2010 Annual School Report
Deniliquin North Public

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

Messages

Principal’s message

Once again it gives me great pleasure to be able to present such a shining report for a school that so often shines.

2010 has been a typically busy year at the ‘school on a hill’ and one which has seen some exciting developments in terms of infrastructure.

A new library, playground shelter, computer lab, walkways, a refurbished canteen and smartboards in every class room have helped to modernize an already forward thinking and progressive school. It really is a great place to be!

I’d like to express my gratitude to all the staff, students and parents/carer that have done their bit to make the school such a vibrant place.

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

P & C and/or School Council message

Deniliquin North School continues to provide a wonderful environment for students to learn and develop their skills in many areas both in and outside the class room.

Our school is very lucky to have a team of dedicated teachers and parents that contribute in many ways to our children’s development. It has many excellent attributes and offers a diverse range of opportunities for the children to develop their learning and interests.

The P&C again worked hard to raise funds to assist the school in a number of areas. The major focus, carrying on from 2009, was to continue in the allocation of funds for the improvement of education resources.

Funds raised through the NAB First Schools Program in 2009 ($25,000) through the initiative of members of the P&C continued to be allocated to the Kidslink program in 2010, with the support of the Deniliquin Men’s Shed.

In closing, on behalf of the P&C, I would like to thank Mr Hogan, the staff and recently retired Canteen Manager, Val Farrar for their contributions during 2010. I would also like to thank all the parents that have contributed in so many ways including: canteen volunteering, working bees, fund raising activities and many other activities during 2010. To all who have contributed, in whatever way throughout the year, much has been achieved.

Bruce Simpson (P&C President)

Student representative’s message

Since we began in Kindergarten at Deniliquin North public a lot has changed. There are many new buildings such as the library and the hall. We enjoyed Kidzlink as it involves everybody from Grades 3-6. The best thing for both of us has been being elected as School Captains. We hope the students of the future have as much fun as we have had.

Jake Holschier and Isabella Hunter

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

![Enrolments chart](chart.png)
Management of non-attendance

Class rolls are marked daily by teachers and then sent to the office, weekly. 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.

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 on Wednesday 17 March 2010.

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

<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>K/H</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K/1W</td>
<td>K</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>K/1W</td>
<td>1</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>1/2L</td>
<td>1</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>1/2L</td>
<td>2</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>2/3O</td>
<td>2</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>2/3O</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

Staff information

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

In 2010 the school was staffed in the following way:

Staff establishment

<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>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian/RFF</td>
<td>0.694</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.45</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.606</td>
</tr>
<tr>
<td>Part-Time teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Itinerant Teacher-Hearing</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>13.160</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2010 the school employed several ‘Teacher Aides’. These included: 2xSSLOs and an indigenous SSLO.

Teacher qualifications

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

At DNPS the staff qualifications were:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</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.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>107 454.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>107 238.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95 434.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22 371.35</td>
</tr>
<tr>
<td>Interest</td>
<td>6 016.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28 624.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>367 139.31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>22 702.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>9 747.97</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13 137.12</td>
</tr>
<tr>
<td>Library</td>
<td>3 879.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 913.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>107 644.19</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>20 187.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>28 157.05</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>22 248.31</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 953.34</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10 863.85</td>
</tr>
<tr>
<td>Capital programs</td>
<td>9 782.94</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>257 217.55</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>109 921.76</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

The Arts achievements for the year included:

- Kidzlink activities including: drawing, creative arts, murals, drama, singing, kite-making, music appreciation

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 soccer representatives Jacqueline Thorpe (soccer) and Bridie Howe (athletics)

Other

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

- Premier’s Spelling Bee
- Tournament of Minds-Social Sciences team were finalists in Victorian State titles
- School Magazines (Hilltop Heroes and North Star) published each term, featuring student writing
- Extensive use of computers and smartboards
- Excursions to Canberra, Wonga Wetlands, 4 Post and Kyabram Fauna Park
- Grade 5/6 talented students involved in Murray Creative Catchment program
- Kindergarten transition program in term 4
- Infants pet show
- Grade 5/6 talented scientists to Riverina Environmental Education Centre
- Indigenous awards day-students received awards
- Prefects and Captains participated in Leader’s Forum
- Participation in Premier’s Reading 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: Isabelle Dudley and Phoebe Aitken published in regional book
- Interschool debating
• Kidzlink - utilising parent and community assistance with interest groups
• Count Me in Too and Counting On mathematics programs
• University of NSW competitions - 5 distinctions and 16 credits were achieved by students

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 these 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
In Reading the group had a very strong representation of pupils (43%) in band 4. This large group had shifted to band 3 (39%) for Spelling, indicating an area for focus in 2011. There was an even spread across all bands for grammar/punctuation.

Writing was the strongest area of literacy with comparatively small numbers of students in bands 1 and 2, and over 60% of students in bands 4, 5 and 6.

Numeracy – NAPLAN Year 3
As was the case with literacy, there were a significant number of boys achieving below regional and state benchmarks.

38% of students were in bands 4, 5 and 6 and 35% (mostly boys) were in bands 1 and 2.

Literacy – NAPLAN Year 5
12% of students were in band 8 (state average is 10%) for Writing compared to 4% for Reading, Spelling and Grammar/Punctuation. The group had a large concentration of students (over 30%) in band 5 for Reading, Writing and Spelling.

There was an even spread across the bands in Grammar/Punctuation.

Around 40% of students were in bands 3 and 4 for all strands of literacy.

Numeracy – NAPLAN Year 5
Girls’ results were well above the region’s average. Boys’ results were below. Very few students were placed in band 3, but 64% of students were in bands 3, 4 and 5.

Measurement was the strongest strand for boys.

Progress in literacy
The school’s growth in Reading (96) was above the expected State growth of 85. In Spelling the growth was in line with State growth and in Writing it was slightly below. Grammar/Punctuation was significantly below State expectations.

Progress in numeracy
The school’s overall growth was 92 which compares favourably with the State expected growth of 89.

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 2010**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>78</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>78</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading                                                     77</td>
</tr>
<tr>
<td>Writing                                                     85</td>
</tr>
<tr>
<td>Spelling                                                   81</td>
</tr>
<tr>
<td>Punctuation and grammar                                    77</td>
</tr>
<tr>
<td>Numeracy                                                  96</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.

Aboriginal Aide intervention was invaluable, 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 and NAIDOC week by participating in various lessons and local initiatives.

Students were referred for Otitis Media screening.

Specific indigenous content is integrated into classroom lessons.

The school conducted an aboriginal cultural day which included hip-hop dancing and designing boomerangs.

Multicultural education

Throughout 2010, 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 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 presented to individual students at the weekly assembly.

Connected learning

With the construction of a new library, the school now has access to 2 connected learning centres.

It is expected that the video conferencing aspects of these centres will be increasingly used by students as teaching staff become more familiar with their operation.

Country Areas Program

Deniliquin North PS continued to be a part of the CAP program in 2010. 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 groups 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, Murder Under the Microscope
- **parent and school community participation**- students and parents benefited through relief for excursions and visiting performances eg. Scientwists, Canberra excursion
- **teacher professional learning**- teachers were engaged in a wide variety of professional learning experiences designed to improve student outcomes in specific areas eg. smartboard familiarization
Progress on 2010 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 Reading, as indicated above
- Grade 5 students achieving growth in NAPLAN Numeracy and Spelling, that is in line with State growth
- Grade 3 students showing strength in NAPLAN Writing as a comparison with other areas of Literacy
- Identification of specific areas requiring improvement, and implementation of specific programs to address these
- 89% of Kindergarten students with complete letter recognition
- 87% of Grade 1 students reading at level 15 or above
- 67% of Grade 2 students reading at independent level 30 or above

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 2010 our school carried out evaluations of Student Learning and the Mathemagic program.

Educational and management practice

Survey of Learning

In 2010 the school sought the opinions of parents, students and teachers about the school as a learning environment.

The following statements were considered:
S1-Teacher’s talk to students about their learning
S2-The school has access to good equipment
S3-My child tries hard to the best he/she can
S4-The school expects students to achieve at their best
S5-My child’s classroom is interesting

The responses of parents (19 respondents) are presented in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>26%</td>
<td>26%</td>
<td>42%</td>
<td>5%</td>
</tr>
<tr>
<td>S2</td>
<td>53%</td>
<td>47%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>S3</td>
<td>74%</td>
<td>26%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>S4</td>
<td>58%</td>
<td>32%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>S5</td>
<td>47%</td>
<td>47%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

71 students in Grades 3-6 were surveyed, as were staff.

Findings and conclusions

S1-student percentages were very similar to parent figures
S2-93% of students felt the school was well equipped for learning
S3-62% of students said they tried hard almost always and 27% said usually, whereas staff figures were 22% and 78% respectively.
S4-97% of students indicated that the school expects students to do their best, almost always or usually.100% of staff gave this indication.
S5-82% of students considered their classroom to be an interesting place to learn, usually or almost always.

Future directions

Students, parents and staff are generally in agreement that Deniliquin North Public has a strong culture of high expectation and endeavour, and that it is well resourced.
Curriculum

In 2010 a home software package (Mathemagic) was developed by the school and was launched mid-year, with a view to helping students improve outcomes in mathematics.

Participating staff, students and parents were surveyed as to its effectiveness several months after the official launch. 12 parents responded, and a cross-section of 16 multi-aged students was also surveyed.

The findings of these surveys are represented below:

**Findings and conclusions**

100% of parents and 94% of students used Mathemagic, on average, either once or more than once per week.

92% of parents and 94% of students indicated that an adult played games in the ‘Games Zone’ rarely or sometimes.

56% of students were able to complete activities with very little adult help and 25% needed some help. 75% of parents interacted with their child ‘sometimes’.

94% of students and 100% of parents rated Mathemagic as ‘OK’ or better.

50% of students and 50% of parents considered the program to be easy to use. 18% of students and 0% of parents felt it was hard to use.

All staff considered Mathemagic to be an invaluable aid to mathematical learning.

**Future directions**

Based on survey results, Mathemagic has proven to be successful and as a result, plans are underway for the home learning package to be expanded to include: spelling, reading and writing.

Parent, student, and teacher satisfaction

**Student Representation Opportunities**

Parents, students and staff were asked to complete a survey that looked at student representation opportunities. Respondents were asked to indicate: AGREE, MOSTLY AGREE or DON’T AGREE, to key questions.

**Findings**

A majority of parents agreed or mostly agreed that the Student Representative Council (SRC) helped to make the school better (100%), and that through the SRC, students had the opportunity to have a say about the school (90%).

There was also overwhelming agreement (81%) that students are encouraged to represent the school in sport, and that there is excellent opportunity for representation in fields other than sport eg. debating (81%).

These figures were mirrored by student responses, with very strong agreement to opportunities in sport (97%), encouragement (91%) and opportunities other than sport (100%). Approval for the SRC helping to make the school better was 94%.

**Future directions**

The school will continue, through its well-being, sporting and academic programs to do its utmost to provide diverse and varied opportunities for its students, and for them to have a voice in their educational setting.

**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.
School development 2009 – 2011

Major Target for 2011

Raise numeracy and literacy standards (with particular emphasis on writing and spelling) 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 mentoring with Consultant-Sue Najor, Best Start, Count Me In Too
- 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
- Specific focus on identified areas of need from NAPLAN analysis

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)
Michelle O’Connell (Assistant Principal)
Penny Strang (Parent Representative)
Louise Bashford (Parent Representative)

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: