Dulwich Hill Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Dulwich Hill Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Dulwich Hill Public School
Kintore St
Dulwich Hill, 2203
www.dulwichhil-p.schools.nsw.edu.au
dulwichhil-p.school@det.nsw.edu.au
9559 2699

School background

School vision statement

Together we inspire, create and learn.

Dulwich Hill Public School is committed to providing inclusive education within a challenging and nurturing environment which values the cultures of a diverse community.

The school community comprises confident, creative and innovative individuals who are engaged learners, critical thinkers and problem solvers. Continuing to build resilience in all students., the school develops future leaders and responsible citizens.

School context

Dulwich Hill Public School is a large primary school which serves a diverse socio–economic and multicultural community in Inner–Western Sydney. The school is a vibrant place of learning enriched by high quality teaching and learning programs. The inclusive nature of the school recognises, acknowledges and respects all students' background including those with Aboriginal and Torres Strait Island heritage and those of non–English speaking backgrounds.

Skilled and committed staff works to provide quality programs that cater to the individual needs of students and that build positive relationships with and between students. A strong, school spirit underpins diverse learning opportunities for students including debating, public speaking, gardening lessons and Indigenous Studies. A focus on STEAM – Science. Technology. Engineering. Arts. Mathematics is embedded into this three year plan. Specialist programs include music, dance and drama, community languages, information and technology and environmental education.

The school is committed to Positive Behaviour for Learning (PBL), a comprehensive program which fosters qualities such as perseverance, self–discipline and social responsibility. Additionally, the ability to communicate effectively, to work collaboratively with others and resolve conflict in positive ways are key aspects of whole school learning . The support and continuous contribution of a very committed and hard working Parents and Citizens Association and parent community are vital to enhanced learning for all students. Parents and Carers are invited to be involved in decision making in support of the whole school learning community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Respond to the learning needs of all students

Purpose

To implement evidence based teaching practices so that all students are more effectively engaged and successful in their own learning.

Improvement Measures

Increased proportion of students in the top two bands of NAPLAN, literacy and numeracy.

Internal and external data shows increasing growth/value added in literacy and numeracy for all students, including Indigenous students.

Personal Development Plans (PDP), observations and reflections show teacher expertise and confidence in the use of Formative Assessment Strategies.

Overall summary of progress

All teachers report increased knowledge and skill with formative assessment strategies in literacy and numeracy

Progress towards achieving improvement measures

Process 1: **Implementation of Formative Assessment Strategies.**

Use Visible Learning and formative assessment strategies informed by the syllabus and literacy progressions to enhance teaching practices for continuous student improvement.

Evaluation	Funds Expended (Resources)
Has the trend data improved? The school is increasing use of internal data, includoing PAT and SENA to support information on student growth.	

Process 2: **Implementation of Big Ideas in Number**

Use Visible Learning and formative assessment strategies informed by the syllabus and numeracy progressions to enhance teaching practices for continuous student improvement.

Evaluation	Funds Expended (Resources)
PLAN 2 not inaugurated at DHPS. Strong growth in teacher knowledge and skills through through implementation of Big Ideas in Maths Project.	

Next Steps

In 2020, School Services will again work with teachers to continue improved understanding of numeracy aspects; LISC, formative assessment and looking at Progressions to make student ownership of learning more open and effective.

Strategic Direction 2

Promote a culture of high expectations and continuous improvement

Purpose

To create a safe and responsive environment that encourages risk taking and collaboration for staff and students with a focus on continuous improvement of teaching and learning.

Improvement Measures

Learning intentions, success criteria, formative assessment and feedback are evident in teacher observations, programs, data collection and other aspects of visible learning.

Individual Learning Plans are developed and updated collaboratively with parents/ carers and students.

The plans are implemented by teachers and students with the Learning Support Team to provide and prove that academic, emotional, social and behavioural support is being provided for identified students.

Surveys and focus groups show a safe, responsive and collaborative environment is evident for all students, staff and community members.

Personal Development Plans (PDPs) reflect staff understanding of Visible Learning strategies.

Overall summary of progress

Progress in this area continues to be positive.

Strong Learning Support Team and 1.0FTE LST coordinator working with all staff to promote action for identified student learning needs.

Progress towards achieving improvement measures

Process 1: Formative ASsessment Project

The implementation of Visible Learning Strategies will move the school community from surface to deep learning.

Evaluation	Funds Expended (Resources)
Are we on the path to collective efficacy? There is a lot of room for improvement as many teachers are still mostly cooperative as opposed to collaborative in their output in teaching and learning. This means that silos still exist, which diminish the achievement of collective efficacy.	

Process 2:   Learning Support Team project

Learning and Support Team systems and procedures are developed and reviewed by staff and the wider school community.

Individualised Learning Plans (ILPs), Personal Learning Pathways (PLPs), differentiation and adjustments are monitored and adapted to support student learning needs in consultation with teachers, students and parents.

Evaluation	Funds Expended (Resources)
Was feedback re: LST systems and procedural changes provided to staff and parents. Feedback provided from changes made due to informal feedback and	

Progress towards achieving improvement measures	
matters arising from parent, staff and LST meetings.	

Next Steps

LST is continuing to enhance teacher, parent and student understanding of individual learning needs.

Strategic Direction 3

Foster wellbeing within the learning community of the school

Purpose

To create a positive working environment that empowers students and staff to connect, learn, succeed and thrive.

Improvement Measures

Positive respectful relationships are evident and widespread among students and staff and promote student well–being to ensure optimum conditions for student learning across the whole school.
An increase in the proportion of students reporting a sense of belonging and identifying themselves as active learners at school.
Surveys show that shared learning areas are part of teaching and learning to support staff and student well being.

Overall summary of progress

Increasing understanding by parents, carers and students that strong connections to school are important for positive learning outcomes.

Progress towards achieving improvement measures

Process 1: PBL Project

Continual implementation, reflection, review and revision of Positive Behaviour for Learning strategies in the school.

Evaluation	Funds Expended (Resources)
Overall achievement less than anticipated at the beginning of the year. Lack of executive for second semester put undue pressure on remaining executive. Satisfaction achieved by small team provided with an opportunity to participate in an evaluation led by Ultimo PBL support team.	$2,000 school and community funds

Process 2: Student and Staff Well Being Project

Promoting growth mindset and developing resilience within staff and students.

Evaluation	Funds Expended (Resources)
End of year has seen a positively supported relaunch and the teachers working in committee have provided exceptional leadership.	

Process 3: Shared Learning Area Projects

Shared learning across all key learning areas, project based learning, utilising STEAM and incorporating community partnerships.

Evaluation	Funds Expended (Resources)
The importance of outdoor learning is to be renewed in a future plan. Professional learning in this area is required as the starting point for change.	

Next Steps

School will continue to complete Tell Them From Me surveys across 2020.

School will continue to encourage parents to complete the parent survet in greater numbers.

School will create time and place for professional discussion around the survey findings and compare to internal PBL generated data as well.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Art and craft resources, picture books from the library and videos. Community members time teaching students across the year Indigenous teachers of dance and Didgeridoo **Funding Sources:** • Aboriginal background loading ($6 500.00)	The continuation of the group will require some changes in 2020 because the SLSO is extending her tertiary studies and time will be in shorter supply for her. Activities were interrupted across the year as people needed to be in other places for work and not able to be regular at DHPS. The SLSO was in attendance all year, however, making the group of students strong in self belief as they grew in understanding of Aboriginality, its strength and their individual contributions to the group
English language proficiency	Continue school visits with mentor to learn more about the application of Learning Progressions.. **Funding Sources:** • English language proficiency ($0.00)	The Learning progressions took a reduced amount of focus as teachers were completing School Services modules on effective feedback and how this applies to new students in particular,r, assisting programming for individual needs.
Low level adjustment for disability	The additional support for individual EAL/D students including new arrival in term 4, continued with withdrawal groups from Stage 1 classes.	Very effective use of the funding as identified students received targeted support for a specific purpose, particularly maths, literacy and behaviour.
Quality Teaching, Successful Students (QTSS)	Member of executive released from class to meet the training needs of other executive and staff (above) Opportunity for teachers to introduce some more student based information and student work onto the website through stage pages. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($0.00) • ($0.00)	Increased amount of student work on website. Increased effective use of schoolbag and schoolbytes applications. More understanding and effective use of Class Cover and the links directly to school budgeting.
Support for beginning teachers		It was possible to have this temporary, beginning teacher appointed as substantive classroom teacher. The teacher met all necessary criteria for appointment as long–serving temporary teacher in the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	248	227	229	205
Girls	257	268	264	275

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.9	95.1	92.9	95
1	95.4	94.6	94.6	93.9
2	95.7	94.6	94.6	94.2
3	95.4	94.4	94.5	95.4
4	94.1	95.3	94.3	95.2
5	93	93.6	95.1	93.6
6	94.5	93.9	93.1	93.9
All Years	95	94.5	94.1	94.4
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.42
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
School Administration and Support Staff	3.78
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	298,738
Revenue	4,391,412
Appropriation	3,910,293
Sale of Goods and Services	13,904
Grants and contributions	446,325
Investment income	3,421
Other revenue	17,470
Expenses	-4,284,583
Employee related	-3,733,192
Operating expenses	-551,391
Surplus / deficit for the year	106,829

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	52,045
Equity Total	253,943
Equity - Aboriginal	12,188
Equity - Socio-economic	11,489
Equity - Language	101,691
Equity - Disability	128,576
Base Total	3,231,693
Base - Per Capita	115,677
Base - Location	0
Base - Other	3,116,017
Other Total	283,839
Grand Total	3,821,520

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
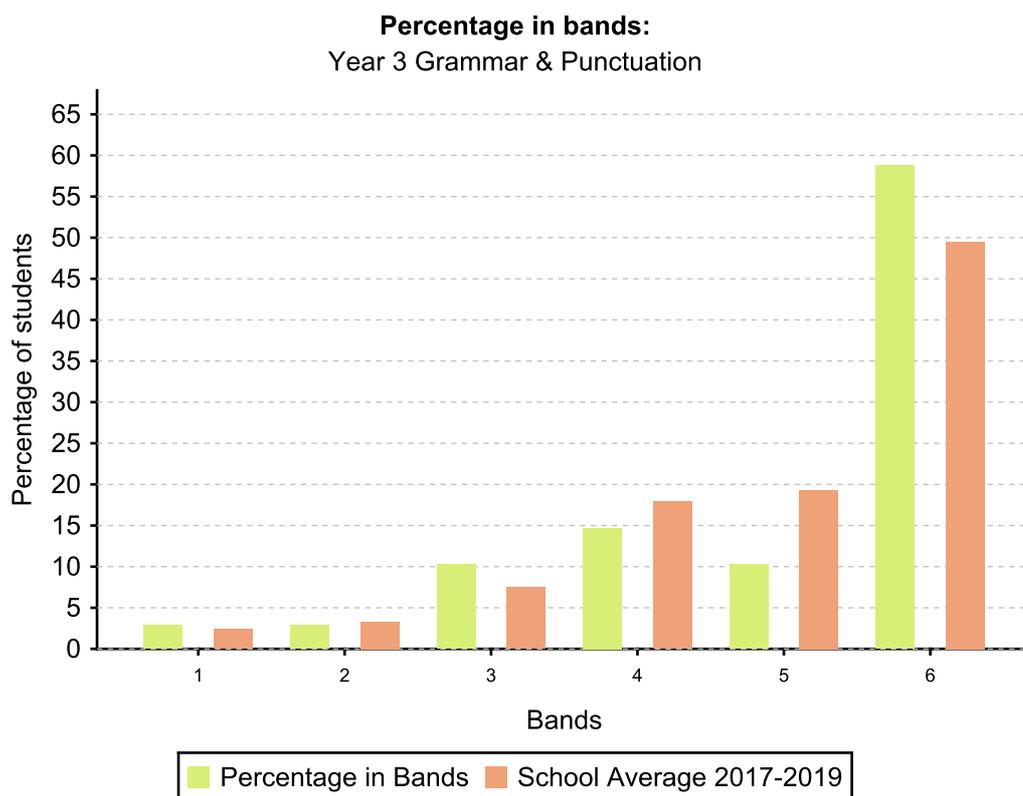
Band	1	2	3	4	5	6
Percentage of students	2.9	2.9	10.3	14.7	10.3	58.8
School avg 2017-2019	2.4	3.3	7.5	17.9	19.3	49.5

Percentage in bands:
Year 3 Reading
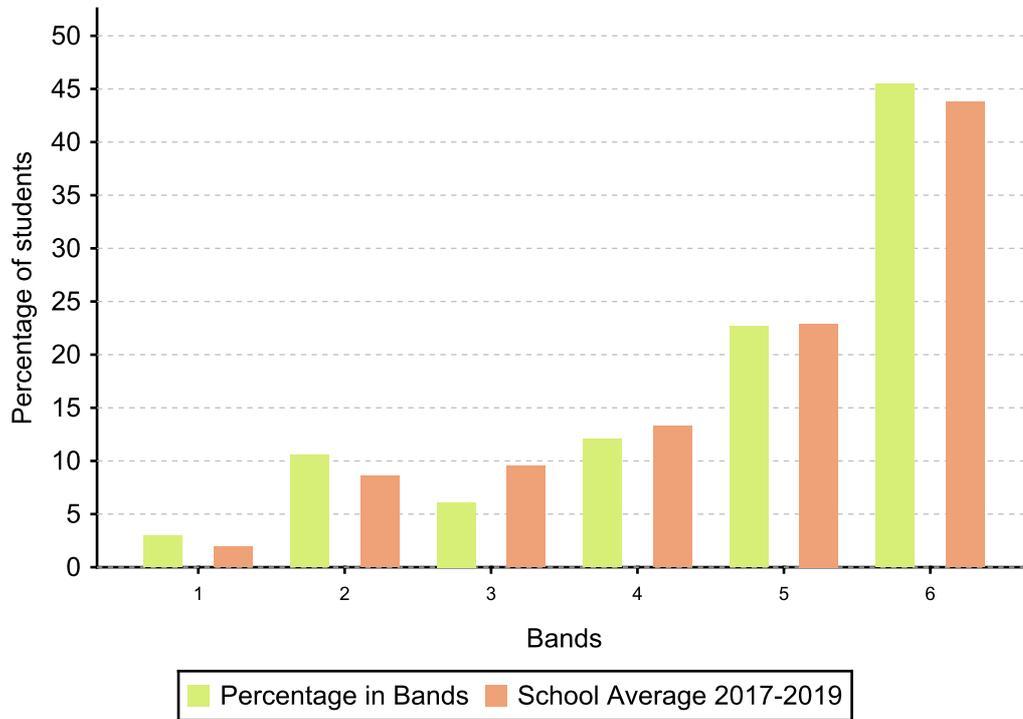
Band	1	2	3	4	5	6
Percentage of students	3.0	10.6	6.1	12.1	22.7	45.5
School avg 2017-2019	1.9	8.6	9.5	13.3	22.9	43.8

Percentage in bands:
Year 3 Spelling
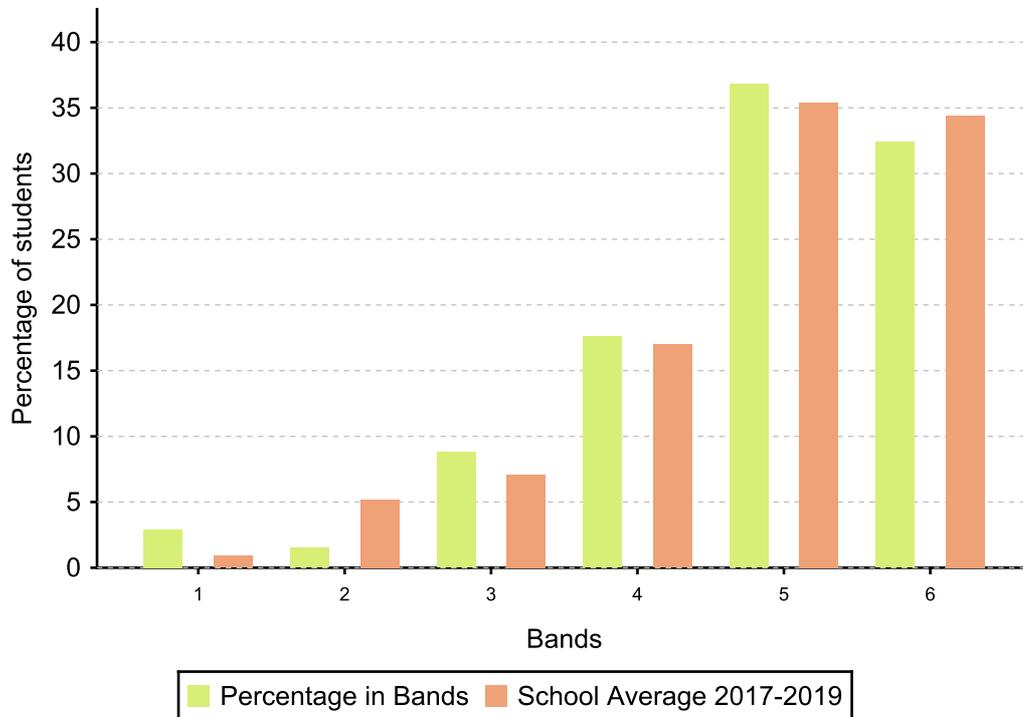
Band	1	2	3	4	5	6
Percentage of students	2.9	1.5	8.8	17.6	36.8	32.4
School avg 2017-2019	0.9	5.2	7.1	17	35.4	34.4

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Percentage in bands:
Year 3 Writing
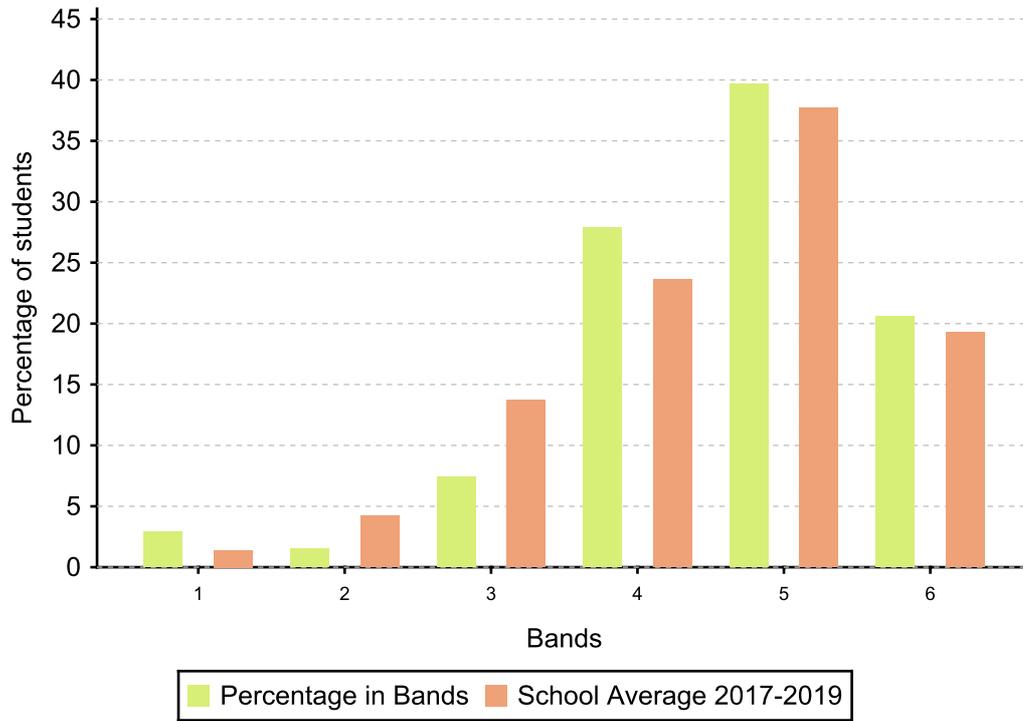
Band	1	2	3	4	5	6
Percentage of students	2.9	1.5	7.4	27.9	39.7	20.6
School avg 2017-2019	1.4	4.2	13.7	23.6	37.7	19.3

Percentage in bands:
Year 5 Grammar & Punctuation
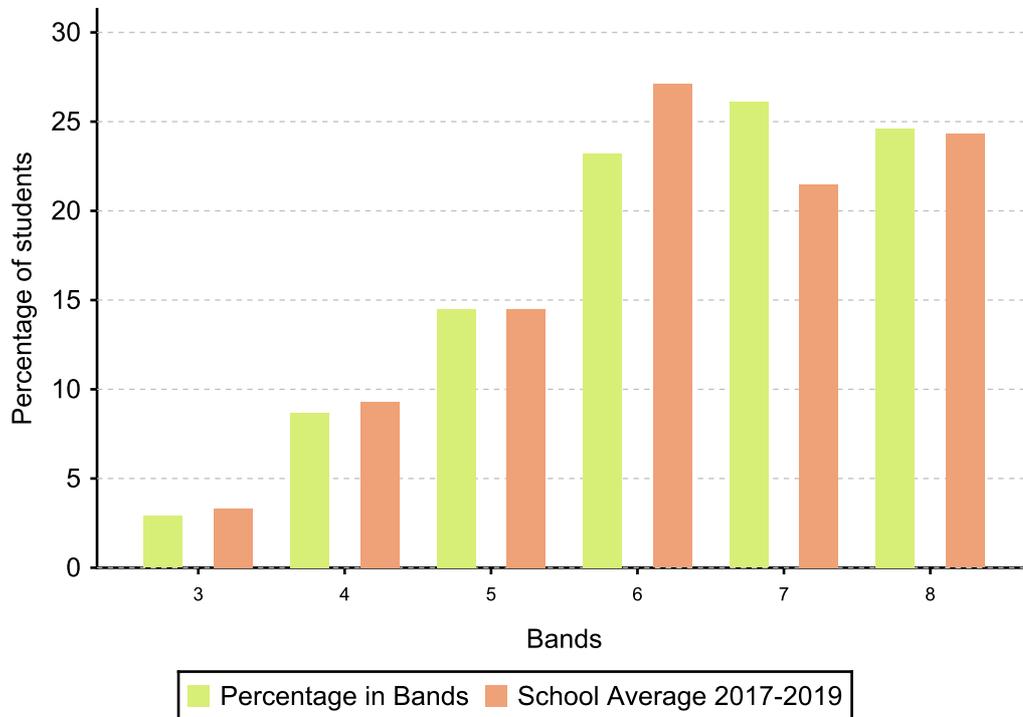
Band	3	4	5	6	7	8
Percentage of students	2.9	8.7	14.5	23.2	26.1	24.6
School avg 2017-2019	3.3	9.3	14.5	27.1	21.5	24.3

Percentage in bands:
Year 5 Reading
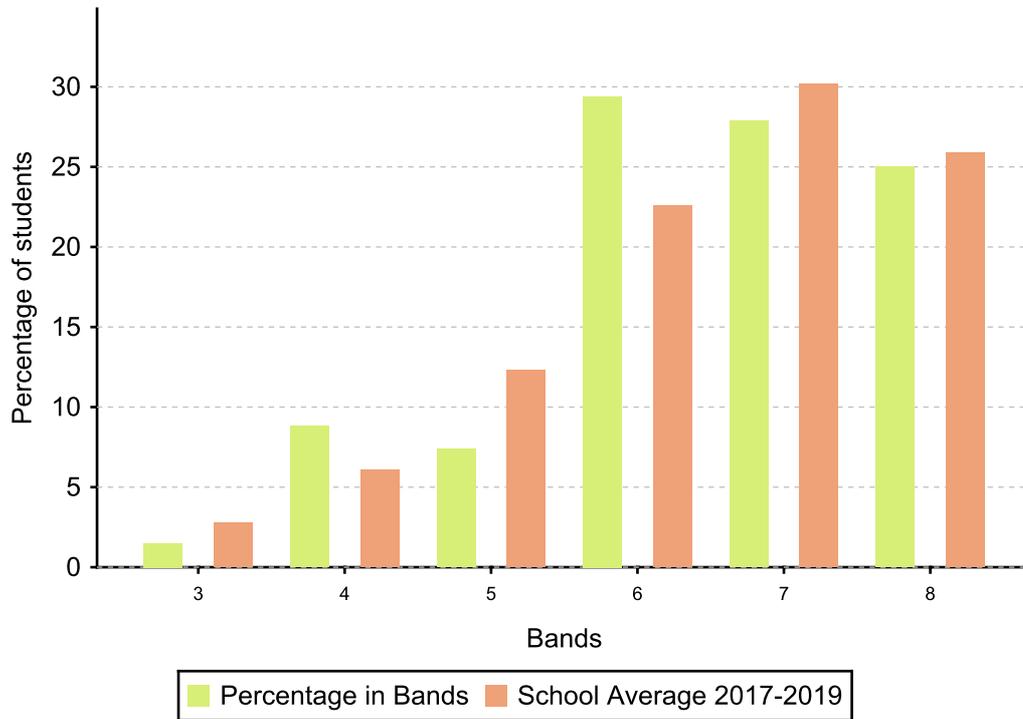
Band	3	4	5	6	7	8
Percentage of students	1.5	8.8	7.4	29.4	27.9	25.0
School avg 2017-2019	2.8	6.1	12.3	22.6	30.2	25.9

Percentage in bands:
Year 5 Spelling
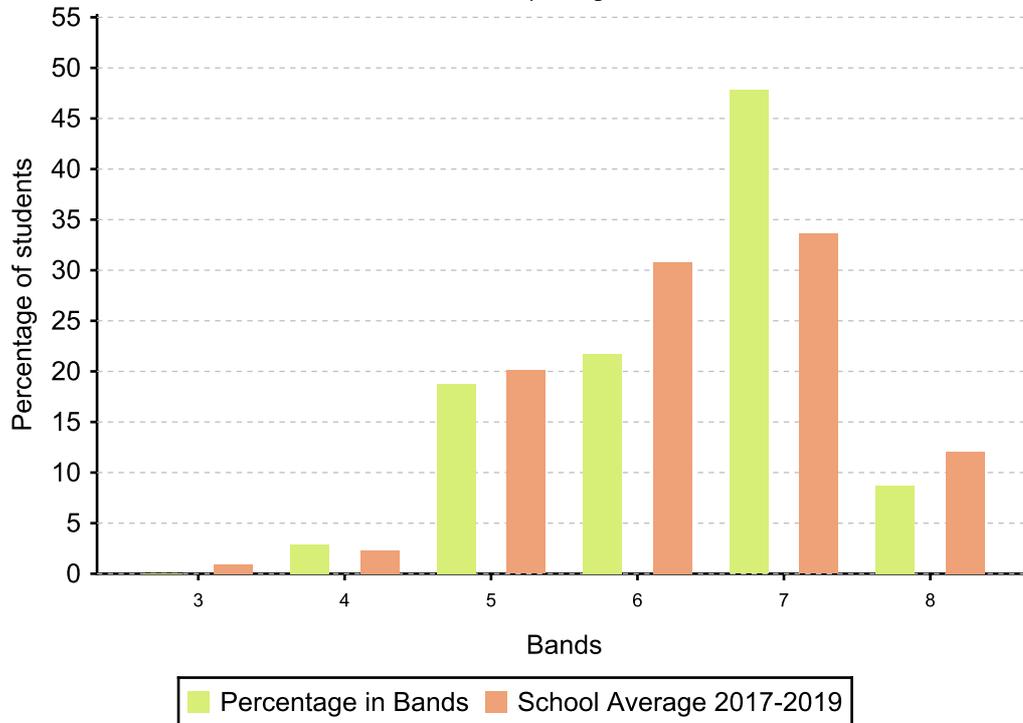
Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	18.8	21.7	47.8	8.7
School avg 2017-2019	0.9	2.3	20.1	30.8	33.6	12.1

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Percentage in bands:
Year 5 Writing
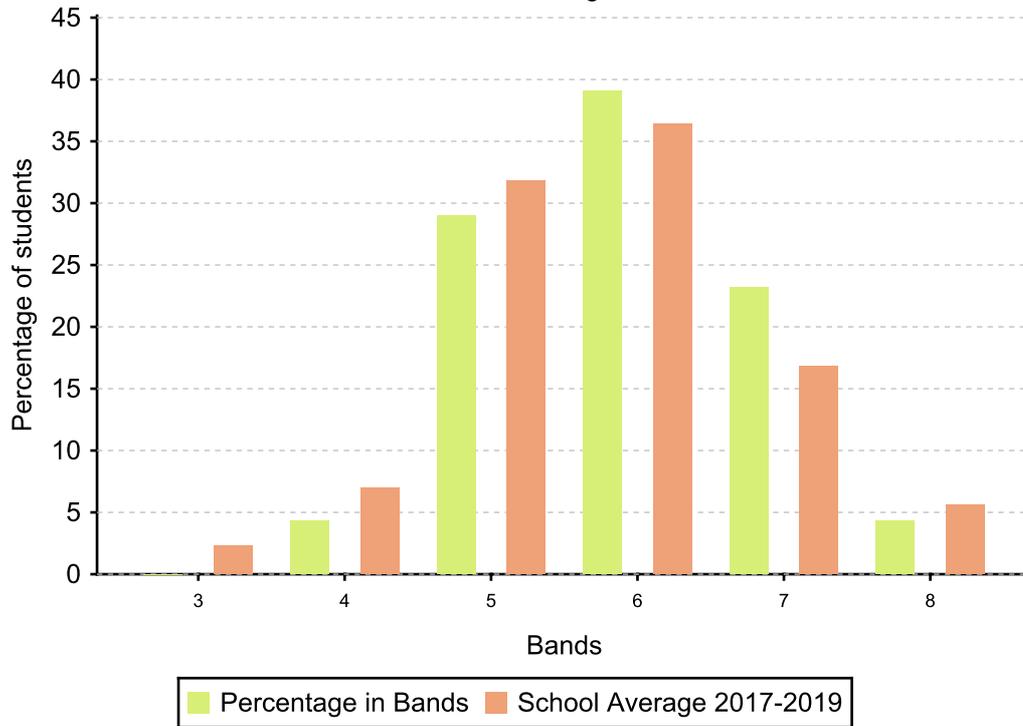
Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	29.0	39.1	23.2	4.3
School avg 2017-2019	2.3	7	31.8	36.4	16.8	5.6

Percentage in bands:
Year 3 Numeracy
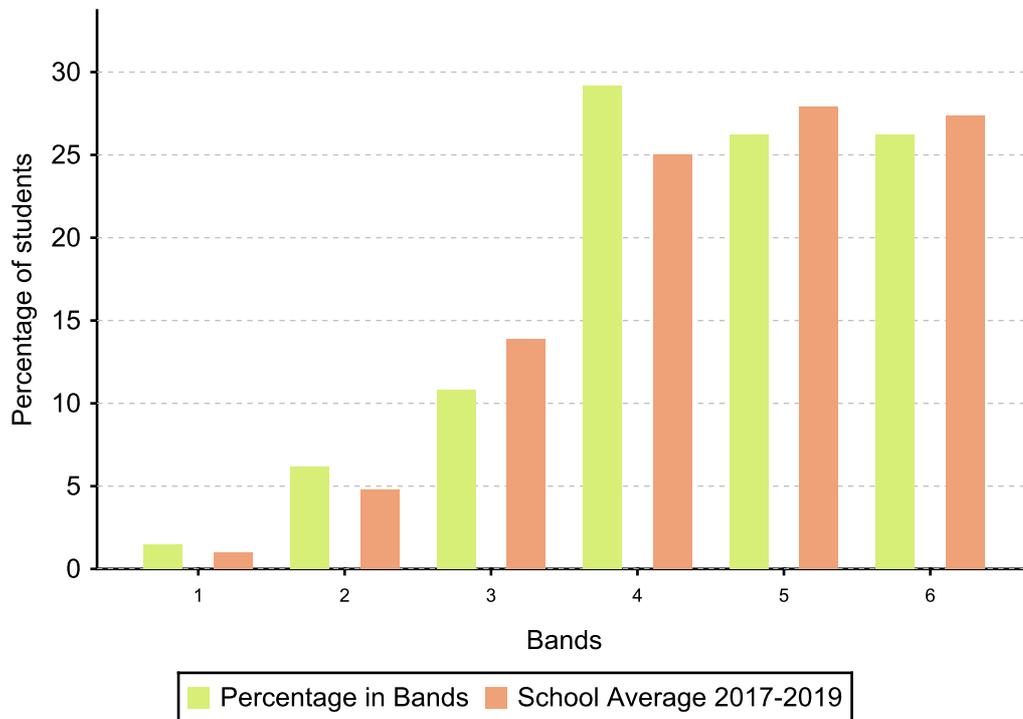
Band	1	2	3	4	5	6
Percentage of students	1.5	6.2	10.8	29.2	26.2	26.2
School avg 2017-2019	1	4.8	13.9	25	27.9	27.4

Percentage in bands:
Year 5 Numeracy
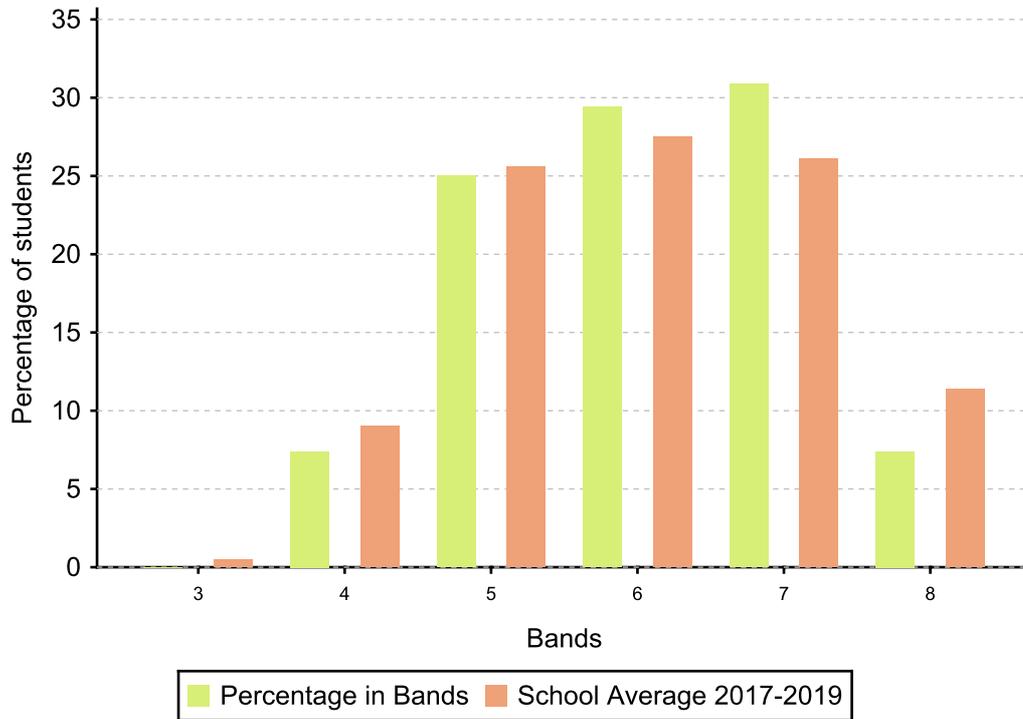
Band	3	4	5	6	7	8
Percentage of students	0.0	7.4	25.0	29.4	30.9	7.4
School avg 2017-2019	0.5	9	25.6	27.5	26.1	11.4

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Parent/caregiver, student, teacher satisfaction

During 2019, parents and carers were provided opportunities to make contributions to the school through surveys, questionnaires and communications such as email, conversation and calls. From this diversity of input, the school made changes to procedures and systems as appropriate,, across a range of matters raised by both teachers and parents/carers as well ae from the students through the SRC.

Infrastructure projects, such as the Kindergarten Court cover and the sandpit decking and cover, were the result of community and staff conversations to enhance the learning and wellbeing of the students in Early Stage 1. The Library project began in the second half of the year, with parents contributing time to cleaning the library of resources surplus to requirement fro various reasons.

Parents and carers provided feedback that financially supporting the infrastructure, improvement projects was demonstrating satisfaction with the school and a strong belief that the school is moving forward positively.

Teachers participated in a number of staff professional learning initiatives through which was demonstrated satisfaction with the directions the school had selected for the 2018 – 2020 school plan and the associated professional learning outcomes evident in classrooms.

Students participated in the Tell Them From Me surveys with mixed responses across the survey. However, student attendance and engagement was good across the year and students were involved actively with the school's programs to year's end both positively and with appropriate outcomes being achieved.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school continues to actively engage with the families of Aboriginal and Torres Strait Islander Peoples. Regular meetings, at least monthly, were held across the year. These were organised and led by members of the school's Indigenous community. Outcomes included stronger connections between Indigenous students across the grades through weekly meetings of K–6 Indigenous students. These meeting were led by a local Indigenous woman, employed one day each week as a School Learning Support Officer. The content of the sessions was determined by both local and national cultural imperatives including Reconciliation and NAIDOC for example. The sessions are also assisting students to reach out for connections to country, gaining knowledge of totems and country.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school ensures that the school's Anti–Racism Contact Officer is trained to maintain currency as required. The school ensures that classroom teachers are regularly engaged with appropriately current enhancement of Indigenous history and speak out for Indigenous people in the nation.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The school's cultural, linguistic and religious diversity continues to enrich the school as a whole. Whilst the Community Language component of the week's programs has shrunk over time, classroom programs continue to reflect both the diversity of local families and also the diversity of the wider community.

Other School Programs (optional)

The school continues to support a specialist music teacher and classes K–6 within the Release From Face to Face structures of the school. Additionally, the school supports various music ensembles such as recorder, ukulele, choir and the Training and the Concert Bands.

The school supports a MiniLit program providing additional support for reading with targeted students as well as additional support funding School Learning Support Officers to assist identified students and groups of students in classrooms with either behaviour or learning (or both) needs.

This year, the school funded additional support for students requiring assistance with English. Students who speak English as an additional language or dialect(EAL/D). These students received small group intervention with a specialist teacher, beyond that which was centrally allocated.