

Denman Public School

2019 Annual Report



1749

Introduction

The Annual Report for 2019 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.

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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 2019 student enrolment is 160 students with 21% 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

- All students have learning goals and can speak confidently about the purpose of lessons using learning intentions and criteria for success
- Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy (NSW DoE Strategic Plan 2018–2020)

Progress towards achieving improvement measures

Process 1: Literacy/Numeracy

- Refinement of programming practices in Literacy and Numeracy with increased focus on value adding for all students
- All staff will participate in ongoing evidence based professional learning.
- Professional learning in Literacy and Numeracy to develop teacher capacity to ensure every student achieves expected growth

Evaluation	Funds Expended (Resources)
ALL classroom teachers are using VCOP to teach writing ALL classrooms have a wall display for each letter of the VCOP process. Most staff are feeling more confident to teach VCOP (RFF teachers not as confident) Most staff feeling more confident to program VCOP into Literacy programs	\$5000

Process 2: Student Wellbeing

- Development, implementation and monitoring of an effective Learning Support Team mode of operation

Evaluation	Funds Expended (Resources)
The Learning and Support Team meets regularly to discuss students using referrals from classroom teachers and data from the school counselling team. Minutes of meetings provide ongoing records of discussions, identified students and actions to be implemented.	No Cost

Process 3: Wellbeing Systems

- Development, implementation and monitoring of an effective Wellbeing Systems across the school.

Evaluation	Funds Expended (Resources)
Denman Public School was the recipient of the 2019 Bengalla Community Apprentice project which enabled the revamp of the school environmental area. This project relocated the area into a more accessible section of the playground and provided easy access for students with additional needs through the development of pathways, raised garden beds and large open spaces. This project has enabled all students to access the area and incorporate environmental education into their learning.	No Cost

Next Steps

Further writing PL to be sought for classroom teachers in 2020 to ensure consistency across whole school. Opportunities will be available.

Executive staff will look to compare student growth from one year to the next in individual text types rather than within a grade year.

To maintain a positive focus on the climate and culture of the school through revisiting values, common purpose and the 'why' we do what we do.



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.

Improvement Measures

- 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 criteria
- Increased proportion of regional and remote students in the top two NAPLAN bands for reading and numeracy (NSW DoE Strategic Plan 2018–2020)

Progress towards achieving improvement measures

Process 1: Professional Learning

- Teaching staff will engage in and discuss collaborative practice within and across stage teams for pre and post assessment, planning, effective classroom practice, CTJ, learning goals and success criteria
- Professional development for all staff will develop confidence to integrate technology into lesson delivery and a deeper understanding of STEM and its value across the curriculum

Evaluation	Funds Expended (Resources)
85% of classroom teachers are using Learning Intentions in all Mathematics lessons Learning Intentions communicated to students verbally and in writing 100% of staff spend time clarifying language in Learning Intentions with students All classroom teachers using the traffic light system linked to LI in Mathematics All teachers scored 8/9/10 for confidence with regard to understanding the purpose of Learning Intentions	No Cost

Process 2: Data Analysis

- Professional learning to build staff skills in the effective use of data to improve student outcomes
- Systems will be developed that foster the use of qualitative and quantitative data and ensure triangulation to identify strengths and gaps in student achievement and value add in all areas of the curriculum

Evaluation	Funds Expended (Resources)
This will be a priority in 2020 as the executive staff seek to build the knowledge of teaching staff of the data analysis element within the SEF	No Cost

Next Steps

Continue Learning Intention focus in 2020 and extend to other Key Learning Areas.

New teaching staff in 2020 will require support to integrate Learning Intentions effectively into teaching programs.

Principal and executive staff to participate in PL on Authentic self assessment focusing on the element of Data skills and use.

LINKING

Purpose

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

Improvement Measures

- 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)

Progress towards achieving improvement measures

Process 1: Wellbeing

- Support the implementation of the two year Visible Wellbeing project with Muswellbrook Community of schools through targeted Professional Learning
- Build a positive and supportive school culture through discussion and explicit teaching of the collaboratively developed whole school values framework

Evaluation	Funds Expended (Resources)
A continued focus on staff well being has enabled the executive team to promote a positive and supportive school culture through discussion and support of teachers to manage workload, additional extracurricular tasks and administrative aspects of their roles.	\$10000 – additional RFF for teaching staff

Process 2: Community Links

- Evaluate current relationships with community groups and identify opportunities for purposeful learning with these groups for staff and students that is aligned with the school curriculum
- Develop a plan to systematically incorporate learning opportunities linked to the community into classroom practice

Evaluation	Funds Expended (Resources)
<p>Positive relationships have continued to provide purposeful learning opportunities through interactions with the following groups:</p> <p>Denman Children's Centre through the Footsteps to Learning Program</p> <p>Meals on Wheels – great engagement with senior students in this activity</p> <p>Denman Community Garden – students attend monthly to assist with harvesting produce for the Denman markets</p> <p>Community groups including Denman MultiPurpose Service, Denman Rotary, Denman Lions Club, Denman Red Cross and Denman Senior Citizens</p>	No Cost

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$26920 \$14277 \$1590	Salaries for non teaching staff to implement literacy intervention Teaching resources including smart board upgrade in Kindergarten Professional Learning for staff to support the inclusion of Aboriginal culture across all areas of the curriculum
Low level adjustment for disability	\$35312 \$16292	Learning Support Teacher 2 days per week Term 1 Learning Support in Kindergarten (SLSO – FTE 1.0)
Quality Teaching, Successful Students (QTSS)	\$28600	QTSS funds were used to provide additional release for Assistant Principals to lead projects in the school plan specifically targeting Literacy and Numeracy.
Socio-economic background	\$120132	Salaries – Teaching and Non Teaching Staff Professional Learning – Teaching and Non teaching staff Teaching and Learning resources Computer hardware staff
Support for beginning teachers	\$14130	Time was allocated for additional 2 hours RFF each week for the beginning teacher and 1 hour for the mentor. Funds were also used for professional learning and in class support for the beginning teacher.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	105	105	91	80
Girls	73	62	66	79

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.1	93.2	94.6	94.1
1	95.4	92.5	92.9	92
2	94.3	94.7	91.5	92.5
3	93.8	93.2	93.3	90.4
4	94.9	94.9	95.6	94
5	94.6	92.6	92.4	95.4
6	94.1	93	92.7	91.5
All Years	94.2	93.4	93.1	92.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.86
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	4,832
Revenue	2,045,979
Appropriation	1,958,276
Sale of Goods and Services	995
Grants and contributions	86,472
Investment income	236
Expenses	-1,841,213
Employee related	-1,642,012
Operating expenses	-199,200
Surplus / deficit for the year	204,766

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	222,354
Equity Total	214,082
Equity - Aboriginal	42,345
Equity - Socio-economic	120,132
Equity - Language	0
Equity - Disability	51,604
Base Total	1,376,236
Base - Per Capita	36,838
Base - Location	6,119
Base - Other	1,333,279
Other Total	106,364
Grand Total	1,919,036

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.



Parent/caregiver, student, teacher satisfaction

Student Results – Tell Them From Me

82% of students have a positive sense of belonging at school.

91% value schooling outcomes and believe this will have a positive impact on their lives.

80% of students have positive relationships at school with friends they can trust.

Staff Results – People Matters Survey

88.2% of staff believe staff wellbeing is a high priority at DPS

94.7% of staff understand what is expected of them to do well in their role

94.4% of staff feel a sense of personal accomplishment in their job

89.7% of staff are satisfied with their job

Parent Results – Tell Them From Me

Denman Public School parents survey stated that in the following areas the school was above NSW Government School norm:

Language is used which supports clear communication

I feel welcome when I visit the school

I am well informed about school activities

I can easily speak with the school principal

I feel teachers listen to my concerns

The school's administration staff are helpful when I have a question or problem



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

