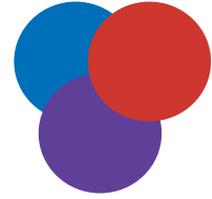




Education

Dapto Public School Annual Report 2015



Introduction

The Annual Report for 2015 is provided to the community of Dapto Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tony Friedrich
Principal

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Message from the Principal

2015 has been another wonderful year, a year of achievement and growth in every sense. Students have had an incredible array of opportunities to foster self-esteem, wellbeing and, most importantly, development of their academic and skill based abilities.

This year our school performed very well in the NAPLAN testing. Results in grammar, spelling and writing were the highest in the school's history and have continued the growth trend of recent years. In ICAS university testing the school performed outstandingly with numerous credits, distinctions and high distinctions.

On the sporting fields our school performed with distinction. There were some winning teams and outstanding individual efforts. Two highlights would have to be our junior girls relay team swimming at the State swimming carnival at Homebush, along with Grace Healey competing at the same carnival. Probably the greatest achievement though was around the fact that 2015 saw more students participate and compete in sporting activities than ever before. The school was involved in athletics, cross country, swimming, AFL, soccer (Football), rugby league, cricket, oz tag, basketball, tennis, bowling, gymnastics and even snow skiing.

On the stage we again performed outstandingly. Our school choir was the largest ever with some 85 students performing on stage, many for the first time, to the loud applause of the thankful audience. Students had the opportunity to learn recorder, guitar, keyboards and the bongo drums. Our school dance group was superb in making the Sydney finals of Wakakiri performing at both NIDA and Homebush. This year there was the greatest number of entries in the Archibalds ever, with 7 children finishing with high acclaim and 3 making the finals. Most significantly, the eventual winner of the Junior Archibald prize was Daniel Harford.

As always I would like to pay my compliments to the most outstanding team of committed professionals. This is the group of people who make up the Dapto Public School staff, who diligently work every day to make a difference. These teachers, support staff and office staff work with pride and amazing expertise to provide the opportunities, programs and care that makes a difference. I thank them all.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

We endeavour to provide the best of education for all students in an environment which nurtures the individual. We support students to develop the skills of literacy and numeracy as well as providing a holistic approach to support students in becoming learners in the 21st century.

School context

Dapto Public School is located in the NSW's South Coast in the city of Wollongong. The school was relocated in 2004 and is no longer in Dapto but rather in the suburb of Horsley in the West Dapto growth corridor. The school has an enrolment of 650 students, of which 4% are Aboriginal and 15% are from a Non-English Speaking Background. The school also has two support classes (1 x Multi-categorical and 1 x IO/IS class).

The school has a focus on developing the basics of literacy and numeracy in all students, as well as providing award winning programs in the arts and significant programs in sporting areas. Our school has a strong focus on technology and in innovating for future learning.

In 2015 Dapto PS received \$259,319 in RAM funding. This funding will be expended on the wages of teachers & Student Learning Support Officers to support learning. In addition, specialist services will be engaged (the introduction of the Indonesian program for students in years 5 & 6, speech support for students of the highest needs in Kindergarten and the employment of additional time to support students with targeted support). 2015-17 Dapto PS has had a reduction of Learning Support of 0.3 (or 1.5 days per week). All expenditures and this school plan have been endorsed by the community.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In 2015 there has been a strong emphasis on curriculum and learning and assessment and reporting. Professional development has been aimed at the development of literacy subjects as well as analysing the data sources collected through assessment of student progress. Staff have viewed, professionally developed and focused upon effective teaching strategies around reading and writing. This has been supported with the delivery of numerous parent workshops to inform parents about teaching programs in literacy here at the school, as well as providing pointers in assisting their children. The creation of rubrics, and efforts to ensure consistency in judgement, has become a data source to inform teaching. The alignment of learning programs between the library and the students' classrooms has been aided by the portability of technology and the introduction of the Oliver Library System, which has provided students with greater access to reading material. Significant attention was given to disabilities around the NCCD and the provision of education programs for students with additional needs. All children identified on the NCCD database have an IEP which is written each year in consultation with parents and reported on at the end of each year. The systematic approach to the allocation of resources around disability has been streamlined and greater efficiencies have resulted.

Teaching

In this area our focus was placed upon effective classroom practice and collaborative practice. The implementation of the Performance Development Framework and the regular viewing of all teaching practice is now a component of the systematic approach to ensuring teacher quality as well as professional development. Staff have all been a part of collaboratively programming and timelines for systematic review of classroom programs are in place.

Leading

Throughout the Department of Education, School Planning, implementation and reporting has been a significant process and focus. Our school now has routine events scheduled for planning and the collection of relevant data to comply with the new external validation system.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

High Quality Teaching and Learning

Purpose

To grow learners socially, emotionally and academically through implementing learning which is innovative while maintaining a focus on the development of the fundamental skills of literacy and numeracy to prepare students for 21st century learning.

Overall summary of progress

The implementation of the school plan has gone as planned. All components are completed or underway as originally conceived. Literacy practice utilising the L3 program has been successful in implementation, building upon many existing practices across the school. Professional development in Focus on Reading has been completed however there is still further work to be undertaken around assessment. Our timetable has been successfully streamlined to get the best use of LST and ensuring mornings are dedicated to literacy and numeracy. NAPLAN results indicated significant growth and overall improvement in student results indicating success with implemented programs

Indonesian was undertaken across 2015 and there were some benefits to the program. However, due to funding expenditure, it has been decided to aim that expenditure at proficiency writing development. Speech intervention in Kindergarten has been very well supported by parents and staff. This early intervention strategy has seen a number of parents continue accessing support outside school and provided valuable data and guidance to assist in the development of literacy in Kindergarten.

Technology and the implementation of BYOD have continued and the professional development that surrounded the implementation of Google Apps has further supported the programs which support student learning. The streamlining of administrative processes for teachers has seen the purchase of a program and additional storage space for assessment tasks. This will better assist reporting and communication with parents.

Professional development will change focus from literacy to numeracy in 2016, with professional development commencing on the Staff Development Day in January 2016.

Progress towards achieving improvement measures		Resources (annual)
1. Delivery of Literacy and Numeracy programs	Professional development was delivered in Focus on Reading as well as L3. The Oliver program was installed in the library with relevant professional development for the librarian. This provided the first steps into the digital library space.	\$35,000
2. Development of assessment practices and tracking of student K-6	The staff has worked at consistent judgment of student achievement. Improved management of student work samples and the establishment of rubrics and long term tracking are underway. Software package purchased and	\$15,000

Strategic Direction 1

	in use by staff.	
3. Improved catering for students with EAL/D, Disability	<p>The school's commitment to support students was maintained in order to replace the 1.5 days per week reduction in the LST allocation to our school.</p> <p>The early intervention utilizing speech pathology for students in Years K-1.</p> <p>Changes to LST systems to enhance efficiency of support delivery, EAL/D and LST.</p> <p>Greater provision for support students will be given through an additional support class for autism to support students in the Dapto area.</p>	\$40,000

Next steps

The school remains committed to the L3 Program in Years K-1. This program has improved results and enhanced teacher pedagogy. As part of our school's commitment to beginning teachers, this program significantly supports these developing teachers in understanding pedagogy as well as providing structured professional discussion/dialogue. Regular monitoring and the use of data to inform teaching provide models of best practice as well as providing for student growth and development. Follow up on the Focus on Reading professional development to ensure implementation in the classroom and effective use of the strategies should be a part of 2016 school growth.

From the evidence in class based assessment and NAPLAN, the professional dialogue will continue in literacy. However, focus for professional development will switch to numeracy in 2016.

Improved tracking of students will continue through the development of rubrics for all assessment tasks and the display of these at parent teacher meetings to better explain student achievement. A streamlining of student reports will be undertaken in Term 1 of 2016 and delivered in Term 2 2016.

LST delivery has been effective throughout 2015. A review and revision of policy has seen enhanced procedures for tracking of students as well as greater allocation for students. An addition to our ability to support students will see our MC class convert to an autism class as well as another autism class being added. This will provide greater support to the students in the local population and greater continuity K-12 as we will align with the Dapto High School support classes.

Strategic Direction 2

Quality Teachers and Leaders

Purpose

To embed a culture of individual and collective efficacy where teachers are provided with support and professional learning to maximise their effectiveness as educators and leaders.

Overall summary of progress

All teachers at Dapto Public School have undertaken the PDP process and been a part of the policy development.

Progress towards achieving improvement measures	Resources (annual)
1. Improve teacher understanding of the skills of teaching literacy & numeracy.	Significant time was invested in reading professional development. The staff were taken through Focus on Reading. The strategies have been implemented in all classrooms and the practice was the focus of classroom observations to ensure effectiveness of the professional development. Additionally, beginning teachers were professionally developed in the L3 program. \$10,000
2. Improved accountability of staff through PDP and implementation of teaching standards.	In 2015 the school commenced the Performance Development Framework with 100% of staff completing the process. This included video critiquing of teaching practice against the teaching standards. Dapto Public school has formulated a policy which has been ratified by staff. The policy is on our school's website. \$5,000
3. Improved teacher assessment and tracking systems K-6	The administrative procedures have been developed around the maintaining of academic progress of students. Significant professional development was undertaken by the staff around the understanding of rubrics and the consistent judgement in the area of writing. Additionally, initial work has gone into the formalised use of data to inform practice. \$15,000

Next steps

Follow up from the professional development in the inclusion of reading strategies in the school literacy policy and follow up by supervisors in regards to implementation. Professional development will switch to numeracy in 2016.

The PDP process will continue and maintain links around our professional development focus. Additionally, there will be greater emphasis around the accrediting of teachers at the highly accomplished and lead levels.

Staff will lead the refinement of the development of rubrics to support professional judgement in assessment. Staff will lead implementation of refined reporting process.

Strategic Direction 3

Authentic Community Partnerships

Purpose

To fully utilise the resources of the educational community to support the learning of our students. This will include working with students, parents, teachers, the Dapto Learning Community, outside experts and DEC Personnel

Overall summary of progress

Progress towards the established targets was very strong in 2015. The school aimed for greater transparency and parental involvement in decision making. Additionally, we targeted greater use of the community resources. From surveys and forums, parents indicated that they were overwhelmingly happy with the school and what was being achieved with the school. Some statements clearly stated that they trusted the school, with one parent saying they didn't return the surveys because they were happy. Returned surveys dropped from 180 families in 2014 to 67 families in 2015. Extra efforts will be made in this area in 2016.

Progress towards achieving improvement measures		Resources (annual)
1.Enhance Community of Schools / DEC expertise	Improved links with the high school saw better information flows to parents of potential Year 7 students. The engagement of NGOs and consultants allowed the school to provide additional opportunities for students which has enriched the school environment. The hiring of a speech pathologist has seen benefit to student around articulation in K-1. However, in 2016 this will be limited to Kindergarten to have a far more intensive approach.	\$1,500
Engagement of community	Greater consultation was a focus of 2015. Greater transparency in reporting and greater involvement in decision making. Survey of community was taken online in 2015 and this had varied results. Further work is needed in this area. Significant effort was put into aligning expectations around reading, spelling and grammar throughout the year with numerous workshops held which were well attended. A school fete was undertaken for the first time at the request of the community. It was a wonderful day of celebration. The event was organised and run completely by community volunteers.	
3.Extra Curricula Opportunities	The school commenced Indonesian language lessons this year. The program saw an initial intake of 25 students. The program ran outside school hours and was popular in the beginning.	\$4,504

Next steps

The biggest target will see the school undertake greater community consultation in 2016 and the holding of a parent information night. Additionally the reporting system will be adapted to provide a better flow of information.

Key initiatives and other school focus areas

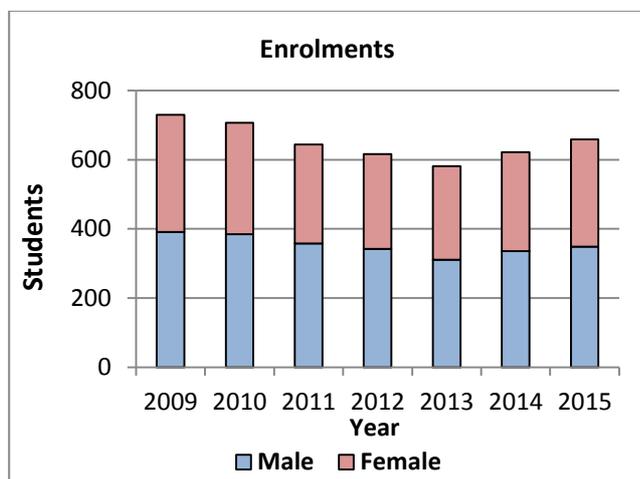
The Key focus across the school has been literacy development. Instigation of programs around additional equity funding (Gonski as referred to in the press) has seen additional support into programs in writing, spelling, grammar and reading development over the last few years. Programs have made an impact up to date with NAPLAN results improving in all areas, with the exception of reading. All funding for Aboriginal and EAL/D students has been in-line with policy requirements and focused upon growing each child's ability. All funding for support has been directly invested into classrooms and the necessary assistance that identified individuals need.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Funding supporting Aboriginal students was approved by our Aboriginal Parent committee in collaboration with the school. Funding provided for experiences around NAIDOC and the provision of support and extension learning in literacy and numeracy delivered by a qualified teacher.	\$15,248
English language proficiency funding	Funds were expended upon employment of a qualified teacher to deliver literacy programs to students of non-English speaking backgrounds. All programs are individualised to the student's needs.	\$29,388
Targeted students support for refugees and new arrivals	Staffing allocation supported student in classroom with individualised program.	0.1 Staffing
Socio-economic funding	Funding was used to support literacy and numeracy development for students across the school. This included the employment of a teacher to support writing and the development of targeted skills. A speech pathologist was employed for our most needy cases in Kindergarten and Year 1. This program will be limited to Kindergarten in 2016.	\$48,672
Low level adjustment for disability funding	Funding employed Student Learning Support Officers to work with children in the mainstream classroom setting.	\$45,408
Support for beginning teachers	Dapto Public School had two teachers who began their service with the Department of Education. The funding supported their professional development through classroom observations of excellent teachers, attending of conferences and the mentoring programs to support these teachers with their professional needs.	\$26,254

Student information

Student enrolment profile

Dapto Public School has an enrolment of 659 students. The Population is made up of 4% Aboriginal and 13% non-English speaking background students.



Student attendance profile

The Dapto Public School community values schooling of their children and parents actively support the school in ensuring all students are here at school to learn. This value leads to the high attendance rates of the school. In 2015 there was a change in the criteria for statistical inclusion in the data below. The data now includes absences due to family holidays. This has lowered the attendance rate by about 1% as indicated on the table below.

		Year	2010	2011	2012	2013	2014	2015
School	K		95.7	95.3	95.0	96.7	96.5	96.0
	1		94.7	94.8	93.9	95.1	95.8	95.3
	2		95.0	94.3	95.2	95.3	96.4	95.2
	3		94.8	94.4	94.0	95.4	95.8	95.1
	4		95.0	93.1	94.2	94.2	96.7	95.0
	5		94.6	94.1	92.4	96.0	94.9	94.4
	6		93.7	93.8	93.7	92.8	95.3	93.1
	Total		94.8	94.2	94.0	95.0	95.9	94.8
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

K-2 numbers are deliberately kept low to provide students commencing school with extra attention to ensure a good start to their schooling.

Roll class	Year	Total in class	Total per year
KJ	K	20	20
KK	K	20	20

KL	K	20	20
KW	K	19	19
K/1G	K/1	8 /12	20
1F	1	21	21
1H	1	21	21
1N	1	21	21
1S	1	22	22
2A	2	24	24
2E	2	23	23
2M	2	24	24
2/3T	2 /3	13 /14	27
3G	3	29	29
3S	3	29	29
3/4J	3 /4	10 /19	29
4BW	4	30	30
4R	4	30	30
4/5D	4 /5	13 /17	30
5N	5	29	29
5W	5	29	29
5/6H	5 /6	19 /10	29
6C	6	29	29
6E	6	29	29
6M	6	28	28
Banksia	K-6	8	8
Wattle	K-6	7	7

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	21.0
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	0.6
School Administrative & Support Staff	6.062
Teacher Multicategorical	1.0
Teacher Moderate Disability	1.0
Release Teachers	2.608
Total	41.662

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are 3 Aboriginal teachers here at Dapto Public School whom form a significant part of our professional teaching staff.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Accredited through the Institute of Teachers	24%

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	226,073.55
Global funds	360,905.69
Tied funds	412,933.69
School & community sources	180,015.96
Interest	7,905.07
Trust receipts	38,016.08
Canteen	77,353.42
Total income	1,077,129.53
Expenditure	
Teaching & learning	
Key learning areas	85,274.11
Excursions	62,294.93
Extracurricular dissections	68,442.05
Library	4,402.64
Training & development	983.92
Tied funds	388,224.77
Casual relief teachers	79,230.88
Administration & office	87,842.36
School-operated canteen	65,665.29
Utilities	47,984.81
Maintenance	2,274.61
Trust accounts	38,056.08
Capital programs	94,339.54
Total expenditure	930,676.45
Balance carried forward	278,187.09

Professional learning and teacher accreditation

24% of staff are accredited with the Institute of teachers. Under the current staffing agreement 100% of staff will be accredited by the end of 2017.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the Parent and Citizens meeting. Further details concerning the statement can be obtained by contacting the school.

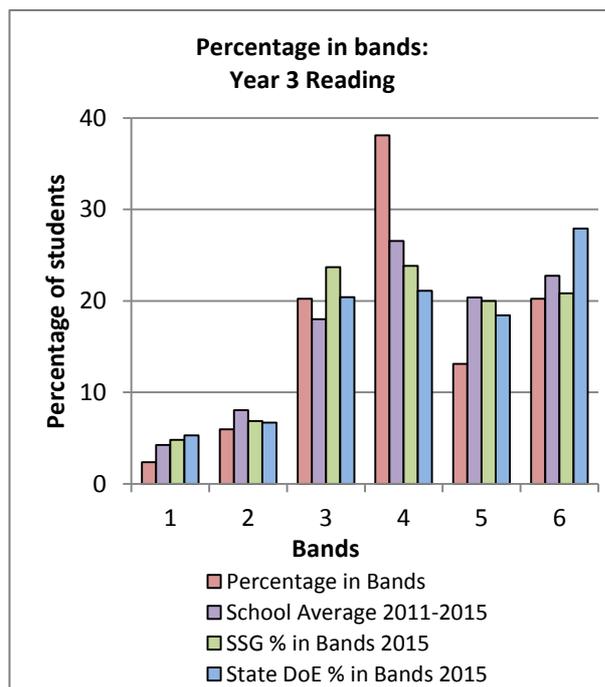
School performance

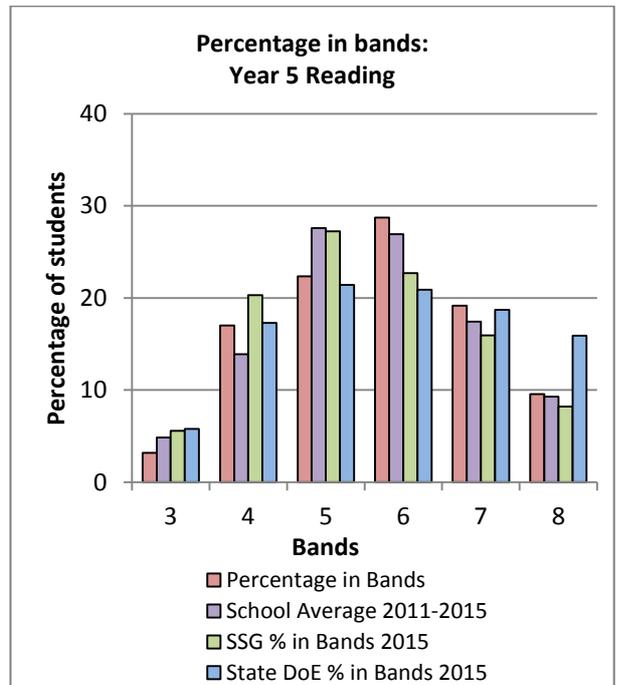
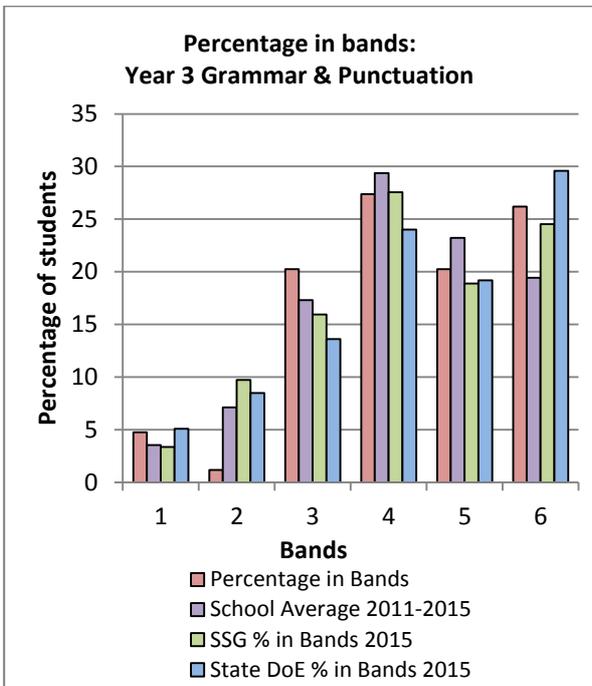
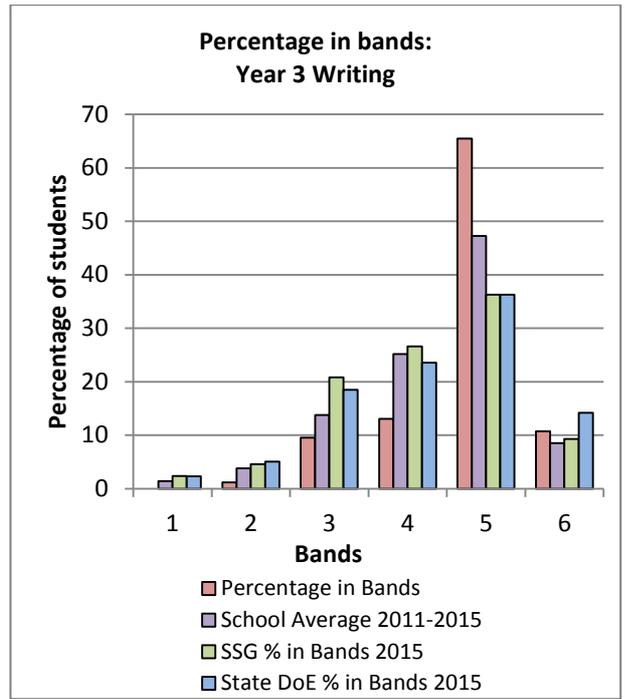
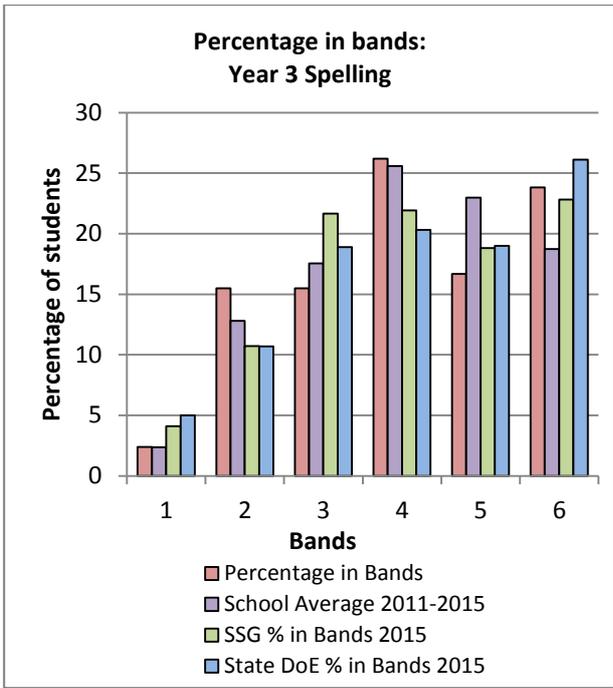
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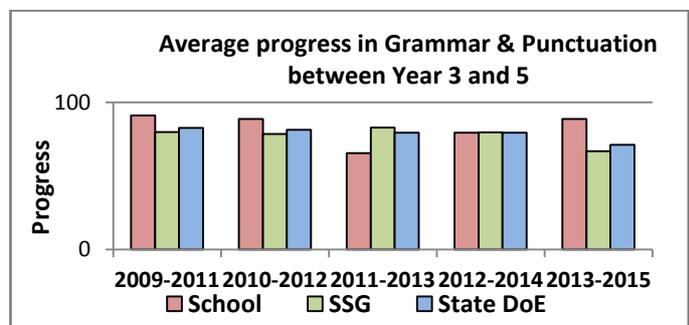
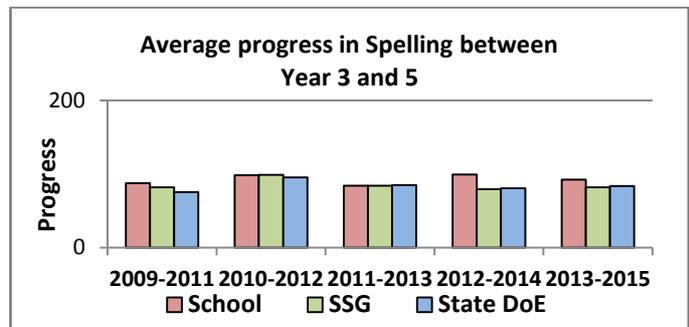
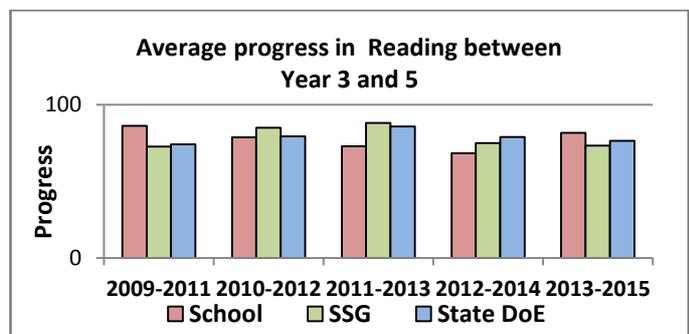
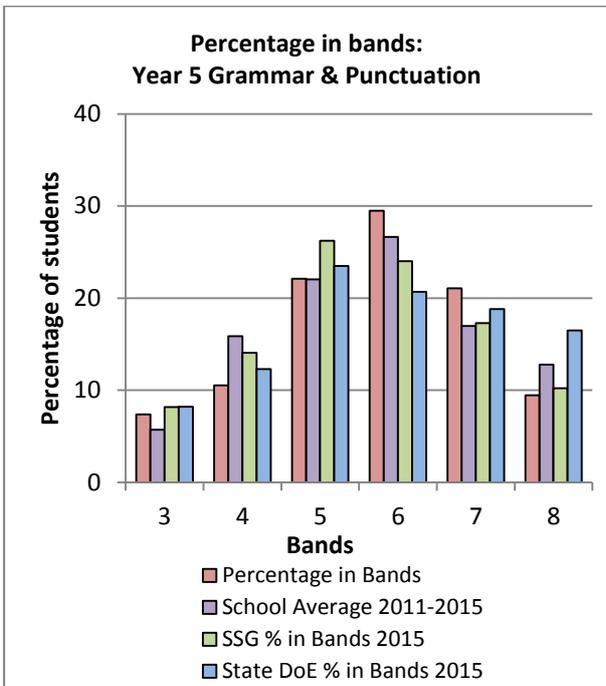
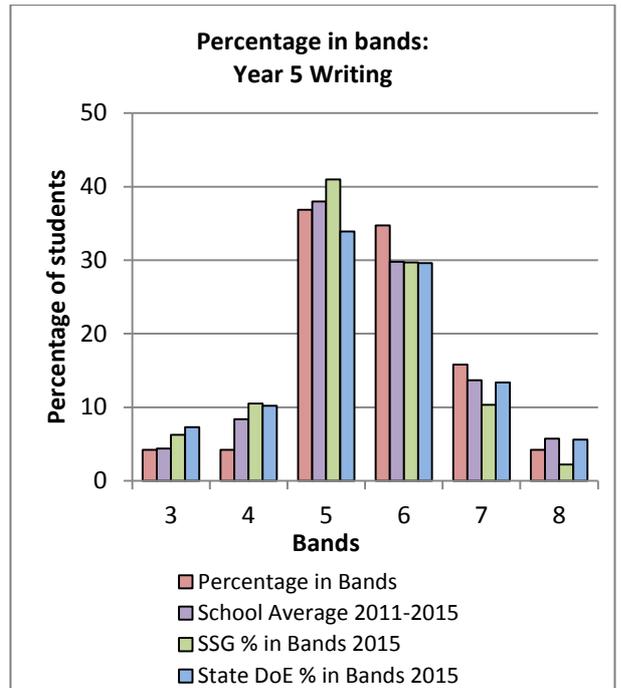
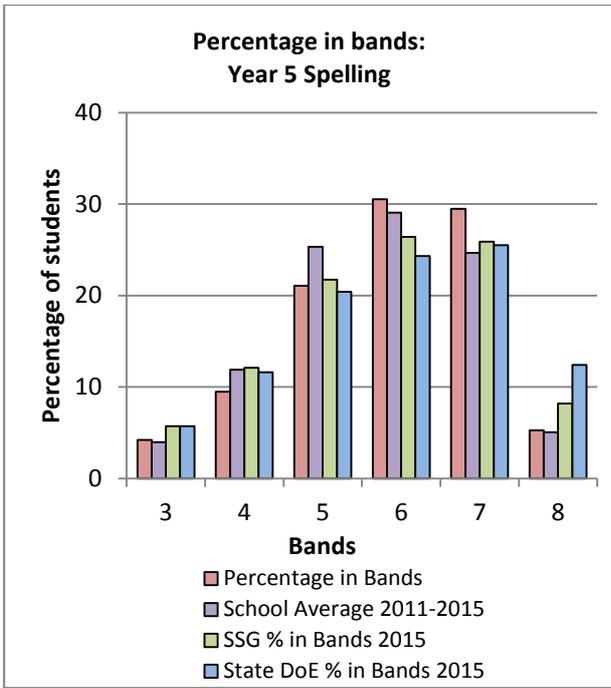
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

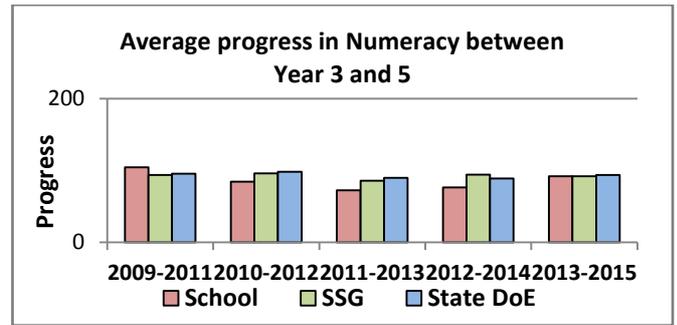
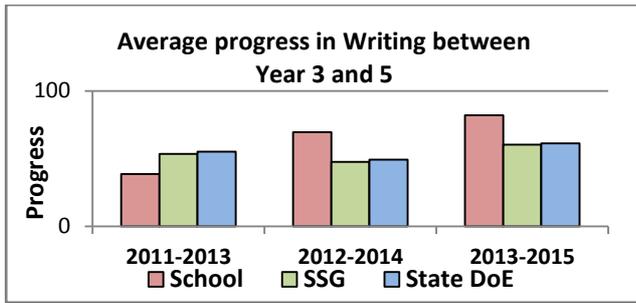
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

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

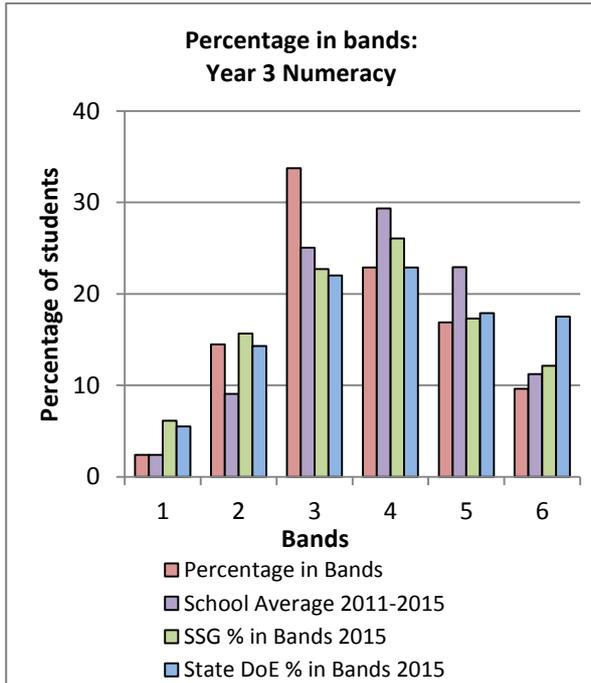








NAPLAN - Numeracy

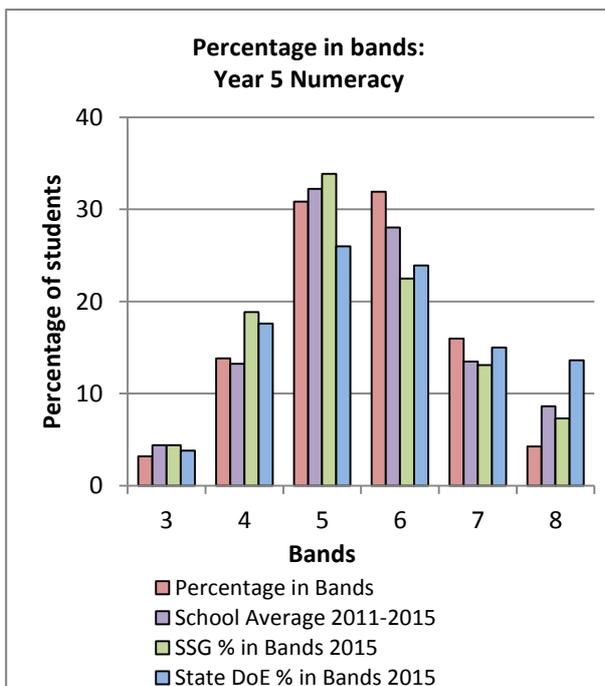


Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

Reading	97.6
Writing	100.0
Spelling	97.6
Grammar & Punctuation	95.2
Numeracy	97.6

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

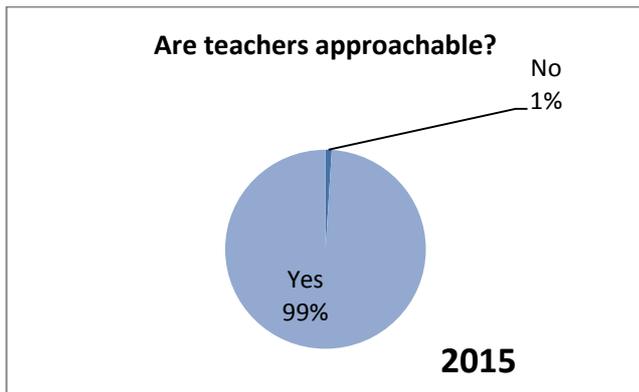
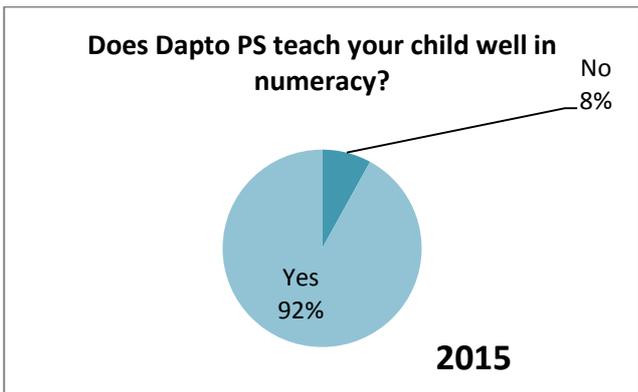
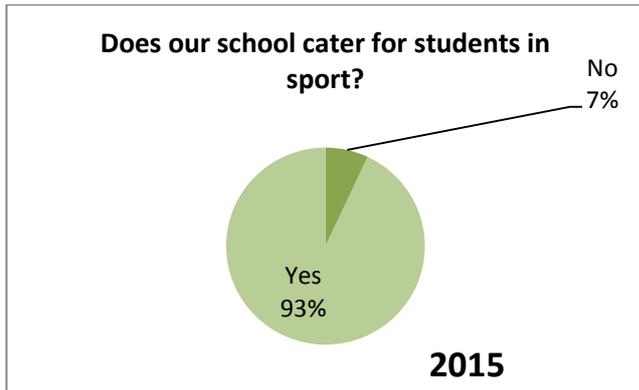
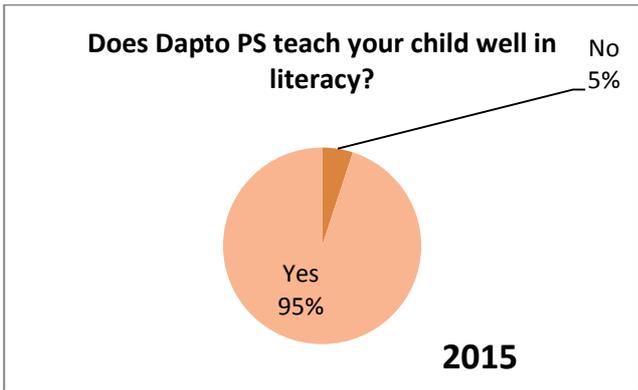
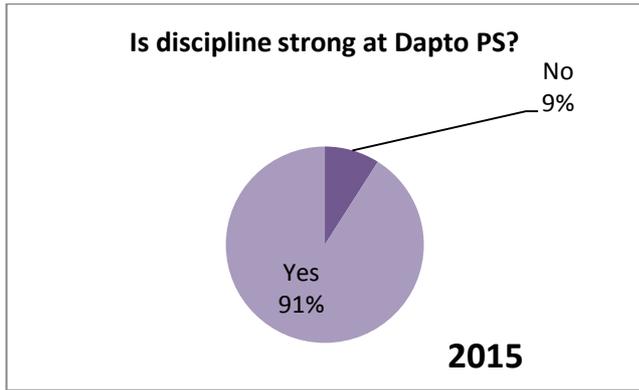
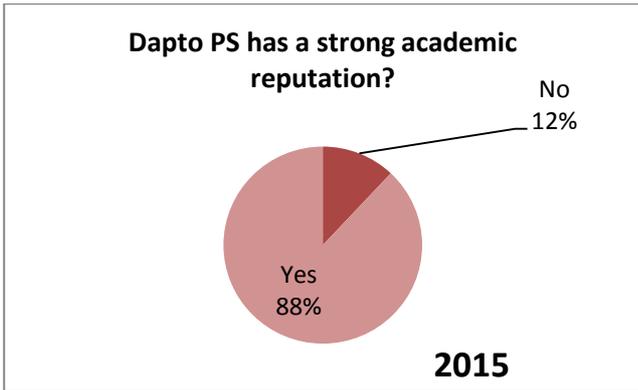
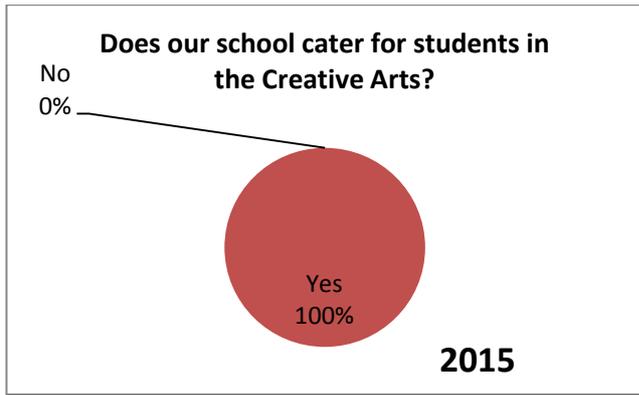
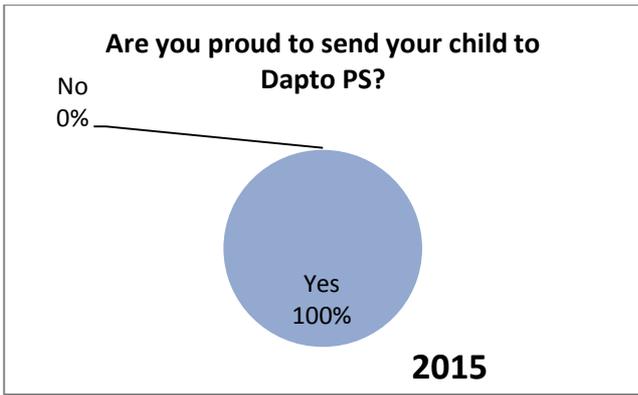
Reading	96.8
Writing	95.8
Spelling	95.8
Grammar & Punctuation	92.6
Numeracy	96.8



Parent/caregiver, student, teacher satisfaction

School Tone

Each year since 2012 Dapto Public School has listened the opinions of parents, students and teachers about the school in assessing the position of the school and the future directions. Their views and opinions are carefully considered and incorporated into our school's planning. The survey also evaluates the perceptions of parents in differing areas of our school. Some of their responses are presented below.



Policy requirements

Aboriginal education

Dapto Public School is committed to improving educational achievement of our Aboriginal students. Each student has a Personalised Learning Plan to support improved educational outcomes and to provide an ongoing record of student's learning progress. These plans have been developed in consultation with students, parents and class teachers.

In 2015 Dapto Public School celebrated NAIDOC week by providing all students with the opportunity to participate in an Indigenous Cultural Exchange program named 'Break the ICE'. Students were immersed in traditional storytelling, music and artifact demonstrations, a learning experience that left students with a strong connection to the Australian Indigenous identity and culture.

Furthermore Aboriginal students worked with our Newly Appointed Aboriginal Teacher and local Aboriginal Education Consultation Group President to create an Acknowledgement of Country. The Acknowledgement of Country was developed by students in consultation with community and will now be used by Dapto Public School teachers and students.

Our school nominated a number of Aboriginal students for the regional Inspire, Succeed Excel Aboriginal Education Excellence Awards. Two of our students were successful in achieving awards in the area of Literacy and were presented with these awards at a special ceremony in Bateman's Bay.

Aboriginal students received additional literacy extension and support throughout the year. Aboriginal perspectives were taught as part of our school curriculum, throughout K-6 in literacy, History and Geography units.

Multicultural Education and Anti-racism

Dapto Public School has an accepting and inclusive culture which accepts students of all backgrounds. Our school has an Anti-Racism Contact Officer to investigate any complaints of racism. In 2015 there were no complaints of racism.

Other school programs

Technology

Technology is an integral element of all teaching and learning programs at Dapto Primary school. Effective pedagogy and the use of appropriate technology is a continuing focus for all teachers.

To significantly support student learning in an environment that promotes the development of creativity, innovativeness and capability for self-directed lifelong learning, Dapto Public School continues the Bring Your Own Device (BYOD) program. The BYOD program is now embedded in Stages 2 and 3, with early Stage 1 and Stage 1 having access to iPads and a computer laboratory that houses over 30 individual computers. The school purchased a new class set of iPads at the beginning of the year, which gives teachers in Stages 1 and 2 further flexibility. To assist the use of these iPads, a wireless network has been placed in every demountable and every second classroom – on going maintenance has assured that the system is kept up to date.

'Interactive White Boards' (IWB's) have been replaced in all classrooms with the latest 'Interactive Flat Panels (IFP's). These flat screen TV's are multi-touch and are empowering teachers to have even greater technology-driven classrooms.

Sport –

Dapto PS as always had a high level of commitment in providing and complete curriculum. Our sporting programs in 2015 were once again comprehensive.

The Sports program consists of a number of components based around Fundamental Movement Skills. These include participating in carnivals, weekly PE class based lessons, stage based sport from Kindergarten to Year 6, opportunities to participate in gala days and teams taking part in state PSSA knockouts and other inter school competitions.

In 2015 the school competed in AFL, cricket, football (soccer) dragon tag, netball, touch, tee ball, basketball and rugby league. Additionally our school also competed in the three major carnivals of swimming, cross country and athletics.

With a strong belief in participation our school had the largest year ever for student participation. In gala days there were over 380 students attending both terms. Through this program we work closely with Dapto High Schools who provide officials from their student body who are working towards their qualifications in relevant courses. I would like to thank Dapto High School for their assistance in making such an opportunity possible.

Additionally there were some students that achieve numerous sporting accolades throughout 2015. These include Grace Healey who competed in the Sate swimming final for 100m freestyle. Also the Junior Girls relay final also made the state level and

Andrew Smylie who made the Regional team for basketball. Congratulations to all these students.

Creative and Practical Arts

Primary Creative Arts Groups:

Our Creative Arts Groups have been running since 2012. In 2015 our groups sought to build on our previous program to ensure participation by all primary students in a variety of creating and performing activities. In 2015 our program provided one afternoon per week of creative arts activities for our primary students. Activities included:

- 3-6 Dance Group
- Choir
- Keyboard
- Recorder
- Guitar
- Digital arts / movie making
- Arts and crafts groups
- Music
- Percussion
- Hip hop dance

Wakakirri Story Dance: (3-6 Dance Group)

Dapto Public School Dance Group has a long and proud tradition of performance excellence, annually performing in the nation-wide Wakakirri Story Festival competition. The annual preparation for this performance has contributed to our Dance Group becoming a strong school community project that we are very proud of. Each year, teachers, admin staff, parents and grandparents all contribute to the substantial process of concept development, costumes and the construction of props and sets for our performances.

In 2015 our Dance Group was comprised of 100 students from Years 3-6, taking on roles within the performance cast and backstage crew. Students performed their interpretation of Ahn Doh's Littlest Refugee whilst also raising money for his charity. The Dance Group performed at NIDA in the Wakkakirri heats before progressing onto the finals series at Sydney's Olympic Park.

Our Dance group also performed their dance for the school and local community at our school's annual Education Week Celebration.

Choir

The Dapto Public School Choir has continued to excel and to positively promote the school at numerous events. The choir consists of 80 students taken from years 3 to 6. All of these students and their families committed to consistently rehearsing so that the choir could achieve a high performance standard.

The choir performed at ANZAC Day ceremonies, Education Week events and at the 40th anniversary of the Southern Illawarra Music Festival. Feedback from the students and their families clearly showed wonderful support for this creative opportunity. The two teachers involved also received professional development in the areas of conducting and choir management.

Visual Arts

In 2015, students K-6 participated in regular making and appreciating activities with our two specialist RFF visual arts teachers. This program provides the students with the opportunity to benefit from the knowledge and expertise of our specialist teachers whilst allowing them to also experience a wide variety of making and appreciating activities. During 2015, major projects included creating portraits Years 2-6 for the Young Archies competition at the Art Gallery of NSW and creation of multiple artworks per class for the school's annual Art Gallery.

Stage 3 Visual Arts Gifted and Talented Program:

In Term 4, the school ran its gifted and talented program one afternoon per week for our talented Stage 3 artists. The students auditioned for a place through the submission of a portfolio with 16 students being chosen for the program. The students participated in the challenging art making task of creating a carved sculpture for the school's garden. The students were able to experience mediums and techniques that they would normally be unable to experience in the classroom setting.

Art Gallery of NSW Archibald Prize and Young Archies:

Since 2013, our Year 5 students have participated in an excursion to The Art Gallery of NSW to see the Archibald Prize. This excursion has proven to be highly successful and popular whilst also providing the students with the opportunity to appreciate artworks in a gallery setting.

In 2015, Dapto Public School entered over 300 student artworks into the Young Archies competition. This school age division of the Archibald Prize required students to create a portrait of a family member. In this nation wide competition, our school was honoured with three out of the ten national finalists and eight out of the sixteen highly commended awards. These artworks were then hung in The Art Gallery of NSW and the S.H Ervin Gallery Sydney. When the winners of the competition were announced we were incredibly proud that one of our Year 2 students was announced as a national winner of the competition. Our three finalists were also invited to a civic reception and recognition ceremony with the Lord Mayor of Wollongong Gordon Bradbury.

Whole School Events / Displays

Major highlights of our school's annual calendar are our displays, exhibitions and performances. These have been taking place for a number of years and provide a fantastic opportunity for the school to showcase our creative arts programs and student achievement. In 2015 these displays included our annual Art Gallery in the school's library and our Education Week Open Day performances.

Dapto Public School Creative Arts Facebook Page:

In 2015 our school continued its use of a Creative Arts Facebook page. The page has proven to be highly successful, steadily building to over 500 members liking and being engaged with our page. This page was utilised throughout 2015 as a means to communicate with the local and wider community information, news and achievements of our creative arts programs, in particular the visual arts creations of our students. In 2015 we began to also use the page as a means of sharing student's self-evaluations of their artworks.

Talent Quest:

Students in K-2 and 3-6 were given the opportunity to showcase the wide variety of talents at Dapto Public School's annual Talent Quest. The talent quest provides all students with the opportunity to get up on stage and have a go. In 2015 we also for the first time had a staff band perform at the Primary Talent Quest.

Evaluation Committee

Natalie Hutchinson – P&C

Jane Nordstrom – Teacher

Carol Harford – Teacher

David Dark – Deputy Principal

Tony Friedrich - Principal