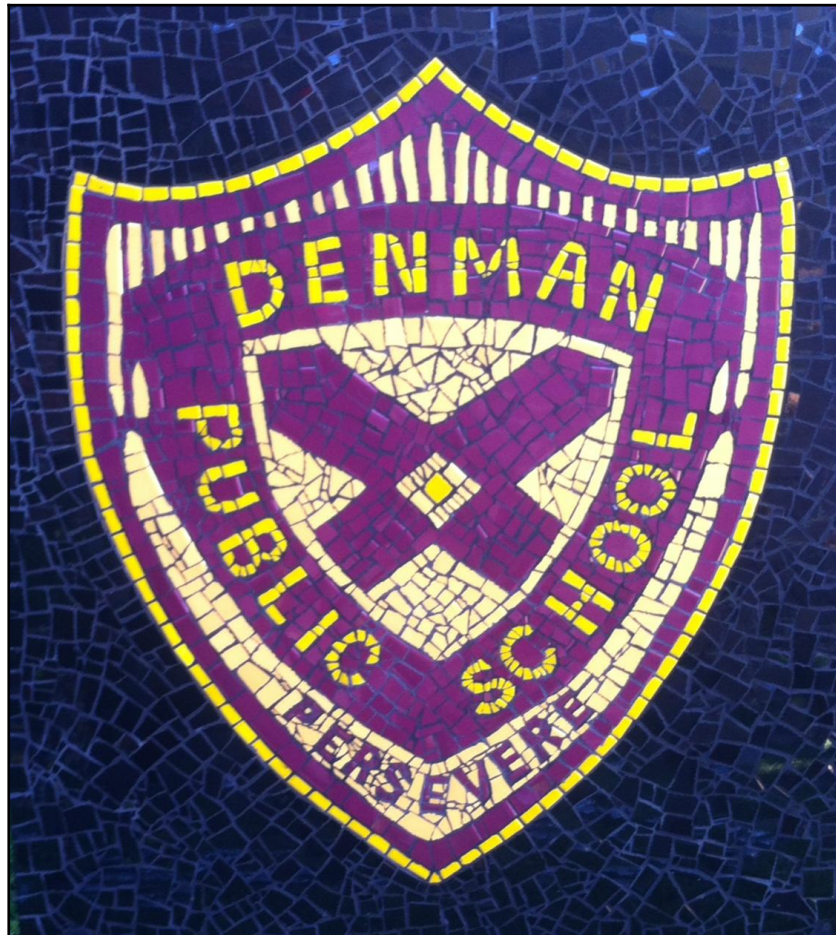


Denman Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Denman 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.

The 2016 school year has been a busy one with many opportunities for the students. This year, as always, the school has celebrated many successes, and some of these were:

- The 21st Century Learning Program, which introduced iPads to all classrooms and Sentral, which is used for welfare, attendance and administration. Thank you to Mr Nick Garner for being at the forefront in the implementation of this new and innovative addition to our school.
- Excellent academic results in NAPLAN, class assessments and external exams. Congratulations to all students who participated in the Public Speaking and Spelling Bee competitions and the Muswellbrook High School GATS Program.
- Great achievement in dance, demonstrated by students at Starstruck and the Hunter Dance Festival. Thank you to Mrs Mel Whiteman for her involvement with this program.
- Success in football, athletics, swimming, and cross country carnivals and great sportsmanship shown by students when participating in all sporting programs. Well done to the Under 10s Rugby League Team, and students who represented at state level.
- A fantastic Year 6 leadership group, who all gave their best in their respective roles throughout the year, organising and leading the 'Choose Maths' family maths night, representing our school in various sporting and academic opportunities, and excelling in these fields as well.
- Outstanding NAIDOC day activities, celebrating Aboriginal culture. This inaugural school program was enjoyed by staff and students, and will certainly continue to grow and succeed as we celebrate our school's cultural identity in future years.

Thank you to Nick Garner, Kim Hassett and Wendy Stair, who have been a great help to me in their executive roles within the school during 2016.

Thank you to our dedicated P&C and School Council for their support of the school and students throughout the year. It is pleasing to see parents and grandparents involved in our school. Such partnerships in our school community are highlighted at morning teas, in the canteen, and in the classrooms.

Jane Fuiono

Relieving Principal

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School background

School vision statement

Denman Public School community is committed to our Statement of Purpose, ***Learning and Growing together in a Caring Environment***

The school community promotes the following concepts:

QUALITY – Striving to do one's best

RESPECT – Appreciation of effort and application

– Concern for others

– Friendly and courteous behaviour

RESPONSIBILITY – Promotion of self-discipline

– Independent lifelong learning

– Team skills

The school community believes that:

- Everyone is valued as individuals
- The school provides quality teaching and learning
- Respect and courtesy is expected from all
- Everyone takes responsibility for his/her actions
- Lifelong learning is fundamental to success
- Productive partnerships lead to opportunities

Denman Public School students are informed, creative, independent and skilled learners who **persevere** and collaborate in meaningful and engaged learning.

School context

The school has a proud history of educating generations from our small township of Denman. The school serves a diverse community of wide ranging socio-economic circumstances. However, our students come from a predominately rural area. The school is active in the Muswellbrook Schools Learning Community, which comprises four state primary schools and one government feeder high school. The school has an enrolment of 177 students in 2016. Aboriginal enrolments numbers have increased recently with 28 students representing 16% of the total school population. The development of Aboriginal cultural programs is a priority.

Denman Public School students compete with great success academically and are encouraged to be independent learners. They enjoy a wide variety of learning opportunities and extra curricula activities including chess, music, dance and sport. Students are well behaved and are encouraged to be responsible citizens at school and in the wider community. Teaching staff members are highly professional and drive a strong academic program. Surveys show that parent satisfaction with school performance, administratively and educationally, is very high. They are well supported by School Learning Support Officers who assist in the delivery of individual learning programs for students with specific needs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

The domain of Learning:

Learning Culture: There has been a demonstrated commitment within the school to strengthen and deliver a highly engaging 21st century learning program. Through the use of iPad technology, staff have taken part in professional development to further promote a highly engaging and quality learning environment for students from Kindergarten to Year 6.

Wellbeing: Our school has introduced a new learning and school management software system, SENTRAL. This has provided a consistent whole-school approach that communicates wellbeing incidents effectively and immediately among school personnel.

Our school has implemented a number of different aboriginal education and cultural awareness programs in 2016. These programs include:

- continuing fortnightly visits from a local aboriginal community member have provided opportunities to teach cultural activities and explore traditions such as dance, painting, storytelling, totems and history.
- NAIDOC week celebrations which gave all students the opportunity to engage with storytelling from a local elder, bush tucker tasting, traditional aboriginal games, aboriginal sand art and dancing.
- Aboriginal students attended an excursion to Murrook cultural centre.

Curriculum and Learning: Our school worked closely with a consultant from Australian Mathematics and Science Institute to improve curriculum delivery of mathematics. This included Professional development for all teaching staff and mentoring of beginning teachers. Additionally, parents were given the opportunity to take part in a workshop, Family Maths Night, to increase their understanding of mathematics and how to support their child as they progress through the stages of education.

The domain of Teaching

Learning and development: In 2016 our school prepared staff for the introduction of the Australian Geography Curriculum, this has been identified as a school priority for 2017. As part of this introduction teachers engaged in professional learning targeted at developing scope and sequences for all stages.

Professional standards: All teaching staff, including casual staff completed a Professional Development Plan which provided them with professional learning goals as part of the school's performance and development process. Executive staff became active members of the Muswellbrook Area of Schools accreditation Review Panel which provided support for beginning teachers in their pursuit of accreditation.

The domain of Leading:

During 2016 the substantive Principal took Long Service Leave which finalised his career at Denman Public School. The appointment of a temporary Principal in Term 1, ensured the directions in the school plan were acted upon with planned and proactive engagement with the community used to establish communication and develop a shared vision for 2016. The appointment of an Assistant Principal into the role of Relieving Principal at the beginning of term 2, ensured continuity of curriculum implementation and delivery. The 3 year school Plan provided the framework for each Relieving Principal to use evidence to plan and implement appropriate resource allocation and compliance with Department expectations. The relieving Principal was an active member of the merit selection panel process for the appointment of a new substantive Principal in 2017 and all members of the executive team contributed to the 2016 Annual Report.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENTS – Quality Learning for Life

Purpose

Focussed thinking is critical for student learning. Student wellbeing is central to student success.

Denman Public School is committed to assisting students reach beyond their academic and social potential.

Our students will be self-reliant, creative and lifelong learners who actively contribute to our school community.

Overall summary of progress

Learning and support team processes have been refined to monitor student progress in literacy and numeracy. This has enabled early identification and intervention to provide stronger, targetted support in these areas of the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will achieve at or above national average in NAPLAN Year 3 and Year 5 Literacy and Numeracy	Executive staff engaged in deep analysis of NAPLAN data to identify areas for improvement in student outcomes across the school. 92 % of Yr 3 students achieved at or above the national standard in reading, writing, spelling, grammar and punctuation and numeracy. 100 % of Yr 5 students achieved at or above the national standard in reading, writing, grammar and punctuation and numeracy. 97% of Yr 5 students achieved at or above the national standard in spelling.	\$0
Indigenous students will match the learning outcomes of their respective cohort	Aboriginal students were monitored closely by teaching staff across all aspects of the curriculum. Students identified as not meeting or being at risk of not meeting learning outcomes were part of the learning and support program.	\$1500
At least 90% of all students achieving cluster markers relative to their grade at each stage of their progress	The majority of students achieved the intended cluster on the literacy and numeracy continuums. Students who did not meet expected benchmarks, were part of the learning and support program.	\$0

Next Steps

Wellbeing Framework– PL curriculum, investigate programs and determine suitable material for wholeschool implementation

Ipads in each classroom across the school –focus on 21st century learning

Consolidate links with the Aboriginal Education Consultative Group (AECG) and seek professional learning opportunities for staff in the area of Aboriginal Education

Strategic Direction 2

STAFF – Improved Curriculum, Management, Leadership and Pedagogy

Purpose

Teachers make the greatest difference to student outcomes.

Denman Public School is committed to building teacher and leadership capacity to improve student outcomes in all classrooms.

Our teachers will identify both their strengths and areas of development, within an interdependent culture of continuous improvement; delivering relevant, challenging and engaging learning experiences.

Overall summary of progress

Staff prepared individual Performance and Development Plans, which focused on the attainment of professional goals based on individual need. These goals were reviewed each semester and refined as necessary, before being evaluated at the end of the school year.

All teaching staff engaged with professional learning that focussed on Literacy and Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers will differentiate lessons to allow all students to achieve success at the appropriate learning level	Teaching staff spent time working with Assistant Principals to develop strategies for incorporating curriculum differentiation across all Key Learning Areas enabling students to achieve success in their learning.	\$0
Teachers will deliver the Australian Curriculum and assess student learning with confidence in all mandated subjects	The scope and sequence was trialled and with resources purchased to support the new units and syllabus documents. Teaching staff reflected critically upon the implementation to refine and improve processes.	\$3000
Teachers will maintain a Performance and Development Plan (PDP) that is audited by executive each term, in line with BOSTES requirements	Staff continued to develop a knowledge of the Australian Professional Teaching Standards and discussed how to align PDP goals with the different standards and descriptors. Executive staff participated in accreditation panel meetings and reviewed proficient teacher submissions which further developed their knowledge and understanding of the standards and accreditation process.	\$0

Next Steps

Geography/History syllabus implementation including assessment
Whole school assessment cycle
LMBR deployment and implementation

Strategic Direction 3

COMMUNITY – Stronger School Community Partnerships

Purpose

A positive school culture improves student outcomes.

Denman Public School is committed to building strong partnerships between families, schools and communities that improve outcomes for our school community.

Our school community will be an open and welcoming environment that encourages constructive and mutually valued feedback.

Overall summary of progress

Transition programs involving local pre-schools, primary schools and high schools have been established and teaching staff from DPS have joined committees with members of other feeder schools and Muswellbrook High School to further develop knowledge of the curriculum..

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the culture of the school and will lead to stronger involvement of Aboriginal Elders and the AECG.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school community organisations operate effectively in creating links between school, parents and community to effect improved student outcomes	Feedback from staff, student and community surveys was analysed to identify ways in which all partners can work together to effect improved student outcomes. Significant occasions were celebrated by the school community with everyone invited to attend. Morning tea prior to assemblies provided an opportunity for staff and families to interact in a social setting.	\$0
Increased percentage of parent participation in all areas of school life	Parent participation in specific areas of school life is being monitored by the executive team to gather quantitative data in order to bring about improvements in attendance.	\$0

Next Steps

Increased community engagement – School Facebook page
Aboriginal dance area/yarning circle/ outdoor classroom
Development of new templates for newsletter and all communication

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Proactive Aboriginal Education focus resulted in planned and implemented initiatives across the school including:</p> <p>Full day aboriginal cultural lessons for the year provided by local Aboriginal man</p> <p>Naidoc Week activities designed to build pride and understanding of our nations history. Resources were purchased to provide culinary experience for students at the celebration and art resources were purchased to allow students to produce artworks on the day.</p> <p>All Aboriginal Students were provided with an opportunity to attend an excursion to Murook Cultural Centre.</p>	\$19259.64
Low level adjustment for disability	SLSO to support students who require support in the playground	\$9420.00
Quality Teaching, Successful Students (QTSS)	Executive staff used this time to work with beginning teachers to lead discussions around the QTF and accreditation process.	<p>Semester 1 – 0.06 staffing resource allocation</p> <p>Semester 2 – 0.13 staffing resource allocation</p>
Socio-economic background	<p>Update of ICT across the school including 6 iPads for each classroom, wifi installation in whole school and purchase of a MACbook air to maintain ipads.</p> <p>Contributions towards excursion costs to make these learning opportunities available to all students.</p> <p>Workshops for students including African drumming and Museum express visiting performance show</p>	\$79793.28

