

# Deniliquin High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Deniliquin High 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 High School

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### Message from the principal

In 2019 Deniliquin High School has been focussed on the delivery of quality education within the classroom and beyond encouraging powerful learning platforms. Nine digital learning centres have been set up to cater for learning across all KLAS. In 2019 a Wellbeing Hub was introduced enabling the employment of a Wellbeing and Health Inreach Nurse, delivery by external agencies on the school site and the planned introduction of a student wellbeing room where student voice groups meet with staff and discuss teaching and learning. Using the facility of the wellbeing room students work with music and visual arts para professionals. During 2019 planning occurred to support project based learning and the introduction of Sustainability 2.0 learning through the utilisation of the town lagoons, school farm and digital centres. It is with many thanks to the community who have supported our learning journey in 2019 and make Deniliquin high School a learning environment that sets high standards focussed on improving student learning outcomes.

## School background

### School vision statement

At Deniliquin High School learning is optimised through student engagement and explicit modelling of skills and expectations. This is supported by the promotion of positive and respectful relationships across the school community and through systematic and supportive processes. Through a consistent approach by all staff an environment of high expectations supports students to fulfil their potential.

### School context

Deniliquin High School is a comprehensive, co-educational secondary school located in the South-West of the Riverina. The school has approximately 520 students that come from the township of Deniliquin, surrounding towns and the wider rural community.

The school has a dedicated staff that ranges from beginning to very experienced teachers.

Deniliquin High School has a strong commitment to student engagement, quality teaching and maximising outcomes in literacy and numeracy.

Deniliquin High School promotes a caring and supportive environment, providing programs that cater for students of all ability levels and backgrounds.

Parent and community relationships are highly valued.

## 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Structures and Processes

#### Purpose

To create an environment that optimises conditions for student learning through the development of effective structures and processes that clarify all roles and policies within the school.

#### Improvement Measures

All roles in the school are clearly defined and understood by the whole school community.

All structures and processes are current, compliant and meet the needs of the school community.

#### Overall summary of progress

Ongoing planning has taken place to ensure best practice teaching and learning with particular focus on Australian capabilities assessment structures and feedback policy.

#### Progress towards achieving improvement measures

##### Process 1: Structures and Processes

Identify and prioritise all required structures and processes.

Clear accountability statement presented on SDD to staff

staff professional learning re feedback including kahoot quiz.

All stage 6 examinations supervised by external supervisors.

Evaluation	Funds Expended (Resources)
students own and accept policies	DP prepared wellbeing book and flowcharts for delivery  PL activities after school to ensure all policies, procedures and practices in place for 2020

**Process 2:** Develop, revise and implement structures and processes that optimise the environment for student learning, including assessment processes, calendar organisation, executive meeting formats and feedback structures to gather data for faculty professional learning.

Evaluation	Funds Expended (Resources)
Policies published	Staff released for professional learning

**Process 3:** Student Voice meeting in Wellbeing room regularly with HT Wellbeing. programs of events and promotion and activities planned.

Para professionals work with individual, team support, sport and gifted and talented students.

Evaluation	Funds Expended (Resources)
regular feedback to HT and timetable of events to launch wellbeing facilities planned	equivalent full time two para professional appointed

## Strategic Direction 2

### Resilience and Wellbeing

#### Purpose

To create an environment of positive, respectful relationships in which all members of the school community are resilient and are supported in their social and emotional wellbeing.

#### Improvement Measures

Increase in social and intellectual engagement of students.

Increase in student attendance.

#### Progress towards achieving improvement measures

##### Process 1: Resilience Program

Deliver quality evidence based programs to improve resilience among the school community.

Evaluation	Funds Expended (Resources)
wellbeing strategies embedded into planning and delivery 2020	learning wellbeing room established with protocols

##### Process 2: Wellbeing

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Deputy Principals examine attendance data and contact selected parents to discuss improvement patterns and options

Head Teacher Wellbeing establishes learning spaces including wellbeing hub, wellbeing room, wellbeing reception, purchase of suitable resources and furniture.

in 2020 Indigenous staff team established with aim to support through various camp opportunities, Bro speak, Sista speak, STEM activities and wellbeing support.

Evaluation	Funds Expended (Resources)
1. Wellbeing Hub commenced Term 1 2020. Accessed by the Wellbeing Health InReach Nurse, Vinnies Services and Murray Mallee Training. Ongoing data collected related to use by the Deniliquin Community	Network facilitator met and ascertained needs  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

##### Process 3: Wellbeing

Deliver quality programs to support staff wellbeing through an innovative use of school resources to deliver a quality learning environment.

Introduction of morning SMS sent to absent students to alert parents

WHIN working from Wellbeing Hub shared with primary schools. role

Evaluation	Funds Expended (Resources)
planned 2020 evaluation, data collected to access, use, clients, services and attendance.	personnel WHIN, Wellbeing HT, CLO, external partners

## Strategic Direction 3

### Teaching and Learning

#### Purpose

To develop a culture of high expectations focused on learning and ongoing improvements in performance to optimise student outcomes across the school.

#### Improvement Measures

All students will achieve their years growth in literacy and numeracy.

Increased use of data informed pedagogy by all teachers.

#### Overall summary of progress

Stretch targets have been designed and planned for 2020–2022 implementation including student achievement in top 2 bands—overall improvement by 20%

#### Progress towards achieving improvement measures

##### Process 1: Use of Data

Whole school implementation of an integrated approach in the use of data to inform practice.

Evaluation	Funds Expended (Resources)
identification of targets particularly related to reading, numeracy and attendance ongoing reflection and analysis of improvements and areas of need	HSC data, NAPLAN data, sample answers, NESA resources.

##### Process 2: Curriculum and Digital Learning

Deliver quality teaching and learning programs which enable students to be adaptable and to use appropriate strategies to enhance their learning.

Focus of professional learning for Interactive panel delivery

Sustainability 2.0 year 8, cross curriculum project embedded into timetable.

LAST to work with stage 4 to address writing processes to address 2019 NAPLAN results focus on giving writing a purpose and skills necessary for new curriculum.

Evaluation	Funds Expended (Resources)
staff supported with PL training and firm planning and targets in place 2020	NESA accredited training for staff timetable in place for across curriculum delivery

##### Process 3: Science, Technology, Engineering, Arts and Mathematics (STEAM)

Deliver a quality STEAM program that engages students to enhance their learning.

Evaluation	Funds Expended (Resources)
student and staff feedback collated related to camps, careers lessons, STEAM activities	staff ongoing planning delivery of lessons

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Equity Loading, Aboriginal Background–Flexible funding  <b>Funding Sources:</b> • Aboriginal background	Each Aboriginal student has a PLP that is regularly reviewed with staff, carer and student.
<b>Low level adjustment for disability</b>	1.4 LAST – Staffing. SLSO employment  <b>Funding Sources:</b> • Low level adjustment for disability (\$72 189.00)	Ongoing data collected from summative and formative assessments to ascertain improvement in literacy and numeracy. LST meeting discuss progress on individual students.
<b>Socio–economic background</b>	Purchase of digital learning tools  <b>Funding Sources:</b> • Socio–economic background (\$246 694.00)	Staff attendance at morning muster's regular morning tea's and lunch. Support with PDP's and wellbeing, LST and PBL meetings held with accurate minutes.
<b>Support for beginning teachers</b>	Classroom observations, ATSIL app, material from local networks and faculty specific associations.  <b>Funding Sources:</b> • Support for beginning teachers (\$15 000.00)	Beginning teacher confidence in classroom, confident presentation of portfolio and associated accreditation.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	236	238	232	251
Girls	279	280	252	239

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.6	95.3	88.6	87.5
8	88.9	93.3	85.7	85.9
9	86.9	89.9	82.5	81.9
10	87.8	90.4	77.9	79.4
11	84.5	92.1	82.4	77.5
12	85.6	93.4	85.1	82.6
All Years	87.9	92.4	83.7	82.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### 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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	10
Employment	3	14	60
TAFE entry	4	2	9
University Entry	0	0	11
Other	0	0	0
Unknown	1	2	10

## Year 12 students undertaking vocational or trade training

34.78% of Year 12 students at Deniliquin High School undertook vocational education and training in 2019

## Year 12 students attaining HSC or equivalent vocational education qualification

98.2% of all Year 12 students at Deniliquin High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	33.7
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.68
Other Positions	1

\*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>	869,556
<b>Revenue</b>	8,422,773
Appropriation	8,112,505
Sale of Goods and Services	2,736
Grants and contributions	287,803
Investment income	2,698
Other revenue	17,030
<b>Expenses</b>	-8,367,380
Employee related	-7,062,610
Operating expenses	-1,304,770
<b>Surplus / deficit for the year</b>	55,393

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>	1,005,717
<b>Equity Total</b>	514,047
Equity - Aboriginal	45,759
Equity - Socio-economic	246,697
Equity - Language	0
Equity - Disability	221,591
<b>Base Total</b>	5,715,725
Base - Per Capita	117,957
Base - Location	25,312
Base - Other	5,572,455
<b>Other Total</b>	554,667
<b>Grand Total</b>	7,790,156

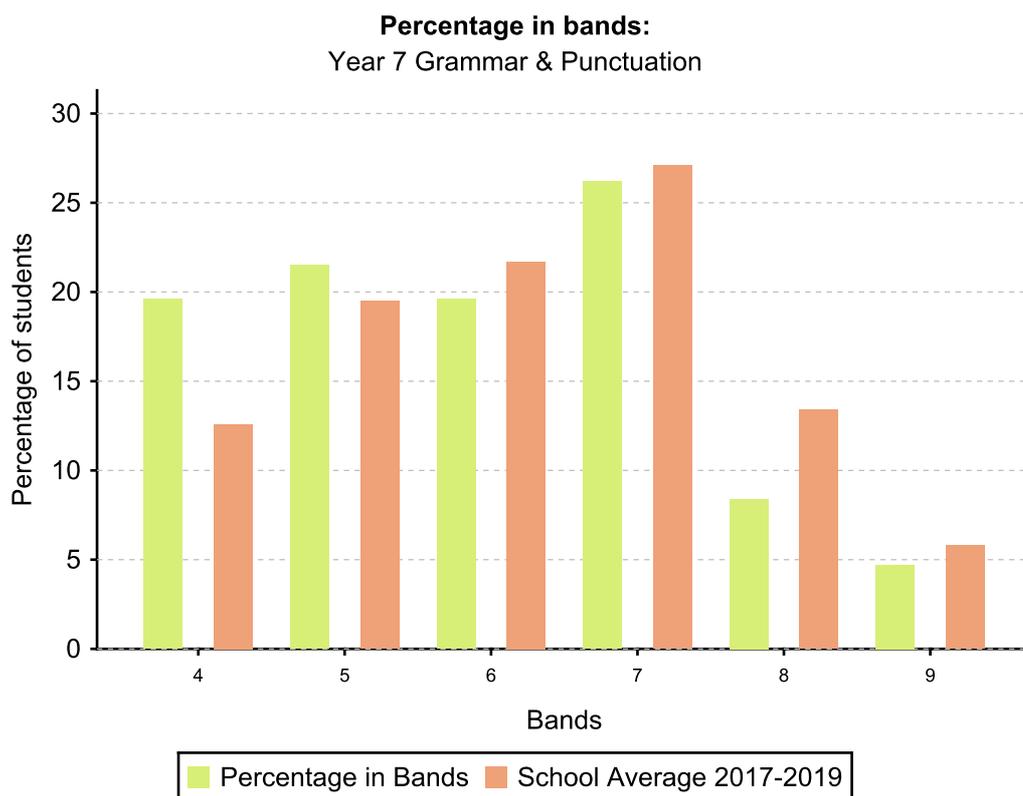
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

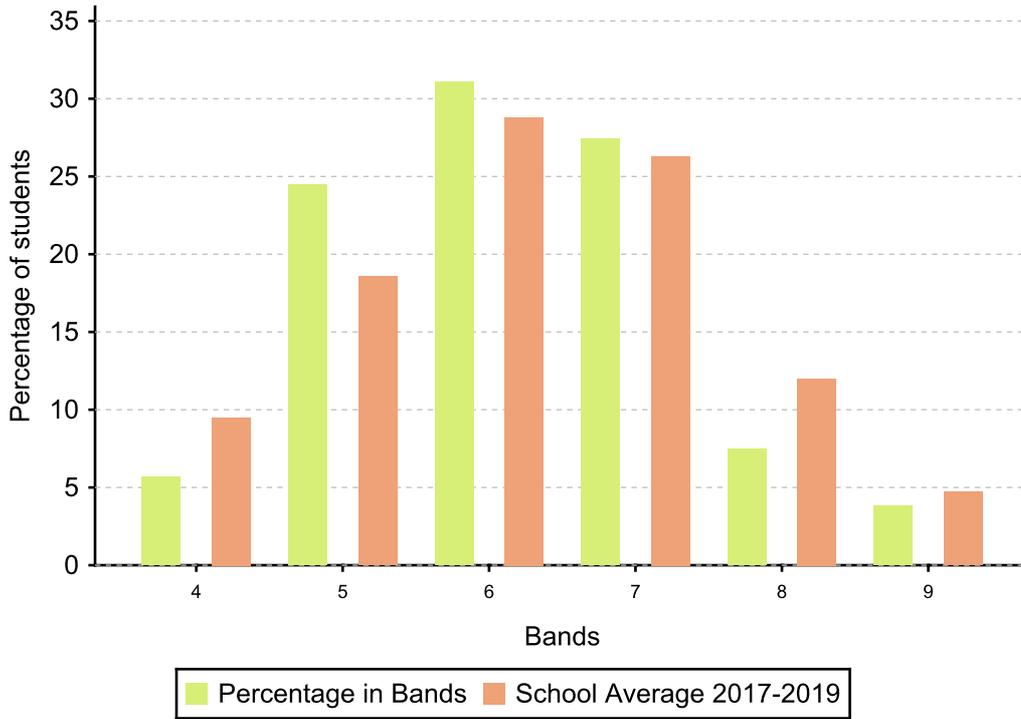
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



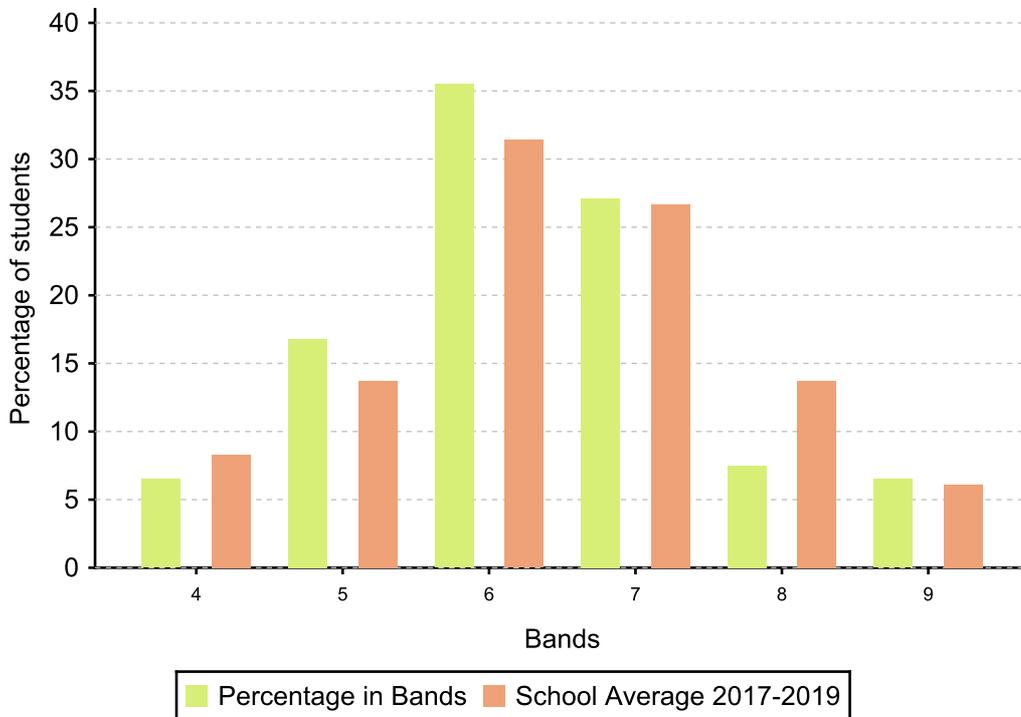
Band	4	5	6	7	8	9
Percentage of students	19.6	21.5	19.6	26.2	8.4	4.7
School avg -2019	12.6	19.5	21.7	27.1	13.4	5.8

**Percentage in bands:**  
Year 7 Reading



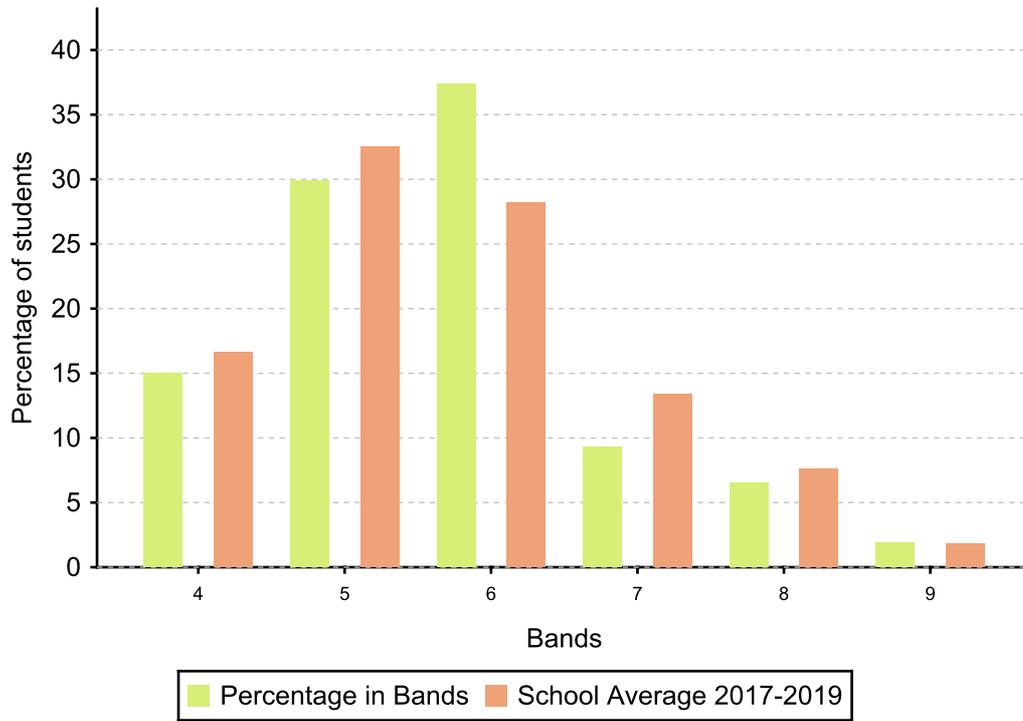
Band	4	5	6	7	8	9
Percentage of students	5.7	24.5	31.1	27.4	7.5	3.8
School avg -2019	9.5	18.6	28.8	26.3	12	4.7

**Percentage in bands:**  
Year 7 Spelling



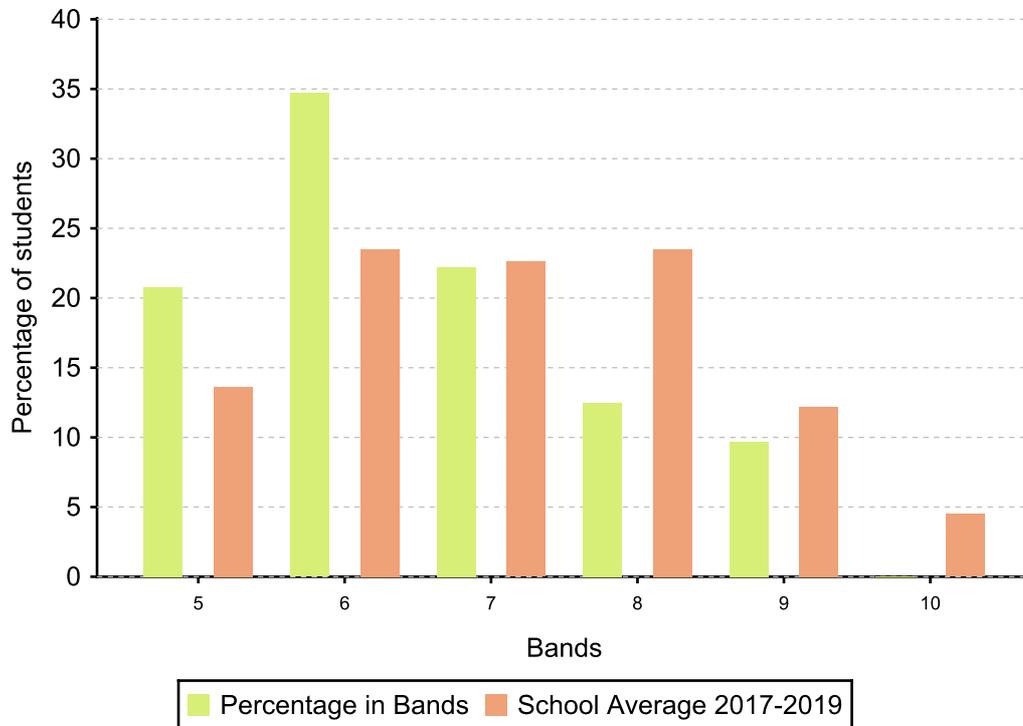
Band	4	5	6	7	8	9
Percentage of students	6.5	16.8	35.5	27.1	7.5	6.5
School avg -2019	8.3	13.7	31.4	26.7	13.7	6.1

**Percentage in bands:**  
Year 7 Writing



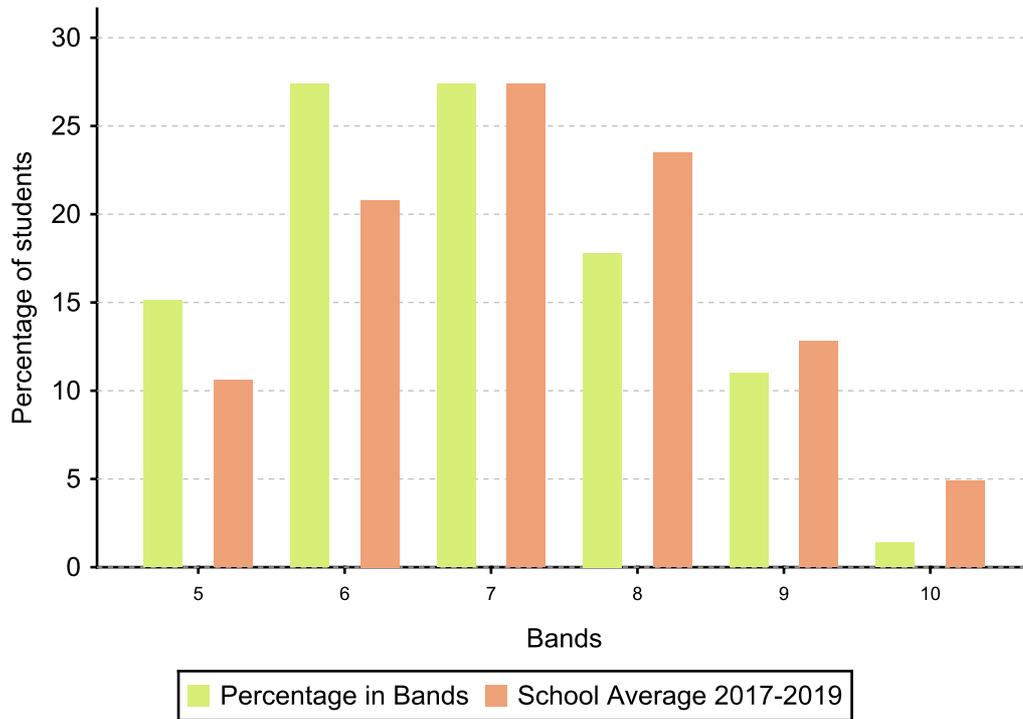
Band	4	5	6	7	8	9
Percentage of students	15.0	29.9	37.4	9.3	6.5	1.9
School avg -2019	16.6	32.5	28.2	13.4	7.6	1.8

**Percentage in bands:**  
Year 9 Grammar & Punctuation



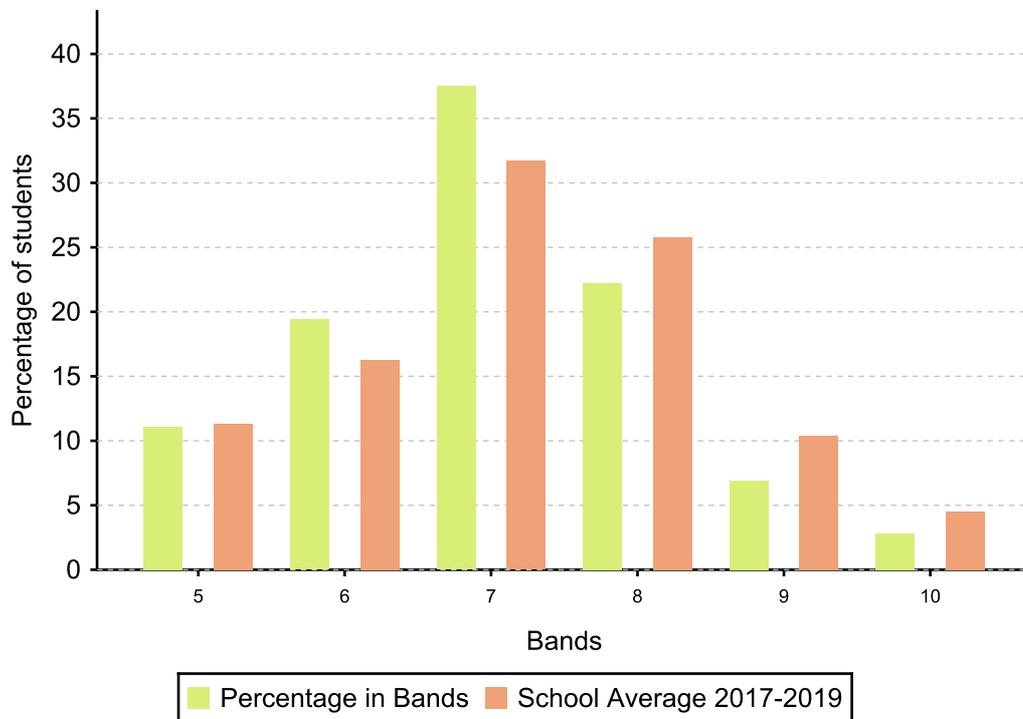
Band	5	6	7	8	9	10
Percentage of students	20.8	34.7	22.2	12.5	9.7	0.0
School avg -2019	13.6	23.5	22.6	23.5	12.2	4.5

**Percentage in bands:  
Year 9 Reading**



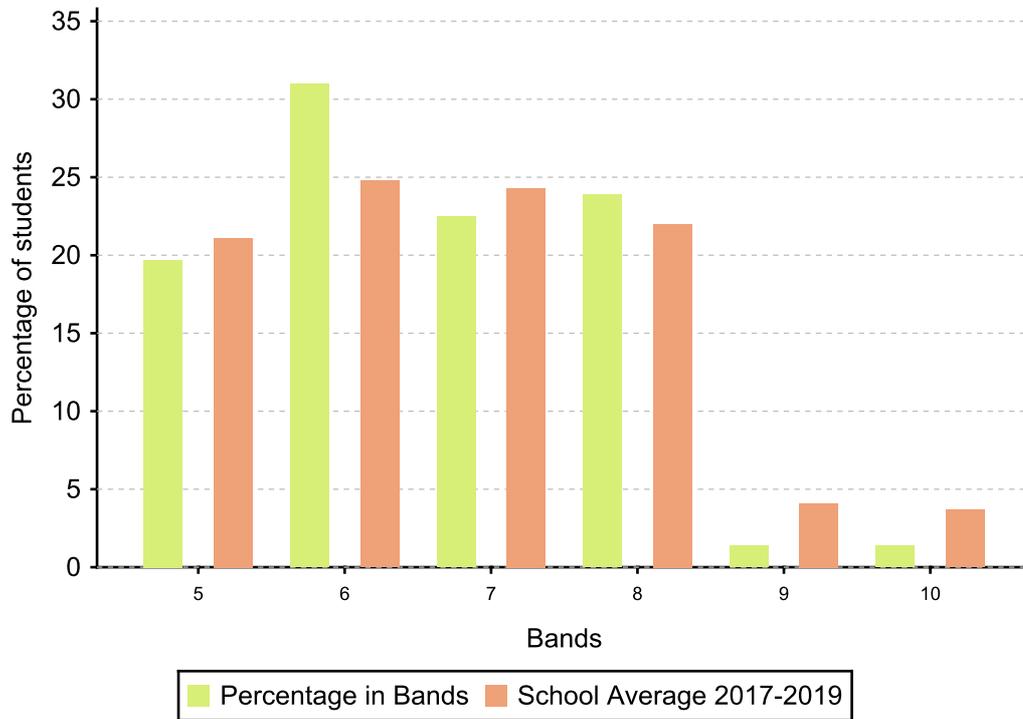
Band	5	6	7	8	9	10
Percentage of students	15.1	27.4	27.4	17.8	11.0	1.4
School avg -2019	10.6	20.8	27.4	23.5	12.8	4.9

**Percentage in bands:  
Year 9 Spelling**



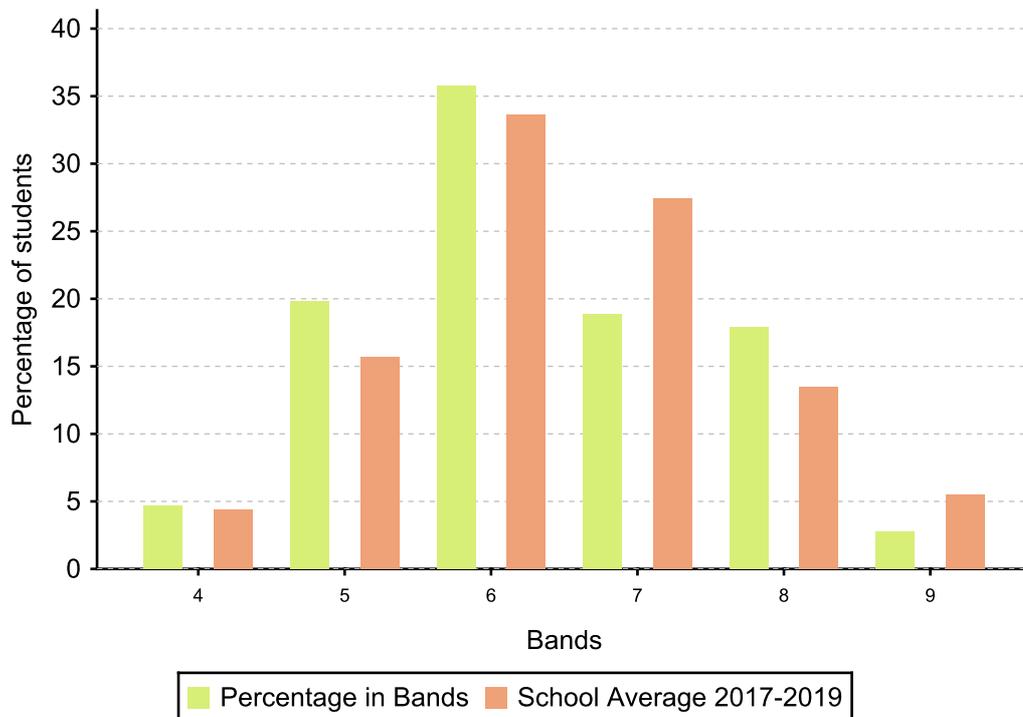
Band	5	6	7	8	9	10
Percentage of students	11.1	19.4	37.5	22.2	6.9	2.8
School avg -2019	11.3	16.3	31.7	25.8	10.4	4.5

**Percentage in bands:**  
Year 9 Writing



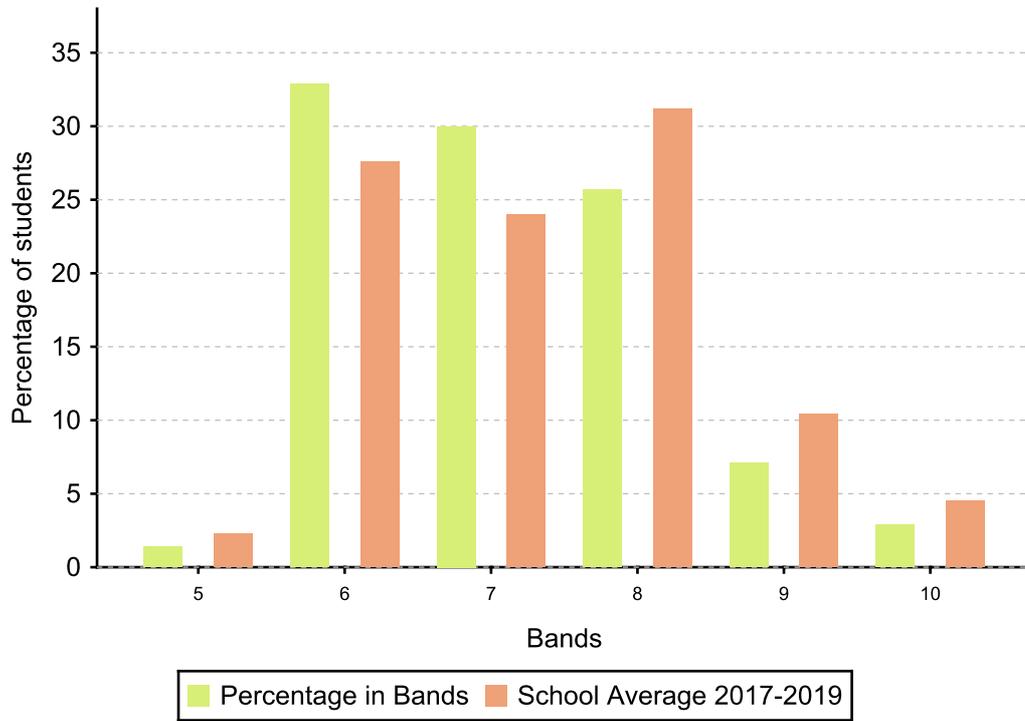
Band	5	6	7	8	9	10
Percentage of students	19.7	31.0	22.5	23.9	1.4	1.4
School avg -2019	21.1	24.8	24.3	22	4.1	3.7

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	4.7	19.8	35.8	18.9	17.9	2.8
School avg -2019	4.4	15.7	33.6	27.4	13.5	5.5

**Percentage in bands:**  
Year 9 Numeracy

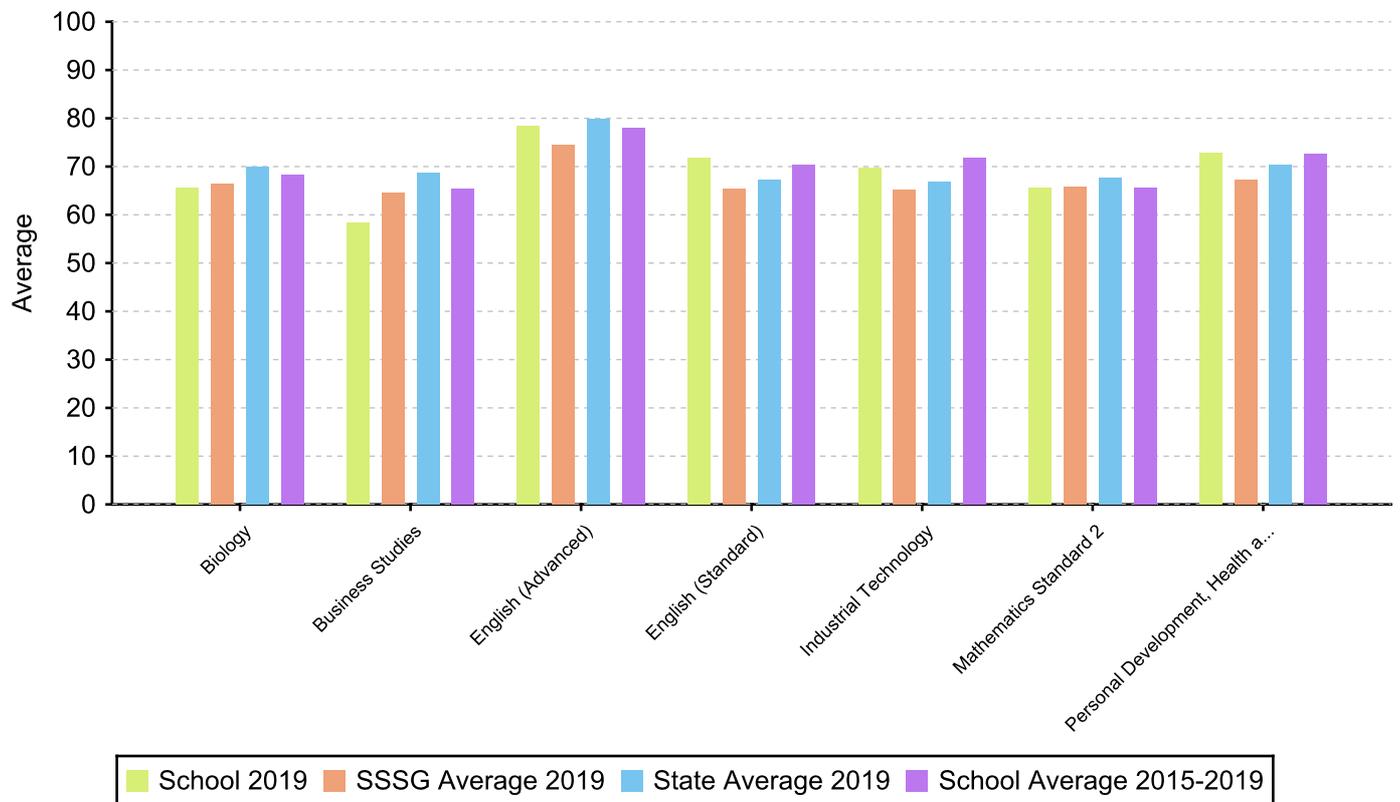


Band	5	6	7	8	9	10
Percentage of students	1.4	32.9	30.0	25.7	7.1	2.9
School avg -2019	2.3	27.6	24	31.2	10.4	4.5

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	65.6	66.3	69.9	68.3
Business Studies	58.4	64.6	68.6	65.4
English (Advanced)	78.5	74.5	80.0	78.1
English (Standard)	71.9	65.3	67.3	70.4
Industrial Technology	69.7	65.3	66.8	71.9
Mathematics Standard 2	65.7	65.7	67.7	65.7
Personal Development, Health and Physical Education	72.9	67.2	70.5	72.6

## Parent/caregiver, student, teacher satisfaction

Data gathered from the Be You survey. Strengths identified include

### PARENTS

1. parents understand the importance of students health and wellbeing.
2. parents understand the importance of a supportive home and learning environment.
3. Parents feel comfortable speaking to educators about student mental health and wellbeing.

### STUDENTS

1. Students know how to recognise and maintain positive relationships
2. Students believe that both their teachers and their families want the best for them.
3. Students know how to access help at school.

### STAFF

1. Staff believe that the school actively supports respectful relationships between teachers, families and young people.
2. Staff feel capable to educate and support young people from diverse backgrounds and with different needs.
3. Staff understand the role of families in supporting the mental health and wellbeing of young people.

Weaknesses identified include

### PARENTS

1. Parents would like to experience a greater sense of direction and belonging to the school.

### STUDENTS

1. Some Students feel uncomfortable speaking to their teacher if they are sad.

### STAFF

1. Staff feel they require more opportunity to promote mental health in their everyday practice.

# 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.