2009 Annual School Report
DALMENY PUBLIC SCHOOL

NSW Public Schools – Leading the way
Our school at a glance

Students

Enrolment at Dalmeny Public School increased, by the end of the year, to 818 students in 33 classes, including two support classes. In 2009 average K-6 class sizes were:

- Kindergarten: 20.1 students per class
- Year 1: 23.0
- Year 2: 25.1
- Year 3-6: 28.5

93.6% of students attended school each school day, which is an increase over recent years.

Staff

Dalmeny PS has 46.6 teaching members of staff and 6.9 permanent non-teaching staff. All of our teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In addition to our daily quality classroom experiences the school ran a number of programs providing increased learning opportunities for students. These included:

- a popular five week Kindergarten orientation and transition program;
- a wide range of opportunities for gifted and talented students and participation in various external academic competitions;
- English as a Second Language (ESL) and support programs for students with additional learning needs;
- students in our two Support Classes participating in whole school programs;
- student leadership and well-being programs including the continuation of the School Chaplaincy student welfare program;
- Multicultural Education and Aboriginal Education programs;
- sport, performing arts, public speaking and environmental education programs;
- an increasing range of technology programs;
- Reading Recovery for identified Yr 1 students;
- citizenship opportunities including Anzac Day and Remembrance Day services;
- student participation in a range of excursions linked to teaching programs; and
- the introduction of an on-site Before and After School Care program.

Student achievement in 2009

Literacy – NAPLAN Year 3 and Year 5

94% of Year 3 students scored within the top four bands of the National Literacy Assessment – our best result to date.

89% of Year 5 students scored within the top four bands of the National Literacy Assessment - our best result to date.

Numeracy – NAPLAN Year 3 and Year 5

79% of Year 3 students scored within the top four bands of the National Numeracy Assessment.

76% of Year 5 students scored within the top four bands of the National Numeracy Assessment – our best result to date.

Principal's message

Dalmeny PS aims to provide quality learning opportunities for all students within a positive, safe and supportive learning environment. Our school works toward promoting:

- A Positive Climate for Learning – we are building a climate where students are actively involved in their learning and enjoy being at school. Our students are encouraged to strive for their best and are acknowledged for their successes;
- Quality Teaching – we provide a balanced, comprehensive and rewarding curriculum with a focus on literacy and numeracy skill development and the widest range of other learning opportunities possible;
- Caring – we care for people and especially our students through respect, effective learning programs and a positive approach to good discipline; and
- Communication – we are building a school where parents are actively involved in the life of the school and both know and support what is going on.

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.

David Eggins
Principal
P&C message

2009 was a very productive year for the P&C with the great support of the community, staff, parents and students. Our many fundraisers have been of great value to the school.

The P&C enjoys contributing to the daily activities at our school. These include:

- supporting the school at events such as athletics carnivals, Education Week and kindergarten orientation;
- raising much needed funds to install air conditioning and resources such as interactive whiteboards and sporting equipment;
- providing contributions towards the school library and classroom resources; and
- consultation in reviewing school policies and procedures and participation in parent workshops and information evenings.

We encourage any ideas to be brought to our meetings where a dedicated and committed team is always pleased to see new faces.

Mervat Nour P&C president

Student representative’s message

The SRC (Student Representative Council) at Dalmeny PS gives students the opportunity to make a difference at school and in our community. SRC agenda items were drawn from class meetings and decisions that helped our school were made and implemented. SRC members represented our school at Harmony Day, Anzac Day, Public Education Day and Remembrance Day events.

The SRC presented school assemblies to inform students of the role of the SRC and to present our playground strategy ‘STAND’. We believe that this strategy has helped our playground to become calmer by giving students an active voice in learning how to deal with disagreements in the playground.

The SRC supported a number of charities again this year. This included Stewart House, Westmead Children’s Hospital and Jeans for Genes Day which supports the Children’s Medical Research Institute to help prevent diseases in children before they occur. Another big day was Jump Rope for Heart which raised over $9 000 for the National Heart Foundation.

We look forward to continuing the great work in 2010 along with some changes to the structure of the SRC to make it more efficient.

SRC Executive

School context

Student information

Student enrolment profile

Enrolments have continued to increase this year. Our school enjoys a diverse cultural population with 68% of students coming from non-English speaking backgrounds.

![Enrolments chart]

Student attendance profile

Our attendance rate this year (93.6%) is above that of previous years. Regular attendance is encouraged. Support from the Home School Liaison Officer (HSLO) is offered to families where attendance at school is a concern.

An area of focus for 2010 will be in raising the importance of regular school attendance, especially in the early years of schooling.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
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<th>2008</th>
<th>2009</th>
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<tr>
<td>3</td>
<td>94.3</td>
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<td>4</td>
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<td>Total</td>
<td>94.1</td>
<td>93.5</td>
<td>93.1</td>
<td>93.6</td>
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</table>

Class sizes

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

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.
<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
<td>KV</td>
<td>K</td>
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</table>

**Structure of classes**

The two multi-aged classes are composed of students identified as independent learners achieving at or beyond the grade standard. All other K-6 classes are parallel, comprising students with a range of achievement levels.

The two Support Unit (IO) classes are a district resource. These classes may receive student enrolments from outside the school's local enrolment area.

Our classes provide a balanced and comprehensive program of learning experiences across each of the Key Learning Areas. Teachers work collaboratively in their grade teaching team to coordinate the organisation of the curriculum within school and departmental guidelines. This includes cooperative planning and teaching with the Support Teacher (Learning) and ESL (English as a Second Language) teachers.

Literacy and numeracy sessions are an integral aspect of class programs each day. All students participate in a wide range of activities including library/information skills, fitness, child protection, public speaking and sport.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. The balance carried forward contains funds to meet unpaid commitments and long term asset replacement.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td><strong>Total income</strong></td>
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Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
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<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>83,368.63</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>891,048.08</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 284,483.25

Tied fund expenditure in 2009 included Federal government Building the Education Revolution (BER) – National School Pride funds of $190,000 which provided for a range of school improvements including a basketball court and interactive technology whiteboards. The school received $19,000 from the hire of the hall and $12,000 from leasing the school canteen.

Income and expenditure includes the costs associated with air conditioning of eight classrooms, paid for through P&C organised fundraising. The balance carried forward includes funds held in trust for the BER program and unpaid goods on order.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the Parents and Citizens’ Association.

Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Our school community is developing a strong emphasis on the performing and visual arts. Highlights this year included:

- all students created artworks for our school’s first Visual Arts event – Artfix 2009;
- the senior dance group and choir performed at the Western Liverpool Public Schools Festival of the Performing Arts. These groups also performed with our junior dance and choir groups at our Presentation Day assemblies and at the opening of the Visual Arts Show;
- involvement in the district public speaking finals, gaining runner-up the Stage 1 section and third position in the Stage 3 division. Students also participated in the Multicultural Perspectives public speaking competition;
- all students participated in public speaking activities in class throughout the year, with selected students provided with increased opportunities at school ceremonies this year; and
- 16 students participated in the regional Talented Young Artists program held at Fairfield High School. One student went on to have her work displayed at the Sydney South West Director’s Choice awards.

Sport

We are building a tradition of participation and success in sport. Highlights this year included:

- being joint premiers of interschool PSSA Jnr and Snr Netball and runner up in Snr Newcombeball and Jnr Cricket;
- continued high levels of participation at in-school sport and fitness activities which focused this year on skill development;
- high levels of student involvement at our second school swimming carnival. Seven students went on to represent at the Zone Carnival and one student at State level;
- increased student representation at zone level for athletics and cross country. Two students also represented South Western Sydney Region at state PSSA level;
- all students participated in a Jump Rope for Heart Day to promote active and healthy lifestyles; and
- a continued high level of student participation in the Active After School Sports program.
Academic

In the National Assessment Program for Literacy and Numeracy (NAPLAN), the results for Year 3 students are reported on a scale from Band 1 to Band 6. Year 5 results are reported on a scale from Band 3 to Band 8. The achievement scale represents increasing levels of demonstrated skills and understandings.

Literacy – NAPLAN Year 3

Reading - 87% of Year 3 students scored in the top four bands compared with 88% for the state. Although this was our school’s best result to date it remains a school development target area for 2010 (page 11).

Writing - 97% of Year 3 students scored in the top four bands compared with 93% for the state. While this is our school’s best result to date, to enable ongoing success it remains a school development target area for 2010 (page 11).

Literacy – NAPLAN Year 5

Reading – 80% of Year 5 students at Dalmeny PS scored in the top four bands compared with 82% for the state. Although this was our school’s best result to date it remains a school development target area for 2010 (page 11).

Writing – 82% of Year 5 students at Dalmeny PS scored in the top four bands compared with 85% for the state. Although this was our school’s best result to date it remains a school development target area for 2010 (page 11).
Progress in literacy
This is measured by matching the results of those students at this school who sat the National Assessment Program in Year 3 and Year 5. Students who changed schools between test dates are not included.

Growth in Reading - The average progress in reading was above the state average this year.

Growth in Writing – The average progress in writing continues to be above the state average rate of growth.

Numeracy – NAPLAN Year 3
79% of Year 3 students at Dalmeny PS scored in the top four bands compared with 84% of the state. This is a school development target area for 2010 (page 10).

Numeracy – NAPLAN Year 5
76% of Year 5 students at Dalmeny PS scored in the top four bands compared with 83% of the state. Although this is our school’s best result to date it is a school development target area for 2010 (page 10).
Progress in numeracy

This is measured by matching the results of those students at this school who sat the National Assessment Program in Year 3 and Year 5. Students who changed schools between test dates are not included.

The average progress in numeracy this year was well above the state average. To help consolidate these gains, numeracy remains a school development target area for 2010 (page 10).

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy.

The performance of the students in our school in the National Assessment Program is compared to these minimum standards. The percentages of our students achieving at or above these benchmarks are reported below:

<table>
<thead>
<tr>
<th>Percentage of Year 3 students at Dalmeny PS achieving at and above minimum standard in the National Assessment Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students at Dalmeny PS achieving at and above minimum standard in the National Assessment Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Programs for students with additional educational needs

Our Learning Support Team continues to effectively coordinate a whole school approach to support learning. A wide range of programs are implemented to cater for the needs of students.

Funding Support is provided for ten students with a range of disabilities. Learning Assistance Program funding supports students with a diverse range of learning needs, including students scoring in the lower bands in the National Assessment Program. Sixteen students successfully completed the Yr 1 Reading Recovery Program.

The Support Teacher Learning (STL) collaborates with class and ESL teachers which this year has included an effective 3 way approach to classroom support. School Learning Support Officers (SLSO) assist in the implementation of support programs.

Our Support Unit comprises two classes of ten students with moderate intellectual disability (ID). Each class has a qualified special education teacher and a full time SLSO.

Following recommendations from 2008:

- Integration with regular classes and programs was implemented where appropriate and all students had opportunities to participate in excursions, assemblies and other whole school and grade appropriate events;
- Buddy classes were successfully continued;
- Individual Learning goals for identified students were developed with teachers and parents; and
- Regular communication with parents promoted effective home-school partnerships.

Future directions for the Support Unit include a planned approach to a whole-school disability awareness program and continued opportunities for student integration in line with the school's culture of inclusion.
Aboriginal Education
This year we strengthened partnerships between school and home, promoting opportunities for parents and students to set educational goals. Acknowledgement of Country prefaced each school assembly. Specific Aboriginal Education programs this year included:
- Collaboration between teachers, parents, caregivers and students to establish personalised learning plans for each Aboriginal student. Individual programs were designed to promote high expectations and explicit teaching strategies;
- Participation in the Mil-Pra Art Exhibition where students expressed Aboriginal culture in a visual art work;
- Yr 3 Aboriginal students participated in the Coolabah Dynamic Assessment Program; and
- K-6 implementation of programs educating students about Aboriginal history, culture and contemporary Aboriginal Australia including participation by all students at an incursion presented by an Aboriginal presenter.

Our focus for 2010 will be to further strengthen partnerships between school and home and to continue supporting Aboriginal students to achieve at or beyond grade expectations.

Multicultural Education
Our school programs reflect a strong commitment to multicultural education. Our ESL (English as a Second Language) program provides targeted, curriculum-based support for students from non-English speaking backgrounds.

The school continues to promote teaching practices which are culturally inclusive. This includes the integration of multicultural education across each of the Key Learning Areas and Heritage Day which involved students, parents and staff participating in activities which celebrated the school’s multiculturalism and diversity. A number of staff are trained Anti-Racism contact officers.

Our priorities for 2010 include:
- explicit class and group programs which focus on integrating grammar within literacy and the language of mathematics;
- focused grade level ESL programs which support classroom teachers in implementing a range of strategies to further improve student outcomes; and
- Incorporating information gained through teacher professional learning and within school projects and participation in ESL project links between schools.

Respect and Responsibility
The Student Welfare Policy (reviewed in 2008) was implemented with an emphasis on respect and responsibility. Strategies were developed to increase opportunities for positive student behaviour and achievement to be recognised and acknowledged. Conflict resolution and anti-bullying programs were reviewed and updated.

The Positive Learning Environment team collaborated with the Quality Teaching team to further develop quality teaching and learning strategies. A range of learning and thinking strategies were explored resulting in a whole school commitment to the implementation of The 6 Thinking Hats. This will be a teacher professional learning focus in 2010.

Our challenge now is to continue to build upon and maintain a positive learning environment that is calm, inclusive and challenging. This requires the consistent understanding, commitment and ongoing implementation of these strategies which support our Raise Responsibility approach.

Progress on 2009 targets
Following analysis of school evaluations in 2007/08 the areas outlined below were identified as school improvement targets for 2009 -2011.

Target 1 Numeracy - Increased levels of numeracy achievement
Our achievements included:
- the early implementation of the Dalmeny PS K-6 numeracy strategy;
- teacher professional learning on strategies to improve outcomes, particularly in the working mathematically and space and measurement strands of the Mathematics curriculum;
- analysing in-school and NAPLAN data to assess students learning outcomes and indicate the focus for future learning;
- the development of a whole school numeracy benchmark system and teacher professional learning to support its implementation;
- implementing Newman’s Error Analysis into daily mathematics lessons and funding numeracy resource kits to improve teaching and learning opportunities in mathematics; and
- all classes participating in activities promoting school and community numeracy awareness and involvement as part of Maths Fun Day.

79% of Yr 3 and 75% of Yr 5 students scored in the top four bands in NAPLAN Numeracy.
Target 2  Literacy - Increased levels of literacy achievement

Our achievements included:

- a whole school teacher professional learning focus to identify and address student literacy needs, via benchmarking reading and comprehension levels, criteria marking and moderating writing samples;
- implementation of a focused school literacy plan, where support staff and classroom teachers collaboratively plan and teach in the classroom, targeting identified aspects of literacy at the grade, group or individual level;
- incorporation of a systematic and explicit grammar focus in the literary session; and
- analysis of in-school, NAPLAN and Best Start Kindergarten assessment data to identify student learning outcomes and provide directions for future learning.

87% of Yr 3 and 80% of Yr 5 students scored in the top four bands in NAPLAN Reading.

97% of Yr 3 and 82% of Yr 5 students scored in the top four bands in NAPLAN Writing.

Target 3  Student Engagement – Responding to student culture and increasing student potential

Our achievements included:

- Increased consistency of understanding and implementation of more proactive and positive student welfare processes.
- Increased implementation of quality teaching practices and higher order thinking opportunities in classrooms. This included a commitment towards a whole of school thinking curriculum beginning with the introduction of the 6 Thinking Hats in 2010.
- Community workshops with positive feedback from parents.
- Improving school attendance with fewer unexplained and partial absences.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and management practice

School Culture – ‘Learning Together’

This evaluation used the Learning Together (1999) Department of Education and Training discussion paper to help raise awareness and examine issues relating to the education of students across the range of learning abilities – and in particular our Support Unit. Teachers were surveyed and a community meeting was held to establish beliefs and to establish future directions.

Findings and conclusions

All teachers and all parents surveyed believed that schools have a responsibility to provide quality teaching and learning programs for students of all abilities. Teachers and parents believed that Dalmeny PS demonstrates a strong commitment to inclusivity.

Most teachers believe that parents and the community have a role in pursuing quality outcomes for students. Many parents were unsure of their role and expressed interest in becoming more involved.

All teachers agreed that the school could further develop partnerships with the community to increase trust and ensure quality and equity for all students.

Future directions

- Continue whole school consultation to ensure consistency of beliefs via ongoing evaluation, opportunities for community meetings and surveys distributed with newsletters;
- Provide increased opportunities for student representation and involvement;
- Implement increased opportunities for including students with disabilities in the widest range of curriculum options; and
- Ongoing review and communication of Support Unit processes and programs.

Curriculum - Numeracy

Background

Three areas associated with the teaching of Mathematics were identified for evaluation: Teaching and Learning; Curriculum, Assessment and Reporting; and Resources.
Findings and conclusions

School results in Numeracy are improving and all teachers are teaching from the Mathematics syllabus via a range of whole class, group and independent activities. There is an increased focus on problem solving and working mathematically areas, although increased resources and teacher support are required. ESL and Support Teachers support the development of numeracy language and concepts in classrooms.

Parents indicated that they would like knowledge of ways to assist their children with numeracy and value the Maths Fun Days. Some parents are unfamiliar with the working mathematically strand and how it is integrated into the curriculum.

Students indicated that they like to be challenged in the area of mathematics; are engaged when completing interesting group activities; and that their teachers provide a balance of independent and group work.

Future directions

- Continuing teacher professional learning and increased teaching resources to support the areas of problem solving and working mathematically;
- The development of a term overview of key content for each grade rather than the current weekly scope and sequence;
- Maintaining ESL and Support Teachers involvement in classrooms to extend the development of numeracy concepts and the language of mathematics; and
- Including information about ‘helping your child with mathematics’ on the school website and continued parent information workshops.

Parent and student satisfaction

In 2009 the school sought the opinions of parents, and students about the school.

The results of the Quality of School Life student survey, conducted this year by the Student Representative Council (SRC), indicated that students feel school is a place they really like to go each day and believe learning is fun. Students feel excited about the work that they do, find the work interesting, can learn what they need to know and that other students are friendly.

A challenge for teaching staff in 2010 is to increase the percentage of students who feel students accept them for who they are, to more than 90%.

The results of the Parent Survey indicated that parents feel welcome in the school, teachers care for students, the school takes concerns seriously and that the school caters for the special needs of students. Parents have expressed positive feedback about whole school special events, especially mentioning the School Art Show and Heritage Day.

Professional learning

During 2009 $26,000 was available to support teacher professional learning (TPL). The majority of funds were expended in support of the following priority areas:

- Quality Teaching, including technology
- Literacy and Numeracy
- Syllabus implementation
- Student Welfare and Equity

A major TPL project to coordinate structures to support the teaching accreditation process for beginning teachers was implemented with the assistance of a $6 000 grant from the Australian Government Quality Teaching Program.

Teachers from Dalmeny participated with teachers from other local schools, as part of the Kurrajong Learning Community, to share and reflect on a range of professional learning areas. Professional learning was also conducted at school development days, staff meetings and at regional professional learning sessions.

School development 2009 – 2011

Targets for 2010

Target 1 Numeracy - Increased levels of numeracy achievement

Strategies to achieve this target include:

- strengthening the DPS Numeracy Strategy, including implementation of a K-6 numeracy Benchmark process to track student achievements;
- identifying aspects of numeracy underperformance for individual students and groups of students using whole school planning processes;
- integrating a Thinking Curriculum and interactive whiteboards in numeracy programs;
- implementing teacher professional learning that will increase teachers’ capacity to identify and address student numeracy needs; and
- continuing implementation of the Best Start Kindergarten program into Year 1.
Our success will be measured by:
- the impact of the Numeracy Strategy on teaching programs and student numeracy achievement;
- the proportion of students meeting or exceeding the four highest NAPLAN Bands; and
- the proportion of students achieving syllabus expectations in numeracy.

Target 2 Literacy - Increased levels of literacy achievement

Strategies to achieve this target include:
- implementing the DPS Literacy Strategy;
- identifying aspects of literacy underperformance for individual students and groups of students using whole school planning processes;
- implementing teacher professional learning that will increase teachers’ capacity to identify and address student literacy needs;
- implementing procedures to build sustainability of literacy programs; and
- enhancing teaching opportunities between classroom and support teachers.

Our success will be measured by:
- the impact of the Literacy Strategy on teaching programs and student literacy achievement;
- the proportion of students scoring in the top four bands in NAPLAN Reading and Writing; and
- the proportion of students achieving syllabus expectations in literacy.

Target 3 Student Engagement
Responding to student culture and increasing student learning potential

Strategies to achieve this target include:
- strengthening student welfare and wellbeing practices with a focus in 2010 on respect and inclusivity;
- building the school's capacity to provide high intellectual quality learning opportunities for all students via The 6 Thinking Hats model;
- maintaining and strengthening home-school partnerships; and
- maintaining and strengthening strategies to improve student attendance rates.

About this report

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

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