

Denistone East Public School

Annual Report



2017



3862

Introduction

The Annual Report for 2017 is provided to the community of Denistone East 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.

Denistone East Public School has been a year of innovation and change to challenge, inspire and motivate our students. The students have been provided with many opportunities to become life-long learners who are at the centre of their learning. The students are committed to being safe, respectful, learners which is strongly supported by our parent community.

At Denistone East Public School we have built strong partnerships between home and school to continually foster student learning, engagement and wellbeing. Literacy and Numeracy remained at the forefront of our teaching and learning programs with a focus on the integration of all learning areas, including history, geography, science, PDHPE and creative arts. Technology has been effectively integrated into everyday classroom practices with a focus on modifying and redefining lessons to further engage students.

Denistone East Public School offers additional programs, which catered for the needs of all our students. A strong creative arts, sporting and enrichment program enabled students to develop their full potential. Our school strives to ensure that all students have the confidence to learn, by providing positive and caring learning environment through quality teaching practices. We have a dedicated and committed staff who worked collaboratively to provide an inclusive education where all students have been encouraged to 'strive' to do their personal best, as per our school motto.

Denistone East Public School has an extremely supportive parent body and local community. Our Parents and Citizens Association have provided resources and support to achieve school initiatives throughout the year and have contributed significantly to the upgrade of our playground. 2017 has also seen the planning and development for new learning spaces and an upgrade to the administration building to take place in 2018. I invite you to visit our school website for further information [www.denistonee-p.schools@det.nsw.edu.au](http://www.denistonee-p.schools.det.nsw.edu.au)

Katrina Verinder

Relieving Principal

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School background

School vision statement

To consistently promote a positive, respectful and safe environment, where resilient individuals achieve their full potential and are inspired to be lifelong learners.

School context

Denistone East Public School is located in the suburb of Eastwood and is part of the Northern Sydney educational area, with an enrolment of 760 students. The school has 78% of students who are from a Non English Speaking Background (NESB), with the two significant cultural groups being Chinese and Korean.

The whole school community is committed to providing a welcoming school environment where students are nurtured, guided, challenged and inspired to problem solve, collaborate, be resilient and think critically and creatively. The school provides a diverse range of quality learning experiences across the curriculum to engage and motivate. Extra-curricular activities such as SRC, debating, choir, dance, music, art and sport provide opportunities for students to develop a broad range of skills.

The school has a variety of quality practices and processes in place to ensure that all students' needs are identified and catered for. In addition to our English as an Additional Language/Dialect (EAL/D), we have a Learning and Support team of teachers (LaST) and Teacher Librarians. Korean (K-1) and Mandarin (2-6) community languages programs are offered to all students.

With students at the centre of all decision making, teachers collaboratively plan for their ongoing learning by creating quality learning opportunities that are engaging, differentiated and develop a deep knowledge and understanding of the curriculum. Students are encouraged and supported to realise their full potential as learners and global citizens. Teachers set high expectations whilst building the foundations to develop resilient, confident and creative individuals who are equipped for future success and wellbeing.

Parents are valued as active partners in their child's education and support school initiatives. Opportunities to foster authentic partnerships between home and school aid in maximising student learning outcomes.

We have formed a strong partnership with the Royal Surf Lifesaving Society to refurbish and build a state of the art indoor swimming facility on our school site, with a focus on 'Learn to Swim' and safety programs. In addition, our new infrastructure will commence being built in 2018 which will include new open-plan classrooms and facilities that will enhance future focused teaching and learning.

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 Version 2. 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 results of the self-assessment indicated that there is a positive learning culture at Denistone East Public School, demonstrated by the school community's commitment to ensuring that all students make learning progress. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs to maximise opportunities for all students to connect, succeed, thrive and learn.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Our school monitors and reviews its curriculum provision to meet the changing requirements of the students.

Consistent and school-wide quality assessment practices have been enhanced through the use of formative assessment practices. Teachers collect and use assessment data that monitors achievement and identifies gaps in learning to inform planning for particular student groups and individual students. Teachers monitor student learning through the analysis of summative assessment data, which is planned and undertaken regularly in all classes.

Analysis of external student performance data in NAPLAN assists in the identification of school priorities which form our school's strategic directions. Our NAPLAN results indicate that our school achieves excellent value-added results, significantly above the average school. At least 90% of our students achieve at or above the national minimum standards in reading, writing and numeracy.

In the domain of Learning, Denistone East Public School's on-balance judgement is that we are performing at the **delivering** stage. Through the self-assessment process, the school community has engaged in rigorous discussion around our achievement and future directions that would enhance practice at Denistone East Public School. Our future directions include: developing teacher capacity to use a range of quality assessment practices to drive teaching and create further opportunities for students to receive explicit feedback and take ownership of their learning; updating our formal school report format in Semester 1 and 2 and upskilling staff in their ability to provide parents with clear written information that better reflects individualised student learning progress and achievement; and to co-develop learning goals with students to ensure that they are aware of what success looks like, maximising opportunities for them to demonstrate expected growth on internal school progress and achievement data.

Within the domain of Teaching, Denistone East Public School's on-balance judgement is that we are performing at the **sustaining and growing** stage. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Learning Intentions and Success Criteria are visible in classrooms and used by teachers to provide explicit, specific and timely formative feedback to support student learning.

In 2017, building teacher capacity to regularly analyse data and use it to identify student achievement, reflect on teaching effectiveness and inform school directions has been a focus. Teachers have had opportunities to engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team has engaged both staff and parents in the analysis of achievement data to maximise their understanding of the way in which it is utilised to inform key decisions.

With literacy and numeracy at the forefront of our school's priorities, all staff at Denistone East Public School identified their own professional learning goals that would enhance their teaching practice in at least one of these areas. Through the Professional Development Plan process, staff were able to engage in their own professional learning, reflect on their practice and monitor areas for continual improvement against the professional standards. Our school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.

Our future directions in the domain of teaching include: promoting and demonstrating learning in data analysis to effectively evaluate student understanding and learning, identify skill gap for improvement and areas of extension and develop plans and strategies with key personnel (e.g. EAL/D/ LaST teachers) for improvement; developing teacher capacity in evidence-based future focused practices that will enable them to trial and refine such practices, in preparation for the implementation of future focused teaching and learning in the new learning spaces currently being built and; the development of formal mentoring and coaching to improve teaching and develop aspiring leaders through a strategic leadership development strategy.

When comparing our school's practices and processes against those specified under Leading in the School Excellence Framework, Denistone East Public School's on-balance judgement is that we are at the **delivering** stage. The leadership team ensures that implementation of syllabus and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

With the school plan at the core of continuous improvement efforts, the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Strategic financial management is used to gain efficiencies and maximise resources available to implement the school plan. This includes the effective use of technology to enhance learning and service delivery.

