2008 Annual School Report
Deniliquin North Public

NSW Public Schools – Leading the way
Messages

Principal's Message

2008 has been yet another exciting and innovative year at the ‘school on a hill’. Without doubt, the year’s greatest highlight has been the building of the new multi-purpose centre.

Jointly funded by the Federal Government, the school P&C and the school itself, it now stands as a testament to the determination, sacrifice, persistence and teamwork of the many that dared to dream.

Special mention must go to P&C President Bruce Simpson and his wonderful executive for their magnificent support of the ‘eighth wonder of the world’-the hall on a hill!

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.

Chris Hogan

Student Representative's Message

It's great to see Deniliquen North is getting a new hall. I am very proud to be captain of this wonderful school.

Meg Broadhead
(School Captain)

From my first day in kindergarten I knew I was going to love this school. I found it really easy to make friends and have fun.

Clayton Howe
(School Captain)

P&C Message

2008 was a momentous year for Deniliquen North Primary School in many ways but two particular events stood out. The reason these events stood out is because they reflect what a strong and committed school community Deniliquen North is.

The two standout events were the completion of the ‘Hall on the Hill’ project, and the return of ex-student and high achiever, Kadi Mills, to present two awards at presentation day. Both events demonstrated the quality of our school and its ability to make things happen.

The P&C continued to work hard through the year on numerous issues and in particular to raise funds for the MPC. It was also able to provide financial support for school readers, school transport, the purchase of smart boards as well as many other funding commitments in 2008. The major fund raising event for the P&C in 2008 was the Blue & Gold Cup race night which was a very successful night and was a credit to all that assisted in organising the event.

The issues facing Deniliquen North Primary School and the P&C continue to be challenging, particularly with the relentless drought continuing to take its toll on all the community. But the achievements of the two standout events of 2008 exemplify the school community’s willingness and ability, through the collaboration and commitment of good people, to continue to meet these challenges and achieve brilliant outcomes for our wonderful students.

Bruce Simpson
(President)

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>111</td>
<td>87</td>
<td>84</td>
<td>91</td>
<td>86</td>
</tr>
<tr>
<td>Female</td>
<td>109</td>
<td>90</td>
<td>83</td>
<td>89</td>
<td>88</td>
</tr>
</tbody>
</table>

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>200</td>
<td>150</td>
<td>100</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>200</td>
<td>150</td>
<td>100</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>200</td>
<td>150</td>
<td>100</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>200</td>
<td>150</td>
<td>100</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>
Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
<td>93.8</td>
<td>93.8</td>
<td>92.6</td>
</tr>
<tr>
<td>Region</td>
<td>93.5</td>
<td>93.5</td>
<td>93.9</td>
<td>93.4</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</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 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>
</tr>
</thead>
<tbody>
<tr>
<td>1W</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3-4-5B</td>
<td>4</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>3-4-5B</td>
<td>3</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>3-4-5B</td>
<td>5</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>3-4K</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3-4K</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5-6D</td>
<td>6</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>5-6D</td>
<td>5</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>5-6HB</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5-6HB</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

In 2008 the school was staffed in the following way:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian/Release</td>
<td>0.694</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Itinerant Teacher Hearing</td>
<td>2.0</td>
</tr>
<tr>
<td>Part Time Teacher/s</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>12.394</td>
</tr>
</tbody>
</table>

Staff retention

In the period encompassing, the end of 2007 to the end of 2008, there were no transfers of existing permanent staff.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 98.3%.
Teacher qualifications

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

At Deniliquin North PS the staff qualifications were:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>128,750.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>85,864.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>72,702.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>101,543.44</td>
</tr>
<tr>
<td>Interest</td>
<td>7,894.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17,056.73</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>413,812.53</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning:
  - Key learning areas: 22,178.63
  - Excursions: 28,737.78
  - Extracurricular dissections: 9,349.96
- Library: 3,460.30
- Training & development: 1,061.17
- Tied funds: 79,758.23
- Casual relief teachers: 12,129.45
- Administration & office: 30,136.83
- School-operated canteen: 0.00
- Utilities: 21,920.58
- Maintenance: 10,566.00
- Trust accounts: 10,913.93
- Capital programs: 91,999.18

**Total expenditure**: 322,212.04

**Balance carried forward**: 91,600.49

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

**Arts**

The Arts achievements for the year included:

- the school choir performing at district events and at the school presentation day
- the ‘North Idol’ talent quest in term 4
- Kidzlink activities including: drawing, murals, drama and knitting
- Talented Grade 5/6 Art students collaborating in weekend sessions with Edward River Art Society

**General**

The school provided many valuable opportunities for students. These included:

- Tournament of Minds-honours at Regional finals
- School Magazines (Hilltop Heroes and North Star) published twice per term and featuring student work
- extensive use of personal computers
- excursions to Canberra, Four Post, Young Leaders, Echuca
- kindergarten transition program in term 4
- infants pet show
- Grade 5/6 talented scientists to Riverina Environmental Education Centre
- indigenous awards night- students received awards
- Peer Support training sessions for senior students
- Participation in Premiers Reading Challenge
- Interschool debating
- Virtual classroom project (higher order thinking) targeting Grade 5/6 talented students
- Kidzlink-utilising parent assistance with interest groups
Sport
The Sporting Achievements for the year included:
- teams entered in state knockout cricket, netball and soccer
- coaching clinics organised throughout the year
- ‘Intensive Swimming’ program for students in grade 2 and above
- Riverina PSSA representative - Bree Collins

Academic
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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
There was a heavy concentration of students in Bands 1, 2 and 3 in overall Literacy with reading and grammar/punctuation in particular, very dominant.

This concentration was reduced in writing.

The school matched the state for Band 5 in writing.

Numeracy – NAPLAN Year 3
There was a predominance of students in Bands 1, 2 and 3. This percentage of students was disproportionate to the state expectation.

This dominance was particularly significant in the Measurement strand.

Literacy – NAPLAN Year 5
There was an even spread of students across bands when compared to the state in reading.

Most students (87%) were concentrated in Bands 5, 6 and 7.

Numeracy – NAPLAN Year 5
Heavy concentrations of students in Bands 3 and 5 were evident.

The percentage of students in Band 5 was more pronounced in Number than in Measurement.

Progress in literacy
The average state growth for students when results from Grade 3 are compared to Grade 5 was 80.7.

The growth at Deniliquin North was 93.7, with boys 93.9 and girls 93.5.

The state’s expected Reading growth is 85.6. Deniliquin North grew by 96.0.

Progress in numeracy
The average state growth for students when results from Grade 3 are compared to Grade 5 was 79.7.

In contrast to Literacy, students at Deniliquin North had an overall growth that was significantly below state expectation.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3 students achieving at and above minimum standard</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 5 students achieving at and above minimum standard</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Funding from Birrang Enterprises and the DET enabled the school to employ an Aboriginal Aide who then assisted indigenous students in the priority areas of Literacy and Numeracy.

The Aboriginal Aide intervention was greatly valued, and students made solid progress.

Deniliquin North Public school continued to be highly supportive of the Deniliquin and District Indigenous Awards ceremony.

Students celebrated Wamba Wamba week by participating in various lessons and local initiatives.

Students were referred for Otitis Media screening.

Specific indigenous content is integrated into classroom lessons.

Multicultural education

Throughout 2008 the school has promoted student understanding through the teaching of integrated HSIE units focusing on different cultures, their beliefs, similarities and differences. Current issues, significant events and celebrations are acknowledged and incorporated into student learning.

Respect and responsibility

Core values of respect and responsibility underpinned all that is important to Deniliquin North PS. The school has embraced many community initiatives such as: Clean up Australia Day, Reconciliation Week and selected charity fundraisers.

Each classroom has focused on a particular value each week, with a short related lesson ensuing. A weekly values award is awarded to individual students at the weekly assembly.

Progress on 2008 targets

Target

*Improve student achievements in literacy and numeracy*

Our achievements include:

- Identification of specific areas requiring improvement, and implementation of specific programs to address these
- Exceptional improvements by Grade 5 students in NAPLAN literacy when compared to their Grade 3 BST results, with North’s average growth 10 points above that expected for the state.
- All indicators point toward a direct correlation between the school’s ‘Writing Project’ and improved performance in NAPLAN by Grade 5 students in writing. Likewise, when comparing all Literacy areas, Grade 3 students’ best performance was in writing.
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. In 2008 our school carried out evaluations of the PD/Health curriculum and its culture.

Educational and management practice

Background

Students in Grades 5/6, staff and parents were asked to complete a survey that looked at 6 key areas of the school’s culture. Respondents were asked to indicate ALWAYS, USUALLY, SOMETIMES or RARELY to each of these key cultural questions.

Findings and conclusions

In all questions, the answer RARELY received minimal or no response.

The 2 areas that received a large proportion of ALWAYS/USUALLY responses were: ‘I am proud of the school’ (over 90% of staff, student and community) and ‘the school encourages students to do their best’ (over 95% of staff, students and community).

Questions that received the largest number of SOMETIMES/RARELY responses were:

- ‘Students support what is happening’ (29% boys)
- ‘School praises and rewards students’ (31% boys)
- ‘School finds ways to improve’ (25% boys)

Girls did not share this view, responding 6, 16 and 5% for each.

The major response for... students support what is happening’, was USUALLY, and this was particularly stated by community (64%) and girls (72%).

Future directions

The school needs to be aware of perceptions by boys, and to continue to work hard to provide programs and approaches that will meet their needs.

Curriculum

In 2008, staff reviewed the school’s PD/Health/PE core curriculum.

Background

Staff felt that there was a need to review the school’s PD/Health curriculum.

Findings and conclusions

A review of the curriculum revealed that the majority of staff considered it to be unattainable because of the amount of content, and thus required an alternative approach. It was also felt that the integrated approach of units, whilst being comprehensive was not functioning as well as it might.

Future directions

An alternative unit based approach with DET reference was devised and added to the curriculum policy. The teaching staff now has 3 options for the teaching of PD/Health, namely:

- DET based unit approach
- School-based unit approach
- A combination of the above two

Professional learning

All staff attended local forums, and 100% of staff attended specific Professional Learning Activities. The most attended were courses relevant to syllabus implementation.

Areas of particular focus were: literacy, numeracy, quality teaching and career development.

SASS staff and Aide workers also attended some courses.
Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about excursion opportunities for students.
Their responses are presented below.

<table>
<thead>
<tr>
<th>Excursion</th>
<th>Do you Support?</th>
<th>Reasonable cost?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Canberra</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Ballarat</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Swan Hill</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Kyabram</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Melbourne Zoo</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>Echuca</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Bendigo</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>4 Post</td>
<td>93%</td>
<td>7%</td>
</tr>
</tbody>
</table>

A further 2 questions were asked:
1. Does the P&C subsidy for local excursions assist you to meet costs?
   -100% of respondents said..YES
2. Do you feel DNPS’s approach to excursions is well balanced?
   -100% of respondents said..YES

School development 2009 – 2011
Major Target for 2009
Raise numeracy and literacy standards to levels that are consistent with those obtained by like schools

Strategies to achieve this target include:
- Professional learning opportunities for staff including: Smartboard training, prioritised numeracy
- STL and Teacher Aide allocations
- Peer support sessions at staff meetings (weekly) and DEA meetings (once per term) with emphasis on Quality Teaching in Numeracy
- Emphasis on improving attendance through the ‘Celebrate Attendance’ scheme in Term 1
- Implementation of Best Start assessments for Kindergarten students
- Continued emphasis on the ‘Writing project’
- Improved monitoring of teacher programs and lessons through a more efficient and workable TARS process
- CAP-school and network initiatives including talented student workshops

Our success will be measured by:
- Improved outcomes for students as indicated in NAPLAN results with reduced percentages in Bands 1 and 2, and 85% of students achieving stage-based outcomes, as indicated by school data collection
- Improved performance in numeracy and literacy by indigenous students as indicated by School Data and NAPLAN results

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.

Chris Hogan (Principal)
Michelle O’Connell (Assistant Principal)
Penny Strang (Parent Representative)
Julie Mullins (Parent Representative)

School contact information
Deniliquin North PS
Victoria St., Deniliquin, 2710
Ph: 0358811042
Fax: 0358815086
Email: deniliquin-p.school@det.nsw.edu.au
Web: www.deniliquin-p.schools.nsw.edu.au
School Code: 4281

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: