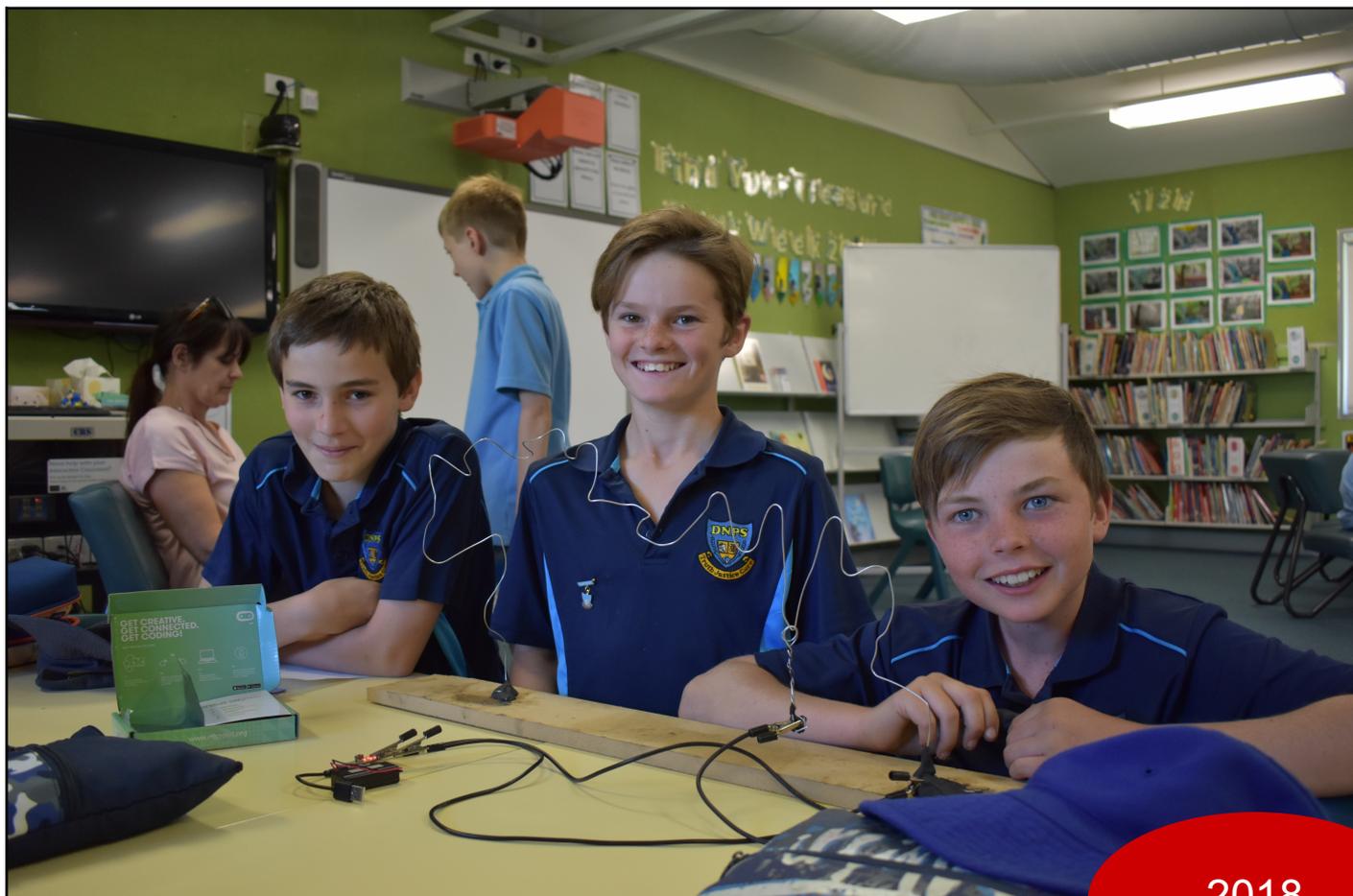
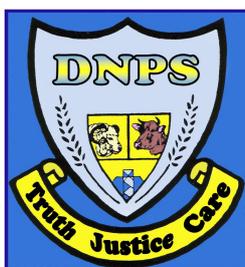


# Deniliquin North Public School Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Deniliquin North 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.

In 2018 students have continued to achieve across the school setting. Students represented us at State level competitions in Cross country, Debating and Athletics. Our Debaters and TOM students performed admirably in Regional competitions. Our results from National testing showed above state average growth for year 5 students in grammar and punctuation, reading, and spelling. Our year 3 students showed above state average proficiency in numeracy and writing. The Curiosity and Powerful learning journey that we began this year has seen the introduction of learning intentions and success criteria across the school and investigations into bringing learning alive. The L3 program continues to deliver strong results in reading for Kindergarten students. While others have persevered throughout the year to improve in their learning, the greatest achievement of all.

To the Staff, I thank you for your passion and commitment to our students. The opportunities that you provide to our students ensure that they continue to achieve and will always remember Deniliquin North Public School.

To the Students, I thank you for continuing on when learning is a challenge, for learning to look after your peers even when that is a challenge and for being who you are while we work with you to become all that you can.

To the Parents, I thank you for your suggestions to make our school a better place for all, for your willingness to work together with your children's best interests in mind and your involvement in school activities.

Mark Peterson

Principal

### School contact details

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## School background

### School vision statement

At Deniliquin North PS we are committed to providing students with a high quality education driven by explicit teaching, high expectations, evidence based teaching practices and a collaborative approach which results in dynamic classrooms and engaged learners. We foster successful, creative, resilient learners who are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. We work together to create an enabling school environment where the whole school community is able to connect, succeed and thrive.

### School context

Deniliquin North Public School is one of three public schools located in the rural town of Deniliquin, which has an approximate population of 7000. The current enrolment is 172 students. 11.4% of the school student body are Aboriginal.

In response to a yearly analysis of NAPLAN results, as well as ongoing classroom assessments, the school has focused in the past few years on improving Punctuation and Grammar, Writing and Numeracy. In 2018, the school has continued to concentrate on the area of Spelling, as well. Reading results continue to be a strongpoint.

The school attracts DEC funding for 'Low Adjustment Disability', 'Socio–Economic Background' and 'Aboriginal Background' to support its targeted programs. An SLSO (Aboriginal) is currently employed on a full–time basis. A school Chaplain is employed under the school chaplaincy program. The school takes part in the Sporting Schools programs and the Premiers Sporting challenge annually.

Parents, carers and members of the community make valuable contributions to the school's programs, as well as the welfare of students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, Deniliquin North Public School had a strong focus on curriculum. Student learning continued to be the central focus. We worked collaboratively to strengthen our approach to quality teaching to meet the needs of all learners with support continuing in writing sessions across the school. Deniliquin North Public School continued to provide a range of extra–curricular activities which delivered outstanding results. Students started the Tell Them From Me surveys in 2018 with will increase opportunities for students to provide feedback. Our student wellbeing focus has been a highlight led by the school wide strategies to support students out of class be successful. The Learning Support Process was improved to provide targeted students with access to learning adjustments.

In the domain of Teaching, our main strength has been quality teaching for all staff members through developing an understanding of theories of action and a culture of appreciative relationships through beginning the Curiosity and Powerful learning school improvement process. The CPL team selected the first theory of action and all staff took part in collaboratively planning for the use of learning intentions in lessons. Staff members took part in professional learning around effective literacy practices to support stronger literacy teaching. The collection of PLAN continuum data across the school has ensured teachers have further developed their skills in analysing and using student assessment data to understand the learning needs of students and to plan for future learning.

In the domain of Leading, our priorities have been to maintain the culture of distributive leadership with a new Principal appointed to begin in 2018. All staff members continued to accept leadership opportunities in different areas of school organisation and a second substantive Assistant Principal was appointed in 2018. Leadership is a priority through the development of leadership skills across the school which include continuing to develop a culture of high expectations on our journey of school improvement. Consistency, collaboration with all stake holders and monitoring of effectiveness of the key strategic directions throughout the year will continue to be addressed. Our self–assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Our self-assessment 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

### Quality Teaching

#### Purpose

To create a dynamic and engaging learning environment, underpinned by high expectations and evidence-based, quality teaching practices, which are differentiated, visible, reflective, explicit and responsive to feedback.

#### Overall summary of progress

In 2018 staff completed professional learning in CPL and through collaborative planning introduced Learning Intentions to class lessons. Students reported a greater level of understanding of why they were learning to teachers when learning intentions were used. Staff have continued to use school assessment schedules to use as evidence of student achievement in literacy and numeracy. Assessments have been used to group and provided differentiated learning in some areas of literacy and numeracy. The implementation of CPL has created a share language and greater depth of conversation around student learning and achievement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning is data based, differentiated for student learning needs as demonstrated by program review and PLAN data.	Professional Learning on PLAN 2 and the Learning Progressions \$1500	In 2018 staff completed professional learning in CPL and through collaborative planning introduced Learning Intentions to class lessons.  Staff completed PDPs with a focus on student improvement in at least one goal.  Assessments have been used to group and provided differentiated learning in some areas of literacy and numeracy.
Student surveys show students have been provided explicit and timely feedback on how to improve their learning.	Tell Them From Me survey, students, staff and parents.	Students reported a greater level of understanding of why they were learning to teachers when learning intentions were used.

#### Next Steps

In 2019 staff will continue to take part in sustained professional learning focussed on the CPL Theories of Action within the school and across the Network cohorts. The staff will continue to create and research assessment methods that can be utilised for ongoing differentiation. In 2019 the implementation of triads will be refined to be more supportive in providing clear learning goals for staff.

## Strategic Direction 2

### Quality Learning

#### Purpose

To provide an integrated approach to quality teaching, curriculum planning and delivery to develop successful, motivated, resilient, engaged, and self-directed students who take responsibility for their learning, enabling them to reach their full potential.

#### Overall summary of progress

In 2018 all staff had the opportunity for professional learning linked to PDPs during 2018. Staff professional meeting days were rotated during the year to ensure all staff had access. Staff development day sessions were recorded for use by all staff with a focus on CPL. Learning Support meetings were more regular in the second semester with a standardised meeting format created.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN reading and numeracy results show an increase of 8% of students achieving in the top 2 bands.	Literacy and numeracy budgets SLSO Multi-lit \$3000	The percentage of students in the top 2 bands has gradually increased since 2016.
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions, and achievement of syllabus content/outcomes	LaST Allocation	Student reports and assessment demonstrate the majority of students are improving annually.

#### Next Steps

In 2019 staff professional learning will be focussed on student improvement through the Curiosity and Powerful Learning program and continued access to local professional learning in effective literacy teaching.

## Strategic Direction 3

### Wellbeing

#### Purpose

To create a safe, positive school culture where respect, resilience, inclusivity and responsibility underpins all interactions and where the whole school community is engaged, enabling students to connect, succeed and thrive.

#### Overall summary of progress

In 2018 staff completed professional learning with the Assistant Principal Learning and Support and Learning and Wellbeing officer in managing student behaviour. Staff reviewed different models of student support. Data on student behaviour was reviewed to identify patterns for system change with increased playground support implemented. Training in the Wellbeing framework was provided to staff and external staff provided strategies to students around anti-bullying.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of students demonstrating school values compared to baseline data.		School data demonstrates an increased number of students demonstrating school values.
Improved attendance rate across all grades as measured through SCOUT data.		School attendance decreased slightly in half of the year levels.
Wellbeing and engagement (staff, students) are increased as ascertained through TTFM survey.	TTFM Survey	Student engagement has shown to decline as students increase in age.  Staff wellbeing is high on internal measures. TTFM not utilised due to staff changes during 2018.

#### Next Steps

In 2019 staff professional learning around teaching students who have experienced trauma will be provided. The selected students support program, Second Step, will be implemented. Activities across the school and support for students will continue to develop in relation to improving student engagement in learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$16 908  Aboriginal SLSO employed full time.	All students have an individual learning plan and are making progress in Literacy and Numeracy.  Aboriginal students were targeted through the Learning and Support team with equal access to the Aboriginal SLSO and provided with additional support according to their individual learning needs.
<b>Low level adjustment for disability</b>	\$60 396  \$41645 Staff LaST  \$18751 Flexible SLSO	All students, requiring adjustments and support, were supported through in class support, utilising additional Learning and Support Teacher and SLSO time.  Each class was provided with support to focus on writing for one session per week.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$25716	QTSS funding was used to provide professional development opportunities for staff through the use of the Assistant Principals to support staff when casuals available.
<b>Socio-economic background</b>	\$40 782	Students identified as being at risk were targeted through the Learning Support team and provided with additional support through in class adjustments and SLSO support. Students were supported to attend school excursions and events.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	68	71	77	79
Girls	75	69	76	77

Student enrolment has been steady in 2018. The gender ratio across the school is even.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.8	94.5	93.2	92.4
1	94.2	95.2	94.1	94.4
2	96.4	93.7	92.9	94.3
3	95.2	95.2	94	89.8
4	93.8	93.5	95.3	90.3
5	96.2	94.5	92.7	93.5
6	94.7	93.8	96.2	93.2
All Years	95.4	94.3	94.1	92.7
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

School attendance continues to be vitally important at Deniliquin North Public School. The school attendance average continues to be above state. Attendance is carefully monitored at DNPS with the Principal monitoring student attendance each week. Letters are sent out weekly to follow up unexplained absences. Students with ongoing attendance issues are referred to the HSLO for follow up.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	8.74
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	2.07

\*Full Time Equivalent

There was one Aboriginal staff member employed in 2018.

### 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

All staff have progressed to the NESA qualifications of proficient or graduate in 2018. Staff have completed professional learning in line with the school plan and their Professional Development Plans.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	153,804
<b>Revenue</b>	2,017,049
Appropriation	1,954,154
Sale of Goods and Services	4,832
Grants and Contributions	56,635
Gain and Loss	0
Other Revenue	0
Investment Income	1,428
<b>Expenses</b>	-1,827,470
Recurrent Expenses	-1,827,470
Employee Related	-1,649,799
Operating Expenses	-177,671
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	189,579
<b>Balance Carried Forward</b>	343,383

This summary financial information covers funds for operating cost for the 2018 calendar year as compared to previous years from December to November.

The Balance carried forward is higher than forecast normal due to lack of the casual teachers to replace staff and fill roles.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,352,622
Base Per Capita	29,585
Base Location	8,293
Other Base	1,314,744
<b>Equity Total</b>	118,087
Equity Aboriginal	16,908
Equity Socio economic	40,782
Equity Language	0
Equity Disability	60,396
<b>Targeted Total</b>	15,607
<b>Other Total</b>	294,210
<b>Grand Total</b>	1,780,525

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.

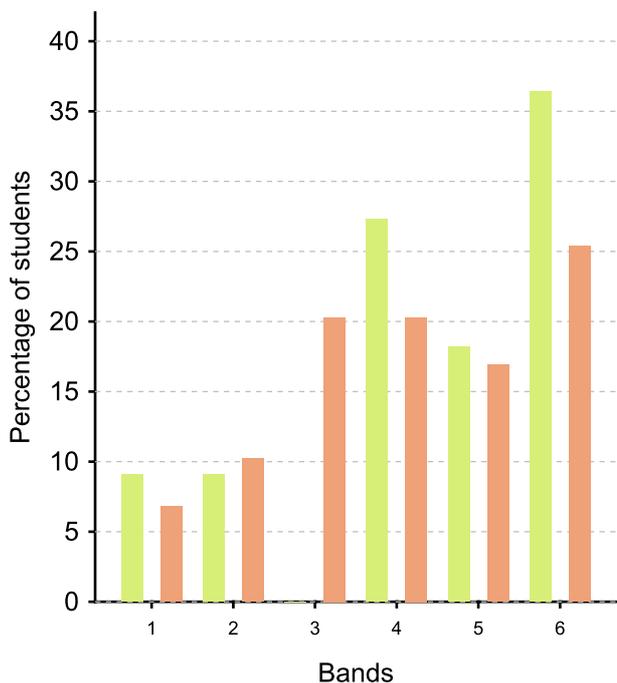
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

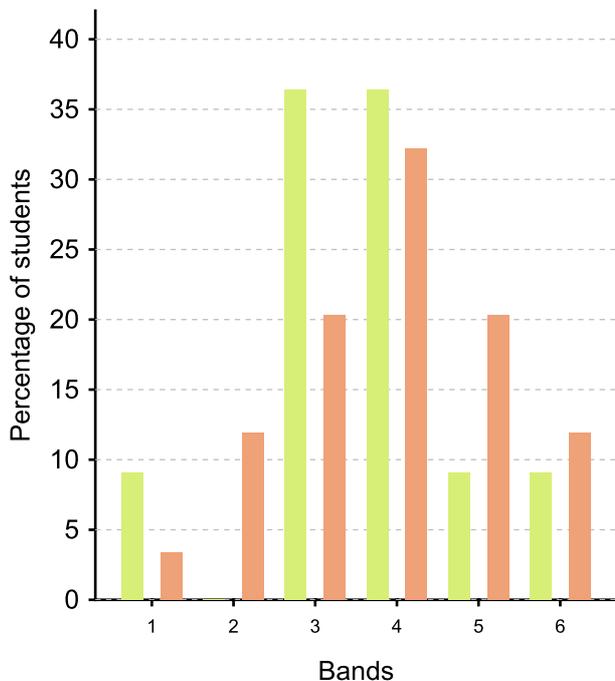
The number of year 3 students represented in the proficiency bands across Grammar & Punctuation and Writing assessments was above the school average. In year 3 Spelling and Reading assessments there were an above average number of students in the middle bands. Although students in year 5 were below the school average in representation in the proficiency bands the student growth was above State average in

Spelling and the Grammar and Punctuation assessments while reading growth was above similar schools.

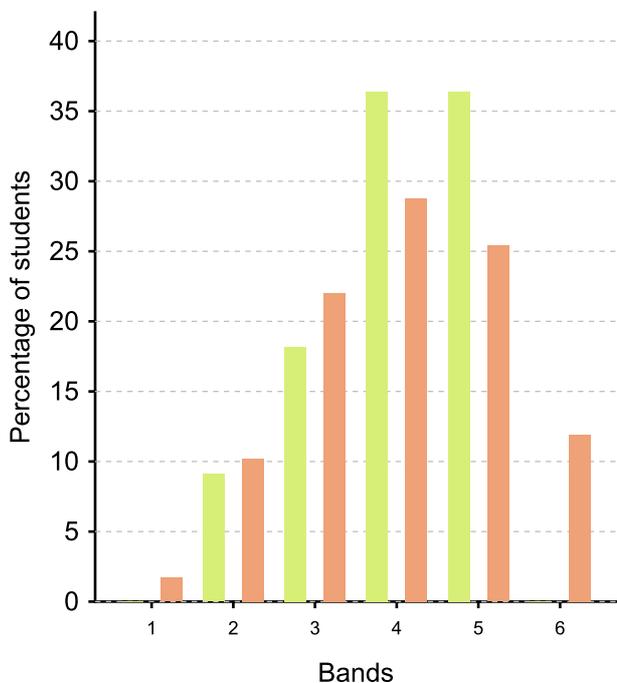
**Percentage in bands:**  
Year 3 Grammar & Punctuation



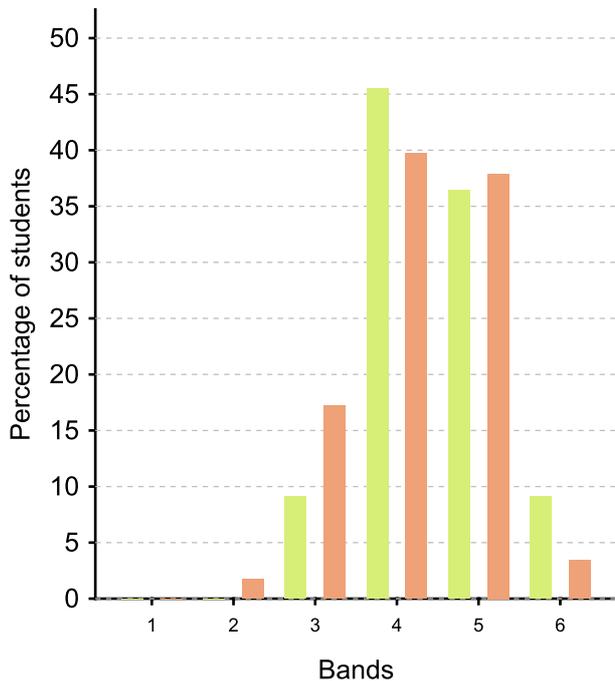
**Percentage in bands:**  
Year 3 Spelling



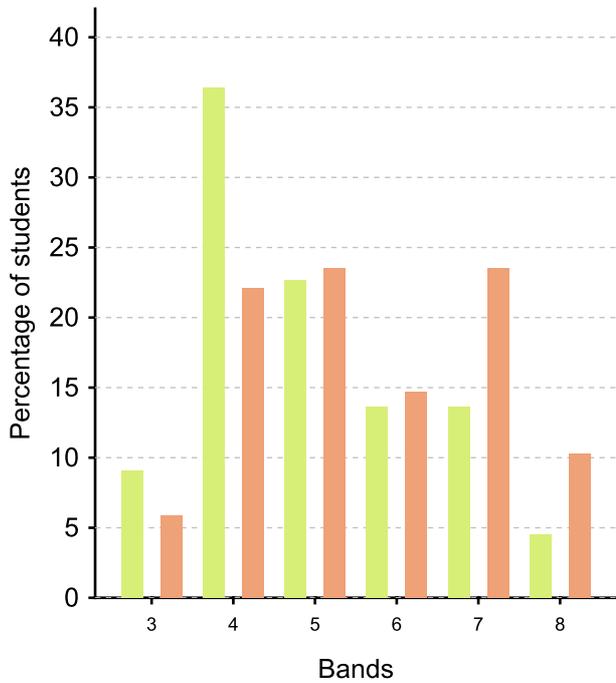
**Percentage in bands:**  
Year 3 Reading



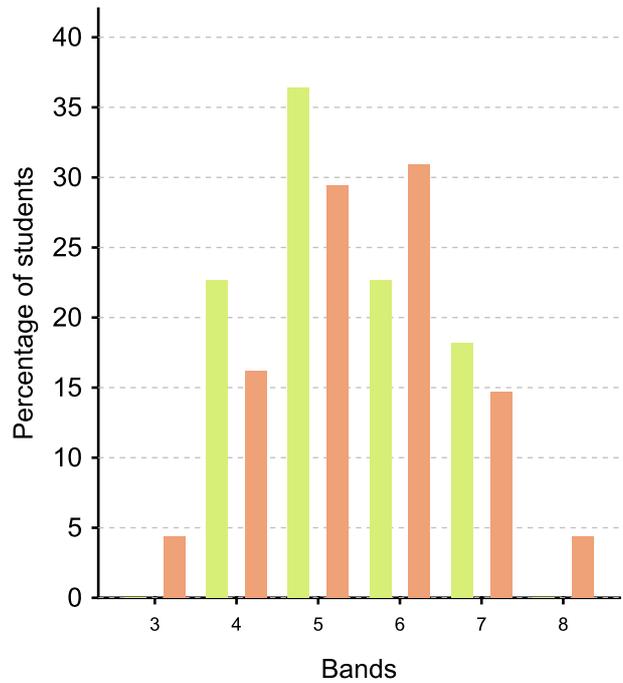
**Percentage in bands:**  
Year 3 Writing



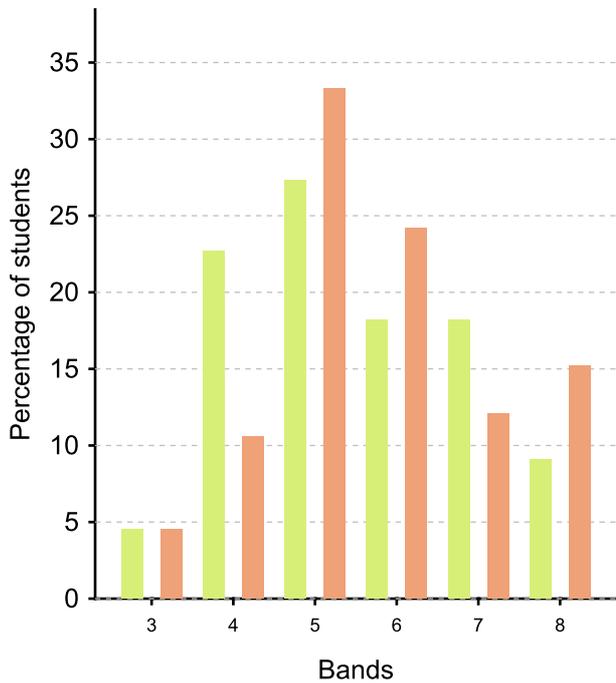
**Percentage in bands:**  
Year 5 Grammar & Punctuation



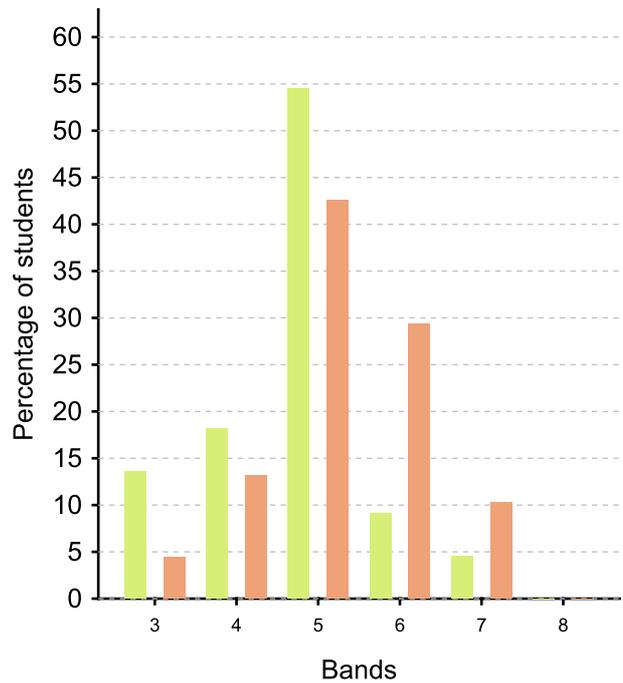
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

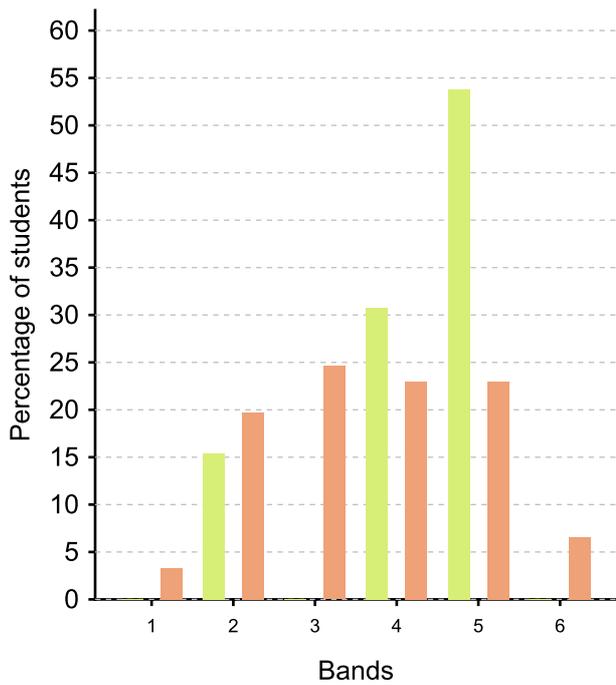


**Percentage in bands:**  
Year 5 Writing

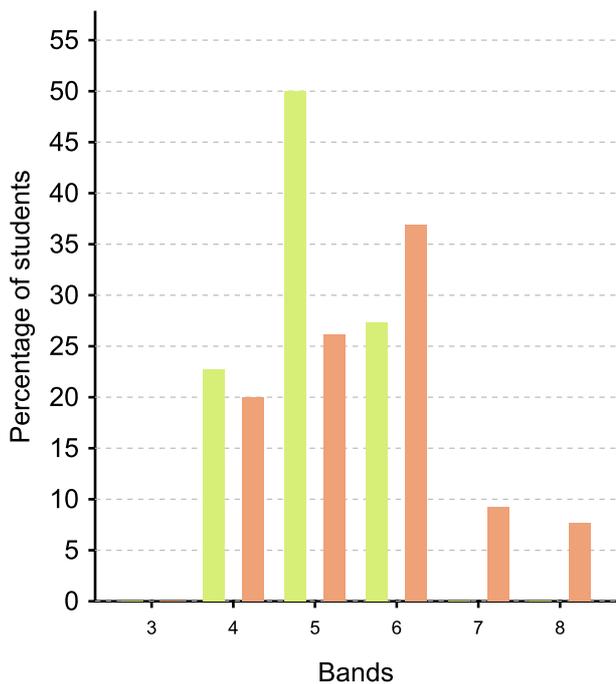


The number of year 3 students represented in the proficiency bands in Numeracy assessments was above the school average although all of these students were in band 5. There was an over representation of students in the middle band in Numeracy assessments for year 5. There were no year 3 or 5 students in the bottom bands in Numeracy.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



percentage of students in the proficiency bands by 11% for Aboriginal students. Across the school the number of girls achieving the Premier's Priority increased however the number of boys decreased.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2018, Deniliquin North PS surveyed the parents through the Tell Them from Me survey and at the school presentation day. Through the Tell Them From Me survey the overall parent responses were less than we expected but still provided information about the school. In most areas the school was at or above state norms except in the areas of inclusivity and response to issues. The school newsletter was still seen as a very useful or useful method of communicating. A larger proportion of parents responded to the paper survey. These results indicated that parents feel the things we do well are celebrating student success, participation in PSSA sport and participation in extra curricular activities. The three areas where parents felt we can most improve were about improved communication, promotion of the school and interactions between students and staff.

Staff were surveyed using the Tell Them From Me survey and a stress survey in 2018. Staff responded that they work with school leaders to create a safe and orderly school environment. 67% of staff believed school leaders were working to lead improvement and change. There were a large proportion of temporary staff across the school in 2018. Staff were most concerned about managing student behaviour and lack of motivation. Workload and time pressure was also a current stress for staff.

Students from years 4 to 6 were surveyed using the Tell Them From Me Survey in 2018 in Term 1 and again in Term 3. The trends in the social-emotional domain indicated that although year 6 students had the an increase in participation in sports and extra curricular activities but the lowest sense of belonging which is opposite to 2017 data. Year 4 students had the strongest sense of belonging and positive relationships. The attitude to homework was significantly below the NSW Government school norm. The levels of interest and motivation increased as students grew older. 39% of students were confident in their ability and challenged across years 4 to 6.

## Policy requirements

### Aboriginal education

The school employed an Aboriginal Aide (SLSO) who assisted indigenous students in the priority areas of Literacy and Numeracy.

Aboriginal SLSO intervention was invaluable, and students made solid progress.

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.

Scout data demonstrates an increase in the number of students achieving the Premier's Priorities for the

Deniliquin North Public School continued to be highly supportive of the Deniliquin and District Indigenous (Proud and Deadly) Awards ceremony.

Students celebrated Wamba Wamba week by participating in various lessons and local initiatives with representatives from the Land Council.

Specific indigenous content is integrated into classroom lessons within the school's History cycle of units.

### **Multicultural and anti-racism education**

Throughout 2018, the school has continued to promote student understanding through the teaching of integrated units of work that focus on different cultures, their beliefs, similarities and differences. Current issues, significant events and celebrations are acknowledged and incorporated into student learning. An ARCO responds to complaints that are racist in nature.