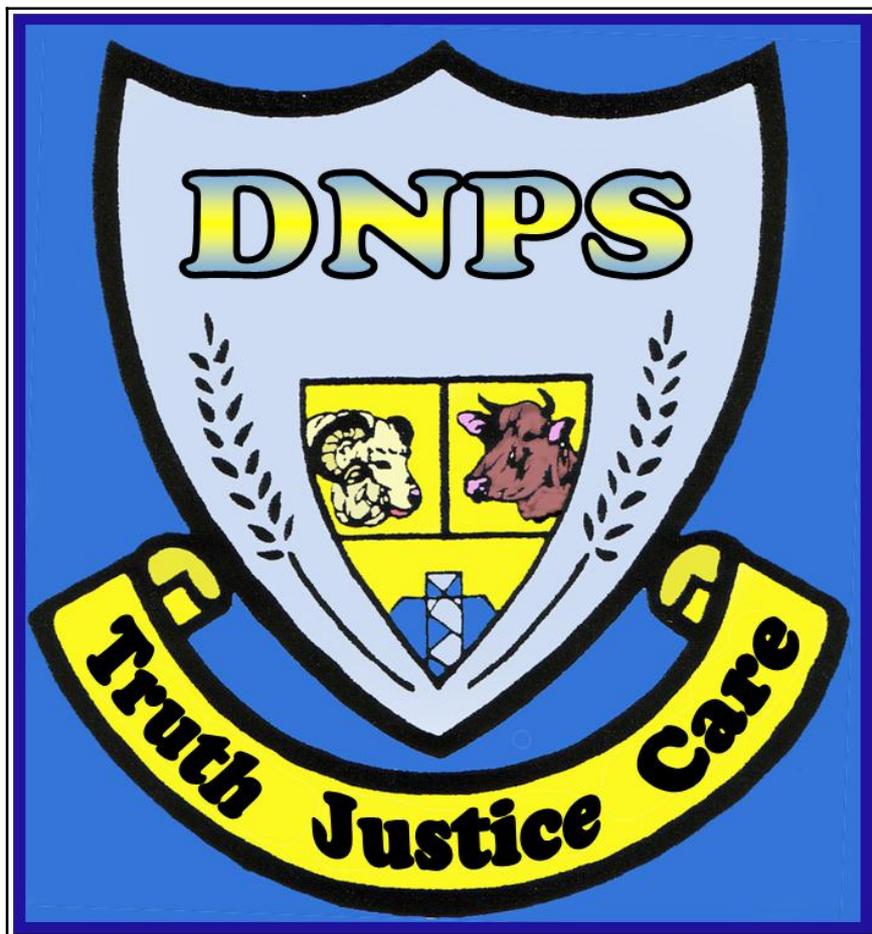


# Deniliquin North Public School

## 2019 Annual Report



4281

## Introduction

The Annual Report for 2019 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.

### School contact details

Deniliquin North Public School

Victoria St

Deniliquin, 2710

[www.deniliquin-p.schools.nsw.edu.au](http://www.deniliquin-p.schools.nsw.edu.au)

[deniliquin-p.school@det.nsw.edu.au](mailto:deniliquin-p.school@det.nsw.edu.au)

03 5881 1042

## 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

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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

Teaching and learning is data based, differentiated for student learning needs as demonstrated by program review and PLAN data.

Student surveys show students have been provided explicit and timely feedback on how to improve their learning.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

Develop staff capacity through ongoing, research based, targeted quality professional learning to improve students outcomes and engagement.

Evaluation	Funds Expended (Resources)
<p>Professional learning has included utilising external staff to implement visible learning strategies and effective assessment. This occurred in term 4 with data to support implementation yet to be collected. Staff have embedded learning intentions and continue to improve feedback provided to student learning in mathematics.</p> <p>In 2020 professional learning will focus on the collection and use of data, continuing the implementation of C&amp;PL and specific strategies in the teaching and assessment of mathematics. An instructional leader will be employed 0.2 to focus teacher classroom practice on visible learning and data collection to measure improvement.</p>	<p>CPL training,</p> <p>Professional learning time</p>

##### Process 2: Data Skills

Provision of professional learning to build understanding and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>As staff have increased the number of learning protocols in teaching programs the level of understanding of student differences and the need for differentiation. Stage 3 staff utilised additional LAST to support differentiation in number lessons twice weekly. This led to increased achievement and engagement in student learning. ES1, Stage 1 and 2 programs demonstrated staff using multiple strategies to extend and support student achievement at different levels of understanding.</p> <p>In 2020 deeper differentiation in number in all lessons will be supported through maintaining focus of the number strand and building staff understanding of the common misconceptions that impeded student learning.</p>	

##### Process 3: Learning Protocols and Practices

Develop professional collaboration to build and sustain teaching and learning protocols and practices that lead to the improvement of student learning achievement in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
------------	----------------------------

## Progress towards achieving improvement measures

Executive staff had led the implementation of collaborative program reviews, reviews of scope and sequences and the use of Curiosity and Powerful learning to implement shared teaching protocols in the use of learning intentions and assessment.

In 2020 the implementation of collaborative processes will increase to include SLSOs , the use of feedback in C&PL and formative assessment.

## 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.

#### Improvement Measures

NAPLAN reading and numeracy results show an increase of 8% of students achieving in the top 2 bands.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions, and achievement of syllabus content/ outcomes.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

Develop staff capacity through targeted professional learning, dialogue and collaboration to implement and develop quality, engaging learning experiences for all students.

Evaluation	Funds Expended (Resources)
<p>Staff collaboration was above NSW Government norm in the TTFM teacher survey with the highest average scores relating to collaborative planning and discussing student engagement strategies with other staff. Professional learning has been accessed to support staff improvement in teacher effectively both online and face to face.</p> <p>In 2020 professional learning will continue to focus staff improvement against the school plan and Professional Development Plans. Collaboration will be support with the introduction on and instructional leader 0.2 and the increase of QTSS support through the C&amp;PL triad structure.</p>	TTFM survey

##### Process 2: Learning and Support team

Enhance the skills of the Learning and Support team to identify students in need of support and develop personalised learning programs to improve student outcomes.

Evaluation	Funds Expended (Resources)
<p>LaST meeting continued regularly throughout the year. These meetings follow a set structure and provided opportunity for classroom teachers to discuss individual or group student need. LaST staff were able to attend training for Mini-lit, YARC and the regional meetings for LaST. These trainings have assisted in developing the LST structure to support student need and data available to teachers to maintain student growth.</p> <p>In 2020 the LaST will implement mini-lit with targeted students. The meeting structure will continue to provide support for staff and targeted students. Connection to other LaST will provide the opportunity to learn about more varied assessments and programs to support student learning.</p>	

## 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.

#### Improvement Measures

An increase in the number of students demonstrating school values compared to baseline data.

Improved attendance rate across all grades as measured through SCOUT data.

Wellbeing and engagement (staff, students) are increased as ascertained through TTFM survey.

#### Progress towards achieving improvement measures

##### Process 1: Professional learning

To develop staff knowledge, skills and resilience in how to deal with difficult situations and students with challenging behaviour.

Evaluation	Funds Expended (Resources)
The TTFM teacher survey placed staff above the NSW Government norm in the dimension for classroom practice that measures overcoming obstacles to learning. Staff were particularly confident in working with students who have behavioural problems and discussing the barriers to learning. The implementation of Second Step in all classrooms has provided a platform for students and staff to discuss building resilience.	

##### Process 2: Staff Wellbeing

Focus on the wellbeing of staff through the review and implementation of strategies, structures and processes to minimise work-related stresses.

Evaluation	Funds Expended (Resources)
Staff surveys show that are able to support students with technology. Staff professional learning to support wellbeing has continued in whole staff meetings and weekly SLSO meetings.	
In 2020 support for staff will continue to address maintaining healthy mental and physical wellbeing.	

##### Process 3: Well-Being Framework

Develop staff knowledge of all aspects of the Well-Being Framework. Update and review policies using the Well-Being self-assessment tool.

Evaluation	Funds Expended (Resources)
The wellbeing self reflection has been completed but not yet unpacked by staff. This will continue in 2020 with results shared with school community after staff review.	

##### Process 4: Student Mindset

Provide students with the skills to build resilience and build a mindset that encourages learning.

--	--

**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>74% of students in Stage 3 felt they were able to use strategies to overcome obstacles when learning became difficult. Staff were able to share challenging situations with school leaders and support student resilience through Second Step.</p> <p>In 2020 specific resilience questions will be used to measure changes in levels of resilience and Second Step implementation will continue.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		Aboriginal students are engaged in school activities as demonstrated by achievement in year 5 National testing, Arts unit initiatives, achievement in sport and participation in local school activities.
<b>Low level adjustment for disability</b>		<p>Additional support has been provided in 2019 to support students in the classroom and in small group settings. SLSO and LaST support has been focused on instruction to support student growth.</p> <p>The school Chaplain worked with identified students on wellbeing and in the Sparc program which focused on self confidence and resilience.</p> <p>The Learning and Support Team benefited from regular meetings with set structure in 2019 and high attendance levels from staff.</p> <p>In 2020 the additional support will continue. Two groups will be run using Mini-lit and the Learning and Support Team will continue to adapt to identified need.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		Teachers have had the opportunity to observe teaching using the triad structure of Curiosity and Powerful Learning. This time and structure has allowed for teachers to reflect on practice under focused areas. Professional learning was delivered to be able to build confidence and create protocols around peer observation.
<b>Socio-economic background</b>		School supported students in attending whole school and stage activities.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	71	77	79	91
Girls	69	76	77	81

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.5	93.2	92.4	92.4
1	95.2	94.1	94.4	92.2
2	93.7	92.9	94.3	94.5
3	95.2	94	89.8	92.4
4	93.5	95.3	90.3	90.2
5	94.5	92.7	93.5	89.8
6	93.8	96.2	93.2	94.6
All Years	94.3	94.1	92.7	92.5
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)	7.76
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

### 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	343,383
<b>Revenue</b>	2,147,834
Appropriation	2,082,134
Sale of Goods and Services	4,416
Grants and contributions	60,016
Investment income	1,168
Other revenue	100
<b>Expenses</b>	-2,065,124
Employee related	-1,833,760
Operating expenses	-231,364
<b>Surplus / deficit for the year</b>	82,711

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	91,271
<b>Equity Total</b>	127,708
Equity - Aboriginal	13,292
Equity - Socio-economic	51,126
Equity - Language	0
Equity - Disability	63,290
<b>Base Total</b>	1,404,751
Base - Per Capita	36,604
Base - Location	8,948
Base - Other	1,359,200
<b>Other Total</b>	355,823
<b>Grand Total</b>	1,979,553

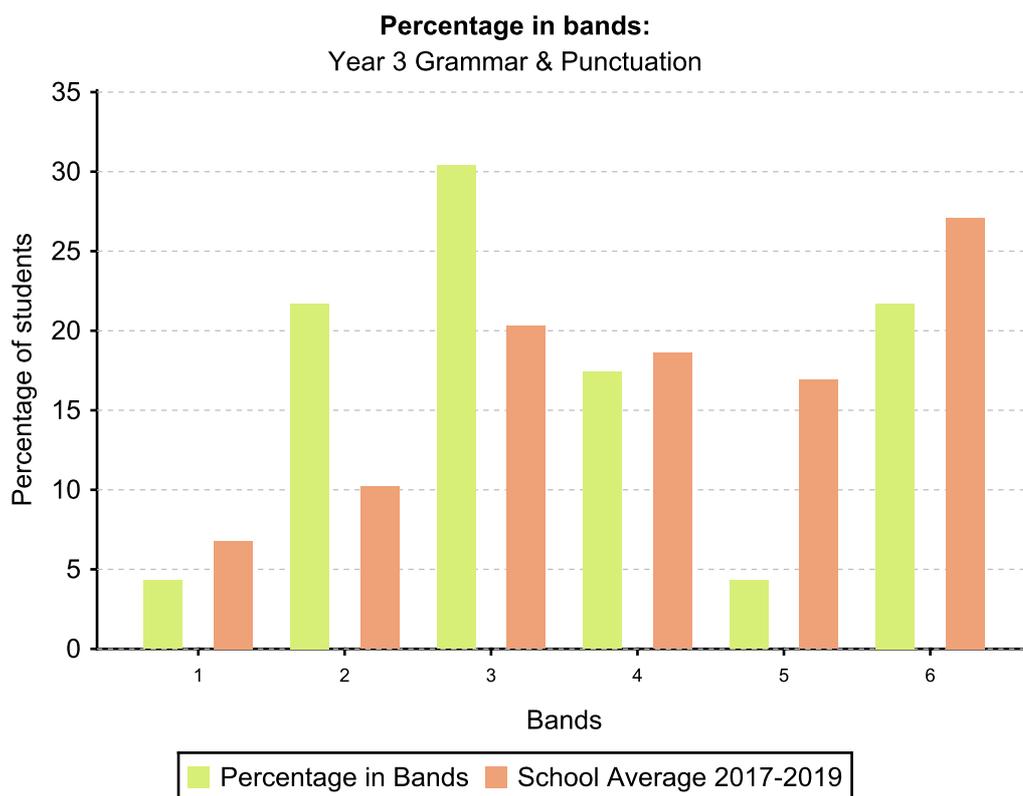
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

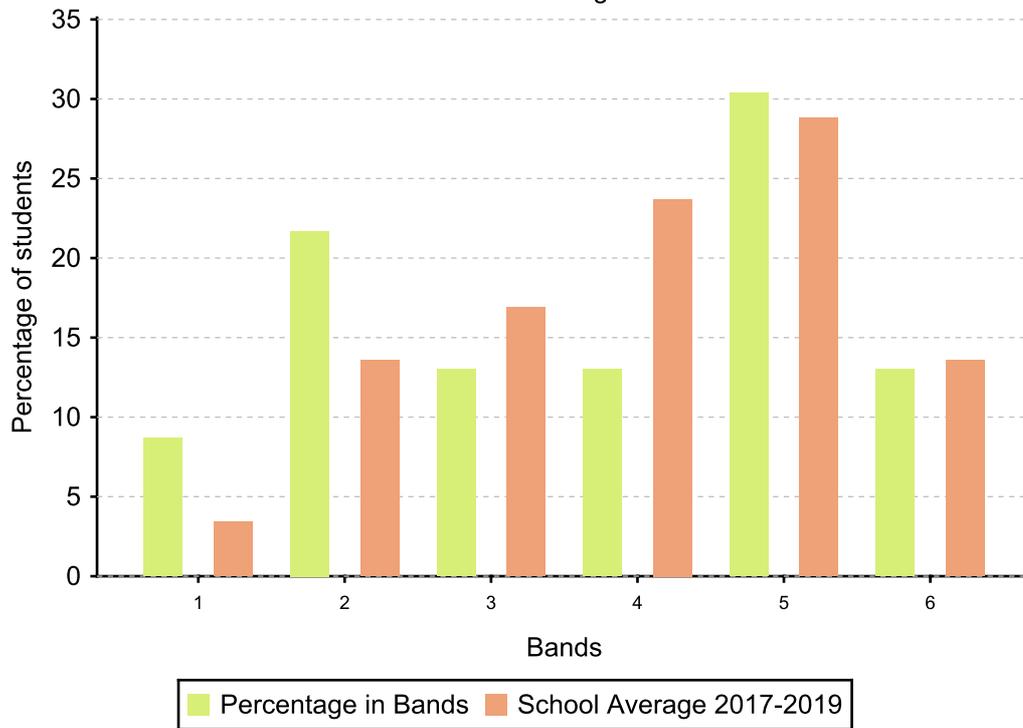
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



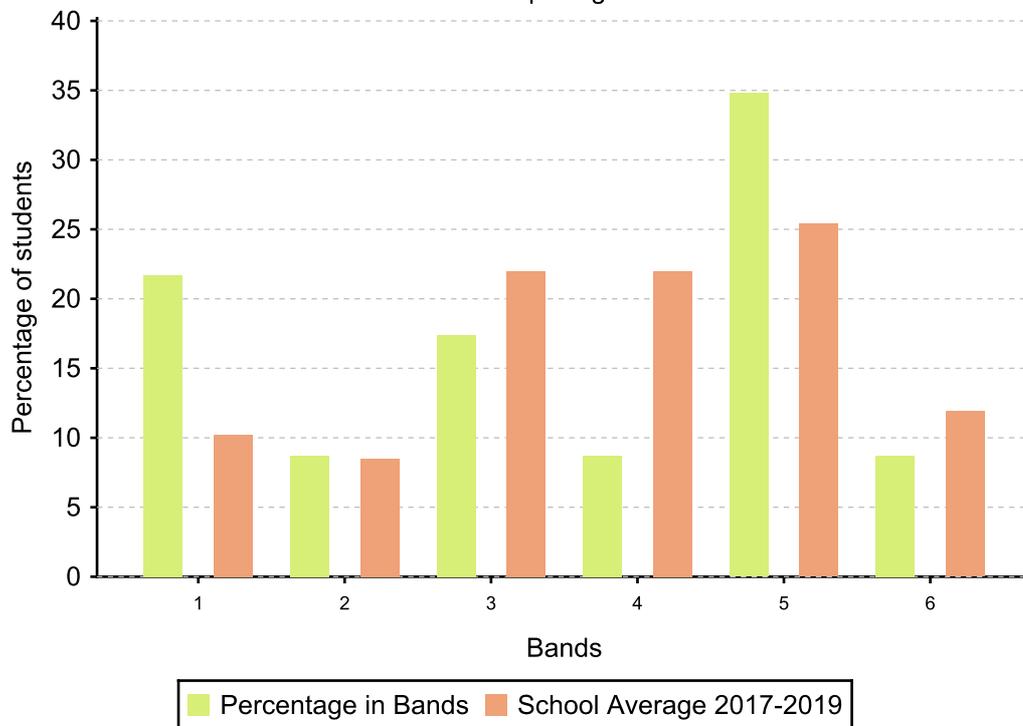
Band	1	2	3	4	5	6
Percentage of students	4.3	21.7	30.4	17.4	4.3	21.7
School avg 2017-2019	6.8	10.2	20.3	18.6	16.9	27.1

**Percentage in bands:  
Year 3 Reading**



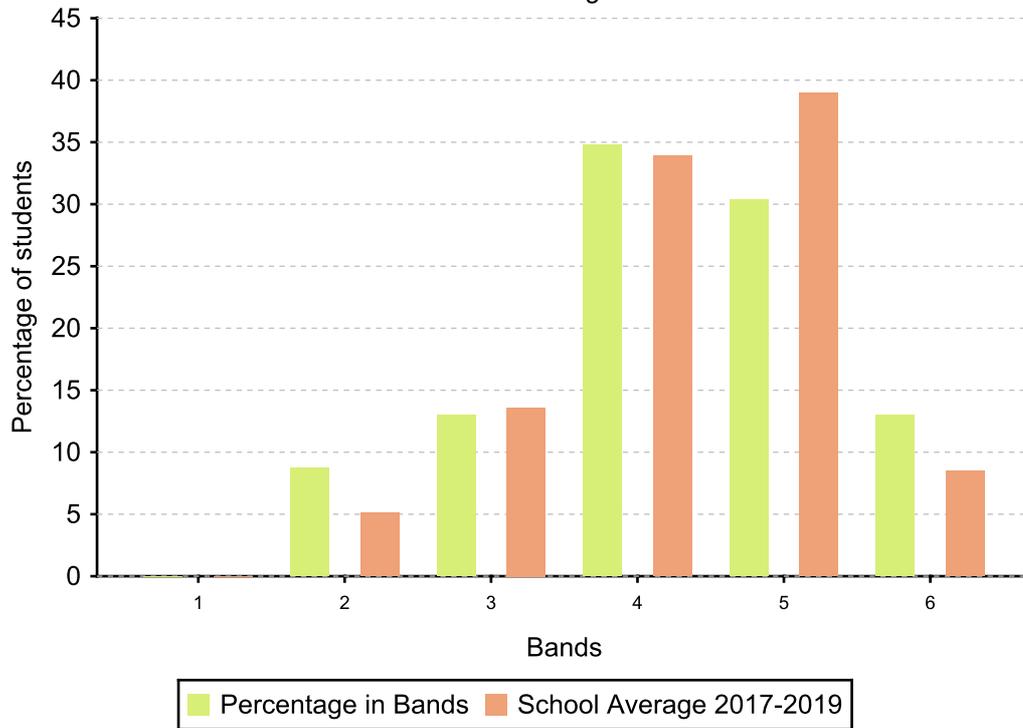
Band	1	2	3	4	5	6
Percentage of students	8.7	21.7	13.0	13.0	30.4	13.0
School avg 2017-2019	3.4	13.6	16.9	23.7	28.8	13.6

**Percentage in bands:  
Year 3 Spelling**



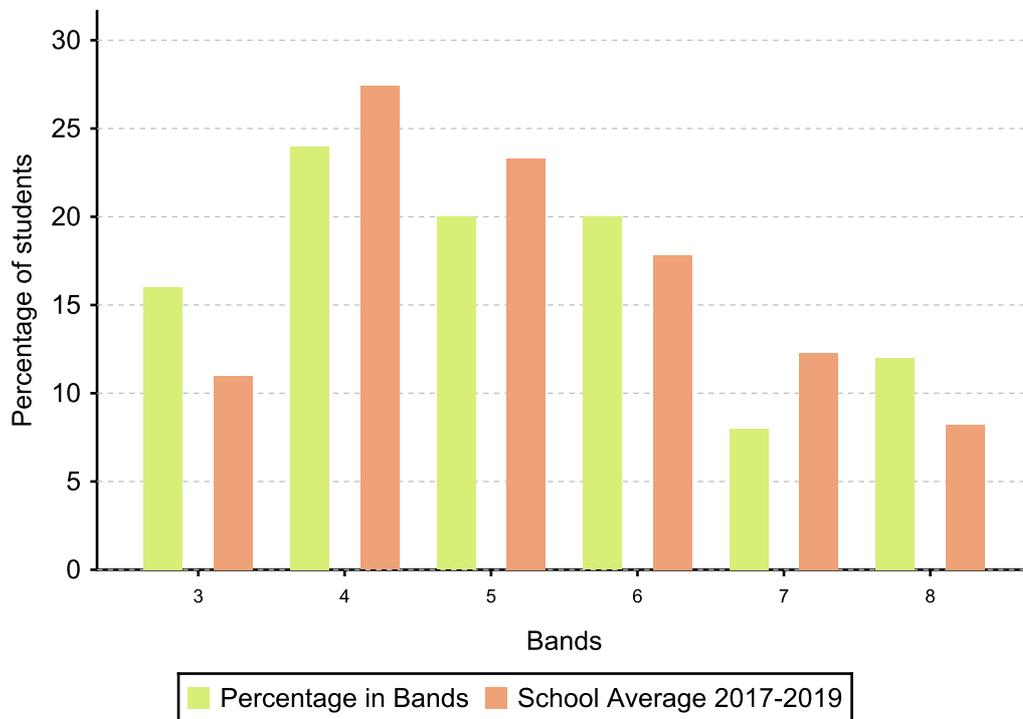
Band	1	2	3	4	5	6
Percentage of students	21.7	8.7	17.4	8.7	34.8	8.7
School avg 2017-2019	10.2	8.5	22	22	25.4	11.9

**Percentage in bands:**  
Year 3 Writing



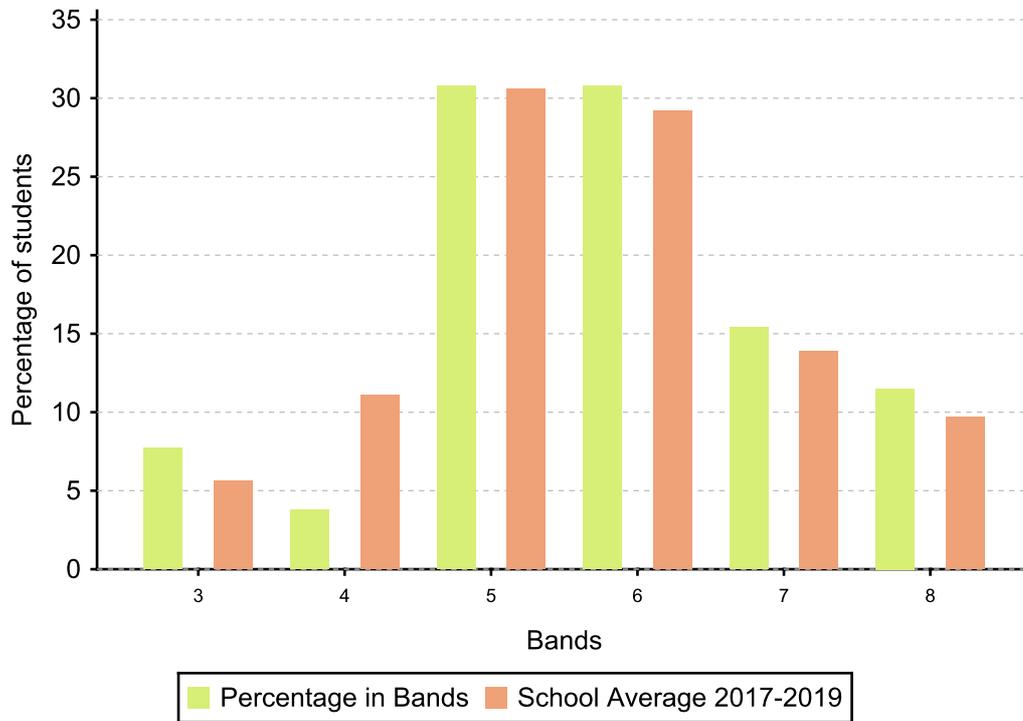
Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	13.0	34.8	30.4	13.0
School avg 2017-2019	0	5.1	13.6	33.9	39	8.5

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



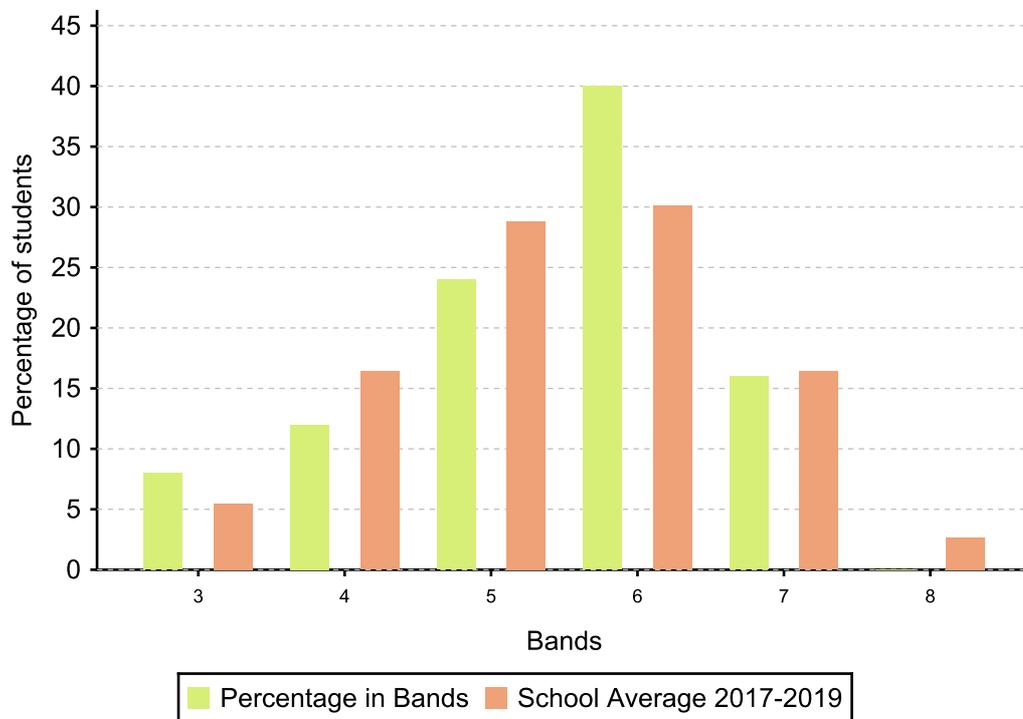
Band	3	4	5	6	7	8
Percentage of students	16.0	24.0	20.0	20.0	8.0	12.0
School avg 2017-2019	11	27.4	23.3	17.8	12.3	8.2

**Percentage in bands:  
Year 5 Reading**



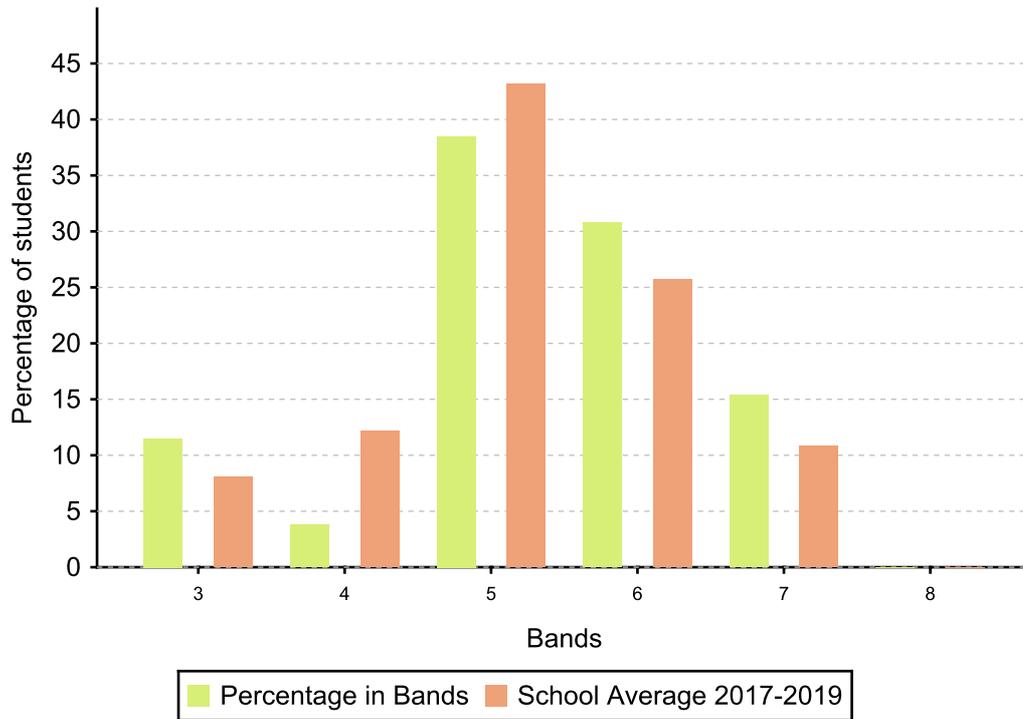
Band	3	4	5	6	7	8
Percentage of students	7.7	3.8	30.8	30.8	15.4	11.5
School avg 2017-2019	5.6	11.1	30.6	29.2	13.9	9.7

**Percentage in bands:  
Year 5 Spelling**



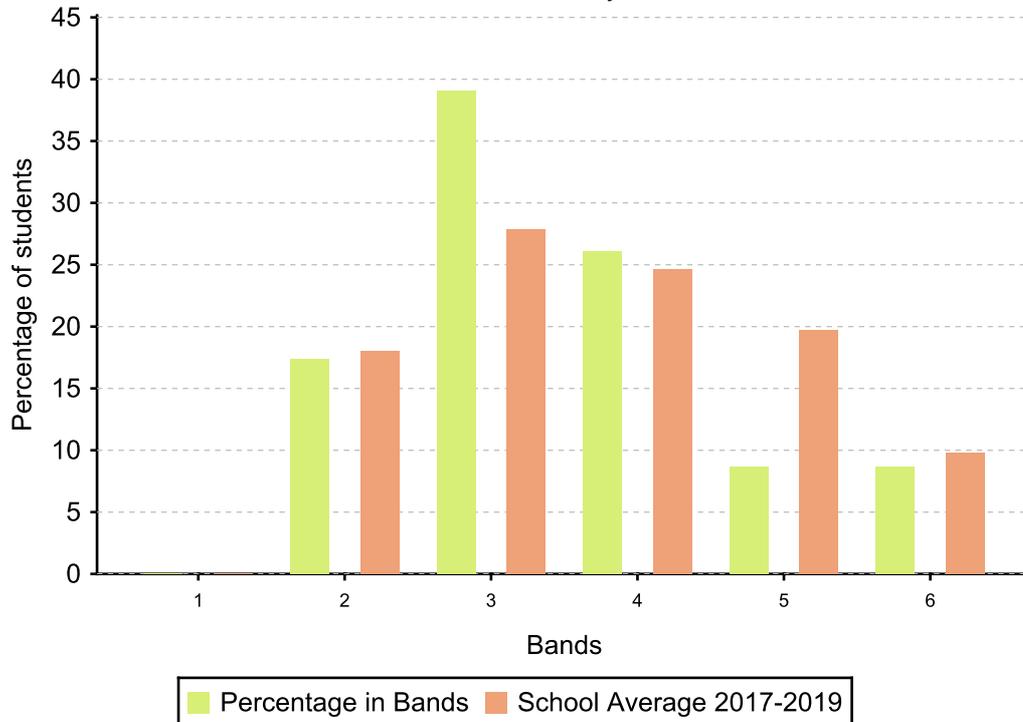
Band	3	4	5	6	7	8
Percentage of students	8.0	12.0	24.0	40.0	16.0	0.0
School avg 2017-2019	5.5	16.4	28.8	30.1	16.4	2.7

**Percentage in bands:**  
Year 5 Writing



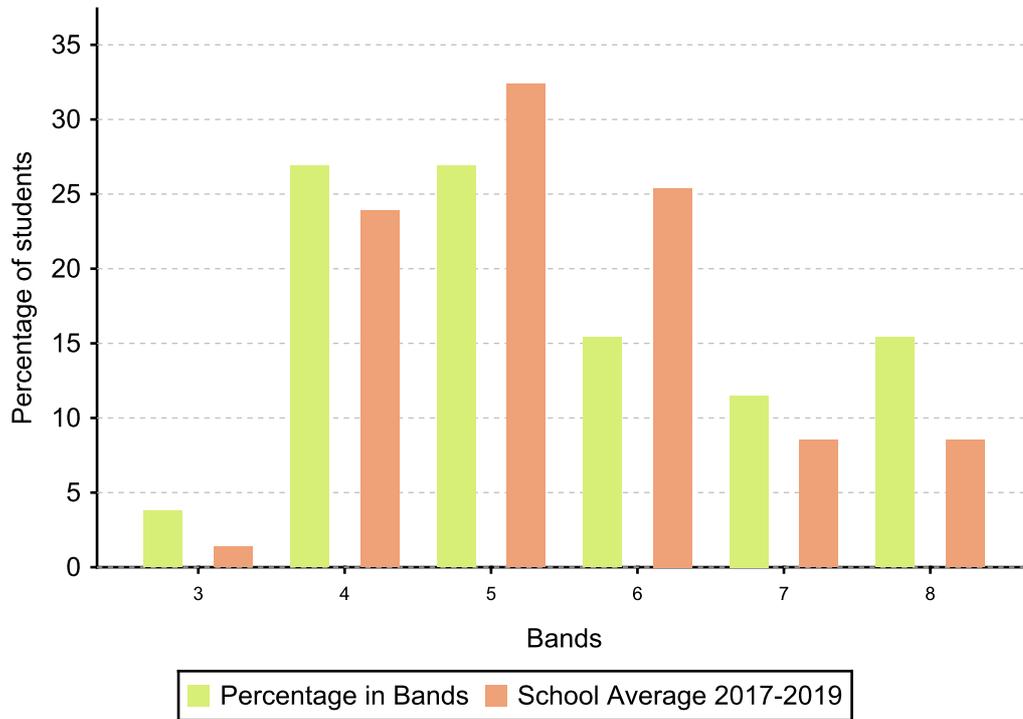
Band	3	4	5	6	7	8
Percentage of students	11.5	3.8	38.5	30.8	15.4	0.0
School avg 2017-2019	8.1	12.2	43.2	25.7	10.8	0

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	17.4	39.1	26.1	8.7	8.7
School avg 2017-2019	0	18	27.9	24.6	19.7	9.8

**Percentage in bands:**  
Year 5 Numeracy



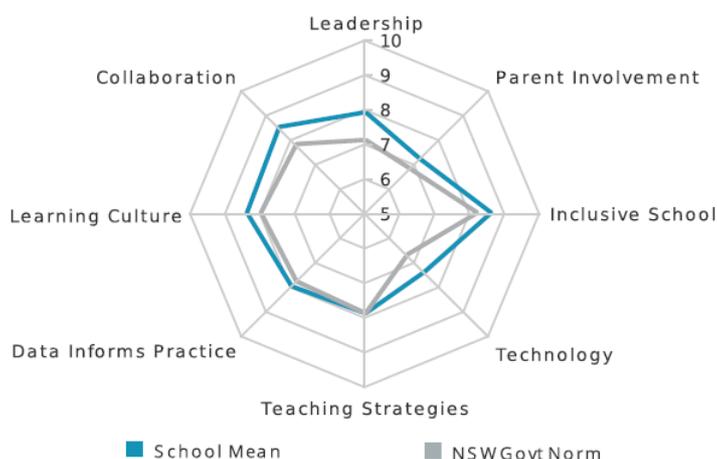
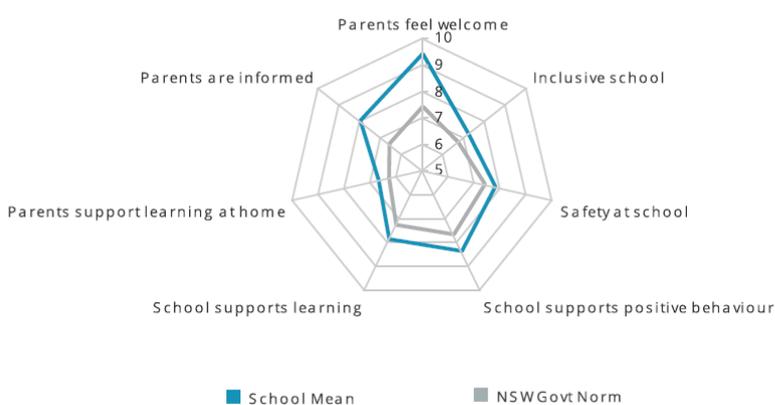
Band	3	4	5	6	7	8
Percentage of students	3.8	26.9	26.9	15.4	11.5	15.4
School avg 2017-2019	1.4	23.9	32.4	25.4	8.5	8.5

## Parent/caregiver, student, teacher satisfaction

Parents, students and staff were surveyed in 2019 using the Tell Them from Me surveys. Average results from parents who responded were above the average in all areas compared to Department of Education norms. The lowest rating was for parents supporting student learning at home and parents want more homework. Teachers were seen to keep parents informed about learning in language that is understood. The school could improve in the parents eyes by teacher student to be more inclusive and dealing with behaviour issues more rapidly.

Staff surveys showed on average to be above the NSW government norm in all areas. The weakest area being teaching strategies. Staff surveys indicate that students have learning goals that are set as a class but not all levels have individual and co-constructed goals. all teachers agreed or strongly agreed that the school has a strong sense of belonging.

Student surveys were below government norms in all areas. Student surveys demonstrate that students are more likely to be involved in extra curricular activities at school rather than out of school. Students attitude to homework reflects parents responses were students do not see it as valuable. Students report believe they put effort into their learning even though they are not interested or motivated. students also respond that teachers set clear learning goals and asks students questions about their learning.



# 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.