Principal’s Message

Dalmeny Public School had another wonderful year in 2014. It was a year where our students had the opportunity to learn and grow. It was a year where the numerous experiences supported student development and learning of their world.

Even though it is my name at the end of this report, Dalmeny had three Principals in 2014. Initially, Mr Eggins led our school until his retirement in Term 1. Mr Mazzitelli then took over in a caretaker role until I started in Term 3. I would like to publicly acknowledge the work of both of these people for their commitment and leadership prior to my arrival.

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.

Mr Clayton Reedie

School context statement

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 projected enrolment for the 2015 school year will exceed 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 0–300.

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 socio-economic 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.

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, five 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).

Student information

Student enrolment profile

Student attendance profile

Since 2010, our school attendance rate has remained constant around the 95% mark.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>32.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.13</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.6</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher IO</td>
<td>2.0</td>
</tr>
<tr>
<td>LaST</td>
<td>1.8</td>
</tr>
<tr>
<td>Support Exec RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Support Teacher RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>AP Multi-Cat</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>2.197</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.872</td>
</tr>
<tr>
<td>Total</td>
<td>64.576</td>
</tr>
</tbody>
</table>

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

Our staff in 2014 had two Aboriginal staff members.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Accredited teachers with the Institute</td>
<td>24</td>
</tr>
</tbody>
</table>

Professional learning and accreditation

In 2014 professional development was focused upon Literacy and the implementation of the National English and Mathematics Curricula as outlined in the School Plan.

Additionally funding supported staff in numerous compliance professional development programs. These included child protection, Code of Conduct, CPR and emergency care, anaphylaxis, Work Health and Safety and first aid training.

In 2014, five staff members were accredited through the Teachers Institute.

Financial summary

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

Date of financial summary 30/11/2014

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>225,932</td>
</tr>
<tr>
<td>Global funds</td>
<td>464,003</td>
</tr>
<tr>
<td>Tied funds</td>
<td>330,762</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>142,641</td>
</tr>
<tr>
<td>Interest</td>
<td>5,022</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15,212</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>1,183,572.00</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>73,284</td>
</tr>
<tr>
<td>Excursions</td>
<td>26,156</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>61,050</td>
</tr>
<tr>
<td>Library</td>
<td>6,797</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0</td>
</tr>
<tr>
<td>Tied funds</td>
<td>139,610</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>77,394</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>65,083</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0</td>
</tr>
<tr>
<td>Utilities</td>
<td>46,083</td>
</tr>
<tr>
<td>Maintenance</td>
<td>48,204</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>17,153</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>560,814.00</td>
</tr>
</tbody>
</table>

Balance carried forward 622,758.00

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

In 2014 Dalmeny Public school held a celebration for Aboriginal culture through our NAIDOC celebrations. Aboriginal students were exposed to traditional Aboriginal foods and artifacts. Aboriginal perspectives are also taught through HSIE.
Multicultural education and anti-racism

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

Significant programs and initiatives – equity funding

In 2014 Dalmeny Public School received $46,388 for equity funding. This was broken into 2 categories Aboriginal ($7,004) and Low Socio Economic ($44,354). This funding was used to support student learning and the development of Literacy and Numeracy skills.

Aboriginal background

At Dalmeny Public School there are 25 students of Aboriginal background enrolled at the school. Funding received was $7,004 and this funding was expended on teacher support for Aboriginal students in the development of literacy skills.

Socio-economic background

Dalmeny Public School has a FOEI rating of 88. The national average is 100. The school received $44,354 funding to support students from low socio economic backgrounds.

Funding was expended on:

- employment of a speech pathologist for Kindergarten and Year 1 students with the highest speech needs, to support those student with confidence and pronunciation.
- employment of Student Learning Support Officers to assist with the delivery of class-based English and Mathematics programs.

English language proficiency

Seventy-six percent of our student population is from families with non-English speaking backgrounds. The school receives the equivalent of 3.6 teachers for supporting these students with the development of literacy.

Learning and Support

Our school received 1.5 teachers for Learning and support in 2014. The support these teachers provide is targeted at student with the highest needs across the school. The school has a learning support team which allocates support according to school based assessment. In 2014 much of the support has been targeted at developing the skills of literacy.

Additionally funding was provided for students with diagnosed disabilities under the integration funding model. The funding was expended upon the employment of Student Learning Support Officers to assist individual students with learning and for the support of their physical needs.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parental / teacher / student survey
- Student attainment data
- Parent, teacher and student anecdotal comment
- Whole school data (welfare and attendance)

School planning 2012-2014:

School priority 1

Improved Literacy results.

Evidence of achievement of outcomes in 2014:

- School growth (Year 3 to Year 5) was higher than the state average in all areas of Literacy:
  - reading: 84.9 (school) to 78.8 (state)
  - spelling: 83.6 (school) to 80.6 (state)
  - grammar and punctuation: 82.6 (school) to 79.5 (state)
  - writing: 65.7 (school) to 49.3 (state)

- Outstanding percentages of students above minimum literacy standard in both Years 3 and 5:
  - reading: 94.0% (Year 3) & 96.5% (Year 5)
  - writing: 97.8% (Year 3) & 91.2% (Year 5)
  - spelling: 98.5% (Year 3) & 98.2% (Year 5)
  - grammar and punctuation: 97.0% (Year 3) and 93.8% (Year 5)
School priority 2
Improved Numeracy results.

Evidence of achievement of outcomes in 2014:

- School growth (Year 3 to Year 5) was significantly higher than the state average in Numeracy: 101.8 (school) compared to 89.1 (state).
- Outstanding percentages of students above minimum numeracy standard in both Years 3 and 5: 97% (Year 3) and 98.2% (Year 5).

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The future directions of Dalmeny Public School over the next three years will be:

- Delivering high quality student learning
- Creating outstanding teachers and educational leaders
- Fostering productive, supportive professional partnerships

A full copy of this plan is included in the attached pages.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes.

The self-evaluation committee and school planning committee have determined targets for the school's future development.

School contact information

Dalmeny Public School
Corner of San Marino & Dalmeny Drives
Prestons NSW 2170
Ph: 9826 9033
Email: Dalmeny-p.school@det.nsw.edu.au
Web: www.Dalmeny-ps.nsw.edu.au
School Code: 4634
School plan 2015 – 2017

Dalmeny Public School
School background 2015 – 2017

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 0–300. 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 socio-economic 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.

SCHOOL PLANNING PROCESS

In Term 3 of 2014, a comprehensive process was undertaken to establish goals for Dalmeny Public School across student learning, staff learning and professional partnerships.

An evaluation team, consisting of Executive and teaching staff, ensured key stakeholders were involved in this process by:

- holding focussed discussions with the P&C;
- seeking written, collaborative feedback from staff; and
- surveying and interviewing students.

All information was collated, with key, consistent themes emerging from all groups. These themes formed the basis of the practices outlined in this document and were fused together to create our strategic directions.

Staff feedback was again sought to develop our products, with current programs evaluated against a range of data sources available.

Together, the products and practices formed the outcomes of our plan, against which implementation strategies and milestones were collaboratively developed.

The Dalmeny 2015-2017 School Plan flows from the strategic directions and sets clear goals and targets for our work. It forms the basis for the school’s improvement and development directions for the next three years in partnership with the parents and community.

Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through implementation of the plan.

Mr Clayton Reedie
Principal
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence;
- represent a high level and future-focused educational priority which is evidence based and data informed;
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture; and
- make explicit links to the dimension of the school excellence framework.

### STRATEGIC DIRECTION 1

**Delivering high quality student learning.**

Embedding a culture of high expectations, holistic learning and differentiated curriculum for students.

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.

### STRATEGIC DIRECTION 2

**Creating outstanding teachers and educational leaders.**

Providing ongoing, differentiated staff professional learning to support quality teaching practice and leadership.

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.

### 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.

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

- students;
- parents;
- other educational institutions;
- DEC personnel;
- outside experts; and
- each member of the Dalmeny team.
Strategic direction 1: Delivering high quality student learning.

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

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.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students**

Provide students with the strategies to become engaged learners who possess higher order, critical thinking skills.

**Staff**

Build staff capacity to implement quality teaching of English and Mathematics through a professional learning focus on:
- New NSW Syllabuses;
- Literacy/Numeracy Continuums; and
- Engaging curriculum.

Build staff capacity to collaboratively plan and differentiate programs in English, Mathematics, Science and History.

**Parents**

Empower parents to access and understand new syllabus documents and use this knowledge to assist their children's learning.

**Community partners**

Foster key partnerships to enhance the work of our teachers to plan, implement and evaluate quality teaching and learning programs.

**Leaders**

Develop the leadership capacity in Executive staff and teacher-leaders to foster best-practice curriculum delivery for students.

**IMPROVEMENT MEASURES**

- Percentage of students in top two NAPLAN bands equal to or greater than state average in Years 3 and 5.
- Student growth above state average in all areas.
- Improved results on PLAN data against baseline data and benchmarks.
- Increasing evidence of student engagement and learning through the use of 21C learning tools and strategies.

**RAM Aboriginal Education**

100% of students attaining PLP learning goals.

PLAN growth data trending upwards for Aboriginal students.

**RAM EALD/Disability/Socio-Economic**

PLAN growth data trending upwards for targeted students.

**PROCESSES**

How do we do it and how will we know?

1. Implement quality Literacy programs to cater for individual student need through building teacher knowledge of:
   - New English syllabus.
   - Literacy continuum.
   - English concepts.
   - Using ICT to enhance learning.
   - Utilising data effectively.

2. Implement quality Numeracy programs to cater for individual student need through building teacher knowledge of:
   - TEN & TOWN (Numeracy continuum)
   - New Mathematics syllabus.
   - Using ICT to enhance learning.
   - Utilising data effectively.

3. Develop engaging, motivating Science lessons for students by:
   - Unpacking the Science syllabus.
   - Ensuring resources support quality Science teaching and learning.
   - Designing Grade Content Overviews.
   - Trialling units of work.
   - Using ICT to enhance learning.

4. Develop engaging, motivating History lessons for students by:
   - Unpacking the History syllabus.
   - Ensuring resources support quality History teaching and learning.
   - Designing Grade Content Overviews.
   - Trialling units of work.
   - Utilising ICT to enhance learning.

5. Developing engaging, differentiated lessons utilising all future syllabuses.

**PRODUCTS AND PRACTICES**

- Differentiated teaching/learning programs which are evidence-based, engaging and explicitly teach the ‘fundamentals’.
- Teaching/learning programs which use a variety of technologies to enhance learning for students.

**Evaluation Plan**

- Survey students and staff.
- Collate school-based and external data.
- Evaluate school meta-data from K-6 learning programs and classroom observations.
### Strategic direction 2: Creating outstanding teachers and educational leaders.

#### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

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.

#### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Staff**

This strategic direction targets the development of staff capacity across a range of endeavours.

Please see the Processes section and associated milestone sheets.

**Community partners**

Foster key partnerships to enhance the professional learning of staff.

**Leaders**

Build capacity of Dalmeny leaders to mentor, guide and review effective professional learning programs for staff.

#### PROCESSES

**How do we do it and how will we know?**

1. Provide opportunities, support and resources to empower teachers to be responsible for their own professional learning needs, including:
   - Utilising the Performance & Development Framework;
   - Special TPL projects;
   - Implementation of the focus group structure.

2. Cater for individual teacher professional growth through the provision of:
   - Mentorship and support for beginning and newly established teachers.
   - Leadership opportunities for aspiring leaders.
   - Programs to recognise, motivate and cater for expert and experienced staff.
   - Structures for Executive staff to identify areas of need and foster ongoing professional growth.

**Evaluation Plan**

- Survey teachers.
- Analyse school meta-data from the review stage of the Performance and Development Framework.
- Analyse the four avenues of professional learning: Focus groups; Grade level professional learning; Special learning projects; and Expertise/experience nominations.

#### PRODUCTS AND PRACTICES

- Professional learning attuned to the requirements of staff, reflective of individual expertise and/or experience.
- Ongoing staff learning supported by effective, supportive supervision processes.

**Products and practices**

Leadership capacity, succession planning and career development is a focus of staff professional learning.

Staff learning includes opportunities to collaborate, reflect and learn from each other.

#### IMPROVEMENT MEASURES

- Increasing numbers of teachers taking on leadership roles.
- Teachers successfully attaining higher levels of accreditation.
- Special TPL projects increasingly meet the professional learning needs of staff and the strategic directions of the school.
- Teachers accessing an increasing variety of professional learning strategies.
- All staff actively engaged and committed to the Teacher Performance & Development Framework.
## Strategic direction 3: Fostering productive, supportive professional partnerships.

### PURPOSE

Why do we need this particular strategic direction and why is it important?

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

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

### PEOPLE

How do we develop capabilities of our people to bring about transformation?

**Students**

Develop the skills and confidence in students to contribute positively to their relationships with staff and each other at Dalmeny Public School.

**Staff**

Provide staff with the skills and opportunities to access a range of professional organisations and personnel to enhance professional learning and curriculum delivery.

**Parents**

Empower the P&C to be representative of community needs, support school endeavours and be positive advocates for Dalmeny Public School.

**Community partners**

Foster key partnerships to enhance the professional learning of staff, ensure our parents have a valuable voice in school direction and assist the learning of each child.

**Leaders**

Ensure leaders have the means to communicate with our parents and educational partners via a range of formal and informal processes.

### PROCESSES

How do we do it and how will we know?

1. Implement effective consultation procedures with parents and educational experts regarding disabilities and learning.
2. Provide workshops for parents in English, Mathematics, Science and History, focusing on the new syllabuses and related teaching strategies.
3. Review P&C operations to ensure the needs of our parent community are being met.
4. Develop a range of formal and informal communication strategies with parents.
5. Foster professional relationships with a range of support providers to enhance professional learning for teachers.

### IMPROVEMENT MEASURES

- Positive survey responses indicating parent satisfaction with curriculum workshops.
- Sustained increases in parental attendance at P&C meetings.
- The P&C Association meets the needs of our parents and community.

School App access reaches 700 individual downloads.

Staff access an increasing range of professional learning providers and strategies.

**RAM Aboriginal Ed/EALD/Disability**

- Parents involved in the development of 100% of PLaSPs for targeted students.

**Products and practices**

- Parents are actively engaged in the curriculum and welfare programs of the school.
- The Parents and Citizens Association meets the needs of the community, with meetings well attended.

**Evaluation Plan**

- Survey students, staff and parents.
- Collate school-based and external data.
- Conduct focussed feedback sessions with members of the school Parents & Citizens Association.

- A range of communication strategies are employed to engage and inform parents.