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	101	93	98	105
Girls	84	77	85	73

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.9	95.2	95.3	92.1
1	94.4	96.1	94.2	95.4
2	91.1	95.4	95.2	94.3
3	96.2	94.7	95.8	93.8
4	95.9	97.1	93.9	94.9
5	93.7	96.1	94.1	94.6
6	95.9	94.6	95.6	94.1
All Years	94.3	95.6	94.8	94.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

During 2016 SENTRAL was implemented to more effectively record and monitor student attendance across the school. Electronic rolls were introduced, and text messages were sent daily to families, which resulted in a reduction of unexplained student absences across the school year. Students identified as attendance concerns were followed up by the Principal through a positive reward system.

Class sizes

Class	Total
KINDERGARDEN	22
YEAR 1	25
YEAR 2	18
YEAR 3	25
YEAR 4	24
YEAR 5	32
YEAR 6	32

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.59
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	2.02
Other Positions	0.06

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of the workforce. Denman Public School has one Aboriginal Teaching Staff member and one SASS staff member and the school enjoys a close relationship with the local Aboriginal Educational Consultative Group.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

During 2016 teaching staff participated in a variety of professional learning activities, linked to personal goals and aligned with the school plan.

Areas covered include:

- 21st Century Learning
- Language based interventions
- Reading Recovery Support Person Training
- CPR and Anaphylaxis
- Child Protection
- Oliver Library Training
- CAPA
- Professional Teaching Standards in Accreditation
- SSP
- Mathematics
- Geography

One temporary Staff member achieved Accreditation at Proficient level, two other new scheme teachers continued to develop their knowledge of the Accreditation process and the Australian Professional Teaching Standards.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	176 210.88
Global funds	141 860.73
Tied funds	398 309.23
School & community sources	81 263.80
Interest	4 291.43
Trust receipts	15 531.35
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	20 338.25
Excursions	33 248.26
Extracurricular dissections	19 399.50
Library	6 408.83
Training & development	236.96
Tied funds	359 718.75
Short term relief	38 280.60
Administration & office	44 136.32
School-operated canteen	0.00
Utilities	34 165.40
Maintenance	22 838.87
Trust accounts	16 990.39
Capital programs	7 000.00
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

In all areas of the National Assessment Program in Literacy and Numeracy Denman Public School students achieved significant growth compared to the expected state average. In particular in the area of

Grammar and Punctuation.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

The school used the Tell Them From Me survey reports from Staff, Students and Families to gather information and opinion on the school.

- 75% of parents feel welcome at Denman Public School
- 65% of parents feel informed about their child
- 61% of parents support learning at home
- 73% of parents feel that the school supports their child's learning
- 80% of parents feel that the school supports positive behaviour
- 69% of parents feel that safety at school is a priority
- 67% of parents feel that Denman Public School is inclusive of all students

Year 4/5/6 Student feedback

- 76% of students have a positive sense of belonging
- 90% of students have positive relationships with their peers
- 99% of students value school outcomes
- 92% of students perceive that they are trying hard to succeed at school

Staff Feedback

- 71% of staff have a positive perception of the leadership of the school
- 74% of staff feel collaboration is a priority in the school
- 76% of staff believe the school has a positive learning culture
- 76% of staff believe data informs practice
- 76% of staff believe that they implement teaching strategies to challenge students in their learning
- 81 % of staff believe that the school is inclusive for all students
- 67% of staff believe that parent involvement is positive in the school

Policy requirements

Aboriginal education

Aboriginal culture, history and contemporary Aboriginal Australian perspectives are incorporated into all Key Learning Areas. Teachers continued to create

personalised learning pathways for Aboriginal students which reflect the individual student's strengths, needs and interests. As part of the process, parents of Aboriginal students are invited to take part in the creation of personalised learning pathways and assist in the setting of personal goals for their children.

Our schools has implemented a number of different aboriginal education and cultural awareness programs in 2016. These programs include:

- fortnightly visits from a local aboriginal community member to teach cultural activities and explore traditions such as dance, painting, storytelling, totems and history.
- NAIDOC week celebrations which gave all students the opportunity to engage with storytelling from a local elder, bush tucker tasting, traditional aboriginal games, aboriginal sand art and dancing.
- Aboriginal students attended an excursion to Murrook cultural centre.

Multicultural and anti-racism education

Denman Public School community continues to develop diversity within the student population. Teaching staff place significant emphasis on the delivery of programs, which promote racial tolerance and harmony. Multicultural perspectives are promoted across all aspects of the curriculum. In March, students participated in National Harmony Day where they celebrated Australia's cultural diversity.