At Denistone East Public School, administrative practices and systems effectively support school operations and teaching. With community satisfaction a priority for our school, the leadership team analyses responses to school community satisfaction measures and is responsive to the feedback given.

Moving into a new school planning cycle in 2018, our school's future directions in the domain of leading include: the strategic development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders; the continuation of building staff awareness around our school's strategic priorities to ensure collective ownership in addressing the school's improvement measures and; the authentic integration of technology into classrooms and the flexible use of physical learning spaces to meet a broad range of student learning interests and needs.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Collaborative Learning and Teaching

Purpose

To provide a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Classroom environments and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. By sharing information about learning development, teachers engage parents as active participants in their children's education.

Overall summary of progress

Staff capacity in the teaching of explicit, differentiated, quality mathematics lessons has been enhanced and is having a positive impact on student learning outcomes. In Semester 1 of 2017, an instructional leader provided all staff with professional learning around the Numeracy Continuum, particularly in the aspects of early arithmetical strategies and place value, to develop a school-wide, consistent understanding of the ways in which children acquire mathematical concepts. Staff were introduced to a mathematics bump it up wall (a visible learning strategy) as a platform for providing students with explicit and differentiated feedback throughout their learning. With visible learning at the forefront of educational research, professional learning sessions were timetabled for staff to undertake action research around this pedagogy and trial different styles of visible learning in their classrooms. To enhance staff awareness of where their students were at and where they needed to take them to next, assessment practices were refined, which provided staff with detailed information about the mathematical strategies that their students were using. This data was then used to inform mathematics teaching and learning in the classroom and enabled staff to differentiate learning for each and every child.

With writing an area of focus, identified through school-based data, a key staff member trained as a facilitator in the implementation of the Seven Steps to Writing Success. Once trained, the facilitator adopted a model of instructional leadership to undertake demonstration lessons and team teaching to embed quality practices in writing across years 3–6. Feedback from staff and students has been positive and, whilst this program is in the early stages of implementation, internal assessment data has reflected an improvement in writing.

Collective ownership and collaboration are part of a positive learning culture at Denistone East Public School. The introduction of stage planning days saw teachers discussing their craft and collaboratively planning lesson sequences that were quality, consistent and differentiated. Staff had the opportunity to discuss current educational research around pedagogy and practice to enhance their own teaching practices. The introduction of a digital sharing platform, where staff posted videos, photos and anecdotal notes of their visible learning journey enhanced collaborative practice and provided teachers with a resource to enhance their own teaching methods.

The identification processes of gifted and talented students were enhanced in 2017, to align more closely with the Department of Education's Gifted and Talented policy. Staff were released in stage teams and undertook professional learning with executive staff around Gagne's model of giftedness and the associated behaviours and observations that can determine this. We know that giftedness can occur across all Key Learning Areas and our identification processes were enhanced to allow the school to capture individual student talents within and beyond academics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative teaching approaches where appropriate.	\$0	The implementation of a new scope and sequence in Mathematics.
	\$0	
	\$0	Whole-school professional learning around the numeracy continuum and visible learning practices.
	Stage planning days	Staff focus groups established where action research took place around Visible Learning in Mathematics.
	QTSS release \$61, 757	
	Seven Steps to Writing Success Training Package	Assessment practices in mathematics refined, with the implementation of quality, open ended

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative teaching approaches where appropriate.	(RAM Professional Learning funding)	assessments. Seven Steps to Writing Success introduced and implemented across 3–6.
Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.	1 whole day release for each stage \$0 1 whole day release for each grade (Years 2–5 teachers)	The introduction of stage planning days with teacher librarian, EAL/D, LaST Digital sharing platform established for curriculum, assessment strategies, differentiation Grade professional learning in the identification processes of Gifted & Talented students

Next Steps

Through the analysis of internal and NAPLAN data, the enhancement of teacher practice in mathematics has resulted in positive student growth and achievement. Staff have felt inspired and empowered throughout the process and, through the positive impact that this has had on student learning outcomes, see the need for these practices to continue into the future. A model of instructional leadership will be embedded across the school to enable the sustainability of these practices.

With student engagement, ownership and receiving timely feedback known to have a significant impact on student success, visible learning will continue to be embedded in mathematics and across other Key Learning Areas, as staff capacity will continue to be built in these practices, through professional learning, demonstration lessons and team teaching.

With writing being identified as an area requiring further professional learning, staff will engage in developing their understanding of the writing process (building the field/ vocabulary, planning, drafting, revising, reviewing, publishing) and its embedment in the NSW English Syllabus. QTSS funds will continue to be utilised to allow key staff to act as mentors and build quality practice through the planning, implementation, monitoring and evaluation of writing lessons across the school.

Through the development of a leadership strategy, we will strategically build stage team capacity via targeted professional learning opportunities. Opportunities for staff to undertake professional learning around gifted and talented education will continue to occur as will professional knowledge and growth around enrichment education for all students. With the new build occurring in 2018, staff will be required to reflect on the ways in which teaching and learning needs to be adapted to enable our students to connect, succeed and thrive in a future focused society.



Strategic Direction 2

Enhancing Relationships and Wellbeing

Purpose

To provide a commitment to nurture, guide, inspire and challenge students to enjoy learning to build their knowledge, skills and understanding, and to make sense of their world. Developing an environment where every child brings a different set of experiences, knowledge and skills to school with them, and understanding these are essential to planning their individual learning paths. Teachers and the school support students to make successful transitions, with the skills to make informed contributions as citizens and leaders.

Overall summary of progress

Together with Relationships Australia, strategically planned opportunities to engage parents, students, teachers and the broader school community ensured that partnerships between all stakeholders were established and enhanced over time.

The newly introduced Kindergarten Connections program has been a 'value add' for our Kindergarten students and their families. Weekly scheduled time early in the school year enabled the school to make relationships with the parent community a priority. Families developed an understanding of how the dynamics of a Kindergarten classroom work during a range of varied activities both inside and outside the classroom environment. They also saw how the students were purposefully engaged in authentic opportunities to use oral language for discussions and shared whole class learning experiences. Parents were able to observe how quality texts are embedded into the curriculum and how opportunities for play based learning and hands on experiences can help students to learn. Feedback from the kindergarten teachers acknowledged the opportunities that this program embedded, to engage with and observe their students and parents as they enjoyed working together over a number of weeks.

Professional learning to build cultural awareness was greatly valued by all staff. Staff were engaged in professional dialogue around our Chinese, Korean and Indian community's cultures, which helped our staff, many of whom are early career teachers, to develop an understanding of family life, values and child rearing practices.

Our continued school-wide focus on Positive Behaviour Engaged Learners (PBEL) reinforces a positive school culture. Rigorous processes for the implementation, tracking and monitoring of students' learning, behaviour and social needs are at the forefront to enable students to connect, succeed and thrive at school.

Reflective practices have been an area of focus for staff as they continue to build their capacity. Professional learning has included accidental counsellor training for all staff members in the management of communication with all stakeholders in the school community. The performance and development process has enabled staff to identify professional learning goals that align with individual career goals and achievement towards the school's strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	\$ 0 \$0– Professional Learning afternoon session	The launch of Kindergarten Connections with Relationships Australia Staff professional learning– building cultural awareness The continued implementation of Positive Behaviour Engaged Learners (PBEL)
The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.	School Development Day– Professional learning for all staff \$0 \$0	Staff professional learning– Active Counselling Performance and Development Process (PDP Process) Goal setting Professional learning towards the achievement of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching	RAM professional learning funding \$0	goals Monitoring and evaluation of progress against PDP

Next Steps

A focus on building a whole-community wellbeing strategy to enable shared values and a developed understanding around the wellbeing of the whole-child will be strategically implemented as part of the next three-year school plan. The introduction, implementation and establishment of 'Restorative Practices' will provide a student-centred approach to wellbeing that enhances the development of positive relationships across the school community.

Through the strategic provision of opportunities to build staff knowledge of pedagogy and practice, including professional learning, stage planning days, instructional leadership, mentoring and lesson observations, a whole-school approach to embedding evidence-based teaching methods that optimise outcomes for all students will continue to be implemented across the school.



Strategic Direction 3

Embedded Quality Systems

Purpose

To create a school culture which enables a self-sustaining and self-improving community that will continue to support the highest levels of learning. Student learning will be fostered at Denistone East by high quality teaching and leadership. To ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Students will benefit from the school's planned and proactive ongoing communication and engagement with parents and the broader community.

Overall summary of progress

Through the enhancement of systems and practices that promote opportunities for authentic community engagement, the home-school relationship continues to be strengthened at Denistone East Public School.

Various platforms of communication (newsletters, Skoolbag app, school's website) are now embedded and maximise opportunities for the community to keep informed of our school's events and priorities. The delivery of a range of parent forums, with attendance of approximately 70–100 parents per session, have provided optimum opportunities for parents to: gain a greater understanding of current and evidence-based best practice and school achievement, provide feedback around current school priorities and be involved in the development and implementation of future events at school.

In recognising the importance of a smooth transition into school, our Kindergarten orientation program was enhanced in 2017. The introduction of individual interviews and school tours with each and every family, the delivery of evening information sessions, and the program itself growing from two to four sessions, each with a specific focus (literacy, numeracy, wellbeing, general information) enabled positive relationships with prospective students and parents to be established prior to the students commencing school. Parent feedback was positive, with parents commenting that they found the program extremely worthwhile and had a more comprehensive understanding of how they can support their child's transition to school.

Teacher professional learning remained a priority for 2017, through the provision of face-to-face training, mentoring, online learning and external partnerships, strategically embedded to allow for growth in achieving both the school and individual professional goals. Beginning teacher funding was strategically utilised to enable early career teachers to have access to a chosen mentor and Quality Teaching Successful Student funds (QTSS) saw the establishment of an instructional leadership model to embed quality practice across the school. The introduction of stage planning days provided an optimum platform for collaboration within stage teams along with enhanced communication systems (digital platforms) to enable effective classroom practice to be sourced and shared.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.	RAM funding \$0	Clear systems embedded that allow for the effective communication with the school community (Skoolbag, newsletters, school website) Parent information sessions held around school priorities: kindergarten orientation, Year 6–7 transition, enrichment education, NAPLAN achievement, school planning.
Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.	QTSS staffing allocation 0.608– \$61 757 RAM funding Beginning Teacher Funding– \$53 800 RAM funding	QTSS funds utilised to develop a model of instructional leadership to embed quality teaching practices in writing (Seven Steps to Writing Success) Anita Chin resources purchased and equitably distributed across the school to enhance teacher practice in Mathematics. Beginning Teacher Funds strategically managed to provide opportunities for a personal mentor and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.		individualised professional learning sessions. Technology purchased to enhance and enrich quality teaching programs
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.	1 whole day release for each classroom teacher x 31 RAM Professional Learning Funding	Stage planning days support collaboration within stage teams and allow for the consistent delivery of curriculum and assessment. School-wide systems in place to support staff in developing and achieving goals set out in professional development plans (PDP's) that align with both the school's strategic directions and individual interests.

Next Steps

With education rapidly evolving, regular, clear and transparent communication with the school community to keep them informed of evidence-based best practice will continue to be a focus. Having seen success with the implementation of parent information evenings in 2017, these will continue to be offered in the future, to allow for parents to be informed of the school's current priorities. Parent feedback around the ways in which the school can successfully engage the community has been sought and will be further explored to strengthen partnerships between school and home.

To continue developing a shared sense of responsibility for student engagement, learning, development and future success, expertise within the staff will be identified and utilised to strategically build capacity in teaching and leadership practice. A differentiated professional learning model, with an emphasis on instructional leadership, will be embedded to facilitate whole-school improvement for all staff at their individual levels of learning.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$332, 257 English Language Proficiency Funding	<p>In 2017, 4 EAL/D teachers were utilised equitably across stage teams to strategically meet the needs of our EAL/D student population.</p> <p>EAL/D teachers engaged in professional learning sessions to better understand the EAL/D Learning Progressions and be able to pinpoint where their students were at and where they needed to take them next.</p> <p>Effective analysis of EAL/D survey data was undertaken to strategically develop a model of EAL/D support that was responsive to student needs. With survey results indicating an increase in the proportion of emerging English students, individualised programs were developed and delivered to build their English proficiency. In addition, the EAL/D teachers were strategically timetabled to offer targeted in-class support during a literacy session, where they modified and adjusted the learning to support successful task completion.</p>
Low level adjustment for disability	<p>\$93 650 total equity loading</p> <p>\$42, 863 flexible funding component</p>	<p>Flexible funding was utilised to increase our learning and support teacher allocation.</p> <p>Rigorous data collection and analysis enabled those students who required support to be more readily identified, tracked and monitored. As a result, 100% of students requiring adjustments and learning support have personalised learning and support plans which have been collaboratively developed with parents/carer and students.</p> <p>Students with diagnosed disabilities received additional in-class support that assisted them in achieving learning goals outlined in their personalised learning and support plans.</p>
Socio-economic background	\$9680 RAM Socio-economic flexible funding	A Learning and Support Teacher (with prior Reading Recovery training) was utilised to work with small groups of students during literacy sessions to undertake an intensive reading program K-2.
Support for beginning teachers	\$53, 800 Beginning Teacher Support funding	<p>As part of the Strong Start, Great Teachers induction initiative, executive staff led a comprehensive induction program that equipped beginning teachers with: a greater understanding of the Australian professional standards for teachers, reflective practice, managing the classroom, planning a sequence of lessons, aspects of assessment, providing feedback to students and differentiating learning.</p> <p>Beginning teacher funding was utilised by each of the early career teachers to select a mentor to help build their professional practice and to release them to engage in individualised professional learning to assist them in meeting the goals set out in their</p>

Support for beginning teachers	\$53, 800 Beginning Teacher Support funding	professional development plan Through a supportive accreditation process, 3 teachers achieved accreditation at proficient level.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	469	478	453	404
Girls	375	367	353	347

Enrolments for each school year are indicated above and include male and female student numbers. In 2017, Denistone East Public School had an enrolment of 751 students, which represents a slight decrease when compared with total numbers in previous years. Each year, approximately 20 students accept offers to attend Opportunity Classes at alternative public schools.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	96.2	96.4	95.2
1	96	95.9	95.6	96.2
2	96.3	95.6	96.4	96
3	97	95.8	95.9	95.5
4	95.5	96.7	96.8	95.4
5	95.9	96	96.1	95.7
6	95.6	95.2	94.4	95.4
All Years	96	95.9	95.9	95.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Denistone East Public School is proactive in the regular monitoring of student attendance.

A letter seeking explanation for a student's absence is sent home the day a student returns to school if they are without a note of explanation.

When a student has been absent for three consecutive days with no explanation provided, parents are contacted to discuss reasons and to offer support.

In cases of persistent lateness or high absenteeism, parents are contacted via the phone or in person to discuss reasons and to offer support. High absenteeism that presents concerns regarding student wellbeing is formally followed up with parents/caregivers, learning support team personnel and the Home School Liaison Officer (HSLO). An student attendance improvement plan is developed, implemented and monitored.

Information regarding legal attendance requirements is regularly communicated through the school's newsletter and is also included in the school's information booklet, which all parents/caregivers receive upon enrolment.

Denistone East Public School maintained a positive attendance profile in 2017, with attendance for K–6 exceeding state attendance averages.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	29.45
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	3
School Counsellor	0.7
School Administration & Support Staff	5.07
Other Positions	2.8

*Full Time Equivalent

The workforce composition table displays the permanent and part-time positions for 2017. According to the information available, no member of the 2017 workforce at Denistone East Public School identified as being of Aboriginal or Torres Strait Islander descent.

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	30

Professional learning and teacher accreditation

Professional learning took place over the course of 2017, with a focus on building staff capacity to meet the needs of each child's academic, social, emotional and spiritual wellbeing. Targeted professional learning was designed and delivered to meet the individual needs of new scheme teachers, experienced teachers, aspiring leaders and current leaders.

As well as undertaking professional learning around Department of Education priorities, staff engaged in ongoing learning that reflected the school's strategic directions, focusing on mentoring and instructional leadership to enhance classroom practice and face-to-face training and planning days to build pedagogical knowledge.

The school drew funds from the tied professional learning budget as well as from RAM literacy and numeracy, equity flexible funding and our QTSS allocation/funding to embed a differentiated model of professional learning that met the diverse needs of all staff.

In 2017, three teachers achieved accreditation at proficient level. At the time of writing the report, _____ of teaching staff held accreditation at proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	979,733
Revenue	7,166,219
Appropriation	6,568,090
Sale of Goods and Services	6,404
Grants and Contributions	579,086
Gain and Loss	0
Other Revenue	0
Investment Income	12,638
Expenses	-7,192,914
Recurrent Expenses	-7,192,914
Employee Related	-5,928,369
Operating Expenses	-1,264,545
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-26,696
Balance Carried Forward	953,037

This financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. This summary covers funds for operating costs and involves expenditures areas inclusive of permanent salaries and building and major maintenance.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,827,585
Base Per Capita	123,178
Base Location	0
Other Base	4,704,407
Equity Total	436,850
Equity Aboriginal	1,263
Equity Socio economic	9,680
Equity Language	332,257
Equity Disability	93,650
Targeted Total	195,805
Other Total	823,543
Grand Total	6,283,784

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Literacy

In Term 4 of 2017, the NAPLAN Analysis Committee (comprising of a number of K–6 and support staff) met weekly to look at achievements in literacy, including long term trends and future directions. The committee used an evidence-based approach to analyse the data and draw conclusions, adopting Helen Timperley's 'Spirals of Inquiry' to determine areas of focus, with the findings then presented to both the staff and parent community. These results, along with internal school-based data, have helped shape the school's strategic directions in the 2018–20 School Plan.

Year 3 NAPLAN results across all areas of literacy demonstrated achievement well above the state average. Our reading results have continued trending upwards, with 82% of our students achieving in the top two bands. When discussing the practices that have promoted a positive growth in reading, it was determined that this has been largely due to the introduction and implementation of 'Focus on Reading'. Spelling and grammar and punctuation also saw over 80% achieving in the top two bands, with a trend upward compared to previous years.

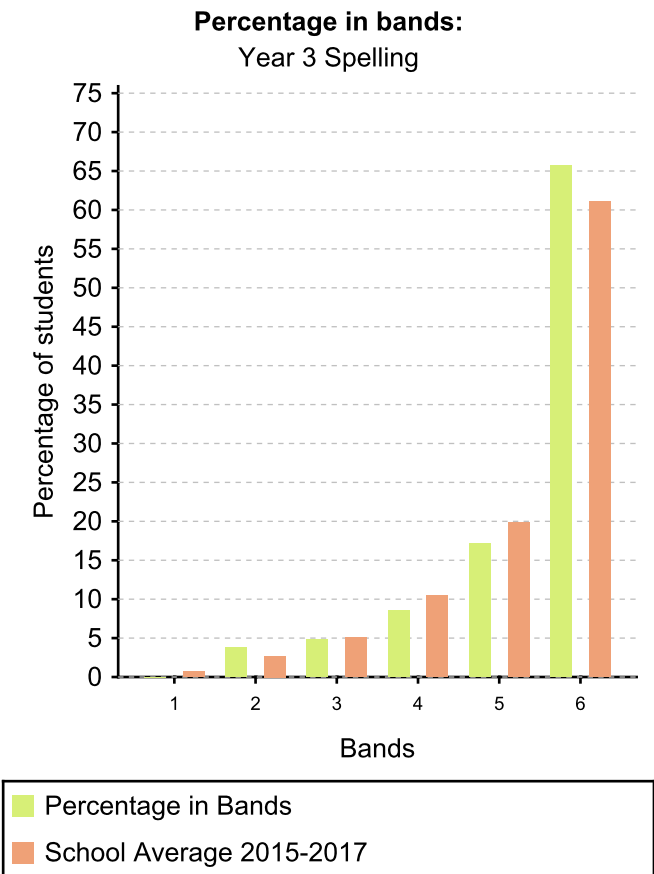
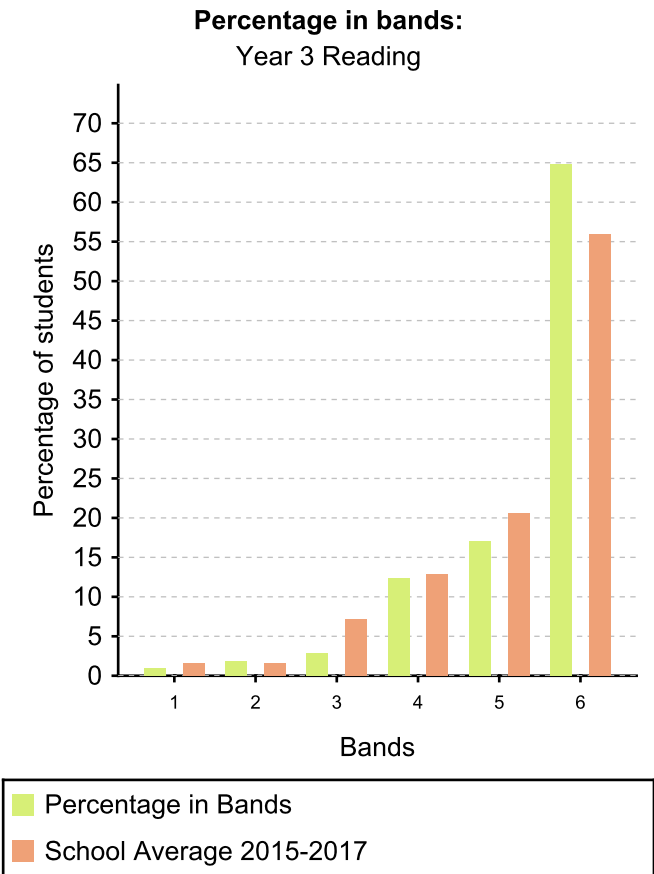
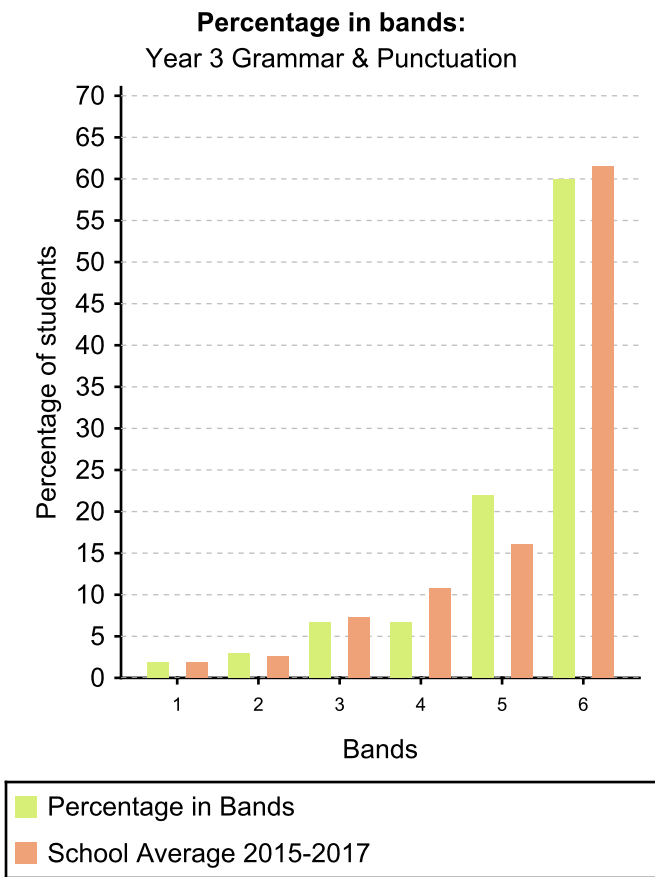
With the percentage of students in the top two bands for writing slightly below (at 73%) the committee conducted further action research by looking closely at trend data over a 5 year period, analysing areas of strength and areas for further development. It became evident that vocabulary, text structure and an understanding of the intended audience are areas that require further development.

Year 5 NAPLAN achievement in reading saw an upward trend when compared to our results in previous years, with 64% of students achieving in the top two bands. Again, the committee concluded that this was largely due to the upskilling of teacher practice through 'Focus on Reading'. Spelling and grammar and punctuation saw over 50% achieving in the top two bands, similar to achievement data in previous years.

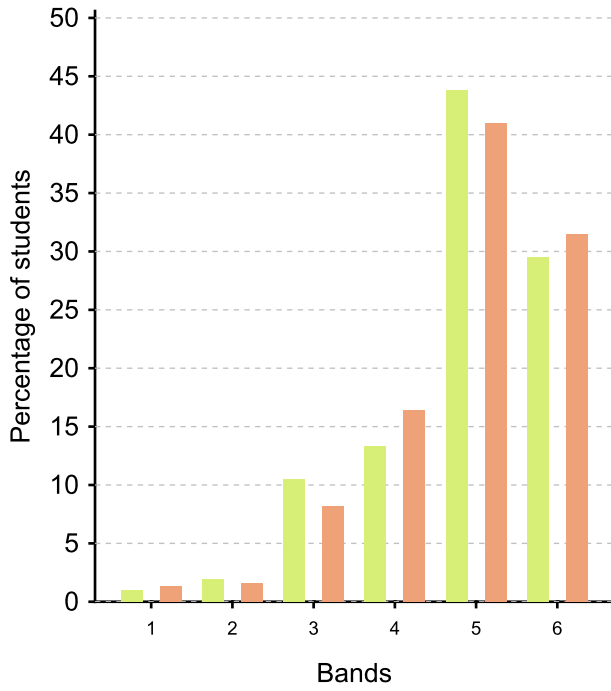
Year 5 writing was also identified as the area which required further data analysis, with 21% of students achieving in the top two bands and a large proportion of students achieving in the middle two bands, an anomaly when compared with achievement in other areas of literacy. Through analysing trend data, the committee determined that the Year 5 students had similar areas for development in writing to the students in Year 3; vocabulary, text structure and an

understanding of the intended audience when forming texts.

Through the rigorous analysis of literacy NAPLAN data, the staff at Denistone East Public School determined that writing continues to be an area of focus, with Quality Teaching Successful Students (QTSS) funds being utilised to focus on instructional leadership that enhances school-wide quality practices in the teaching of writing. A particular focus on teaching writing as a process will support the development of students' skills in vocabulary, text structure and writing for an intended audience and purpose.

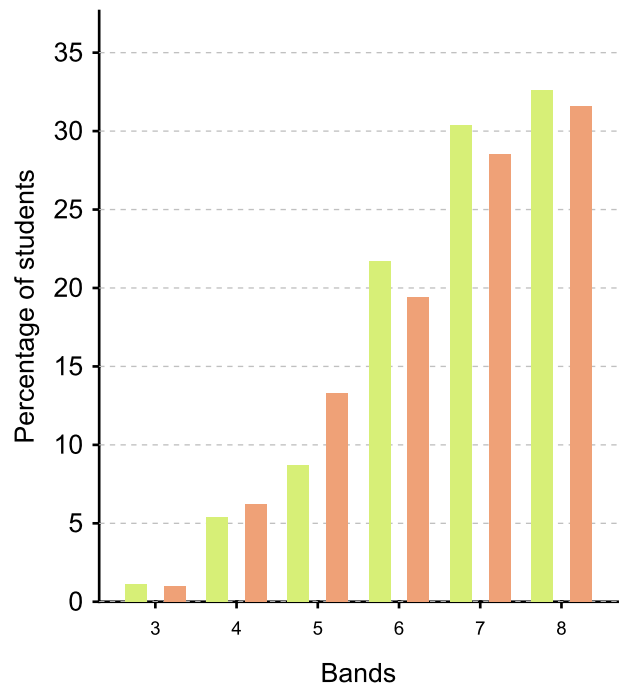


Percentage in bands:
Year 3 Writing



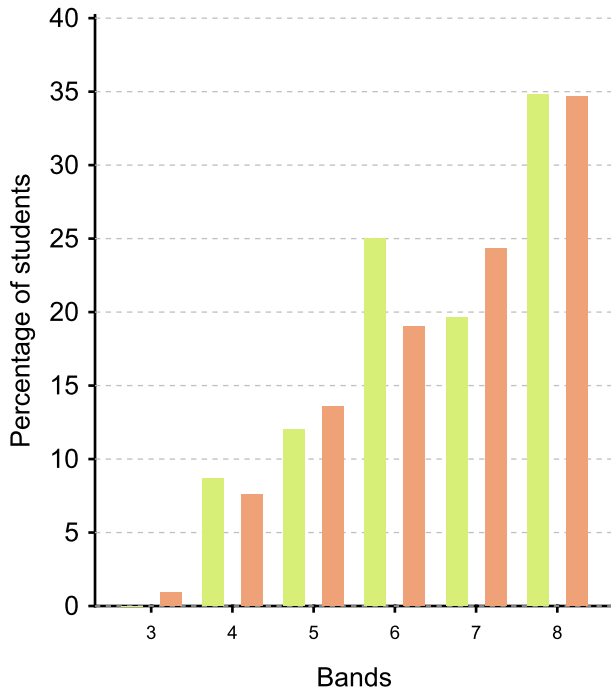
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



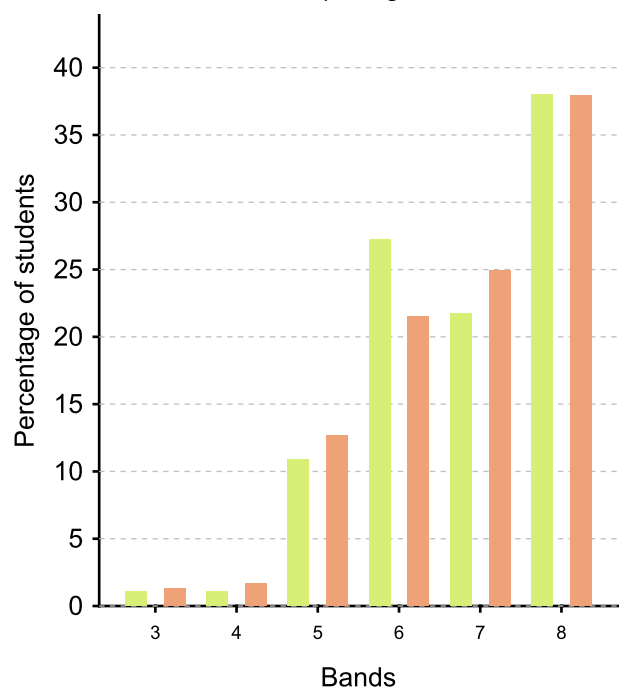
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



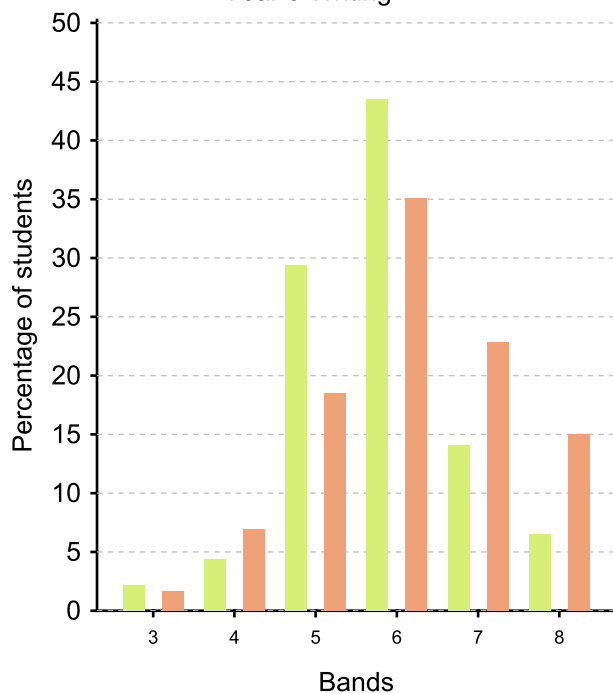
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Numeracy

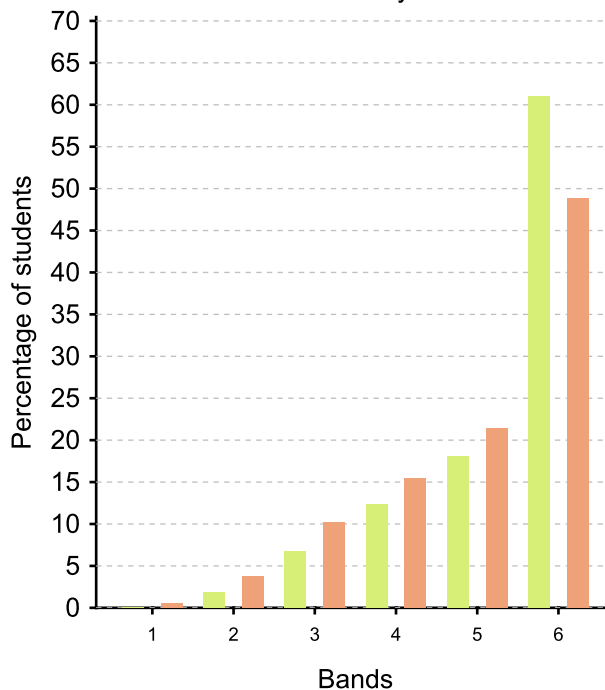
Year 3 NAPLAN achievement in Numeracy was well above the state average, with 79% of our students achieving in the top two bands. These results saw an upward trend when compared with the achievement in previous years. This positive growth can be attributed to Denistone East Public School's work with Anita Chin around the development of evidence-based quality mathematics programs. The staff engaged in rigorous professional learning with Anita: re-developing the whole-school Mathematics scope and sequence and building their understanding of research-based numeracy acquisition and effective differentiation in the primary mathematics classroom.

Positive growth was also seen in our Year 5 NAPLAN results, with students achieving well above the state average in all aspects. While our trend data and the percentage of students in the top two bands did not significantly grow, there was major growth in individual student results. These were the same students who sat the Year 3 NAPLAN in 2015, prior to Denistone East Public School's work with Anita. Having been exposed to a major transformation in the way mathematics is taught, where instruction is differentiated to cater for individual student needs and the focus is on working mathematically and the use of mathematical reasoning to justify strategies, 80% of our Year 5 students grew two or more skill bands since they last sat the NAPLAN in Years 3.

Through the analysis of Numeracy NAPLAN data, the staff determined that the practices embedded through their work with Anita Chin in Mathematics need to continue. With a high changeover of staff, this means that professional learning from staff who have adopted these practices will be utilised to assist new staff and

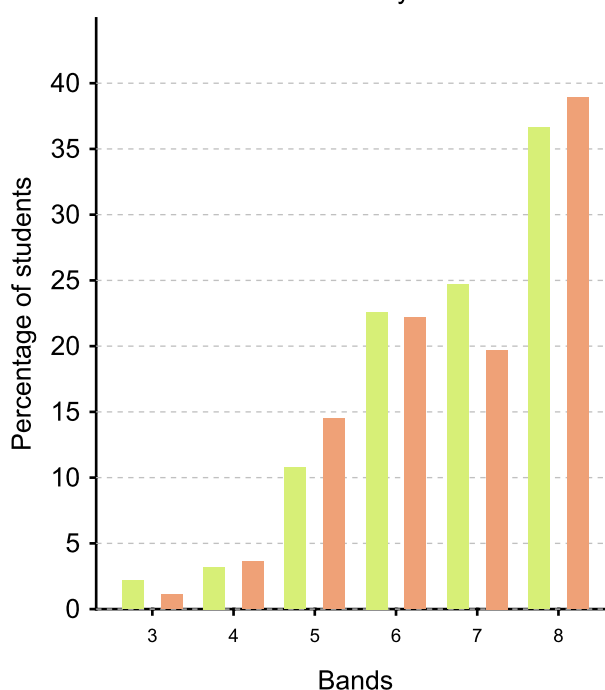
beginning teachers to enhance their teaching practices in numeracy. Quality Teaching Successful Students (QTSS) funding will be utilised to release key staff off class to conduct lesson observations and undertake lesson demonstrations to maximise quality and consistent practices in numeracy teaching across the school.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In 2017, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

In Year 3, 82% of our students were in the top two bands for reading and 79% for numeracy. In Year 5, 63% of our student were in the top two bands for reading and 61% for numeracy.

The Premier's Priority is to increase the proportion of NSW students in the top two NAPLAN bands by eight percent by 2019. Since 2014, Denistone East Public School has seen a 5% increase in the overall proportion of students achieving in the top two NAPLAN bands in reading and numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, teachers and parents about the school. Their responses are presented below. In 2017 students, teachers and parents were invited to complete the NSW DoE Tell Them From Me Survey (TTFM).

The TTFM student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 284 students from years four, five and six. Denistone East PS results are compared with the NSW Government norms, which are based on the results of all students who participated in 2017.

- 63% of students (same as 2016) had a high rate of participation in art, drama, music, or a school committee; the NSW Govt. norm is 55%
- 75% of students (same as 2016) had a high rate of participation in Sport; the NSW Govt norm is 83%
- 79% of students (down 1% from 2016) had a high rate of belonging, accepted by their peers and others at the school; the NSW Govt norm is 81%
- 89% of students (up 2% from 2016) report positive relationships with their peers, whom they trust and who encourage them to make positive choices; the NW Govt norm is 85%
- 95% of students (up 1% from 2016) believe that education will benefit them personally and economically and will have a strong bearing on their future; the NSW Govt norm is 96%
- 89% of students (up 3% from 2016) had positive behaviour, did not get in trouble or disrupt others' learning; the NSW Govt norm is 83%
- 60% of students (up 5% from 2016) had positive homework behaviours eg completing homework and submitting on time; the NSW Govt norm is 63%
- In this school students rated effective classroom learning 8.0 out of 10 (up 0.1 from 2016); the NSW Govt norm is 8.2
- In this school students rated classroom instruction relevant to their everyday lives a 8.0 out of 10 (up 0.3 from 2016); the NSW Govt norm is 7.9

The Focus on Learning Survey is a self evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important drivers of student learning. Twelve teachers responded to the survey. Responses from the questions have been converted to a 10 point scale, then averaged by question and topic. The average scores for each topic are shown below; 10 indicates strong agreement.

Leadership: Averaged score 7.1 (0.5 increase from 2016; same as government norm)

- School leaders have helped me establish challenging and visible learning goals for students.
- School leaders have helped me create new learning opportunities for students.
- School leaders have provided me with useful

feedback about my teaching.

- School leaders have helped me improve my teaching.
- School leaders have provided guidance for monitoring student progress.
- I work with school leaders to create a safe and orderly school environment.
- School leaders have supported me during stressful times.

Collaboration: Averaged score 8.2 (0.2 increase from 2016; above government norm of 7.8)

- I work with other teachers in developing cross-curricular or common learning
- Teachers have given me helpful feedback about my teaching.
- I talk with other teachers about strategies that increase student engagement.
- Other teachers have shared their learning goals for students with me.
- Teachers in our school share their lesson plans and other materials with me.
- I discuss my assessment strategies with other teachers.
- I discuss learning problems of particular students with other teachers.
- I discuss my learning goals with other teachers.

Learning Culture: Averaged score 8.1 (0.2 increase from 2016; above government norm of 8)

- I give students written feedback on their work.
- I talk with students about the barriers to learning.
- In most of my classes I discuss the learning goals for the lesson.
- Students become fully engaged in class activities.
- I monitor the progress of individual students.
- I am effective in working with students who have behavioural problems.
- I set high expectations for student learning.
- Students find class lessons relevant to their own experiences.

Data Informs Practice: Averaged score 7.9 (0.2 increase from 2016; above government norm of 7.8)

- My assessments help me understand where students are having difficulty.
- I use formal assessment tasks to help students set challenging goals.
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.
- I provide examples of work that would receive an "A", "B", or a "C" (or their equivalent).
- I use results from formal assessment tasks to inform my lesson planning.
- I give students feedback on how to improve their performance on formal assessment tasks.

Teaching Strategies: Averaged score 8.0 (same as 2016; above government norm of 7.9)

- I help students set challenging learning goals.
- When I present a new concept I try to link it to previously mastered skills and knowledge.
- Students receive written feedback on their work at least once every week.
- I can easily identify unproductive learning strategies.
- My students are very clear about what they are expected to learn.
- Students receive feedback on their work that brings them closer to achieving their goals.
- I discuss with students ways of seeking help that will increase learning.

Technology: Averaged score 6.4 (0.5 increase from 2016; below government norm of 6.7)

- Students have opportunities to use technology for describing relationships among ideas or concepts.
- I use technology to give students immediate feedback on their learning.
- Students use technology to track progress towards their goals.
- I help students set goals for learning new technological skills.
- Students have opportunities to use technology to analyse, organise, and present subject matter.
- I help students use technology to undertake research.
- I help students to overcome personal barriers to using interactive technology.

Inclusive School: Averaged score 8.3 (0.1 increase from 2016; above government norm of 8.2)

- I am regularly available to help students with special learning needs.
- I strive to understand the learning needs of students with special learning needs.
- I establish clear expectations for classroom behaviour.
- I help low-performing students plan their assignments.
- I make sure that students with special learning needs receive meaningful feedback on their work.
- I make an effort to include students with special learning needs in class activities.
- I use individual education plans to set goals for students with special learning needs.
- I create opportunities for success for students who are learning at a slower pace.

Parent Involvement: Averaged score 7.2 (0.2 increase from 2016; above government norm of 6.8)

- I work with parents to help solve problems interfering with their child's progress.
- I share students' learning goals with their parents.
- I ask parents to review and comment on students' work.
- I am in regular contact with the parents of students with special learning needs.
- Parents understand the expectations for students in my class.
- I make an effort to involve parents and other community members in creating learning opportunities.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parent's perceptions of their children's experiences at home and school. It is primarily based on Joyce Epstein's framework for fostering positive relationships between school and the community. Successful schools foster communication, encourage involvement and enlist parent volunteers. The survey also provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. All families were invited to complete the survey. The responses below are from 27 participants, representing approximately 3.9% of all families.

The scores for the questions have been converted to a 10 point scale, then averaged and reported here by question. A score of 10 indicates strong agreement.

Parents Feel Welcome

- I feel welcome when I visit the school. 7.1
- I can easily speak with my child's teachers. 7.1
- I am well informed about school activities. 6.7
- Teachers listen to concerns I have. 7.1
- I can easily speak with the school principal. 5.2
- Written information from the school is in clear, plain language. 7.2
- Parent activities are scheduled at times when I can attend. 5.8
- The school's administrative staff are helpful when I have a question or problem. 7.9

Parents are Informed

- Reports on my child's progress are written in terms I understand. 5.6
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.0
- I am informed about my child's behaviour at school, whether positive or negative. 6.1
- The teachers would inform me if my child were not making adequate progress in school subjects. 5.8
- I am well informed about my child's progress in school subjects. 5.6
- I am informed about opportunities concerning my child's future. 5.0
- I am informed about my child's social and emotional development. 5.7

Parents Support Learning at Home

Does someone in your family do each of the following?

- Discuss how well your child is doing in his or her classes. 5.1
- Talk about how important schoolwork is. 6.0
- Ask about any challenges your child might have at school. 5.3
- Encourage your child to do well at school. 6.4
- Praise your child for doing well at school. 5.6
- Talk with your child about feelings towards other

children at school. 6.0

- Take an interest in your child's school assignments. 6.0

School Supports Learning

Teachers;

- have high expectations for my child to succeed. 7.0
- show an interest in my child's learning. 6.5
- encourage my child to do his or her best work. 8.2
- take account of my child's needs, abilities, and interests. 6.6
- expect homework to be done on time. 7.0
- expect my child to work hard. 7.3

School Supports Positive Behaviour

Teachers;

- expect my child to pay attention in class. 8.2
- maintain control of their classes. 7.6
- ensure my child is clear about the rules for school behaviour. 8.8
- devote their time to extra-curricular activities. 6.6

Safety at School

- Behaviour issues are dealt with in a timely manner. 7.0
- My child feels safe at school. 7.7
- My child feels safe going to and from school. 8.0
- The school helps prevent bullying. 6.7

Inclusive School

Teachers;

- help students who need extra support. 6.3
- create opportunities for students who are learning at a slower pace. 6.1
- try to understand the learning needs of students with special needs. 6.4
- take an active role in making sure all students are included in school activities. 7.1
- help students develop positive friendships. 6.8

The data collected and the careful and considered analysis of it at the end of 2017 will guide our strategic directions and milestones as we write our new three year school plan, to begin implementation in 2018. For further information on how the analysis is guiding future directions please refer to Strategic Direction 1, 2 and 3.

Policy requirements

Aboriginal education

Aboriginal Education policy and outcomes, together with the promotion of an understanding of Aboriginal Australia, were evident in the school through the observance of special days and perspectives across the curriculum.

Teaching and learning programs reflect the views and aspirations of Aboriginal Australia and provide opportunities for students to gain a meaningful and sensitive appreciation of the history and culture of Aboriginal and Torres Strait Islander people. All students participate in Aboriginal studies which are incorporated into areas of music, art, craft, literacy, sport and dance, as well as through special activities.

Denistone East Public School has provided opportunities for Aboriginal and Torres Strait Islander students to connect, succeed and thrive through the co-planning, implementation, monitoring and evaluation of personalised learning pathways in conjunction with students and their families.

Aboriginal culture and custodianship of Country are recognised through protocols such as "Welcome to Country and Acknowledgement of Country" and NAIDOC Week celebrations.

Multicultural and anti-racism education

Denistone East Public School encourages the values of social equity and civic participation. Our diverse school population comprises of 78% of students from a language background other than English and is dynamically multicultural.

Multicultural perspectives about inclusivity and respecting diversity are evident across all teaching and learning programs to ensure that inclusive school practices are embedded. Students are encouraged to present to their class various cultural experiences that they take part in, which broadens cultural awareness for all students.

In addition to celebrating Harmony Day, we have an active wider school community that promote our school's cultural diversity. Lunar New Year and Korean National Day are celebrations that occur at the school annually and, through the collaboration of students, staff and parents in the planning and implementation of these events, provide students with engaging and authentic experiences that enhance their cultural appreciation.

Our school has a trained Anti-Racism Contact Officer(ARCO) on staff to ensure any concerns within the community or the school are responded to in an appropriate and timely manner. There were no reported incidents of racism in 2017.