Our school at a glance

Students

Dundas Public School had a student population of 364 students during 2011. Our students come from a variety of cultural backgrounds, with 64% coming from a language background other than English. Our students are committed to maintaining a culture of tolerance co-operation and respect at our school.

Staff

Our dedicated, caring and professional staff deliver engaging quality teaching and learning programs that provide our students with the opportunity to extend their competencies across all aspects of the curriculum. All teaching staff at Dundas Public School meet the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives

In 2011 we continued to implement our 3-year plan. Significant programs continue to be:

- The revamp of the website, which encouraged and improved communication
- Focus on explicit teaching in both mathematics and English.
- Continue the ‘Making Connections’ program in years 3-6.

New programs

- Implementation of the sentence-a-day program.
- Introducing ‘Springboard Into Comprehension’ resources Years 3-6.

We also participated in the Premier’s Reading and Sporting Challenges.

We also continued with our dance groups, choir and AfL program.

Messages

Principal’s message

2011 has been a very productive and eventful time at Dundas Public School. Our school continued to excel in the academic, cultural and sporting realms. Our students achieved these outstanding results through good teaching, determination, commitment and the confidence to take a risk.

Our school continues to be epitomised by a deep, caring and sensitive partnership between the students, parents, staff and broader community. All members of the Dundas Public School community share a united aspiration - a safe, happy future for our children where they may follow their dreams in a supportive, tolerant society. Our successes are a clear indication that our school provides such an environment for our students. The school’s strong focus on quality teaching and learning has resulted in the delivery of engaging and effective K-6 programs which ensure that the building blocks of learning are strong and that the transition on the learning continuum will continue to be smooth and effective.

I am exceptionally pleased and proud of the many accomplishments that are listed throughout this report. I attribute these successes to the strong sense of teamwork in our students, staff and families. I am very appreciative of the enthusiasm, commitment and superlative work ethic of our students, staff and community members. This report also outlines future challenges and directions for our school as we endeavour to provide the best educational experiences for everyone at Dundas Public School.

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.

Jan Thurgar - Principal

P & C message

The Dundas Public School P&C Association had a very busy, productive and rewarding year.

Our purpose of supporting our school, and the wider school community, with the delivery of services and resources to enable the best possible learning outcomes for our children, has been achieved by our hard working and dedicated team this year.
During the course of 2011, we have provided the following services:

- Out of School Hours Care (OOSH)
- Canteen – Wed, Thurs, Fri
- School Band
- School Banking – Commonwealth Bank

We have financially contributed in excess of $30,000 allocated to the following resources and assets:

- Art supplies and drying equipment for our Kindergarten Classes
- Full replacement and extension of the Home Readers for Stage 1 & 2
- Numeracy and Literacy resources for Stage 3
- Signage for the School Hall
- Air-Conditioning for the School Hall
- Air-Conditioning for the OOSH Centre
- Subsidied travel to and from performances, excursions and Presentation Day
- Full subsidisation of all awards our children receive during the year

During the course of 2011, the P&C held and hosted many school and fundraising events including:

- School Fete on Election Day
- Special Canteen and celebration morning teas
- Car wash
- School disco
- Raffles
- Family Christmas picnic/ BBQ

We have been privileged to receive the support from a large number of our school families by way of the P&C levy contribution. The funds raised from the levy collection were allocated to the air-conditioning project for the hall. We have also delighted in our general membership base increasing during the year.

Melissa McAulay – President

Student representative’s message

The award winning Peer Mediation Program provides us with superb mediation skills. All Year 6 students readily accept the role of mediator and carefully employ mediation strategies to assist students to resolve issues and conflicts. The program gives us excellent conflict resolution skills. We encourage all students at Dundas Public School to accept a leadership role. Two students from every class are chosen by their classmates to represent them at the Student Representative Council. The Dundas’ Environmentally Responsible Team (DERT) members are chosen by students in their classes from Year 2 to Year 6. Each year 32 students from Year 6 are democratically elected to fill the leadership roles of prefects; sports house captains and vice-captains and peer mediation leaders.

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>192</td>
<td>188</td>
<td>179</td>
<td>190</td>
<td>193</td>
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<tr>
<td>Female</td>
<td>190</td>
<td>190</td>
<td>178</td>
<td>175</td>
<td>171</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.1</td>
<td>97.6</td>
<td>95.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.9</td>
<td>96.4</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.5</td>
<td>95.2</td>
<td>96.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.6</td>
<td>95.7</td>
<td>95.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.5</td>
<td>95.0</td>
<td>94.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.3</td>
<td>95.2</td>
<td>93.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.9</td>
<td>95.4</td>
<td>92.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.4</td>
<td>94.5</td>
<td>95.8</td>
<td>94.6</td>
<td></td>
</tr>
</tbody>
</table>
Management of non-attendance

Student non-attendance is managed through the OASIS administration system. Patterns of non-attendance (without written explanation) may lead to follow up by the Regional 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>Class Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll class</td>
</tr>
<tr>
<td>KC</td>
</tr>
<tr>
<td>KO</td>
</tr>
<tr>
<td>1/2M</td>
</tr>
<tr>
<td>1/2O</td>
</tr>
<tr>
<td>1/2S</td>
</tr>
<tr>
<td>1/2Z</td>
</tr>
<tr>
<td>1/2M</td>
</tr>
<tr>
<td>1/2O</td>
</tr>
<tr>
<td>1/2S</td>
</tr>
<tr>
<td>1/2Z</td>
</tr>
<tr>
<td>3/4H</td>
</tr>
<tr>
<td>3/4K</td>
</tr>
<tr>
<td>3/4T</td>
</tr>
<tr>
<td>3/4Y</td>
</tr>
<tr>
<td>3/4H</td>
</tr>
<tr>
<td>3/4K</td>
</tr>
<tr>
<td>3/4T</td>
</tr>
<tr>
<td>3/4Y</td>
</tr>
<tr>
<td>5/6B</td>
</tr>
<tr>
<td>5/6C</td>
</tr>
<tr>
<td>5/6U</td>
</tr>
<tr>
<td>5/6V</td>
</tr>
<tr>
<td>5/6B</td>
</tr>
<tr>
<td>5/6C</td>
</tr>
<tr>
<td>5/6U</td>
</tr>
<tr>
<td>5/6V</td>
</tr>
</tbody>
</table>

Structure of classes

The classes at Dundas PS are divided into stage groups: Early Stage 1 (Kindergarten), Stage 1 (years 1 and 2), Stage 2 (years 3 and 4), and Stage 3 (years 5 and 6).

Staff information

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

Staff establishment

<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>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>25 (incl APs)</td>
</tr>
</tbody>
</table>

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

There are currently no members of staff from an Indigenous background.
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>
</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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

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

Dance Troupe

2011 has been another busy and exciting year for the ‘Dancers of Dundas’. A large number of children auditioned for both the junior and senior dance troupes, resulting in over thirty dancers being chosen for each troupe. Members of both dance troupes rehearsed at lunchtime at least once a week to learn, practice and perfect their respective routines. In September, both the senior and junior dance troupes were chosen to perform their items at the Riverside Theatre in Parramatta, as part of this year’s Celebrating the Arts Festival. Senior dance troupe performed their ‘Singing in the Rain’ dance spectacularly and junior dance troupe dazzled with their ‘Dance, Dance, Dance’ performance.

School Bands

This year our school rehearsed two bands. The concert band caters for capable musicians who have been playing for more than one year. The students auditioned at the end of 2010 and were successful in receiving a place in this band. Mrs. Rosemary Anner conducts the concert band.

The primary band caters for all other students. It is conducted by Mr John D’Arcy. The majority of this band was made up of year 3 and 4 students as well as other students who were interested in joining the band in years 5 and 6.

During 2011 the concert band was involved in two competitions. These were the Ryde East Music Festival and the NSW University School Band Challenge. The primary band also took part in the NSW University School Band Challenge. Members of the bands also performed for Education Day, the 2012 Kindergarten Ready Set Kindy program and Presentation Day.
All band members also took part in a weekend band camp during July. This was a great opportunity for the students to hone their skills in small group tutorials and for the parents to enjoy their children performing for an enthusiastic audience.

School Choir
The school choir, consisting of 30 children from years 5-6 participated in the Celebrating the Arts Festival at the Riverside Theatre in Parramatta. The students performed to an extremely high standard and were a credit to our school. Ila-Rose Besgrove and Daniel Kim of year 6 were selected to perform as soloists at Celebrating the Arts and sang beautifully. The choir also performed at Open Day during Education Week and at Presentation Day in December.

Sport
Students at our school continue to be offered many opportunities to participate individually or in teams in a range of sports. At all levels this year it has been one of great success.

• This year we have had another highly successful year at Zone level. Our swimming team and cross country team were named Zone Champions whilst the athletics team was named Zone Runners-up at their respective Parramatta/Merrylands Zone Carnivals in 2011.

• Parramatta Zone PSSA Summer – junior and senior cricket, two junior mixed T-Ball, two senior mixed softball teams and 2 mixed newcombe ball teams. Our most successful teams were the senior A softball and junior cricket who were Zone Champions and the junior A T-ball who were Zone Runners-up.

• Parramatta Zone PSSA Winter – junior and senior soccer, junior A and B, senior A and B netball and junior gold, junior black, senior gold, senior black mixed AFL teams. The senior A netball, junior A netball, senior soccer and junior gold AFL were zone champions and junior soccer zone runners-up.

• Samuel Bradbery was the senior boys individual age champion at the Parramatta/Merrylands Zone Swimming Carnival and together with 10 other students went on to represent the school at the Sydney West Region Swimming Championships.

• Bradley Wright and Rebecca Wright were both Zone Cross Country individual age champions and together with 7 other
students represented the zone at the Sydney West Region Cross Country Championships.

- Bradley Wright, Rebecca Wright and Jasmyn McDonald went on to represent Sydney West Region at the NSWPSSA State Championships. All ran very well with Bradley 12th, Jasmyn 13th and Rebecca 19th in their events.

- Rebecca Wright was senior girls’ individual age champion and Bradley Wright was senior boys runner-up age champion at the Parramatta/Merrylands Zone Athletics and together with 9 other athletes represented the zone at the Sydney West Region Athletics carnival.

- Rebecca and Bradley went on to represent the Sydney West Region at the NSWPSSA Athletics Championships both finishing 4th in their 800m events.

- Samuel Bradbery and Bradley Wright represented the zone at football (soccer). Stephen Yung, Samuel Bradbery, Bradley Wright, Matthew Wright and Patrick Sliwa represented the zone at softball. Rebecca Wright and Jasmyn McDonald represented the zone at netball. Danny Yu and Samuel Yu represented the zone at tennis.

- Danny Yu and Samuel Yu went on to represent the Sydney West Region at the NSWPSSA state tennis championships held at Parramatta. The team finished in 10th place.

- Rebecca Wright went on to represent the Sydney West Region at the NSWPSSA state netball championships held in Newcastle.

- Jasmyn McDonald represented the Sydney West Area at the NSWPSSA water polo carnival held at Sutherland.

**AFL Auskick Program.**

Early stage 1 completed an introductory clinic where they progressed through a series of skills based sessions. Stage 1 – 3 participated in both skilled based sessions and an intra school competition. All the clinics were run extremely well by NSW/ACT AFL with qualified coaches instructing the children.

**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. At Dundas PS the following applies:-

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**

![Percentage in bands: Year 3 Grammar & Punctuation](image)

- Percentage in Band
- School Average 2008-2011
- State DEC % in Band 2011
Numeracy – NAPLAN Year 3

Percentage in bands: Year 3 Numeracy

Bands
- Percentage in Band
- School Average 2008-2011
- State DEC % in Band 2011

Progress
Average progress in Numeracy between Year 3 and 5

Bands
- Percentage in Band
- State DEC % in Band 2011

Literacy – NAPLAN Year 5

Percentage in bands: Year 5 Writing

Bands
- Percentage in Band
- State DEC % in Band 2011

Progress in literacy
Average progress in Reading between Year 3 and 5

Progress in numeracy
Average progress in Numeracy between Year 3 and 5

Bands
- Percentage in Band
- State DEC % in Band 2011
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.

### Minimum Standards data

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.5</td>
</tr>
<tr>
<td>Writing</td>
<td>88.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.0</td>
</tr>
<tr>
<td>Writing</td>
<td>96.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.0</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

This year our general achievements were demonstrated by:

**Selective High Schools**

14 students have accepted offers to be placed in a Selective High School.

**University of NSW International Competitions and Assessments for Schools**

**Mathematics**

Results included 2 Certificates of High Distinction, 14 Certificates of Distinction, 25 Certificates of Credit and 33 Certificates of Participation.

**English**

Results included 1 Certificate of High Distinction, 6 Certificates of Distinction, 21 Certificates of Credit and 41 Certificates of Participation.

**Spelling**

Results included 13 Certificates of Distinction, 25 Certificates of Credit and 30 Certificates of Participation.

**Science**

Results included 9 Certificates of Distinction, 24 Certificates of Credit and 19 Certificates of Participation.

**Computer Skills**

Results included 12 Certificates of Distinction, 12 Certificates of Credit and 31 Certificates of Participation.

**Maths Olympiad**

33 Stage 3 students participated in the 2011 Australian Problem Solving Maths Olympiad. The team went on to score 241 marks out of a possible 250. This placed the team 20th in Australasia. This is once again a great achievement, particularly so, as there were 1357 teams and approximately 29,000 competitors in the Primary section of the competition. This is the eighth year in a row that teams from the school have finished in the top 20 of the competition. The team received an outstanding team achievement plaque and many varying individual awards.

**Premier’s Reading Challenge (PRC)**

Dundas Public School once again participated in the Premier’s Reading Challenge this year. In total 333 students completed the PRC which was 93% of the school. This achievement is a new school record of participation and a 58% increase on the results of the previous year.

**Debating**

Dundas Public School was once again involved in the Premier’s Debating Challenge this year with one team being chosen to represent our school. The team consisting of Nikola Najdovski, Jasmyn McDonald, Rebecca Wright and Eugene Choi participated in a round robin tournament held during terms 2 and 3. The team was involved in 3 separate debates against schools in the same zone in the preliminary part of the competition.
The team performed very well throughout the competition.

Public Speaking
This year, Dundas Public School had two zone finalists in both the Stage 2 and the Stage 3 divisions of the Multicultural Public Speaking Competition. For Stage 3, Nikola Najdovski and Jasmyn McDonald (Year 5), presented speeches and for stage 2, April Purdon and Emma Wilson (Year 4), presented. All four students performed admirably.

Ready Set Kindy
Once again, this year, the staff and the executive continued with our highly successful orientation program for our 2012 Kindergarten students. The program continues to provide pre-schoolers with the opportunity to visit our school on four occasions. Over a period of three weeks the children attended three sessions enabling them to experience a variety of Kindergarten activities.

Mrs O’Connor organised three parent sessions on the topics of Numeracy and Literacy, What is PD/H/PE? and a tour of our School. These sessions were delivered at various venues around the school whilst the children were in the kindergarten classrooms experiencing transition activities.

This program once again was a great success as it allowed the parents the opportunity to meet one another and school staff prior to their children commencing Kindergarten next year.

The program was concluded this year with a Kindergarten Orientation morning.

The overall success of the program was evident to all involved.

- Approximately 80% of our 2012 Kindergarten students attended the sessions of Ready Set Kindy.
- Parents, once again, stated that they felt the program had better prepared both their child and themselves for school
- Our 2012 Kindergarten teachers were able to observe their future students interacting with their peers in the classroom.

Excursions
In term 2, Stage 1 went on an excursion to the Field of Mars looking at wet and dry environments.

In term 3, Stage 3 visited Canberra and the snow. Stage 2 visited Rouse Hill House and Early Stage 1 went to Taronga Zoo.

In term 4, Year 6 experienced mechanical devices and mathematics in the environment at Luna Park and stage 3 went on a community walk.
Our Targets

Progress on 2011 targets

Target 1. Promotion of Dundas Public School within the local community.

Strategies to achieve this target include:

- Formation and development of a promotion committee.
- Evaluation of the current school website.
- Enhancement and restructuring of the school website.
- The school website to promote and acknowledge student achievements across the school.
- Formation of a parent email list to electronically distribute newsletters and other forms of communications.
- Promotion of Dundas Public School at local preschool facilities via parent information sessions and distribution of school brochures.
- Weekly updating of the school noticeboard with relevant information and promotional information regarding student achievements.

Our success will be measured by:

- The school website including fortnightly newsletters, excursion notes and all other relevant communications to the school community.
- The creation and utilisation of parent email lists (whole school and stage lists).
- The acknowledgement of student achievements on the school website and noticeboard.

