

Denistone East Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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 and Mandarin 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

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

Future Focused Learning

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 future success.

Improvement Measures

- Improved value-added results in NAPLAN Literacy.
- Growth in the School Excellence Framework theme Improvement of Practice from *delivering* to *Sustaining & Growing*.
- Tell Them From Me survey indicates a % increase in student engagement.

Overall summary of progress

Results in literacy continue to show gains. Focus on professional learning for all K–6 teaching teams. Whole school assessment and richer understanding of improving literacy outcomes in the top bands.

Engagement in learning has been a focus with students having a deeper understanding of what they are learning and the expectation of the standard required.

Progress towards achieving improvement measures

Process 1: • A whole-school approach to embedding evidence-based teaching methods that optimise outcomes for all students.

Evaluation	Funds Expended (Resources)
Increased understanding of the k–6 continuum and the requirements at each stage level. Consistency in expectations and approach.	In school mentoring
High expectations to challenge the students in middle bands and scaffold for higher outcomes	QTSS executive release
	external provider

Process 2: • A student-centred approach to assessment that draws on research to develop and implement consistent, high quality assessment practices that inform future learning.

Evaluation	Funds Expended (Resources)
Students are making learning choices that challenge – improved problem solving	Spirals of Inquiry
Focus on process as well as product. More creativity and risk taking in learning	Mentoring and team teaching
A richer understanding of assessment being ongoing and not summative	

Process 3: • A strategic approach to building student capacity as learners within a dynamic and innovative learning environment.

Evaluation	Funds Expended (Resources)
Students have transitioned to new learning spaces and team teaching. There is an increased understanding of the role of the learner and the importance of their participation in success criteria. Continued development of ownership of learning and explicit unpacking of learning intentions and outcomes.	Team teaching
	Classroom resources to support different learning modes

Strategic Direction 2

Enhancing Teacher Practice

Purpose

To strategically build teacher capacity to embed consistent whole-school quality teaching practices that maximise student learning outcomes across the curriculum.

Improvement Measures

- PDP processes have been developed to enhance professional practice informed by research.
- All classrooms show evidence of future focused learning practices e.g. differentiation, visible learning, creative and critical thinking, collaboration.
- Growth in the School Excellence Framework theme of Explicit Teaching from *Sustaining & Growing to Excelling*.
- All K–6 teachers plotting students against Literacy/ Numeracy progressions in ALAN.

Overall summary of progress

Strategic development of teams has assisted in the developing a whole school improvement in teaching practice. Stage teams have identified strengths and areas for development. Opportunities for ongoing modelling of exemplary practice are provided.

A strong mentoring program has been developed and refined that supports the PDP process. Professional learning opportunities are aligned with identified student and staff need.

Progress towards achieving improvement measures

- Process 1:**
- Partnerships between the school community, academics and the learning alliance provide professional dialogue, mentoring and coaching to ensure ongoing learning of best practice and improved student learning outcomes.

Evaluation	Funds Expended (Resources)
The focus group discussion will evaluate changes to the new class structures and enrichment education across the school.	

- Process 2:**
- Leaders identify and utilise expertise within the staff and draw on this to strategically build capacity in teaching and leadership practice.

Evaluation	Funds Expended (Resources)
The strategic use of in school experts to guide and mentor teachers at all career stages has been a strong feature of the staff development. Teachers have been provided opportunities to work with colleagues in their stage and other stages and have reflective conversations to review and improve practice and learning outcomes. Opportunities have been provided to build leadership capacity and strengthen the depth of executive planning and evaluation.	identified staff with expertise interschool relationships

- Process 3:**
- The school has developed a differentiated professional learning model, with an emphasis on instructional leadership, to facilitate whole-school improvement for all staff at their individual levels of learning.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Staff development has focussed on the individual with the PDP being an integral step in identifying needs, goals and directions. The beginning teachers' workshops have provided a sound foundation and allowed teachers a safe place to discuss and reflect on practice.

Development of experienced staff has included participating in external learning experiences, developing their own and others capacity by delivering professional learning and monitoring.

Aspiring executive have shadowed and engaged with network groups to grow their capacity and understanding of whole school planning and complex issue management.

internal and external professional learning aligned to PDP

Mentors across stages

networks external to school

Strategic Direction 3

Valuing wellbeing and building relationships in the school community

Purpose

There is a school-wide, collective responsibility for valuing wellbeing and positive relationships with all stakeholders.

Improvement Measures

- Growth in the School Excellence Framework Domain Wellbeing from Sustaining & Growing to Excelling.
- Tell Them From Me Survey indicates an increase in student, staff and parent satisfaction with Wellbeing and Community Relationships.
- Students identified under the National Disability Data Collection having adjustments implemented.
- Learning and Support team data being used to track student needs and maximise student wellbeing.

Overall summary of progress

The school continues to prioritise student wellbeing and acknowledges the direct relationship it has with student engagement and learning outcomes. Growth in this area is evident in how children feel connected to school and see school as a safe place where they are valued and cared for.

The school learning and support team plays a vital role in supporting learning for students by providing differentiated and individualised support in both curriculum and social and emotional wellbeing. Families are also supported through the counselling program and school wellbeing initiatives.

Proactive and responsive programs support identified students, socially, emotionally and academically.

Progress towards achieving improvement measures

Process 1: A focus on building a whole-community wellbeing strategy enables shared values and understanding around the wellbeing of the whole-child.

Evaluation	Funds Expended (Resources)
A whole school understanding of the importance of whole child. Role of wellbeing acknowledged in learning programs. A focus on smooth transitions into and from school. Continue to develop relationships with prior to school services and with our high schools. Continued development of the learning and support team and processes so all staff play a role.	Counsellor Network support Growing strong minds High school and preschool connections

Process 2: A whole-school model promotes structures for ongoing monitoring and tracking of student wellbeing.

Evaluation	Funds Expended (Resources)
A strong start to 2020 evidence of the success of LAST data being used to place students and transition student. A focus on academic, social and emotional groupings to maximise students settling into new settings.	teacher discussion time– release

Process 3: A student-centred approach enables positive relationships to develop with all stakeholders.

Evaluation	Funds Expended (Resources)
The more detailed reports and the two opportunities to meet with parent, student and child to discuss learning goals and unpack past learning has	time for discussion

Progress towards achieving improvement measures

facilitated a closer relationship between home, school and the child as a learner.	
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Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	teachers allocated flexible funding	<p>The professional learning delivered by the specialist EALD team provided a strong foundation for all staff to meet the needs of their EALD students. Additionally the early identification of students with additional learning needs has allowed targeted support with resources from both the EALD and LaST.</p> <p>A focus on in class delivery for K– Year 2 for all students to allow students to settle and form friendships and see models of English has been successful.</p>
Low level adjustment for disability	Support unit professional learning	<p>Teacher professional learning has targeted developing the capacity of each classroom teacher to feel confident in meeting the learning needs of all students. The staff from the specialist areas have worked with classroom teachers to model and program. This is an ongoing initiative to upskill and to develop understanding and capacity to maximise learning experiences for all students.</p>
Quality Teaching, Successful Students (QTSS)	DPs and release for curriculum leaders	<p>The QTSS resource has been allocated to support teacher improvement. The resource has allowed ongoing mentoring of beginning teachers, classroom observations and team teaching. Programming, report writing and wellbeing have been key project areas supported by the program.</p>
Support for beginning teachers	Internal and external professional learning release for support with reports and programming	<p>A beginning teachers program supports teachers from orientation and transition to Denistone East to working from their PDP to identify key areas for professional learning. The program is responsive to teacher need and has supported with learning in house and through external providers.</p> <p>Ongoing support is required with planning and programming, reports and parent engagement. These areas will be a focus moving forward.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	453	404	407	408
Girls	353	347	350	369

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	95.2	95.1	94.9
1	95.6	96.2	93.8	94.1
2	96.4	96	96.6	95.2
3	95.9	95.5	96.2	95.2
4	96.8	95.4	97	96.7
5	96.1	95.7	95.8	95.4
6	94.4	95.4	95.6	93.2
All Years	95.9	95.6	95.7	95
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	33.93
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	4
School Counsellor	0.8
School Administration and Support Staff	8.07
Other Positions	3

*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	1,562,624
Revenue	8,448,071
Appropriation	7,938,955
Sale of Goods and Services	21,784
Grants and contributions	466,375
Investment income	10,433
Other revenue	10,525
Expenses	-7,899,267
Employee related	-7,062,481
Operating expenses	-836,787
Surplus / deficit for the year	548,804

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	737,657
Equity Total	606,596
Equity - Aboriginal	1,328
Equity - Socio-economic	8,311
Equity - Language	464,548
Equity - Disability	132,408
Base Total	5,170,566
Base - Per Capita	177,621
Base - Location	0
Base - Other	4,992,945
Other Total	1,265,603
Grand Total	7,780,421

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

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

Parents

The Tell Them From Me (TTFM) Parent survey indicated that parents feel welcome when they visit the school.

There has been an increase in parent involvement in school events and workshops in 2019. Parents participated in a number of workshops including high school information sessions, Three Way Learning Conversations, Kindergarten Connections, Relationships Australia and Growing Strong Minds workshops. 100% of parent responses indicated the Growing Strong Minds program was valuable as a parent of a primary school student.

Parents have identified a need to streamline communication from school to families. To support this, we will introduce the Parent Portal as the central communication and information point for families in 2020.

Students

The TTFM student survey measures indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 255 students from years four, five and six. 94% of students indicated they regularly display positive behaviour at school and 89% value schooling outcomes believe schooling is useful in their everyday life and important for their future. 90% of students believe they receive quality instruction from their teachers and 87% of students try hard to succeed in learning. 83% of students felt they had established positive relationships with their peers and 75% felt an overall positive sense of belonging.

Students enjoy the open learning spaces, being provided with opportunities to work collaboratively with their teachers and peers. They enjoy participating in the variety of extra-curricular opportunities available.

Teachers

Teachers are committed to providing students with a positive learning environment that supports, challenges and engages all students. They engage in collaborative practice to further develop student critical and creative thinking skills and support future focused learning. Our teachers are committed to enhancing parent and community partnerships. 83% of teachers indicated in the TTFM survey they agree/strongly agree that sharing student learning goals at Three Way Learning conversations has helped improve student learning and establish stronger parent partnerships.







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.

