Messages

Principal’s message

What an amazing year it has been at Deniliquin North Public school!

With so much to celebrate it seems a little unfair to pinpoint any particular student achievements, but some just stand out.

The improvements by Grade 5 students as measured in the NAPLAN testing is exceptional, particularly in Mathematics and is a testament to the hard work of students and their teachers.

Not to be outdone, Grade 3 students have been identified as a group that has outstanding talents in Writing.

Throw in state finalists in Debating, Premier’s Spelling Bee and numerous sporting events, as well as involvement in a multitude of extra-curricular opportunities, and 2012 has certainly been a year to remember.

To all that have chipped in along the way, to ensure our students are well educated and have access to such a rich and varied school life, I can but simply say, THANKS!

In presenting this report, I certify that all information 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 (Principal)

Student representative’s message

There have been a lot of changes at Deni North Public since I started back in Kindergarten. The school has a renovated canteen as well as a new hall, library and half-court basketball court. The ‘School on a Hill’ is a great school and I have enjoyed being there.

Lucy Simpson (School Captain)

The school has given me a lot of opportunities and has taught me a lot, and not just in Maths and Spelling. It has taught me how to be kind and how to make friends. I am certain that what I’ve learned at North will help me at high school. It has been a pleasure coming to North.

Darcy Barnes (School Captain)

P & C and/or School Council message

Once again, it is the end of another successful and eventful year at Deniliquin North Public school.

We have seen the completion of a new library and had the grand opening. Through a donation from Conargo Shire we had a basketball ring and slab installed, and we have started work on the new soccer field.

As we do each year, we have had another group of very enthusiastic volunteers who have given a lot of time and effort to the school. The grounds are looking magnificent and with the removal of the demountable library can only get better.

The canteen has had a strong year, and again with such a dedicated group of helpers, has not only supplied healthy food to our children, but has also catered for many events, raising much needed funds.

Our usual fundraising events such as the shopping spree and the Ute Muster, have been a great source of funding.

In closing, I would like to take the opportunity to thank all those who have been dedicated to our ‘school on a hill’, and I look forward to another great year in 2012.

Andrew Amor (P&C 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

Student attendance profile

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
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>KW</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1O</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2R</td>
<td>1</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>1/2R</td>
<td>2</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2/3H</td>
<td>2</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>2/3H</td>
<td>3</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>5/6HB</td>
<td>5</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>5/6HB</td>
<td>6</td>
<td>13</td>
<td>23</td>
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<tr>
<td>5/6S</td>
<td>5</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>13</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes
In 2011 there were 7 classes. Student numbers made it possible for all Kindergarten students to be in the one classroom. All other classes were composite classes.
**Staff information**

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

In 2011 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>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</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>0.652</td>
</tr>
<tr>
<td>Itinerant Teacher Hearing</td>
<td>1.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.606</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.45</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.818</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 the school employed an indigenous SLSO for 3 days per week.

### Staff retention

In 2011, 100% of permanent staff was retained from 2010.

**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.

| Balance brought forward       | 109,921.76 |
| Global funds                  | 98,166.71  |
| Tied funds                    | 66,135.20  |
| School & community sources    | 30,945.27  |
| Interest                      | 5,662.92   |
| Trust receipts                | 14,140.17  |
| Canteen                       | 0.00       |
| **Total receipts**            | **215,050.27** |

### Expenditure

- Teaching & learning
  - Key learning areas: 20,929.42
  - Excursions: 9,571.22
  - Extracurricular dissections: 12,183.24
- Library: 3,365.62
- Training & development: 0.00
- Tied funds: 70,364.15
- Casual relief teachers: 16,638.15
- Administration & office: 28,432.66
- School-operated canteen: 0.00
- Utilities: 33,742.22
- Maintenance: 14,000.32
- Trust accounts: 13,129.20
- Capital programs: 6,937.14
- **Total expenditure**: 229,293.34
- **Balance carried forward**: 95,678.69

A full copy of the school’s 2011 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 2011

Achievements

Arts

The Arts achievements for the year included:

- Kidzlink activities including: drawing, creative arts, murals, drama, singing, kite-making, music appreciation
- Student involvement in bi-annual production, ‘Country Roundup’
- Talented students attended an Art camp at Moulamein

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 grade 2
- Riverina PSSA representatives were: Jaclyn Thorpe (Soccer/Athletics), Bridie Howe (Athletics), Lucy Simpson (Athletics/Soccer), John Allitt (Basketball), Cameron Holschier (Athletics) and Olivia Sigle (Athletics)
- Girls’ Netball and Soccer teams qualified for Regional final and semi-final respectively

Other

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

- Premier’s Spelling Bee-Isabelle Dudley came 7th in the State final
- Tournament of Minds-Social Sciences team were finalists in Victorian State titles
- School Magazines (Hilltop Heroes and North Star) published, featuring student writing
- Extensive use of computers and smartboards
- Book Week celebrations including a parade
- Major Excursions to Ballarat, Swan Hill and Altina Wildlife Park
- Grade 5/6 talented students involved in Murray Creative Catchment program
- Kindergarten transition program in term 4 featuring Grade 5 buddies for new enrolments
- Infants’ pet show
- Grade 5/6 talented scientists to Riverina Environmental Education Centre
- Indigenous awards day- 3 students received awards
- Prefects and Captains participated in Leaders’ Forum
- Participation in Premier’s Reading and Sporting challenges
- Virtual Classroom project (higher order thinking) targeting Grade 3/4 students
- Murder Under the Microscope (Grades 5/6)
- School debating team contested the Regional final. Edwina Arthur selected in Riverina Regional debating team
- Kidzlink- utilising parent and community assistance with interest groups
- University of NSW competitions- 7 distinctions were achieved by students
- Participation in Weed Warriors program by Grade 3/4 students
- Multi-Cultural Perspectives public speaking competition
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 Writing, an astonishing 94% of students were in the top 3 Bands. The school average was well above the State average.

33% of girls were placed in the top Band for Reading and Spelling. 43% of boys were placed in Band 5 for Spelling. For Grammar/Punctuation, 86% of boys were in Band 4 and 77% of girls in the top 3 Bands.

Numeracy – NAPLAN Year 3

The school average for Numeracy was slightly below the State average. In Data/Measurement, 40% of students were placed in Band 3. In Number, 27% of students were in Band 2.

Literacy – NAPLAN Year 5

In Writing, Reading and Spelling the school average was in line with the State average. It was slightly below in Grammar/Punctuation. A large proportion of students were placed in the top Band for Reading (24%) and Grammar/Punctuation (28%). 28% of students were in the bottom Band for Grammar/Punctuation. Spelling results approximately mirrored the State results across all Bands.

Numeracy – NAPLAN Year 5

The school average was well above the State average. Generally, Number results were slightly better than those for Measurement/Data. No students were placed in the bottom Band.

Progress in literacy

Overall growth in Reading for students when comparing their scores in Grade 3 to Grade 5 was 104. This is well above expected State growth of 73.3.

In Spelling, growth was 85.6, again exceeding State expectation of 74.3. For Grammar/Punctuation, the growth was 117.6, compared to the State growth of 82.1

Progress in numeracy

Overall growth in Numeracy for students when comparing their scores in Grade 3 to Grade 5 was 120.4. This is significantly higher than expected State growth of 94.3. Growth for boys was an exceptional 143.5.

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 achieving at or above minimum standard (exempt students included) |
|---------------------------------------------------|-----------------|
| Reading                                           | 100.0           |
| Writing                                           | 100.0           |
| Spelling                                          | 100.0           |
| Grammar & Punctuation                             | 93.8            |
| Numeracy                                          | 100.0           |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|---------------------------------------------------|-----------------|
| Reading                                           | 82.4            |
| Writing                                           | 88.9            |
| Spelling                                          | 88.9            |
| Grammar & Punctuation                             | 72.2            |
| Numeracy                                          | 100.0           |
**Significant programs and initiatives**

**Aboriginal education**

Funding from CDEP enabled the school to employ an Aboriginal Aide (SLSO) 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.

Specific indigenous content is integrated into classroom lessons.

**Multicultural education**

Throughout 2011, 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 at Deniliquin North PS. The school has embraced many community initiatives such as: Reconciliation Week and selected charity fundraisers.

Each classroom has focused on a particular value each week. A weekly values award is presented to individual students at the weekly assembly.

**Country Areas Program**

Deniliquin North PS continued to be a part of the CAP program in 2011. 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, ICT camp

- **Connected Learning**: students were supported in a wide variety of interactions in accessing information courses, educational and community services and individual connections eg. Murder Under the Microscope

- **Parent and School Community Participation**: students and parents benefited through relief for excursions and visiting performances eg. Ballarat, Swan Hill excursions

- **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, spelling

**Progress on 2011 targets**

**Target**

*Raise numeracy and literacy standards (with particular emphasis on writing and spelling) to levels that are consistent with those obtained by like schools*

Exceptional NAPLAN and general literacy/numeracy improvements in the past few years indicate that the school is making strong progress in targeted areas.

Our achievements include:

- Exceptional improvements by Grade 5 students in Reading, Spelling and Grammar/Punctuation when compared with State expectations.
- Grade 3 students achieving a level in Writing that is well above the State average.
- Identification of specific areas requiring improvement, and implementation of specific programs to address these.
- 64% of Kindergarten students with complete letter recognition.
- 96% of Grade 1 students reading at level 15 or above.
- 68% 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 2011 our school carried out evaluations of school planning, school life and spelling.

**Educational and management practice**

**Survey of School Planning**

In 2011 the school sought the opinions of parents, students and teachers about planning within the school.

The following statements were considered:

S1-The school’s activities provide balanced opportunities
S2-The school attempts to be well resourced for key target areas
S3-The school responds to needs as they emerge
S4-The school community is informed about purchases and why
S5-The school implements programs designed to improve Numeracy and Literacy
S6-The school implements programs designed to improve other subjects

The percentage responses of parents (14 responses) and students from Grades 5&6 (in brackets) are presented in the table below. Teacher responses were similar to parental responses.

<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>64 (67)</td>
<td>29(23)</td>
<td>17 (10)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>S2</td>
<td>79 (43)</td>
<td>21(47)</td>
<td>0 (10)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>S3</td>
<td>43 (36)</td>
<td>43(36)</td>
<td>14 (26)</td>
<td>0 (2)</td>
</tr>
<tr>
<td>S4</td>
<td>72 (64)</td>
<td>14(31)</td>
<td>14 (2)</td>
<td>0 (2)</td>
</tr>
<tr>
<td>S5</td>
<td>64(43)</td>
<td>29(38)</td>
<td>7(19)</td>
<td>0(0)</td>
</tr>
<tr>
<td>S6</td>
<td>50(57)</td>
<td>29(29)</td>
<td>14(7)</td>
<td>7(7)</td>
</tr>
</tbody>
</table>

**Findings and conclusions**

With 14 parental responses the sample of families is very small and therefore any analysis is very limited. Student responses indicate that there is a high level of satisfaction with ‘School Planning’ and direction, particularly in terms of resourcing and information concerning purchases.

**Future directions**

It is imperative that the school continues to keep its parent and student body well informed via avenues such as ‘Student Representative Council’, P&C, school newsletters and parent meetings.

**Curriculum-Spelling**

The teaching staff undertook an evaluation of the newly introduced school-based Spelling curriculum in 2012.

**Background**

Spelling was earmarked as an area for improvement following analyses of recent NAPLAN results.

**Findings and conclusions**

It is too early to tell if different foci have led to improvements in student outcomes.

**Future directions**

Spelling as well as Grammar and Punctuation, is to be monitored in 2012 and beyond. Professional Learning funds and CAP funds are again to be heavily weighted towards obtaining improved outcomes in these areas.
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about school life.

The following statements were considered:
S1-Teachers show an interest in student well-being
S2-Teachers show an interest in student achievements
S3-Students show pride in their school
S4-Students feel safe at school
S5-School is a place where learning is considered important
S6-The school does what it can to assist students to do their best

The percentage responses of parents (14 responses) and students from Grades 5&6 (in brackets) are presented in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
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</thead>
<tbody>
<tr>
<td>S1</td>
<td>72(36)</td>
<td>21(50)</td>
<td>7(14)</td>
<td>0(0)</td>
</tr>
<tr>
<td>S2</td>
<td>64(62)</td>
<td>36(26)</td>
<td>0(12)</td>
<td>0(0)</td>
</tr>
<tr>
<td>S3</td>
<td>57(36)</td>
<td>36(43)</td>
<td>7(19)</td>
<td>0(2)</td>
</tr>
<tr>
<td>S4</td>
<td>79(57)</td>
<td>14(33)</td>
<td>7(10)</td>
<td>0(0)</td>
</tr>
<tr>
<td>S5</td>
<td>79(79)</td>
<td>21(17)</td>
<td>0(2)</td>
<td>0(2)</td>
</tr>
<tr>
<td>S6</td>
<td>57(60)</td>
<td>36(33)</td>
<td>7(4)</td>
<td>0(2)</td>
</tr>
</tbody>
</table>

Findings and Conclusions

Again, the small amount of parental responses makes any conclusions difficult to draw. Students are well satisfied with various aspects of school life.

Future directions

Student responses indicate that the relationship between staff and students at present is very strong and that learning is a high priority. This platform provides a solid base for the school to look forward to a continued high level of education and cooperation in the future.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Students will show improvements in relation to stage outcomes for Literacy and Numeracy.

2012 Targets to achieve this outcome include:

- Maximise use of computer technology to improve student understandings and skills
- Provide a vibrant learning environment and develop individual talents, interests and abilities of students and staff
- Raise literacy and numeracy standards to levels that are consistent with those obtained by like schools

Strategies to achieve these targets include:

- Professional learning for staff in key learning areas
- Integration of technology and Connected Classroom into writing and KLAs
- Strengthening of home-school partnerships eg. Best Start
- Provision of appropriate support such as STL, Aboriginal SLSO
- Specific literacy programs eg. Reading Recovery for Grade 1
- Emphasis on writing skills and publication of student writing
- Examination of areas of need as identified by NAPLAN testing and programming of lessons to address these
- Teacher relief days for student assistance
- Resourcing to improve Reading and Grammar/Punctuation outcomes
- Home software program for online learning in Reading and Spelling
School priority 2
Outcome for 2012–2014

Students and staff will demonstrate improved competency in terms of use of technology and there will be enhanced technology-based learning for students.

2012 Targets to achieve this outcome include:

- Maximise use of computer technology to improve student understandings and skills
- Provide a vibrant learning environment and develop individual talents, interests and abilities of students and staff

Strategies to achieve these targets include:

- Professional learning for staff in use of computer programs eg. Adobe Photoshop
- Integration of technology and Connected Classroom into all KLAs
- Strengthening of home-school partnerships eg. Reading Eggs online software
- Emphasis on writing and desktop publishing skills and publication of student writing
- Development and implementation of Technology Policy

Professional learning

Staff attended local forums and Professional Learning opportunities in 2011. Wherever possible such attendance was directed towards Professional Learning in school focus areas such as: literacy, numeracy, quality teaching, mentoring with Sue Najor and Smartboard familiarization.

SASS staff and Aides also attended some courses.

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 Paton (Assistant Principal)
Louise Bashford (Parent Representative)
Penny Strang (Parent Representative)

School contact information

Deniliquin North Public school
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: