2009 Annual School Report
Deniliquin North Public

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

Messages

Principal's message

Just when you thought that things couldn’t get bigger and better at the ‘school on a hill’—along comes 2009!
And what an amazing year it has been!

With an influx of great and innovative ideas and programs, the school continues to astound.

Highlighted by the addition of smartboards to every classroom, a $25000 NAB Schools First grant, an upcoming appearance on national TV courtesy of ‘Its Academic’, approval for a new library and canteen upgrade, outstanding NAPLAN growth by Grade 5 students and a highly entertaining school production, it has been a year to remember.

To all who have supported the school and helped to make it an even greater place to be, may I simply say thanks.

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

North has such a friendly environment. It is a great school. The newly built hall turned out to be fantastic, and it is so good that we have smartboards.

Emily Parrish (Girl School Captain)

I’m so proud to be a captain at North. It really is a great school, and one that gives kids lots of opportunities.

Forbes Lindeman (Boy School Captain)

P&C Message

2009 has seen another busy year for the P&C. Having concentrated its efforts on several construction projects in 2008, the P&C shifted its focus for 2009 towards allocating funds to teaching and educational resources.

This focus has resulted in money being allocated to projects such as:

- funding part time teachers, to develop and introduce a maths learning resource that integrates the newly introduced smartboards
- contribution to the purchase of a smartboard
- upgrading reading materials

In 2009 a huge submission effort by P&C members, Simone Dudley and Kate Butler was rewarded with the school obtaining a NAB Schools First grant of $25 000.

This was a wonderful outcome and will allow the innovative program, Kidzlink, to develop further.

A North P&C initiative to assist Victorian schools that were devastated by the Black Saturday bushfires was gratefully acknowledged, with North’s donation used to offset costs of excursions and other expenses at these schools. This was a successful initiative that allowed our school to help kids less fortunate than themselves.

And so, another year has passed. The North P&C continues to work hard to ensure our ‘School on the Hill’ delivers the best it can for the education of our kids.

2010 heralds the start of another year and one of the biggest intakes of kinder children for many years, an acknowledgment of the qualities of our school and how we work collectively for the benefit of our kids.

In closing, I’d like to thank all who have contributed in whatever way in 2009. Much has been achieved at this great little school.

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.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>87</td>
<td>84</td>
<td>91</td>
<td>86</td>
<td>73</td>
</tr>
<tr>
<td>Female</td>
<td>90</td>
<td>83</td>
<td>89</td>
<td>88</td>
<td>84</td>
</tr>
</tbody>
</table>

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Bruce Simpson (President)
Management of non-attendance

In 2009 the school’s attendance register was computerised. Rolls are marked daily by teachers and then sent to the office. A reminder note is sent home to all parents/guardians that have not provided an absence note. Students with poor attendance and/or escalating unexplained absences are referred to the Home School Liaison Officer.

Staff information

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

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>83%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17%</td>
</tr>
</tbody>
</table>

Staff establishment

In 2009 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>0.25</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.694</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Itinerant Teacher Hearing</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.606</td>
</tr>
<tr>
<td>Part Time Teacher/s</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>12.51</td>
</tr>
</tbody>
</table>

NB. In 2009, the school employed several ‘Teacher Aides’. These included: 2 SSLOs, 1 indigenous SSLO.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>2R</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>3/4OC</td>
<td>3</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>3/4OC</td>
<td>4</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>K/1T</td>
<td>1</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>K/1T</td>
<td>K</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>K/1W</td>
<td>1</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>K/1W</td>
<td>K</td>
<td>13</td>
<td>21</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>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>91600.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>107962.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>97693.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>32681.92</td>
</tr>
<tr>
<td>Interest</td>
<td>3972.96</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16732.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>350642.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>27328.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>2788.37</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>10119.54</td>
</tr>
<tr>
<td>Library</td>
<td>2915.87</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>926.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>83098.75</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>21069.63</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>24518.99</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>19340.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>15016.82</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>21347.37</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14717.08</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>243187.82</td>
</tr>
</tbody>
</table>

| **Balance carried forward** | 107454.85 |

A full copy of the school's 2009 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 2009**

**Achievements**

**Arts**

The Arts achievements for the year included:
- the 'North Idol' talent quest in term 4
- Kidzlink activities including: drawing, creative arts, murals, drama, singing, kite-making, music appreciation
- the school bi-annual production: ‘A Hitch-Hikers Ride Through the Universe’

- the school’s entry (Treasure) in the Picasso Art competition placed first in the region

**Sport**

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 grades 2 and above
- Riverina PSSA cricket representative and team captain-Angus Campbell

**Other**

The school provided many valuable opportunities for students. These included:
- Premier’s Spelling Bee-District winners and Riverina champion, Forbes Lindeman
- Tournament of Minds-runners-up in regional finals
- School Magazines (Hilltop Heroes and North Star) published twice per term, featuring student writing
- Extensive use of computers and smartboards
- Excursions to Ballarat, Swan Hill, Rising Generations, Four Post and Bendigo
- Expanded 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
- Participation in Premier’s Reading (Phoebe and Amelia McCrabb awarded GOLD certificates) and Sporting challenges
- Virtual Classroom project (higher order thinking) targeting Grade 5/6 talented students
- Murder Under the Microscope (Grades 5/6)
- Special Forever writing-Isabel Osborne published in regional book
- Interschool debating
- Kidzlink-utilising parent and community assistance with interest groups
- Count Me In and Count Me In Too mathematics programs
- Students in Grades 2-6 engaging in ‘Maths Safaris’ to the local supermarket

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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
The overall Literacy result was the best of any grade 3 group for over 4 years. Girls were on par with state levels and above the Riverina region in Reading. Results for Writing were above Regional levels. The group was predominantly represented in Bands 2, 3 and 4 (64% of students)

Numeracy – NAPLAN Year 3
Again the overall Numeracy result was the best of any group in the past 4 years and was close to Riverina regional levels. The Girls group was well above state levels. 67% of students received results in Bands 2, 3 and 4.

Literacy – NAPLAN Year 5
94% of students were in Bands 4, 5 and 6 compared with the state’s 61%. The area of greatest need was in Reading. (See below for Writing progress)

Numeracy – NAPLAN Year 5
The Girls group achieved results close to Riverina regional levels and the overall result was the best for over 4 years. 12% of students were in the top 2 Bands and 0% in the bottom Band.

Progress in literacy
The average state growth for students when results from Grade 3 are compared to Grade 5 was 77.6. The growth at Deniliquin North PS was 83.5 overall and a staggering 94.4 for Boys.

In Writing, the Boys group scored 68 in growth compared to the state’s 59.5 -again a wonderful improvement!

Progress in numeracy
The average state growth for students when results from Grade 3 are compared to Grade 5 was 95.3. At Deniliquin North PS, the Girls group grew an astonishing 125.6, whilst the Boys group was slightly below the state average.

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 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</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>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</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>
Progress on 2009 targets

**Major Target**

*Raise numeracy and literacy standards to levels that are consistent with those obtained by like schools*

Our achievements include:

- Exceptional improvements by Grade 5 students in NAPLAN Literacy, as indicated above
- Identification of specific areas requiring improvement, and implementation of specific programs to address these
- Outstanding improvements by Grade 5 girls in NAPLAN Numeracy, as indicated above
- Remarkable growth for students in Grades 3 and 4 after being retested at the completion of 2 terms of ‘Count Me In Too’ (numeracy), with overall growth registering 32%
- 68% of Grade 1 students reading at level 17 or better
- 83% of Kindergarten students able to recognise all letters of the alphabet

**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 2009, the school has promoted student understanding through the teaching of integrated units of work that focus 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 underpin all that is important to Deniliquin North PS. The school has embraced many community initiatives such as: Clean Up 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 focussed on a particular value each week, with a short related lesson ensuing. A weekly values award is presented to individual students at the weekly assembly.

**Country Areas Program**

Deniliquin North PS was introduced to the CAP program in 2009. CAP funding enabled students access to the following key areas:

- **curriculum**-students were able to access a wider range of curriculum materials, learning experiences and sources of knowledge
- **student engagement**- students interacted across small educational cohorts to gain a more direct and timely opportunity to engage in collaborative learning with a wider range of peers eg. the use of technology
- **connected learning**- students were supported in a wide variety of interactions in accessing information courses, educational and community services and individual connections eg. smartboard acquisition
- **parent and school community participation** - students and parents benefited through relief for excursions and visiting performances eg. Ballarat, Swan Hill, Craig Smith (illustrator)
- **teacher professional learning** – teachers were engaged in a wide variety of professional learning experiences designed to improve student outcomes in specific areas eg. smartboard familiarisation
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 2009 our school carried out evaluations of ‘school management practises’ and ‘parent, student, staff satisfaction with the quality learning environment’.

Educational and Management Practice

Students in grades 5/6, staff and parents were asked to complete a survey that looked at key areas of the school’s ‘management practises’. Respondents were asked to indicate: ALMOST ALWAYS, USUALLY, SOMETIMES, RARELY, to key questions.

These questions looked at responses to areas such as: the school’s capacity for change, its ability to cater for student interests, needs and welfare, the allocation of money and lines of communication.

Findings and conclusions

Staff indicated an ALMOST ALWAYS or USUALLY response to the majority of key questions.

Parents (29 replies) were also supportive of the above practises with very few responses being, RARELY. The most overwhelming responses were in regards student welfare (62%-ALWAYS/ 38%-USUALLY) and the appropriate allocation of money (55%-ALWAYS/ 41%-USUALLY).

Student responses mirrored those of the parents with very few RARELY responses. There were insignificant differences between Boy and Girl responses. The most positive responses related to the statement...”the school cares about students and the discipline is fair” (83% ALWAYS/USUALLY). Girls felt very strongly that the school was “well organised” (95% ALWAYS/USUALLY) and that “educational needs are met” (89% ALWAYS/USUALLY).

Future directions

Survey responses indicate that students, staff and parents have a very positive view of school management and that the school needs to continue to build upon well established programs.

Parent, Student, and Teacher Satisfaction

The Quality Learning Environment

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

The following statements were considered:

S.1-students are encouraged to learn
S.2-students are expected to do their best
S.3-students are encouraged to help each other
S.4-teachers try hard to help students
S.5-students are encouraged to learn from mistakes
S.6-teachers praise students when they do well

The responses of parents (20 respondents) are presented below.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.1</td>
<td>35%</td>
<td>65%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>S.2</td>
<td>55%</td>
<td>45%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>S.3</td>
<td>31%</td>
<td>50%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>S.4</td>
<td>39%</td>
<td>56%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>S.5</td>
<td>31%</td>
<td>44%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>S.6</td>
<td>50%</td>
<td>33%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Findings and conclusions

The above parental responses indicate that there is general satisfaction with regards the quality learning environment.

The survey of students in Grades 5/6 revealed the following:

- A strong agreement that teachers expect students to do their best and that teachers help students to achieve to their potential
- 50% of students felt that in class they are provided the opportunity to help each other sometimes, rarely or never

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, career development and smartboard familiarisation.

SASS staff and Aides also attended some courses.
Curriculum—‘Writing’
In 2009 staff reviewed the approach to ‘writing’ within the school.

Background
An examination of NAPLAN results indicated that ‘writing’ was identified as an area in need of improved student outcomes. As a result, staff examined current practises and implemented several strategies to address areas of weakness, and to better engage students. These included:

- Provision of Professional Learning and CAP funds to support teaching staff
- Implementation of the ‘Great Ideas’ weekly writing program throughout the school, with a particular emphasis on one-to-one conferencing
- Publication and promotion of student work through various outlets including the school newsletter, Pastoral Times book, Special Forever, classroom displays and newsletters
- Acknowledgement of outstanding writing and ideas at assemblies
- Introduction of Smartboards as a classroom learning tool
- Shared ideas at Staff meetings
- Publication and distribution of the annual school magazine and the regular magazines – ‘Hilltop Heroes’ and ‘North Star’

Findings and conclusions
NAPLAN results for Grade 5 students were outstanding in terms of overall growth and for boys in particular.

Future directions
The resounding success of programs indicates that the school’s response is having a significant impact.

In 2010, all programs initiated in 2009 will be continued. In addition, it is to be hoped that community groups can be enlisted to further assist students with the editing and publishing of writing, when the school’s new computer room is functional mid-year.

School development 2009 – 2011

Major Target for 2010
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: continued smartboard training, literacy on track, accelerated literacy, best start
- STL and Teacher Aide allocations
- Best Start assessments for Kindergarten students
- Continued emphasis on Reading, Writing and Numeracy, both through classroom strategies and resourcing
- CAP initiatives at school and network level
- Computer literacy, engaging community members

Our success will be measured by:

- Improvements in the quality of lessons and learning experiences for students
- Improved outcomes for students as indicated in NAPLAN, ‘Count Me in Too’ and school data results
- 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)
Julie Mullins (Parent Representative)
Penny Strang (Parent Representative)
Michelle O’Connell (Assistant Principal)

School contact information
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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: