

Denman Public School

Annual Report



2018



1749

Introduction

The Annual Report for **2018** 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.

2018 was a year of highlights for our school community. These included:

- Inclusion in the SmartArts Include You #2 project – which resulted in a fantastic mural being created on a wall in our school playground
- Sporting success with two students representing at state level PSSA in cricket and one student representing in athletics
- Transition to NAPLAN online
- High levels of community engagement including ANZAC Day, Remembrance Day, packing hampers for drought relief, engaging with Denman Children's Centre, Speaking in Colour – Resurgence Program, providing entertainment at the Denman Multi Purpose Service, Biggest Morning Tea, Red Cross gathering and Merton Living, Westpac Rescue Helicopter Service Horse Parade
- Supporting charities including Where There's A Will, Beanies for Brain Cancer, Positive Education Day, Heart Foundation, Denman Lions Club
- Student success in debating, chess and public speaking
- Two Stage 3 students attended the Hunter Creative Arts Camp for the first time
- Targetted focus on staff wellbeing
- Stage 3 excursion to Canberra including our School Captains laying a wreath at the pool of remembrance
- Stage 2 excursion to Dubbo for a ZooSnooz
- Staff engaging in an extensive range of professional learning activities
- Visiting performers including Aboriginal culture, Authors
- Book Week Parade
- Books in Homes Program
- Extended Kindergarten Transition Program
- CPR training for Stage 3 students
- Installation of new sensory musical equipment in the infants playground
- Musical programs through the Upper Hunter Conservatorium of Music
- Appointment of three new substantive staff members
- Refurbishment of the back oval and school grounds including installation of a new back fence
- Upgrades to the administration block, library and computer room

2018 is certainly a year all members of the Denman Public School Community can be proud of.

Megan Druit

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 values:

QUALITY

RESPECT

RESPONSIBILITY

To sustain a culture where student learning, well being and achievement are realised by all staff:

- Engage in systems thinking.
- Accept accountability for student learning and achievement and engage in continuous improvement.
- Reflect on and adapt the school's evidence based direction in response to student learning needs.
- Contribute to a safe, accepting and inclusive learning environment.

Denman Public School students are informed, creative, independent and skilled learners who **persevere** and collaborate in meaningful and engaged learning. Denman Public School is an innovative and dynamic school which values personalised learning and provides a flexible curriculum delivery to meet the needs of all students.

School context

Denman Public school is a dynamic and inclusive Kindergarten to Year 6 primary school located in the Hunter Valley. The school has a proud history of educating generations of children from the community of Denman and is an active member of the Muswellbrook Schools Learning Community. In 2018 student enrolment is 160 students with 18% identifying as Aboriginal.

Denman Public School enjoys strong positive relationships with the P & C and AECG which are based on trust and mutual respect. Both organisations work alongside the school to inspire students to achieve in a rapidly changing world and to ensure student learning is engaging, relevant and valued. There is a shared commitment to supporting the well being of all students through the provision of a positive and nurturing school culture and high quality educational opportunities for each child.

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. High expectations of student behaviour and the encouragement of responsible citizenship at school and in the wider community are promoted consistently by all members of staff. Teaching staff members are highly professional and deliver a strong evidence based academic program incorporating rich and engaging learning tasks.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning we have assessed our practice as Delivering. School priorities of Literacy and Numeracy continue to be targeted through professional learning for teaching staff and the use of evidence based strategies to ensure the learning needs of all students are addressed.

Successful transitions programs for both students entering Kindergarten and moving to secondary school are supported by strong relationships between Denman Public School and other local educational facilities. Participation in a Visible Wellbeing Project has ensured a major focus on wellbeing across the school which is evident in all classrooms. At DPS each student is valued for their strengths, knowledge and skills and we pride ourselves on the inclusive nature of our school community.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching we have assessed our practice as Delivering. A shift towards collaborative planning and teaching in Stage groups has provided staff with opportunities to improve student learning. All teachers are encouraged to continually improve their teaching practice and participate in high quality professional learning opportunities which are linked to PDP goals and the school plan. The use of professional standards provides a reference point for staff to reflect on and use as an improvement tool. Shared responsibility for student achievement and an understanding of school priorities ensures that all staff work with a common purpose to engage in high quality teaching practice.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading we have assessed our practice as Sustaining and Growing. The school executive team have a deep commitment to promoting a school wide culture of high expectations in a professional and supportive environment. Effective use of school resources drives continual reflection of practice, improvement and the embedding of systematic processes to ensure the core business of teaching and learning is the focus for all teaching staff. A shared holistic responsibility for all students is a priority for all members of the DPS team to ensure school priorities and the strategic vision of the whole school community underpin all teaching and learning activities.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

LEARNING

Purpose

Student well being is central to student success – every student at our school will be actively engaged in meaningful, challenging learning experiences to enable achievement as learners, leaders and responsible productive citizens.

