2010 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 860 students in 35 classes, including two support classes. In 2010 average K-6 class sizes were:

- Kindergarten: 21.1 students per class
- Year 1: 21.6
- Year 2: 24.2
- Year 3-6: 29.2

94.6% of students attended school each school day, which is an increase over recent years.

Staff
Dalmeny PS has 49.1 teaching members of staff and 7.2 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:

- an extensive Kindergarten orientation and transition program;
- a Whole School Musical ‘Extravaganza’;
- 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, creative 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
- Before and After School Care.

Student achievement in 2010

Literacy – NAPLAN Year 3 and Year 5
89% (Reading) and 92% (Writing) of Year 3 students scored within the top four bands of the National Literacy Assessment.
72% (Reading) and 76% (Writing) of Year 5 students scored within the top four bands of the National Literacy Assessment.

Numeracy – NAPLAN Year 3 and Year 5
79% of Year 3 students scored within the top four bands of the National Numeracy Assessment.
86% 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, 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

2010 was another 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; and
- providing contributions towards the school library and classroom resources.

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

P&C president

Student representative's message

The Student Representative Council (SRC) gives students the opportunity to make a difference at school and in our community. SRC members represented our school at Harmony Day, Anzac Day, Public Education Day and Remembrance Day events.

The SRC format was adjusted to cater for the growing numbers at our school and has evolved into a senior (Year 3 - Year 6) group and Kinder - Year 2 group.

The SRC supported a number of charities again this year. This included the NSW Cancer Council’s ‘Call To Arms’ charity, raising $500; $412 was raised for UNICEF; $455 for the Together for Humanity Foundation; $152 for Fred Hollows Foundation’s Indigenous Literacy appeal and $586 for the Westmead Children’s Hospital’s ‘Teddy Bear’s Picnic’ appeal. Our Jump-a-thon raised over $1000 for Stewart House.

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](image)

Student attendance profile

Our attendance rate this year (94.6%) is again 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.

A successful area of focus was in highlighting the importance of regular school attendance, especially in the early years of schooling.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K</td>
<td>92.7</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>93.2</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>94.3</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>93.6</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>94.0</td>
<td>95.0</td>
<td></td>
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<tr>
<td></td>
<td>5</td>
<td>93.9</td>
<td>95.0</td>
<td></td>
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<tr>
<td></td>
<td>6</td>
<td>94.5</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.5</td>
<td>93.1</td>
<td>93.6</td>
<td>94.6</td>
</tr>
</tbody>
</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 2010 class size audit conducted in March 2010.
Structure of classes

The two multi-aged classes are composed of students identified as independent learners achieving beyond the grade standard. All other Kinder to Year 6 classes comprise students across the range of achievement level - with two of the classes per grade (where there is no composite class grouping) comprising a group of independent learners and those achieving well beyond the grade standard.

Two Support Unit (IO) classes are a Regional 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.

Staff information

Staff establishment

Our staff members are highly collaborative and committed professionals who approach their teaching with skill, care and dedication. 4% of the school’s workforce identifies as Aboriginal.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28</td>
</tr>
<tr>
<td>Relief from Face to Face Teachers</td>
<td>2.9</td>
</tr>
<tr>
<td>Support Unit Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>3.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>3 d/wk</td>
</tr>
<tr>
<td><strong>Total Teaching Staff</strong></td>
<td><strong>49.1</strong></td>
</tr>
<tr>
<td>School Administrative and Support Staff</td>
<td>7.2</td>
</tr>
</tbody>
</table>

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>Postgraduate</td>
<td>60</td>
</tr>
</tbody>
</table>
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: 30/11/2010

Income
- Balance brought forward: $284,483.25
- Global funds: $380,723.54
- Tied funds: $172,766.38
- School & community sources: $209,083.54
- Interest: $14,531.36
- Trust receipts: $38,959.85
Total income: $1,100,547.92

Expenditure
- Teaching & learning:
  - Key learning areas: $60,984.99
  - Excursions: $45,955.82
  - Extracurricular dissections: $85,842.92
- Library: $12,663.41
- Training & development: $2,436.27
- Tied funds: $232,106.75
- Casual relief teachers: $117,273.14
- Administration & office: $83,829.20
- Utilities: $43,286.03
- Maintenance: $48,148.49
- Trust accounts: $61,847.36
- Capital programs: $17,666.26
Total expenditure: $812,040.64

Balance carried forward: $288,507.28

School performance 2010

Achievements

Arts

Our school is developing a strong emphasis on the creative arts. Highlights this year included:

- **Music Through the Decades** - our school’s first Performing Arts Extravaganza, with full student participation;
- participation, for the first time, in the Wakakirri story through dance competition;
- the senior boys dance group and choir performed at our local Festival of the Performing Arts. These groups also performed with the Wakakirri and choir groups at our Presentation Day assemblies;
- involvement in district public speaking finals where all three stages were won by Dalmeny. One student went on to gain second place at Regional level. Students also participated in Multicultural Perspectives Public Speaking and our first debating squad was formed;
- all students participate in public speaking activities with selected students provided opportunities at school ceremonies; and
- 16 students participated in the regional Talented Young Artists program. One student received the Primary Student Art Award at the Fisher’s Ghost Art Festival in Campbelltown.

Sport

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

- representation in five PSSA sports with both junior and senior teams and girls and boys teams in the Basketball State Knockout;
- joint premiers of interschool PSSA Jnr Oztag; premiers in Jnr Netball C and runner up in Jnr Netball A. Six other teams progressed to semi-finals;
- increased student representation at zone level for swimming, athletics and cross country. The Jnr Boys relay team represented at both Regional and State Swimming carnivals and;
- school sport programs which develop and enhance skills through a wide variety of modified sports and games, focusing on increasing student confidence and participation. Students participated in a semi-competitive environment with the aim of winning the weekly sport trophy for their team.

Tied fund expenditure in 2009 included $75,000 carried forward as part of the Federal government Building the Education Revolution (BER) – National School Pride program 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 $11,000 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.

A full copy of the school’s 2010 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.
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 - 89% of Year 3 students scored in the top four bands compared with 87% for the state. Although this was our school’s best result to date it remains a school development target area for 2011 (page 11).

Writing - 92% of Year 3 students scored in the top four bands compared with 94% for the state. Writing is a priority school development target area for 2011 (page 11).

Spelling results for Year 3 continued to be well above state average (School 90% - State 87%).

Grammar and Punctuation results were steady with last year’s improvements (86% State 85%).

Literacy – NAPLAN Year 5

Reading – 72% of Year 5 students at Dalmeny PS scored in the top four bands compared with 79% for the state. Year 5 Reading is a school development target area for 2011 (page 11).

Writing – 76% of Year 5 students at Dalmeny PS scored in the top four bands compared with 86% for the state. Writing is a school development target area for 2011 (page 11).

Spelling results for Year 5 continued to be well above state average (School 90% - State 85%).

Grammar and Punctuation results were steady with last year's improvements (School - 85% State - 83%).
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 rate of growth again this year.

Growth in Writing – The average progress in writing fell this year. This is a priority area for 2011.

Growth in Spelling – The average progress in spelling and punctuation/grammar was well 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 2011 (page 10).

Numeracy – NAPLAN Year 5

86% of Year 5 students at Dalmeny PS scored in the top four bands compared with 80% of the state. Although this is by far our school’s best result to date, numeracy remains a school development target area for 2011 (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 Yr 3 and Yr 5. Students who changed schools between test dates are not included.

The average progress in numeracy this year was again well above the state average. To further consolidate these gains, numeracy remains a school development target area for 2011.

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 (including exempted students from Support Unit classes) 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>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</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>
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<tr>
<td>Spelling</td>
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<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

Dalmeny provides a wide range of programs to cater for the diverse needs of all students. Our Learning Support Team effectively coordinates a whole school approach to support learning.

The Support Teacher Learning (STL), classroom and ESL teachers collaborate to provide appropriate support strategies and programs via a grade focused learning support approach. Sixteen students successfully completed the Year 1 Reading Recovery Program.

Funding Support is provided for twelve 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. School Learning Support Officers (SLSO) assist in the implementation of support programs.

Our Support Unit comprises two classes of ten students each with moderate intellectual disability (IO). Each class has a qualified special education teacher and a full time SLSO. The school has an inclusive approach, with all students having opportunities to participate in excursions, assemblies, whole school and grade appropriate events. Individual Learning Goals are developed with teachers and parents, resulting in personalised learning and integration with regular classes where appropriate.

A whole school disability awareness program and continued opportunities for integration supports the school’s culture of inclusion. Regular communication with parents promotes effective home-school partnerships.

Future directions for the Support Unit include the addition of a third support class for students with a moderate intellectual disability and autism; the appointment of an Assistant Principal (Support) and; the establishment of our much anticipated special needs play area.
Aboriginal Education

Our school programs continue to strengthen partnerships between school and home, promoting opportunities for parents and students to set educational goals. We endeavour to empower Aboriginal students to strive for excellence. Specific 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;
- acknowledgement of 'Reconciliation Day' by displaying a 'Sea of Hands' and participation in NAIDOC Week, where all students painted a mini canvas for a foyer mural display;
- participation in the Mil-Pra Art Exhibition where students expressed Aboriginal culture in a visual art work; and
- K-6 implementation of programs educating students about Aboriginal history, culture and contemporary Aboriginal Australia.

Our focus for 2011 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 Harmony Day/World Peace Week which involved students, parents and staff participating in activities which celebrated the school's multiculturalism and diversity. Five members of staff are trained Anti-Racism contact officers.

Our priorities for 2011 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 TELL (Teaching English Second language Learners) and participation in ESL project links between schools.

Respect and Responsibility

Our whole school Student Welfare approach continues to promote respect and responsibility. Strategies implemented ensure increased opportunities for positive student behaviour and achievement to be recognised and acknowledged. Anti-bullying programs, developed last year, have been effectively implemented in 2010.

The Positive Learning Environment team continues to collaborate with the Quality Teaching team to further develop quality teaching and learning strategies. A whole school commitment to the implementation of The 6 Thinking Hats strategy continued throughout 2010 and a Student Engagement policy approach was drafted.

In a growing school, our challenge remains to maintain a learning environment that is calm, inclusive and challenging. This requires the consistent understanding, commitment and ongoing implementation of strategies which support our Raise Responsibility and Student Engagement approaches. A regional program, Positive Behavioural Intervention Strategies (PBIS) was explored as a process to support this. In 2011 the school will adopt this process - modified for Dalmeny PS as Positive Behaviour for Learning (PBL) - refer to Target 3 (page 11).

Progress on 2010 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 ongoing 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;
- continued implementation of a whole school numeracy benchmark system;
- Newman's Error Analysis integrated into daily mathematics lessons and staff professional learning promoting and incorporating the use of ICT (interactive whiteboards) skills into classroom numeracy lessons.
- 79% of Yr 3 and 86% of Yr 5 students scored in the top four bands in NAPLAN Numeracy.
Target 2  Literacy - Increased levels of literacy achievement

Our achievements included:

- implementation of a whole school benchmark assessment schedule to monitor student skills and understanding in reading and writing;
- teacher professional learning: meta-cognitive comprehension strategies, the six super comprehension strategies and ‘Literacy on Track’;
- implementation of ‘Jolly Phonics’ in Kindergarten to complement current programs, focusing on phonemic awareness and phonics;
- implementation of a focused school literacy approach, where support staff and classroom teachers collaboratively target identified aspects of literacy at the grade level;
- analysis and tracking of in-school NAPLAN and Best Start Kindergarten assessment data to identify student learning outcomes and provide directions for future learning;
- 89% of Yr 3 and 72% of Yr 5 students scored in the top four bands in NAPLAN Reading;
- 92% of Yr 3 and 76% of Yr 5 students scored in the top four bands in NAPLAN Writing; and
- Spelling results continued to be above the State average.

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 – Student Engagement

Positive Behaviour for Learning (PBL) is a process to support the school community in evaluating current practices and deciding on future directions. This evaluation is ongoing and will focus on issues relating to student welfare and behaviour and the links with student engagement and learning. Teacher surveys were the initial stage of this evaluation.

Findings and conclusions

- Teachers indicated that school rules are positively and clearly stated. 30% of teachers believed that school rules could be more explicitly taught while 51% of teachers felt consequences for problem behaviour could be more clearly defined;
- All teachers indicated that they actively supervise students in non-classroom settings. 84% identified the need for improving opportunities for acknowledging expected student learning and behaviour; and
- Teachers indicated that expected student behaviours and routines in the classroom are taught directly. 80% believe that students are experiencing high rates of success but see this as an ongoing area for improvement.

Future directions

- Continue to implement PBL processes to prioritise areas for improvement and promote consistency of student welfare approaches;
- Provide opportunities for students, parents and community to actively participate in the evaluation and review process; and
- Implement recommendations based on data to promote increased student engagement and quality learning.
Curriculum - Literacy

Background
The evaluation focused on identifying current practices in Curriculum Planning and Programming, Assessment and Reporting.

Findings and Conclusions
All teachers indicated that curriculum planning and teaching programs are based on the NSW Board of Studies Syllabus and comply with the Department’s Policy requirements. There are processes to develop consistent understandings of syllabus requirements. Literacy programs incorporate assessment as an integral component of learning.

Assessment strategies used by teachers provide students with the opportunity to demonstrate achievement in the relevant stage of learning. Assessment information is used systematically for planning teaching and learning, to meet student needs, monitor student progress and report to parents.

All teachers acknowledged that the school has a variety of formal and informal communication strategies to inform parents of their child’s progress. Some teachers indicated further need for processes to support teachers to consistently and confidently interpret assessment information to use with the A – E reporting scale.

Future directions
- Ongoing evaluation of current practices in Curriculum Planning and Programming, Assessment, and Reporting to Parents;
- further teacher professional learning in interpreting and reporting using the A – E reporting scale; and
- continued professional learning to inform staff and ensure the sustainability of current practices.

Parent and student satisfaction
In 2010 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 over 70% of students really like going to school each day, get along with others, have success, feel happy, cope with the work and believe the things they learn are important.

The results of the Parent Survey indicated that parents believe that the school recognises individual and group efforts and achievements, has an effective approach to discipline and student welfare and promotes student achievement by encouraging students to take responsibility for their learning. Positive feedback about whole school special events (such as the Musical Extravaganza 2010) was acknowledged. A Visual Arts Show has been planned for 2011.

Professional learning
During 2010 $29,450 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 and gifted and talented education
- Literacy and Numeracy
- Syllabus implementation
- Student Welfare and Equity

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 2011
Target 1 Numeracy - Increased levels of numeracy achievement
Strategies to achieve this target include:
- strengthening the Dalmeny Numeracy Strategy, including the 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;
- ongoing integration of 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 and 2.
Our success will be measured by:

- the impact of the Numeracy Strategy on 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 Dalmeny Literacy Strategy;
- identifying aspects of literacy underperformance using whole school planning processes;
- implementing teacher professional learning that will increase teachers' capacity to identify and address student literacy needs;
- reviewing current programs to include the latest pedagogy and to build sustainability of literacy practices; and
- enhancing teaching opportunities between classroom and support teachers.

Our success will be measured by:

- the impact of the Literacy Strategy on student literacy achievement, incorporating the analysis of whole school benchmarking;
- 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:

- implementing recommendations in 2011 based on data from the PBL process;
- strengthening student welfare and wellbeing practices with a continued focus on respect, responsibility and inclusivity;
- building the school's capacity to provide high intellectual quality learning opportunities for all students via The 6 Thinking Hats model; and
- strengthening home-school partnerships and strategies to further improve student attendance rates.

Our success will be measured by:

- evidence of implementation of recommendations from PBL;
- higher order thinking opportunities evident in classrooms; and
- fewer unjustified absences and late student arrivals to school in the mornings and parents/carers reporting effective relationships with our school.

**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 have determined targets for the school's future development.

Mervat Nour  P&C Association  
Anthony Mazzitelli  Deputy Principal  
Julie Smith  Deputy Principal  
Kerrie Flashman  Assistant Principal  
Heidi Whiteman  Classroom Teacher  
Kelly Marshall  Classroom Teacher  
Kerrie Hosking  ESL Teacher  
David Eggins  Principal

**School contact information**

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Email: dalmeny-p.School@det.nsw.edu.au  
School Code: 4634

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](http://www.schools.nsw.edu.au/asr)