Target 2. To improve student learning outcomes in numeracy.

Strategies to achieve this target include:

- Incorporation of interactive technology to assist in the implementation of Count Me In Too (CMIT) and Counting On (CO).
- Introduction of mathematics ability groupings in Stage 1.
- Explicit teaching of the data, measurement, space and geometry strands of mathematics.
- Stage based programming and assessments to maintain high levels of student achievement in NAPLAN.

Our success will be measured by:

- Utilisation of interactive technologies that engage and enhance student learning outcomes.
- A decrease in the number of students performing in NAPLAN lower bands for data, measurement, space and geometry.
- An increase in the number of students performing in NAPLAN higher bands for data, measurement, space and geometry.
- NAPLAN test results to indicate 90% of Year 3 students will achieve band 3 or higher and 95% will achieve band 4 or higher in data, measurement, space and geometry strands of numeracy.

Target 3. To improve students writing skills with a continued focus on grammar and sentence structures.

Strategies to achieve this target include:

- Consolidation of strong NAPLAN results by developing consistent programming in all stages.
- The implementation of the Sentence A Day program K-6 targeting improved student writing skills.
- Stage based English programming and assessments to increase levels of student achievement in NAPLAN.
- Continued development of team teaching approaches to analyse the teaching/learning cycle.
- Provide staff with professional learning in innovative practical approaches to teaching writing and the use of smartboards as a tool for learning.
- Continuation of the Best Start Kindergarten assessment program.
• Continuation of K-2 Jolly Phonics program.

Our success will be measured by:
• A continued decrease in the percentage of students performing in NAPLAN lower bands for writing.
• A continued increase in the percentage of students performing in the NAPLAN higher bands for writing.
• 90% of students K-2 to reach guided reading benchmarks.
• NAPLAN test results to indicate 90% of Year 3 students will achieve band 3 or higher and 95% will achieve band 4 or higher in writing.
• Students achieving growth of one or two levels across Best Start literacy continuum.

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 leadership and

Educational and management practice

Leadership Evaluation

Background
In 2011 the school executive, made up of the Principal and three Assistant Principals, discussed the need to evaluate their leadership capacity and its current effectiveness in the school. Staff, students (Years 3-6) and parents were given an opportunity to share their thoughts concerning school leadership at Dundas Public School. Two separate surveys tailored to each group were prepared and distributed.

Findings and conclusions
The survey of students (79 responses) and parents (31 responses) indicate the following:
• 90% of students and 90% of parents felt that the school executive team understand the
school and get the best from staff and students.
• 88% of students and 90% of parents felt that the school executive team value the contribution of individuals and groups.
• 84% of students and 88% of parents felt that the school executive team ensures that everyone at the school is treated fairly.

The survey results of teachers (12 responses) indicate the following:
• 82% of staff felt that the school executive team improves the school through an understanding of the school’s strengths and weaknesses.
• 90% of staff felt that the school executive team builds relationships based on trust, collegiality and mutual respect.
• 100% of staff felt that the school executive team demonstrates an interest in, and an accountability for student learning outcomes.
• 100% of staff felt that the school executive team encouraged staff, parents and students to take leadership roles at the school.

Future directions
These findings and the ensuing discussions suggest that there needs to be a continuation of current consultative practices and collaboration between staff, students and parents.

Curriculum

Literacy

Background

The school undertook an evaluation of its Literacy programs. A panel comprising of school and regional personnel spoke to teachers and students and analysed surveys. A series of findings, conclusion and future directions, all of which will be adopted for the 2012-2014 plan, were made.

Findings and conclusions
• Teachers need to be able to articulate a shared vision and moral purpose.
• The Sentence a Day program is being implemented across the whole school.
• A greater knowledge and understanding of the school plan and its significance in strategic planning is required by all.

• Teachers identified a need for more professional learning opportunities.

• Some staff are unaware of how to analyse and use NAPLAN data and how it is used to identify targeted priority areas.

• Continued whole school analyses and review of NAPLAN data in staff meetings.

Future directions
Future directions for the school are documented in the School Plan 2012-2014 are:

• Review the use of the school writing scope and sequence, ensuring all text types are taught across all stages.

• Ensuring writing skills, knowledge and understandings are taught in an explicit, systematic, balanced and integrated way.

• Focusing on explicit teaching of writing with an emphasis on clause and sentence level skills.

• Continue to demonstrate best practice through the use of electronic whiteboards.

• STLA teacher to support teachers in benchmarking students in reading to ensure consistent outcomes.

• Develop standard assessments across stage/grade of learning.

• Promote a balanced literacy session to include modelled, guided & independent strategies.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. These surveys were conducted in the context of the school with the school reviews. Outcomes above are reported in newsletters and in the Annual School Report.

Professional learning
Professionalism of staff is a key focus for Dundas Public School with quality teaching being at the core of all that we do. All full time staff members attended professional development throughout the year. The majority of this occurred at after school meetings. The priority areas for the school were Literacy, Numeracy, Best Start, quality teaching and technology. All staff attend five whole school development days each year.

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
Promotion of Dundas Public School within the local community (a follow on from the 2011 Target).

Strategies to achieve this target include:

• Continuation of the promotion committee.

• Evaluation of the current school website.

• Enhancement and restructuring of the school website.

• The school website to promote and acknowledge student achievements across the school.

• Formation of a parent email list to electronically distribute newsletters and other forms of communication.

• Promotion of Dundas Public School at local preschool facilities via parent information sessions and distribution of school brochures.

• Weekly updating of the school noticeboard with relevant information and promotional information regarding student achievements.

• Improved signage around the school including signs for student welfare programs eg. Peer Mediation and Safe, Respectful Learners.
Our success will be measured by:

- The school website including fortnightly newsletters, excursion notes and all other relevant communications to the school community.
- The creation and utilisation of parent email distribution lists (whole school and stage lists).
- The acknowledgement of student achievements on the school website and noticeboard.
- Teachers and students utilising new student welfare signage.

School priority 2
To improve student learning outcomes in numeracy.

Strategies to achieve this target include:

- Continued incorporation and consolidation of interactive technology to assist in the implementation of Count Me In Too (CMIT) and Counting On (CO).
- Continuation of mathematics ability groupings in Stages 1, 2 and 3.
- Explicit teaching of the data, measurement, space and geometry strands of mathematics.
- Stage based programming and assessments to maintain high levels of student achievement in NAPLAN.
- Analysis of National Curriculum mathematics syllabus and incorporating it into our school’s mathematics scope and sequence.

Our success will be measured by:

- Utilisation of interactive technologies that engage and enhance student learning outcomes.
- A decrease in the number of students performing in NAPLAN lower bands for data, measurement, space and geometry.
- An increase in the number of students performing in NAPLAN higher bands for data, measurement, space and geometry.
- NAPLAN test results to indicate 90% of Year 3 students will achieve band 3 or higher and 95% will achieve band 4 or higher in data, measurement, space and geometry strands of numeracy.
- Development of new mathematics scope and sequence which is aligned to the National Curriculum.

School priority 3
To improve students writing skills with a continued focus on grammar and sentence structures.

Strategies to achieve this target include:

- Consolidation of strong NAPLAN results by developing consistent programming in all stages.
- The continuation of the Sentence A Day program K-6 targeting improved student writing skills.
- Stage based English programming and assessments to increase levels of student achievement in NAPLAN.
- Continued development of team teaching approaches to analyse the teaching/learning cycle.
- Provide staff with professional learning in innovative practical approaches to teaching writing and the use of smartboards as a tool for learning.
- Continuation of the Best Start Kindergarten assessment program.
- Continuation of K-2 Jolly Phonics program.
• Continuation of ability based writing groups in Stages 2 and 3.
• Analysis of National Curriculum English syllabus and incorporating it into our school's mathematics scope and sequence.

Our success will be measured by:
• A continued decrease in the percentage of students performing in NAPLAN lower bands for writing.
• A continued increase in the percentage of students performing in the NAPLAN higher bands for writing.
• 90% of students K-2 to reach guided reading benchmarks.
• NAPLAN test results to indicate 90% of Year 3 students will achieve band 3 or higher and 95% will achieve band 4 or higher in writing.
• An increase in the number of students performing in NAPLAN higher bands for spelling.
• Students achieving growth of one or two levels across Best Start literacy continuum.
• Development of new English scope and sequence which is aligned to the National Curriculum.

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.

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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: