="list-style-type: none"> * SWO * Learning and Wellbeing team meeting * Staff communication 	<ul style="list-style-type: none"> * SWO to provide report on interventions for the Semester (L&W team meeting) * SWO to communicate to staff, in general terms, the effectiveness of interventions

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>sense of belonging to their school community.</p> <p>Staff Performance and Development Plans will; reflect a willingness to improve teaching practice; indicate a greater commitment to leading whole school initiatives; and reflect confidence in the support provided by team leaders.</p> <p>Staff will convey a sense of collegiality amongst their peers, display the confidence to speak openly and without fear of judgement.</p>	<p>meeting</p> <p>* PBL summary report</p>	<p>* Staff to offer suggestions for SWO intervention for the following year</p> <p>* PBL team to provide summary report to staff on patterns in negative incidents across the year (See PBL milestones)</p>
<p>Dancesport:</p> <p>Staff will see an overall increase in student engagement in dance, performance and body movement.</p> <p>Students will actively recognise the importance of respect (dance partnerships), personal confidence and healthy competition.</p>	<p>Book school hall for community concerts. Review paperwork, equipment and costumes (performance ready). Casuals need to be booked (3 to cover program organisers).</p>	<p>Discuss with the Dance Sport committee the logistics and organisation of the Dance sport Program for the year. Provide lessons for participating students covering respect, responsibility and personal relationships. These lessons will allow the students to build confidence and learn about healthy competition.</p>

Next Steps

In 2019, the PBL Team will again be formed and will look at playground arrangements, student pick-up and drop-off equitte. Also, they will review the PBL signage and DY Stars and will also review the current merit system and school expectations.

Life Skills will run again in 2019 and this will be for Year 3–6 classes in semester 1. Our Student Wellbeing Officer will report weekly in Learning & Wellbeing Meetings and continue to be an integral part of school community wellbeing.

Annual review with the Dance Sport committee and discuss the opportunities for the following year and perform stock take of all necessary equipment (costuming).. Review quality and condition of all equipment. Discard all worn or unsafe equipment. Compile list of equipment that must be ordered in time for 2019).



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3406	As we had four Aboriginal students, our funds were used to support their education across the whole school. This funding was used to support professional learning and resources for the school library that support Aboriginal Education K–6, and to support the five students participate in extra-curricular activities.
English language proficiency	\$38163	In 2018, we again increased funding by employing three teacher support officers. Funds are used to support students who are in need of extra support but do not qualify for extra funding. These funds are expended primarily to employ support staff to deliver class support, such as with the implementation of the Early Reading Program (ERP).
Low level adjustment for disability	\$29266	These funds are used to support our Learning & Support program which is for three days a week. Funds cover an additional day of LaST support.
Quality Teaching, Successful Students (QTSS)	0.676 FTE	This entitlement is used to release each of four executive teachers for one day per week. This time is used to mentor teachers within their stage and to assist them achieve accreditation where required.
Socio-economic background	\$82300	These funds are used to support families who are in financial difficulty. The school provides uniforms, fee relief, book and excursion assistance.
Support for beginning teachers	\$21695	In 2018, the school had two funded beginning teachers. Funds were received by the school from the government specifically for the support of our beginning teachers. The funds have been used very effectively to support Professional Learning, programming, mentoring and class management.
Targeted student support for refugees and new arrivals	\$23743	These funds are used to support our EALD program which is for six days a week. They are used to fund additional hours for a Tibetan support officer and to purchase resources that supplement the programs of new English learners for teacher and student use.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	149	167	212	240
Girls	121	143	171	175

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	93.1	94.3	93.9
1	92.9	94.6	94	92.1
2	94.4	95.3	92.7	94.5
3	94.7	94.2	94.5	94
4	92.9	93.1	93.1	92.9
5	95.1	94.9	91.1	93
6	96.4	92.7	95.3	94.8
All Years	94.6	94	93.8	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Absence

If a student is absent from school parents/carers should, as soon as practical, call the Office, write a note or provide an electronic explanation within seven days to either the classroom teacher or administration staff.

Unsatisfactory patterns of attendance

The school's Learning and Wellbeing Team will:

- in partnership with parents, identify and implement strategies that address the learning and support needs of a student with attendance patterns of concern

- connect families with appropriate referral and support networks within the department and with local external agencies

Class sizes

Class	Total
KD	20
KS	19
KM	19
KJ	19
KH	20
1BW	20
1R	22
1F	22
1D	22
2P	23
2S	23
2Q	22
3O	26
3B	25
3/4L	27
4_5R	26
5W	24
6W	27

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.32
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	2.4
School Administration and Support Staff	4.62

*Full Time Equivalent

The school currently does not have any staff of Aboriginal background, but does have its staff attend

professional learning sessions to continue to raise awareness of Aboriginal culture.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

Teachers attend weekly after-school professional learning sessions and five school development days which cover curriculum updates, technological advancement in education, CPR/ Asthma/EmergencyCare/Anaphylaxis updates, stage or grade-based teacher planning and reflection.

Teachers regularly attend courses and network meetings on topics such as iPad/learning programs, action learning research projects and History/Geography/Science syllabus implementation. Information provided and any required action is followed-up in weekly executive and stage meetings.

Particular emphasis this year has been on undertaking and preparing mandatory Professional Development Plans (PDPs). Along with regular Team Leader supervision, including discussion and reflection, teachers participate in peer observation sessions, allowing them to up-skill their teaching and learn from colleagues with different skill-sets.

Once again, teachers attending both school-based and departmental professional learning sessions have had the time spent at each accredited to their online professional learning log.

Beginning Teachers

The school now employs several beginning or early career teachers. The school has undertaken steps to ensure the ongoing support of our new staff, including school induction and personalised professional learning. The Department has also provided funding specific to beginning teachers, allowing them time to work on their BOSTES Accreditation and work with a mentor within the school.

Instructional Leadership

Instructional leadership in literacy and numeracy has taken many forms this year with a primary focus on supporting beginning teachers within the classroom. The role of the instructional leader has been to build the capacity of teachers to deliver high quality educational

and modelling.

In Kindergarten, the instructional leader played a very hands-on role in providing in-class professional learning in writing. **Visible learning** continued with scaffolds used to show students exactly what a good piece of writing should include; the **'success criteria'**. Explicit teaching of writing strategies and phonics was paramount to improved learning outcomes which were seen throughout the journey.

A targeted group of Kindergarten students were provided specific intervention in mathematics, supporting them to extend their **creative thinking** and **problem solving** ability beyond grade expectations. The instructional leader worked with the class teacher to plan and implement an engaging series of enrichment lessons based on the key 21st century learning skills of **inquiry** and **perseverance**.

Impact was made in Stage 2 via small group, explicitly taught reading comprehension strategies. The instructional leader and class teachers worked collaboratively to make decisions about the learning process and lesson planning. Support was also provided with formative assessment and teachers were given direct feedback on teaching strategies.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	248,828
Revenue	5,234,765
Appropriation	4,981,305
Sale of Goods and Services	797
Grants and Contributions	249,228
Gain and Loss	0
Other Revenue	325
Investment Income	3,111
Expenses	-4,979,124
Recurrent Expenses	-4,979,124
Employee Related	-4,421,884
Operating Expenses	-557,239
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	255,641
Balance Carried Forward	504,469

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.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,028,377
Base Per Capita	77,054
Base Location	0
Other Base	2,951,323
Equity Total	475,885
Equity Aboriginal	3,406
Equity Socio economic	82,300
Equity Language	288,034
Equity Disability	102,145
Targeted Total	372,717
Other Total	543,593
Grand Total	4,420,572

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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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The NAPLAN test was completed by 52 Year 3 students.

In reading, students achieved significantly above the school average within band 5, whilst there was only 1 student in band 1. There are 3.2% more students in band 5 compared to 2017. There are 36.8% of Year 3 student in bands 5 for spelling which is 13.5% above

the state average. Only three students were placed in band 1. Student performance in writing is 5.9% above the state average in band 6 which results in fewer students being placed in band 5. No students fell in band 1.

In grammar and punctuation our school attains 33% of students in bands 3 and 4, which is 11% higher than 2016. Our results are just 0.5% below the similar school group average in band 6.

Overall, Year 3 students maintained a high standard in all areas of literacy. The girls' performance was very high, particularly in writing.

The NAPLAN test was completed by 31 Year 5 students

In reading, 42% of Year 5 students were placed in bands 6, 7 and 8. Only two students were placed in band 3.

There were 45% of our students placed in the top two bands for spelling and 42% placed in the middle two bands. Only four students were placed in bands 3 and 4 compared to 5% of the state.

Student performance in writing bands 5 and 6 was 77% compared to 61% of the state average, with only one student appearing in band 3.

In grammar and punctuation, 48% of students were placed in bands 6 and 7 against 44% of the state. 1 student appeared in the top two bands. Only one student appeared in band 3.

In light of the school's performance in the Year 5 NAPLAN test for literacy, we will continue with the programs we currently have in place as well as continuing to support students with specific learning needs.

55 students in Year 3 sat the NAPLAN test for numeracy. 34.6% of students were placed in bands 5 and 6 and 5 students were placed in band 7.

Dee Why Public School's results exceeded the state in bands 6 & 7 by 11%.

31 students in Year 5 sat the NAPLAN test. 16% of students achieved in the top 3 bands and 61% of students were placed in the middle two bands.

In numeracy, 1 student was placed in the very highest band for the first time in the school's recent history.

These numeracy results affirm the current teaching and learning practice at Dee Why Primary School, whilst also guiding future direction.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed

NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Go to <http://www.myschool.edu.au> to access the school data.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2018, the school sought the opinions of parents, students and teachers about the school. Parents were asked to complete a Tell Them from Me survey on the Perspectives of Parents. 15 families responded and the results are as follows. The survey included eight separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Where available, the results for Dee Why Public School were compared with those of other NSW government schools (this comparative score is in brackets).

* The score for parents feeling welcome at Dee Why Public School: 7.8 (7.4)

* The score for parents feeling informed at Dee Why Public School: 6.9 (6.6)

* The scores for parent participation at Dee Why Public School:

1. 73% talked with a teacher 2 or 3 times
2. 50% attended meetings more than 3 times
3. 13% were involved with school committees (eg. P&C)

* The score for parents supporting learning at home at Dee Why Public School: 5.9 (6.3)

* The score for school support at Dee Why Public School: 7.2 (7.3)

* The score for school support of positive behaviour at Dee Why Public School: 8.0 (7.7)

* The score for safety at Dee Why Public School: 7.4 (7.4)

* The score for inclusion at Dee Why Public School: 6.8 (6.7)



Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated into study across all curriculum areas through the 8 Aboriginal Ways of Learning, engagement with texts that give students experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples and through exploring a range of experiences and achievements of Aboriginal peoples in historical and social contexts as well as through the links between cultural expression, language and spirituality. Students commence each weekly assembly, Honour Assembly and Presentation Day Assembly with Acknowledgement of Country.

In 2018, NAIDOC Day celebrations were enjoyed by the staff and students at Dee Why Public School. One event involved each class learning the background, language and basic rules of a traditional Indigenous game and then spending an afternoon playing the game and teaching it to another class in the school with the aim of developing a greater understanding and appreciation of Aboriginal and Torres Strait Islander cultures. Staff and students were also motivated by the 2018 theme for NAIDOC week, Because of Her We Can, and spent a week of lunchtimes making a huge artwork of colourful handprints to which they added the names of women who they found inspiring. This

artwork now hangs in our school hall inspiring us all.

In Term 3 an Indigenous performer came to Dee Why Public School presenting a performance for students K–6 revealing the richness of Aboriginal and Torres Strait Islands cultures. The performance included discussions, participatory dances with students and also presentations and explanations of various instruments, artifacts and costumes specific to the Islands. In Term 4, Dee Why Public School student leaders were invited for a day on country from West Head, led by our Aboriginal Education officers. Students experienced the walk through Kur–Ring–Gai National Park while learning about local Aboriginal artworks, engravings and carvings as well as native flora and fauna from a Gai–Mariagal perspective.



Multicultural and anti-racism education

Dee Why Public School is fortunate to work with students from more than 40 different language backgrounds. These students and their families contribute to a rich and vibrant school community. Teachers at our school practice inclusive teaching strategies which recognise and value the backgrounds of all students and promote tolerance and intercultural understanding.

Each year, our school celebrates Harmony Day with a special assembly to highlight the message of belonging and community inclusion. Students from each stage created artwork to promote the theme, and selected students shared videos and stories of their personal journey to Australia.

Our school also promotes effective communication with parents and carers from culturally diverse backgrounds and encourage their active engagement in school life. In term 4, parents from the Tibetan community hosted a "Momo Day" celebration to share their cultural traditions, while contributing to the school.

Other school programs

Dee Why Public School is committed to providing its students with access to a range of opportunities that would be expected in a much larger school. The school staff demonstrates high skill levels and commitment in a range of areas including the performing arts, visual arts, music and sport.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is implemented in school to improve the learning and wellbeing of all students in all settings. Positive Behaviour for Learning is a whole school approach for creating a positive, safe and supportive school climate in which students can learn and develop. This approach involves the school community working together. Students are empowered to participate in decision-making through active involvement in the school's leadership of PBL.

All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, canteen, school gates and buses, is considered part of the total learning environment.

In 2018, staff and students were asked to complete a survey responding to the existing PBL systems and processes. 83% of staff felt that school-wide expected student behaviours were taught effectively in classroom and non-classroom settings. 95% of teachers believed that positive behaviours are regularly enforced and dealt with consistent consequences. These results reflect the consistent approach to teaching, managing and implementing PBL at our school.

Our free and frequent reward scheme continues to yield positive results with 70% of students indicating that they like getting DY stars. At least 77% of students thought that the playground organisation was fair and approximately 88% of students reported to feel safe at school. Most importantly, around 95% of students felt that they could rely on teachers to help sort out problems. At least 89% of student respondents feel respected at school and most students valued being kind to others as their greatest responsibility. Of the 159 Years 3–6 students surveyed, 88% believed that 'reflection' was an appropriate consequence for poor behaviour.

Moving forward, the PBL team will continue to use survey data to assist with action planning and decision making.

Programs for students with additional educational needs

Dee Why Public School is fortunate to have a support class for students in Years 3 to 6 with a diagnosed **Mild Intellectual Disability (IM)**. The support unit provides Personalised Learning Plans (PLP's) for students considering their academic, physical, social, self-care and behavioural needs and our class is capped at 18 students. Students are supported by a special education teacher and a School Learning Support Officer (SLSO). Optimal student outcomes across all Key Learning Areas are the primary focus for the class and this has been successful due to the collaborative effort by staff, parents and carers and the broader school community.

Students in the support class are an integral part of Dee Why Public School which continually seeks to build

an inclusive school environment so that all students can actively participate in a range of academic, sporting, music and leadership activities. In addition, students can access specialised activities including Sailability, the School Swimming Scheme and the Activate Inclusion Sports days which cater for students with sensory, physical & intellectual disabilities.

It has been a highly rewarding and productive year, rich in diverse learning experiences.

The **Early Intervention Class (EI)** is a class for pre-schoolers with a diagnosed disability. The class is housed in a purpose built teaching environment, which includes an outdoor play area with soft fall, outdoor play equipment and sunshade. The teacher and learning support officer work with up to sixteen students throughout the week, in a two and a half hour morning session. The afternoons are reserved for conducting meetings, such as Individual Family Service Plans (IFSP) and supporting students (previously enrolled in the E.I. program) in a mainstream school, that do not attract Integration Funding Support (IFS).

Reading Recovery (RR) is an effective and very intensive early intervention literacy program for Year 1 students which is based on each student's specific strengths. Through daily lessons with our specialist RR teacher, students are helped to make rapid improvement in both reading and writing. After 16 to 20 weeks of teaching, students generally exit the program with a reading level equal to their peers. All students are monitored closely after leaving the program to ensure that progress is sustained. The program facilitates the student to continue to learn to read by reading and learn to write by writing.

Learning and Support (LaST)

The Learning and Support Teacher, through the school's Learning and Wellbeing Team, provides specialist assistance to students in regular classes with additional learning and support needs. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds. The role is underpinned by a collaborative and consultative approach so that the student and/or their parent or carer is actively involved in the student's education, alongside class teachers, therapists, counsellors and any other specialists working with the student.

Early Reading Program (ERP)

Major reviews of research on reading agree on five essential components of effective, evidence-based reading instruction: phonemic instruction, phonics, fluency, vocabulary and comprehension. Children who have failed to learn to read in the first few years of schooling need intensive, systematic reading instruction if they are to not fall further behind, or even become complete non-readers. Research shows that the most effective programs of reading instruction for low-progress readers involve intensive, systematic, explicit instruction. A carefully planned sequence for instruction is followed in the Early Reading Program (ERP).

in Kindergarten, Year 1 and year 2 with opportunities for explicit instruction and regular practice with phonics, sight words, oral fluency and comprehension strategies. The students are supported one-on-one by a School Learning Support Officer (SLSO). Student progress is tracked and regularly assessed. Developing a student's confidence by encouraging and praising each child in their learning and acknowledging accomplishments is an important component of the ERP.

Literacy Booster Program

The National Inquire into the Teaching of Literacy (NITL) was established to investigate the teaching of literacy in Australia. One of the major recommendations of this Inquiry, which reported in December 2005, was "teachers provide systematic, direct and explicit phonics instruction so that children master the essential alphabetic code-breaking skills required for foundational reading proficiency", that this should be included as part of "an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency, comprehension and the literacies of new technologies."

In the **Literacy Booster Program** students participate in a daily 10 minute session with the Learning and Support teacher or School Learning Support officer (SLSO). Each session provide students in year 2 to year 6 with opportunities for explicit instruction and regular practice with phonics, sight words, oral fluency and comprehension strategies. Student progress is tracked and regularly assessed.

In the **Mathematical Booster Program** students receive a 10 minute session each day with the Learning and Support teacher or School Learning Support officer (SLSO). Each session provide students in year 2 to year 6 with opportunities for explicit instruction and regular practice with: numeral identification, place value, addition and subtraction, multiplication and division.

Student Wellbeing Officer

The Student Wellbeing Officer role involves providing students with emotional and general spiritual comfort to support the expectations of today, in school, socially within their family and community for all faiths and beliefs. Working alongside the school wellbeing team to plan for and deliver student resilience and peer leadership programs. Participating in school sport activities, excursions and interacting with students to promote social inclusion in the playground and classroom. In addition to providing appropriate referrals for difficult situations such as during times of grief or when students, parents and staff are facing personal or emotional challenges. Overall providing a non-judgemental listening ear with unconditional and positive regard to the school community.

English as an Additional Language/ Dialect (EAL/D) Programs

Dee Why Public School has a vibrant and diverse student population from nearly 50 different language backgrounds. In 2018, our LBOTE students comprised

almost 70% of our student population with 22 students who were newly arrived in Australia in the last twelve months.

We have a strong EAL/D team, with wide experience in teaching second language learners. They collaboratively plan, develop and teach programs for our targeted EAL/D students to ensure explicit literacy teaching and learning opportunities. Dee Why Public School offers both in-class and small group support to assist these students to reach their full potential as English language learners.

In 2018, a key focus has been to establish a consistent, whole-school instructional approach for our EAL/D students. As a result, all teaching staff have participated collaboratively in a series of professional learning experiences, designed to enhance the delivery of cohesive programs that support the development of English proficiency for second language learners. With approximately 60 of our students from refugee backgrounds, another priority this year has been to continue working closely with our Refugee Support Leader in order to promote positive learning and wellbeing for refugee children.

Community Engagement

Dee Why Public School celebrates the cultural diversity and valuable contributions that all our students and their families bring to our school community. In 2018, we had the opportunity to host a number of community events that showcase our commitment to community engagement including Harmony Day, Easter Hat parade, Anzac and Remembrance Days plus Honour assemblies with regular family picnics.

Schools as Community Centres (SaCC)

Schools as Community Centres (SaCC) Northern Sydney Region's Schools as Community Centres project (SaCC) opened in 2007. The SaCC program is an interagency NSW government initiative located in the grounds of Dee Why Public School. This innovative program provides a range of community services to Dee Why families including supported playgroups, parent information sessions and technology courses, transition to school programs and a health service.

Achievements

The Arts

Choir and Recorder

Choral singing continues to be a major focus at Dee Why Public School, with two choirs in the school: a Year 2 choir and a primary choir which participated in the Primary Proms Concert at the Sydney Town Hall. All choirs performed at a variety of school functions. In addition, the Recorder Ensemble is a very well established group in the school, with students playing in one tenor, two descant and two treble parts. This group again performed at the Festival of Instrumental Music at the Sydney Opera House.

In Term 1 2018, the "Beginner Strings" from 2017 graduated to the "Intermediate Strings" title to signify their progress within the school's growing Strings Program. Also at the beginning of the year, twenty-three interested Year 2 and 3 students formed the current Beginner Strings with students playing violin, viola and cello. These students already had a year of violin instruction from weekly Music classes in 2017.

Both the Beginner and Intermediate Strings ensembles performed in the annual Northern Beaches Instrumental Festival at Pittwater High School for other local school String ensembles and an appraiser who gave feedback about their performances. They also participated in a Band and Strings workshop with Rob McWilliams from Yamaha Music, as well as the inaugural Music Camp and Musicale at school. The Intermediate Strings were chosen by Cromer High School to participate in a Strings workshop in Term 2, with the high school students tutoring and mentoring the Strings students for a day.

The current Beginner Strings ensemble is the second String ensemble established in Dee Why Public School, and will lead the way for more Strings ensembles from 2019 and a Symphony Orchestra in

Sport

Dee Why Public School students enjoy playing sport and there are many opportunities for students to take part in sport at Dee Why Public School this year. Our school Cross Country, Swimming and Athletics carnivals are held annually, with District carnivals following. We are always well represented at these carnivals with enthusiastic students.

The Special Swimming Scheme is held in Term 1 or 3 each year. The swimmers who attend enjoy their lessons with professional coaches as well as improving their swimming ability, learning about water safety and survival skills.

Children in 3–6H are invited to attend sailing lessons run by Sailability throughout the year. Sailability organisations are "not for profit", volunteer-based, and through the activity of Sailing enriches the lives of people of all abilities – the elderly, the financially and socially disadvantaged as well as people with physical challenges and learning difficulties within our public schools.

The students in Years 3–6 are involved in a wide variety of sports on Friday afternoons. They learn skills and game play in Tennis, Skipping, T-ball, Cricket, Basketball, AFL, Yoga and Soccer. Students also practise track and field events and cross-country running in preparation for the carnivals by attending a fitness club which runs a couple of times a week. The school also provides students with gifted skills in track and field events with specialised coaching before and after school.

Kindergarten, Year 1 and Year 2 have their sports afternoons on Tuesdays, Wednesdays and Thursdays.

assist with their physical development and interactive play leading towards PSSA sport in years 3–6.

We have a Sporting Schools program who provide us with coaches in the area of soccer and AFL. These coaches come to the school and work with years 2–6 across throughout semesters 1 and 2.

In Winter PSSA, junior and senior teams play other local schools in both boys and girls Soccer, Rugby and Netball. In 2018, we have bought in Summer PSSA sport, which encourages students to try their skills in Eagle-Tag. We are looking at providing more options for sport throughout 2019 as the school grows with more staff and students having an interest in PSSA sport.

Gifted and Talented Education

Our school offers various enrichment programs and opportunities to enable students to maximise their learning outcomes. The STEM enrichment program continued to flourish in 2018, with the introduction of a dedicated learning space known as the Tech Hub. The Tech Hub was designed to facilitate flexible and collaborative project-based learning. STEM enrichment lessons were included in the weekly RFF timetable and selected students from Stage 1 and 2 were withdrawn from class to participate in lessons designed to foster creative and critical thinking skills. Students were selected through a combination of screening measures, including class teacher input, aptitude tests, school reports and behavioural checklists.

All Stage 3 students were also given the opportunity to participate in weekly STEM lessons. These technology – based lessons gave students the opportunity to work with floor robots and film production equipment. These students were fortunate to work with equipment obtained through our school's participation in the STEM share community, a recent initiative by the NSW Department of Education.

Selected Year 6 students participated in the Extension, Enrichment and Challenge Program offered at Cromer Campus. Stage 3 students also worked closely with students from Cromer Campus during the Design, Make, and Innovate program. Year 5 students continued the annual tradition of producing artwork for the Dee Why RSL Orchid Art Program.

A representative group from all classes in the primary school also participated in the University of NSW Educational Assessment Program in mathematics, computer, science and English.

Information Communication and Technology (ICT)

ICT at DYPS is a growing and changing area which affects most aspects of school life each day. The creation and implementation of the 'Tech Hub' this year has seen an increase in overall technology opportunities provided to students this year. K –2 students have been given the opportunity to do basic coding while using the Beebots, moving them in sequences of directions and using both physical Beebots and the Beebot app on the iPads. 3–6

students have been using the more advanced Bluebots to code and direct around a predetermined course.

Dee Why Public school has also been working towards developing students' ICT skills in the classroom through challenging and engaging coding lessons. The use of software coding programs such as, 'Studio Coding', 'Hour of Code' and 'Tynker' enable students to develop critical and creative thinking and problem solving skills as well as practical computer skills. Google Classroom has been effectively implemented in some classes to create a virtual classroom in which students, parents and teachers can communicate and collaborate.

iPads and Netbooks continue to be used to increase engagement and interactivity in classroom activities. Literacy apps are useful as a rotation in Reading or Spelling Groups, while the numeracy apps are used to support student learning with simple activities and games. Years 3–6 use the iPads and Netbooks to assist with research projects and online learning.

Environmental Education

The students, staff and parent body have continued to demonstrate their interest and enthusiasm towards Environmental Education and its importance as an integral part of Dee Why Public School. The Gardening Club meets twice weekly, during lunchtimes. Students K–6 all enjoy interacting with each other and beautifying our school environment. This group of enthusiastic students turns up weekly to water, weed and maintain our existing gardens. They have also improved our gardens by planting new plants and helping to move mulch to vast expanses of our school. We have continued to focus on using easy to maintain, Australian native and water wise plants.

Students have been taught the value of sustainability and healthy eating by planting and maintaining a vegetable and herb garden. A worm farm and compost bins have continued to be utilised to produce compost for the school gardens. A whole school initiative of cardboard and paper recycling has continued with a classroom collection of recyclables every week.

Getting Ready for School Program

In 2018 Dee Why Public School held a very successful program for welcoming new 2019 Kindergarten students and their families to school. The program was led by Susan Dooley the Assistant Principal supervising ES1, the Kindergarten teachers and Meron Waller, the SaCC coordinator.

Information flyers delivered by the school executive or posted to surrounding pre-schools alerted prospective 2019 parents to a morning session in May called, *The Kindergarten 2019 Information Showcase*. Parents and carers were treated to an informative session showcasing the many and varied aspects of life at Dee Why Public School. Items included performances by the current Kindergarten students, choir and recorder groups. Parents were invited to stay and chat with the Mark Chaffer, Principal and Susan Dooley, Assistant Principal for Early Stage 1 after the showcase.

In October and November enrolling parents returned to the school with their children as part of the *Getting Ready for School* sessions held in Kindergarten classrooms and/or the *Getting to Know You Playgroup* sessions held in the school hall. Kindergarten teachers and the SaCC Coordinator made the children feel welcome with a comprehensive program of activities, games and songs to assist new students to feel happy and comfortable in our school's environment. Students had a chance to get to know teachers and each other a little better. Parents were encouraged to bring their child along to as many sessions as possible. This flexibility in timetabling helped parents co-ordinate their own work and pre-school commitments. While at the *Getting Ready for School* sessions, each child individually participated in a variety of diagnostic activities, designed to guide teachers in class placement and to arrange any necessary additional support. The children listened to stories on the interactive whiteboard, completed some craft activities and played with a wide variety of school equipment. We were very pleased with the higher percentage of students attending the sessions in 2018.

In December, all parents and kindergarten students who were to commence school in 2019 were sent a package that had detailed information about school life at Dee Why PS. Primary students wrote letters to each new Kindergarten child and a social story picture book was sent along with information for families regarding Best Start interview times. Parents were asked to read the Dee Why PS picture book to their child a number of times before starting school in order to make them feel familiar with school places and routines.

All ES1 staff attended the new professional development, in term four 2018, to learn about administering the new *Best Start* program for 2019. Teachers were also given new *Best Start* resource folders and were instructed in the use of the online assessment tool, which they used when interviewing each student in late January, 2019. The online tool was invaluable in saving time for the overall administration of *Best Start*. It enabled staff to immediately print and forward student results to parents.

Best Start is designed to assess the students' current literacy and numeracy knowledge as they start school. It also informs ES1 teachers about what students already know about reading, writing, and basic mathematics so that they can use the most effective strategies in lessons to maximise students' learning in term one and beyond. Teachers spent approximately 45 minutes with each student, during their interview, enabling them to gain many insights into the literacy and numeracy skills of each new Kindergarten child. The Best Start program is valued by staff and is extremely helpful in guiding teachers as they strive to deliver quality teaching and learning for all students.