Overall summary of progress

All infants teachers completed their first year of L3 training and the implementation across all classes provided a clear focus on continuous improvement of teaching in Literacy. The first year of the Visible Wellbeing Project enabled both student and staff wellbeing to be a priority across the school. Wellbeing was supported through the implementation of the You Can Do It program K – 6 which was used as a reference to refine the school award system to link to the 5 keys to student success. The implementation and monitoring of students participating in the MiniLit and MultiLit programs has resulted in improved reading results for targeted students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students have learning goals and can speak confidently about the purpose of lessons using learning intentions and criteria for successIncreased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy (NSW DoE Strategic Plan 2018–2020)	\$4000 – professional learning	<ul style="list-style-type: none">Whole school data in Literacy and Numeracy monitored to identify students requiring interventionStaff reflected on interventions used in Literacy and Numeracy and evaluated effectiveness including Instructional Leader role, L3 and other programs to inform planning for 2019.School culture reflects positive approach to supporting wellbeing of all members of school community as evidenced through attendance levels above state average attendance, engagement levels in class, staff wellbeing levels.Students demonstrate an increased understanding of the five keys to success from YCDI program.

Next Steps

- Implementation of school wide writing program VCOP to be led by both Assistant Principals
- Refinement of procedures for Learning and Support Team including weekly meetings supported by the School Counsellor, LAST's and coordinated by the Assistant Principal
- Evaluate the effectiveness of the You Can Do It implementation across the school in line with the new PD/H/PE syllabus, using the Geography implementation model to ensure consistency

Strategic Direction 2

LEADING

Purpose

Research indicates that high quality teachers make the greatest difference to student learning (Hattie, 2003), as such staff will be supported to build skills and capabilities as learners, teachers and leaders, in order to develop capacity as the leader of learning in each classroom.

Overall summary of progress

The provision of additional time for teachers to work collaboratively enabled the development of shared stage teaching programs for Key Learning Areas including History, Geography and Science. Teachers completed school based professional learning in assessment, effective classroom practice and evidence based approaches to ensure high expectations are implemented for all students. Professional Learning on collective teacher efficacy was attended by the Principal and Assistant Principal and delivered to staff as in school profession learning activities to support understanding of evidence based practices

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teaching and learning programs demonstrate differentiated curriculum delivery, data analysis for planning and collaboratively developed evidence based learning tasks incorporating learning goals and success criteriaIncreased proportion of regional and remote students in the top two NAPLAN bands for reading and numeracy (NSW DoE Strategic Plan 2018–2020)	No cost to school	<ul style="list-style-type: none">Teachers displayed an increased confidence and understanding when using PLAN 2 to record student achievement data and learning progressions to guide teaching and learning programs

Next Steps

- Implement learning criteria in Mathematics in all classrooms K – 6
- Develop staff knowledge and understanding of what they need to do to address the school's strategic directions and meet improvement measures.



LINKING

Purpose

Strong community partnerships create a school culture that is creative and innovative to promote enhanced learning opportunities

Overall summary of progress

Increased participation in local community events and voluntary activities has resulted in a positive awareness in the students and staff about the ways they can interact and support local residents. This interaction has resulted in positive real life learning experiences supporting in class teaching and learning. Open communication with both our school and the wider community including community groups and organisations resulted in positive feedback and the development of an increased range of learning opportunities for our school. The completion of the first year of the Visible Wellbeing Project has ensured that staff and student wellbeing is a priority in all areas of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased collaboration and communication between community partners and school as evidenced through increased number of purposeful learning opportunities for students and staff Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (NSW DoE Strategic Plan 2018 – 2020) 	No cost to school	<ul style="list-style-type: none"> Staff completed the first year of the Visible Wellbeing Project with the Upper Hunter Network of schools. Partnership with the Denman Children's Centre was consolidated through a formal program of visits to the centre leading to the extended transition program to Kindergarten in Term 4. Strong support for community groups by students and staff including the Lion's Club, Rotary, Red Cross, Hospital and local aged care facilities provided purposeful learning opportunities for all students.

Next Steps

- Review the vision, values of the school with all members of the school community to ensure they reflect current staff, school plan and priorities.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$43 869	<ul style="list-style-type: none"> • NAIDOC Day Celebrations • SLSO support Mini Lit/Multilit • Professional Learning • Teaching Resources • Visiting Performances
Low level adjustment for disability	\$45 323	<ul style="list-style-type: none"> • Sensory Musical Equipment – playground • Sports equipment • Teaching Resources • Non teaching salaries
Quality Teaching, Successful Students (QTSS)	\$28361	<ul style="list-style-type: none"> • Executive Release
Socio–economic background	\$101 285	<ul style="list-style-type: none"> • Furniture • Staff Ipads • Computer lab fit out • Professional Learning • Teaching salaries
Support for beginning teachers	\$13786	<ul style="list-style-type: none"> • Professional Learning • Additional RFF – Beginning Teacher



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	98	105	105	91
Girls	85	73	62	66

Denman Public School has traditionally had a higher enrolment of male students to female students and this trend continued in 2018. Enrolment figures in 2018 maintained the permanent staffing allocation and seven classes across the school. Enrolment in 2018 across all classes was:

Kindergarten – 21

Year 1 – 25

Year 2 – 22

Year 3 – 25

Year 4 – 15

Year 5 – 29

Year 6 – 24

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	92.1	93.2	94.6
1	94.2	95.4	92.5	92.9
2	95.2	94.3	94.7	91.5
3	95.8	93.8	93.2	93.3
4	93.9	94.9	94.9	95.6
5	94.1	94.6	92.6	92.4
6	95.6	94.1	93	92.7
All Years	94.8	94.2	93.4	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

SENTRAL continued to be used during 2018 to effectively record and monitor student attendance at school. A review and update of the school attendance policy ensured all teaching staff understood the policy and procedures associated with student attendance.

Non attendance is managed through:

- daily text messages sent by office staff to families of students who are absent each day as soon as rolls are submitted
- phone calls to families for unexplained absences
- letters from the Principal every 5 weeks to families whose children have an attendance percentage of less than 85%
- regular analysis of student attendance data by members of the executive team which enables at risk students to be flagged and prioritised for the Home School Liaison Officer

These measures have resulted in almost 100% of all student absences being explained and Denman Public School having a consistently high student attendance rate above 90%.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

The Australian Education Regulation, 2014 required schools to report on the Aboriginal composition of the workforce. Denman Public School has two Aboriginal Teaching Staff members and one SASS staff member and the school enjoys a close relationship with the local Aboriginal Educational Consultative Group. The school accesses the services of a male Aboriginal tutor through the OCHRE opportunity hub, Upper Hunter to assist in the delivery of Aboriginal Education to all students on a weekly basis.

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	10

Professional learning and teacher accreditation

During 2018 all members of the teaching staff participated in a variety of professional learning activities linked to professional development plans and aligned with the school plan. Areas covered through professional learning include:

- * Child Protection
- * Wellbeing
- * Google Education
- * Music/Choir
- * Sport
- * School planning & Evaluative Thinking

* Literacy – VCOP, Effective Reading, Mini Lit, Multi Lit, L3, Jolly Phonics

* Numeracy – TEN

* STEM

* Collective Teacher Efficacy

* Library/Oliver

* Students with Additional Needs

* Learning Progressions

* Aboriginal Education

* Leadership

In 2018 a temporary member of the teaching staff was supported through Beginning Teacher Support Funding to achieve accreditation at proficient level.

Denman Public School has 100% of teaching staff accredited at proficient level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	125,926
Revenue	2,050,230
Appropriation	1,946,932
Sale of Goods and Services	1,260
Grants and Contributions	101,984
Gain and Loss	0
Other Revenue	0
Investment Income	54
Expenses	-2,171,324
Recurrent Expenses	-2,171,324
Employee Related	-1,787,181
Operating Expenses	-384,142
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-121,094
Balance Carried Forward	4,832

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Literacy results

- **Reading** – over 50% of students achieved band 4 and 5. There was a spread of results across all bands 1–6 with one student achieving band 8 in this strand
- **Spelling** – results were recorded across all bands 1–6 with the highest number of students in band 4
- **Grammar and Punctuation** – results were recorded across all bands 1–6 with 2 students achieving band 7 in this strand. Over half of the students achieved results in bands 4,5 & 6
- **Writing** – results were recorded in bands 2, 3, 4 & 5

Year 5 Literacy results

- **Reading** – a spread of results across all bands 1–8 with one student achieving band 10 in this strand
- **Spelling** – results were recorded in bands 3, 4, 5, 6, 7 & 8 with the highest number of students equally in bands 4 & 5
- **Grammar and Punctuation** – results were recorded across all bands 1–6 with 2 students achieving band 7 in this strand. Over half of the students achieved results in bands 4,5 & 6
- **Writing** – results were recorded in bands 3, 4, 5 & 6. The majority of students – 72% achieved results in bands 5 & 6

Numeracy results in the Year 3 cohort revealed achievements in Bands 2, 3, 4, 5 and 6. The majority of students 66% achieved results in bands 4 and above. Year 5 students achieved results across all bands 3–8 with approximately 60% of students positioned in the middle two bands. Executive staff are continuing to use these results along with in school data to refine teaching and learning programs and ensure target Mathematics programs remain a priority in 2019.

The My School website provides detailed information

At Denman Public School the financial management processes and governance structures are implemented by the Principal and School Administration Manager in accordance with the financial policy requirements.

- During 2018 a significant amount of funding in addition to the professional learning allocation was designated from equity and allocated to professional learning opportunities for all staff with a particular focus on the areas of leadership, Literacy and Numeracy.
- Upgrades to the school grounds including a new back fence.
- Refurbishment of the school library and unused classroom into a designated technology zone including a space for robotics.
- Playground maintenance and upgrades including the installation of sensory musical equipment into the infants playground area.
- I-pads were purchased for all teaching staff to assist with managing workload and the entering of data into the new Literacy and Numeracy progressions.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,370,316
Base Per Capita	32,293
Base Location	6,318
Other Base	1,331,706
Equity Total	190,478
Equity Aboriginal	43,869
Equity Socio economic	101,285
Equity Language	0
Equity Disability	45,323
Targeted Total	301,636
Other Total	63,242
Grand Total	1,925,672

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.

and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, students at Denman Public School achieved the following results:

Year 3 Reading – 39.13% of student achievements were in the top two bands (5 & 6) – 0% of Aboriginal students achieved in these bands

Year 3 Numeracy – 28.57% of student achievements were in the top two bands (5 & 6) – 20% of Aboriginal students in these bands (1 student)

Year 5 Reading – 26.92% of student achievements were in the top two bands (7 & 8) – 16% of Aboriginal students achieved band 10 (1 student)

Year 5 Numeracy – 13.64% of student achievements were in the top two bands (7 & 8) – 16% of Aboriginal students achieved in these bands (1 student)



Parent/caregiver, student, teacher satisfaction

Students indicated a high level of satisfaction with school in 2018. Senior students identified a range of extra curricular activities that they have had the opportunity to be involved in including sport, Aboriginal cultural activities, dance, debating, chess and public speaking. The staff at DPS were praised by students for being helpful in all aspects of schooling and friendships were another enjoyable aspect highlighted in feedback. The shift towards collaborative learning

projects across stages and an increased use of technology to support teaching and learning was well received by all students.

Feedback from parents and community members was obtained from insight data on the school Facebook page, written feedback to the school and surveys conducted throughout the year on specific topics. Families expressed high levels of satisfaction towards communication from the school, programs including the extended Kindergarten transition program, community engagement and increased participation in school events. Positive interaction between school staff and families has been acknowledged in increased communication and explanation of student absences and respectful and appropriate communication between teachers and families.

The People Matters Survey results reflected the positive and proactive approach the executive team are taking towards supporting staff to ensure wellbeing is a focus for all members of the DPS community. All staff at Denman Public School are encouraged to work collegially and support each other through collaborative practice. The results indicated an increase not only in the number of staff who participated in the survey but also increased levels of satisfaction in the following areas:

- Employee Engagement
- Engagement with Work
- Senior Managers
- Communication
- High Performance
- Public Sector Values

In the staff survey the areas of wellbeing, community partnerships and the attention to individual student needs were identified as strengths in our school community.



Policy requirements

Aboriginal education

Denman Public School implemented a range of different Aboriginal Education and cultural awareness programs in 2018. These included:

* Weekly visits from a **male Aboriginal tutor** from the OCHRE opportunity hub who taught dance to students and developed cultural knowledge across all classes.

* **NAIDOC** week celebrations which provided an engaging afternoon of activities for students to participate in including storytelling with a local elder, bush tucker tasting, traditional Aboriginal games, Aboriginal art and dancing.

* The implementation of the **SistaSpeak** program for Stage 3 girls. The SistaSpeak project is specifically designed for, and targets young girls and women to gain valuable knowledge around their educational needs, career aspirations, personal needs and qualities.

* The implementation of the **BroSpeak** program for Stage 3 boys. Bro Speak is a wellbeing program for Aboriginal boys in the school. It is designed to help boys embrace their Aboriginal identity and be smart in their approach achieving life goals.

* Careful monitoring of **Literacy and Numeracy achievements** of Aboriginal students identified the need for additional support which was provided through Learning Support teachers and School Learning Support Officers including the provision of Mini Lit in Infants classes and Multi Lit in the primary classrooms.

* Ongoing development and consolidation of positive relationships between the school community and the local **Aboriginal Education Consultative Group**.



Multicultural and anti-racism education

Denman Public School community continues to develop diversity within our student population. Teaching staff incorporate programs which deliver and promote racial tolerance and harmony. Multicultural perspectives are promoted across all aspects of the curriculum through the implementation of NSW syllabus documents. In March, all students participated in National Harmony Day and celebrated by wearing orange and participating in activities based on the annual theme Everyone Belongs.