Deniliquin North PS
Annual School Report 2013
School context
Deniliquin North Public school is one of 4 public schools in the Deniliquin area and services students and families on the northern side of the Edward River. It was established in 1963 and over the years it has traditionally drawn a large proportion of its enrolments from the farming community. However, with a gradual decline in the number of farming families in the district, enrolments are now more heavily weighted towards students from the town itself. The school was reclassified in 2012 and is currently a PPS classification.

Principal’s message
In presenting this year’s annual report I would like to pay tribute to the many that have made such a great school even greater throughout 2013.

Perhaps no single event in North’s wonderful history has been as significant as the 50th Celebration. It gave Northies from past and present eras a chance to reminisce, and to acknowledge what a fine institution the school has been. In what was a gleeful celebration, the P&C organising committee, staff and students combined magnificently to bring everything together. It was a celebration for the ages, and my thanks are extended to all who chipped in to make it such a success.

Within this report there are to be found many fine achievements by staff, students and the community. Yet again they indicate that the school has managed to pull above its weight in many areas. The outstanding achievement of the school debating team stands as testimony to this.

Deniliquin North Public remains as it is and as it has always been - an innovative, hard-working and big-hearted establishment. It truly is a great place to be!

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 message
We will all remember 2013 as the year of the 50th Anniversary of the ‘school on a hill’ and what a great community celebration it was. The P&C worked tirelessly all year with the school staff, students and teachers to bring together a weekend in September of shared memories and fun. Highlights were the open day, the student-run Peddlar’s Parade, the 50 year commemorative booklet, the opening of the 25 year time capsule and the gala dinner, complete with live music from The Culls and a photo booth that provided endless opportunities for amusement. Staff and volunteers worked on the school grounds for many months before the anniversary to ensure it was looking its best and all involved felt very proud of being ‘Northies’.

The P&C continued to support the school through fundraising, such as our major raffle, the Christmas shopping spree and canteen catering, which allowed us to contribute to the cost of new computers, school excursions and to support students who represent the school at a state level. The Canteen continues to be a success, opening five days a week and maintaining a consistent profit due to excellent management by Maureen Zrajko and the continued efforts of many parent volunteers.

We look forward to another successful year in 2014.

Kate Butler (P&C President)

Student representatives’ messages
Deni North is a wonderful school of many opportunities. These include a wide range of sporting activities, spelling bees, Kidzlink, public speaking, debating and Tournament of the Minds. These activities are all offered to willing participants and would not be possible without the excellent teachers and staff at Deni North who are always there to help with a friendly and encouraging attitude. While it is sad to be leaving Deni North it is nice to know it is in such good hands and that the new generation of, “good old Northies” will be there to enjoy it as much as I have.

Zara Lindeman (School Captain)

My favourite memento of DNPS would be the friendships that I have made with both students and teachers. I have enjoyed being school captain and taking on the responsibility of that important position. The school excursions to Canberra and Ballarat were also a highlight for me. I feel my seven years at DNPS will put me in good stead for my secondary education. I will always have fond memories of the school on the hill.

Alex Ritchie (School Captain)
Student information

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

Student attendance profile (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.8</td>
<td>91.1</td>
<td>93.2</td>
<td>93.6</td>
<td>93.5</td>
<td>93.5</td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td>93.2</td>
<td>93.6</td>
<td>93.6</td>
<td>93.9</td>
<td>93.9</td>
</tr>
<tr>
<td>2</td>
<td>93.0</td>
<td>92.9</td>
<td>93.4</td>
<td>93.9</td>
<td>94.3</td>
<td>94.3</td>
</tr>
<tr>
<td>3</td>
<td>93.6</td>
<td>93.9</td>
<td>93.6</td>
<td>93.9</td>
<td>94.4</td>
<td>94.4</td>
</tr>
<tr>
<td>4</td>
<td>93.8</td>
<td>93.8</td>
<td>93.4</td>
<td>93.6</td>
<td>94.3</td>
<td>94.3</td>
</tr>
<tr>
<td>5</td>
<td>93.2</td>
<td>93.6</td>
<td>93.4</td>
<td>93.8</td>
<td>94.1</td>
<td>94.1</td>
</tr>
<tr>
<td>6</td>
<td>92.9</td>
<td>93.4</td>
<td>93.1</td>
<td>93.5</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>91.4</td>
<td>93.8</td>
<td>93.5</td>
<td>94.1</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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.

Student enrolment profile

<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>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian/Release</td>
<td>0.652</td>
</tr>
<tr>
<td>Teacher-Part Time</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of Hearing (Itinerant)</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.056</td>
</tr>
<tr>
<td>Total</td>
<td>11.323</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013, an Aboriginal SLSO was employed for 4 days per week.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
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<td>2.056</td>
</tr>
<tr>
<td>Total</td>
<td>11.323</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>10%</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 30/11/2013

<table>
<thead>
<tr>
<th>Income</th>
<th>Balance brought forward $ 80,068.26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global funds</td>
<td>111,947.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>56,413.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33,868.32</td>
</tr>
<tr>
<td>Interest</td>
<td>3,021.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>51,22.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>290,441.03</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas $22,250.85</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excursions $9,729.64</td>
</tr>
<tr>
<td></td>
<td>Extracurricular dissections $11,492.75</td>
</tr>
<tr>
<td>Library</td>
<td>1,466.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,037.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47,258.81</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>15,385.81</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>34,818.10</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29,507.41</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12,570.18</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8,047.81</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>193,564.93</td>
</tr>
</tbody>
</table>

Balance carried forward 96,876.10

A full copy of the school’s 2013 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 2013

Achievements

Arts

The Arts achievements for the year included:

- Kidzlink activities including: ukulele, chess, self-defence, woodwork, knitting and circus skills
- Talented students attended an art camp at Moulamein
- Aspire Me program- several students travelled to Sydney for music/drama
- 50th Celebration Production, ‘North’s Got Talent’

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 and above
- Riverina PSSA representatives were: Sophie Hodge (netball), Rachel Hare (soccer) and Pippa Metcalfe (tennis)

Other

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

- Premier’s Spelling Bee - 4 students participated by video conference
- Science Week activities
- Tournament of Minds – 3 teams participated at Shepparton.
- Extensive use of computers and smartboards
- Book Week celebrations including a parade
- Major excursions to Ballarat, Kyabram and Melbourne Zoo
- Grade 5/6 talented students involved in Murray Creative Catchment program, including publication of a book

The school debating team

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

- Premier’s Spelling Bee - 4 students participated by video conference
- Science Week activities
- Tournament of Minds – 3 teams participated at Shepparton.
- Extensive use of computers and smartboards
- Book Week celebrations including a parade
- Major excursions to Ballarat, Kyabram and Melbourne Zoo
- Grade 5/6 talented students involved in Murray Creative Catchment program, including publication of a book

The school debating team
• Kindergarten transition program in term 4 featuring Grade 5 buddies for new enrolments
• Grade 5/6 talented scientists to Riverina Environmental Education Centre
• Indigenous awards day - 5 students received awards
• Prefects and Captains participated in Leaders’ Forum
• Participation in Premier’s Reading and Sporting challenges
• Murder Under the Microscope (Grades 4/5/6)
• School debating team victorious in the Regional final and subsequently qualified for State titles. Zara Lindeman selected in Riverina Debating team.
• Kidzlink - utilising parent and community assistance with interest groups
• University of NSW competitions - 12 Distinctions and 2 High Distinctions were achieved by students
• Multicultural Perspectives Public Speaking competition

**Academic achievements**

**NAPLAN**

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 these assessments.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

For this group of students, overall results in Writing were outstanding with 68% of students in the top 2 bands (state average 54%) and no students in Band 1. An analysis of writing skills revealed above state percentages for text structure, paragraphing, spelling, sentence structure, ideas and audience.

Similarly, in Reading, the group attained levels (55% of students) above the state average (47%) in Bands 5 and 6. A large percentage of students (41%) were in Band 4 for Spelling.

In Grammar/Punctuation, 32% of students achieved in the top band. 77% of students (state 75%) were placed in the top 3 bands.

**NAPLAN Year 3 - Numeracy**

A significant number of students (74%) were placed in Bands 3 and 4 for overall Numeracy. The group was below the state percentage in Bands 1 and 2, and significantly below the state percentage in Bands 5 and 6. The group was stronger in Number than Measurement.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

A very small sample of students sat the NAPLAN testing, making conclusions difficult to ascertain. Overall growth for students that were at Deniliquin North PS in Grade 3 (2011) was 86% for Reading (state growth 83%), 78% for Grammar/Punctuation (state growth 78%), 64% in Spelling (state growth 84%) and 38% for Writing (state growth 55%).

In Writing, the group outperformed state averages for text structure, persuasive devices, sentence structure and punctuation.

NAPLAN Year 5 - Numeracy

Overall growth, since grade 3, for students, was 71% (state 89%). Students were heavily represented in Bands 4-6 (92% of students). The group was stronger in Measurement than Number.

Other school based assessments

7 Grade 1 students were engaged in Reading Recovery lessons during the year. All seven completed lessons with a Reading Recovery level of 18 or above.

73% of Kindergarten students achieved Reading Recovery levels of 9 or better and 73% had complete letter recognition. A further 18% had all but one letter recognized.

Students in all grades made significant improvements in Number and Measurement, based on school assessments.

Significant programs and initiatives

Aboriginal education

The school employed an Aboriginal Aide (SLSO) who 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 week by participating in various lessons and local initiatives.

Specific indigenous content is integrated into classroom lessons within the school’s HSIE cycle of units.

Some students attended the Shepparton Indigenous Games.

Multicultural education

Throughout 2013, 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.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Principal and staff examination and evaluation of NAPLAN results
- Principal sharing relevant information and progress with the school P&C at meetings
- Staff evaluations of student progress and needs at staff and Learning Support meetings
School planning 2012—2014: progress in 2013

School priority 1
Outcome for 2012–2014
Improve student outcomes in literacy.

Evidence of progress towards outcomes in 2013:
• Excellent results in Grade 3 NAPLAN in Writing, Reading and Grammar/Punctuation (see above)
• State comparable results in Grade 5 NAPLAN in Reading and Grammar/Punctuation (see above)

Strategies to achieve these outcomes include:
• Provision of substantial ‘Professional Learning’ funds to assist teachers in the transition to the national English curriculum in 2014
• Integration of technology and Connected Classroom into all Key Learning Areas
• Strengthening of home-school partnerships eg. Reading Eggs and Studyadder online software
• Emphasis on writing, spelling, punctuation, grammar and desktop publishing skills, as well as publication of student writing
• Implementation of the school, ‘Punctuation and Grammar’ curriculum
• Mentoring sessions for students providing greater capacity for individualised learning

School priority 2
Outcome from 2012–2014
Improve student outcomes in numeracy.

Evidence of progress towards outcomes in 2013:
• NAPLAN results in Numeracy were not as strong as those for Literacy.
• Progress has not been as swift as would have been desired in Numeracy and much still needs to be done to improve students overall achievements and improvements in Mathematics.

Strategies to achieve these outcomes in 2014:
• Integration of technology and Connected Classroom into all Key Learning Areas
• Strengthening of home-school partnerships eg. Studyadder online software program
• Prioritisation of ‘Professional Learning’ funds for numeracy
• Greater emphasis on ‘hands-on’ mathematics and ‘teaching mathematically’ by teachers
• Mentoring sessions for students providing greater capacity for individualised learning

Professional learning
Staff attended local forums and professional learning opportunities in 2013. Wherever possible such attendance was directed towards professional learning in school focus areas such as: literacy, numeracy, quality teaching and student mentoring.

SASS staff and Aides also attended some courses.
Parent/caregiver, student, and teacher satisfaction

In 2013/14, the school sought the opinions of parents, students and teachers about homework at school. Grades 5 and 6 students were surveyed. 25 parent responses were received. Parent responses are presented below.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES (%)</th>
<th>NO (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should c’ren have homework?</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Does h’work cause conflict?</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Should h’work be teacher marked?</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Should parents help with h’work?</td>
<td>83</td>
<td>17</td>
</tr>
<tr>
<td>Is special time put aside for h’work?</td>
<td>92</td>
<td>8</td>
</tr>
<tr>
<td>Should parents check h’work?</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Should t’cher report non- h’work?</td>
<td>88</td>
<td>12</td>
</tr>
<tr>
<td>If not done, student detention?</td>
<td>14</td>
<td>86</td>
</tr>
<tr>
<td>Does your child use ‘Reading Eggs’?</td>
<td>71</td>
<td>29</td>
</tr>
</tbody>
</table>

Students’ Results indicated the following:
In response to, ‘should students have homework,’ 68% of girls agreed, but only 19% of boys did. Regarding conflict, student percentages mirrored parents’ responses.
A strong percentage of students felt it was important that teachers marked homework (86%) and that parents should help (88%) and check (70%). Only 35% of students stated that time was put aside for homework, compared to 92% of parents. 50% of students agreed that failure to do homework should be reported to parents, although this feeling was much stronger amongst the girl group (67% of girls).
Students (92%), like parents, did not feel detention should be given for not doing homework. The ‘Reading Eggs’ online program was more popular with girls (67% of girls) than boys (19%).

Teachers’ Responses
Teachers felt overwhelmingly that students required homework and that this should be marked. They also felt that parents had a part to play in checking and assisting with homework. Unlike students and parents, most teachers felt detention was appropriate for failing to complete homework.
Teachers did not answer questions pertaining to home aspects eg. special time, Reading Eggs, conflict.

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)
Louise Bashford (Parent Representative)
Megan Hunter (Assistant Principal)

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: