

2020 Annual Report

Denman Public School



1749

Introduction

The Annual Report for 2020 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 vision

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>

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)
<p>Upskilling staff has been a priority in 2020 with a focus on Understanding Texts across the school and supporting teachers in how to teach reading. K-2 staff have completed comprehensive Professional Learning (Phonological Awareness, InitialLit, Effective Strategies for Reading) to ensure high quality and explicit teaching in all contexts. This continues to compliment the tracking of accuracy, comprehension and fluency data in 5 weekly cycles for all students across the school.</p> <p>Tracking of targeted students on the National Numeracy Learning Progressions in the area of Measurement and Geometry has continued across all classrooms. This data has been regularly discussed by all staff and trends and common themes identified. Renewal of teaching resources specifically targeting this strand of the syllabus has ensured equitable access for all classrooms to support hands on learning activities.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: Student Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>The Learning Support Team meets weekly to discuss identified students. Key members of staff including the School Counsellor, Principal, school executive and Learning Support teachers attend regularly.</p> <p>The development of clear systems and processes for referral was a focus in Semester 2 to ensure new staff to the school clearly understood the role of the Learning Support Team and how to access resources in this space.</p> <p>Utilising the expertise of the Assistant Principal Learning and Support was invaluable in supporting beginning teachers with tasks including behaviour support, differentiation of learning and classroom organisation.</p>	<p>Time</p>

Process 3: Wellbeing Systems

Progress towards achieving improvement measures

Process 3: • Development, implementation and monitoring of an effective Wellbeing Systems across the school.

Evaluation	Funds Expended (Resources)
<p>A new award system has been successfully implemented across the school with strong links to the wellbeing program (You Can Do It). All staff (teaching/non-teaching) are committed to positive communication with families through phone calls and issuing "green notes" for positive behaviour. The development of Principal Awards has motivated students to strive for green notes which recognise their outstanding contributions across the school.</p> <p>Reflection on data across all areas of behaviour support identified a need for staff to engage in professional learning to build their capacity to promote positive behaviour choices for students in all areas of school life and consistency of approach from all staff members. Professional learning for all staff commenced at the end of 2020 and will continue to be a focus in 2021.</p>	Time

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)
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • 100% of teachers said they are confident using Learning Intentions • Over 75% of teachers said they are confident using Learning Intentions (8 or above in 1-10 scale) • Over 75% of teachers said they are using Learning Intentions in three quarters of their Writing lessons (2020 focus) <p>Success Criteria:</p> <ul style="list-style-type: none"> • 100% of teachers said they are using Success Criteria • Over 30% of teachers said they are confident using Success Criteria (8 or above in 1-10 scale) • Over 65% of teachers said they are using Success Criteria in half of their Writing lessons (2020 focus) <p>Due to the impact of COVID & Learning From Home staff were able to complete professional development in technology which developed their confidence to integrate and utilise technology to support lesson delivery. DPS delivered over 85% of Learning from Home via Google classroom and the skill development of all teaching staff to support this was rapid and diverse.</p>	<p>Time</p>

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)
<p>Staff have commenced using the National Literacy and Numeracy Learning Progressions to track identified students in the areas of Measurement and Geometry and Understanding Texts.</p> <p>School executive have identified this focus area as a priority to be addressed in the new School Plan. All staff recognise further professional learning is required to develop confidence and capacity for staff to use data to drive teaching and learning across the school.</p>	<p>Time</p>

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)
<p>A sense of belonging and commitment with a focus on staff wellbeing remains a focus at DPS and has been a priority throughout the whole 2018 - 2020 School Plan.</p> <p>The positive school culture evident to all visitors and members of the wider community reflects this achievement.</p> <p>An additional Assistant Principal - Aboriginal Education, targetting wellbeing was created in Semester 2 2020. This position focused on developing clear systems and processes to identify and monitor student achievement. It resulted in a positive return to school for Aboriginal students following the Learning from Home. DPS attendance figures for this period exceeded the state average,</p>	<p>Time</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$28000.00)

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>Whilst all community activities continued to flourish in Term 1, the impact of COVID and restrictions impacted on our ability to maintain regular interaction with the broader community.</p> <p>Staff were innovative in their resolve to return to interaction in Semester 2, being committed to providing this opportunity for all students and understanding the value placed on the activities by members of the Denman community.</p> <p>Activities which adhered to social distancing requirements whilst enabling students to engage with residents of the local hospital and Denman Children's Centre were warmly received by all.</p>	<p>Time</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>1 x SLSO (K-2 Literacy Intervention 4 days per week)</p> <p>1 x SLSO supporting students with additional behaviour and learning needs</p> <p>Teaching Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$58 329.00) Low level adjustment for disability (\$20 667.00) 	<p>Additional School Learning Support Officers (SLSOs) were employed to support ATSI students with a positive return to school following the Learning from Home period. SLSO support also targetted K-2 students who required literacy intervention by delivering the MiniLit program four days per week. .</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$20 667.00) 	<p>Funds from this sources were combined with Aboriginal Background Loading to support Aboriginal students to return to school following the Learning from Home period. The SLSO support targetted positive behaviour strategies and differentiated learning with a specific focus on literacy and numeracy.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$29 096.00) 	<p>The allocation of additional RFF to support three beginning Assistant Principals in their new leadership roles. This additional time was utilised to focus on specific areas linked to the school plan:</p> <p>Literacy</p> <p>Numeracy</p> <p>Aboriginal Education</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$145 000.00) 	<p>Salaries - Teaching and Non Teaching Staff</p> <p>Additional Assistant Principal position for Semester 2 focusing on Aboriginal Education</p> <p>Teaching resources</p> <p>Computer software, licenses and hardware</p> <p>Furniture and classroom refurbishment K - 2</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$33 235.00) 	<p>Time was allocated for an additional 2 hours RFF each week for two beginning teachers and 1 hour for each of their mentors. Funds were also used to support additional release for completion of professional learning activities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	105	91	80	75
Girls	62	66	79	79

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.2	94.6	94.1	93.9
1	92.5	92.9	92	94.7
2	94.7	91.5	92.5	92.9
3	93.2	93.3	90.4	93.1
4	94.9	95.6	94	88.5
5	92.6	92.4	95.4	92.9
6	93	92.7	91.5	94.7
All Years	93.4	93.1	92.6	92.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.01

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	209,598
Revenue	2,065,715
Appropriation	2,019,773
Sale of Goods and Services	1,125
Grants and contributions	44,643
Investment income	173
Expenses	-2,104,767
Employee related	-1,774,839
Operating expenses	-329,928
Surplus / deficit for the year	-39,052
Closing Balance	170,546

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.

	2020 Approved SBA (\$)
Targeted Total	179,314
Equity Total	257,805
Equity - Aboriginal	58,329
Equity - Socio-economic	145,996
Equity - Language	0
Equity - Disability	53,480
Base Total	1,442,201
Base - Per Capita	38,240
Base - Location	6,381
Base - Other	1,397,580
Other Total	98,748
Grand Total	1,978,068

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Student Results - Tell Them From Me

- 75% of students reported positive advocacy at school.
- 86% of students reported expectations of success.
- 85% of girls and 67% of boys reported a positive sense of belonging
- 76% of Aboriginal students reported feeling good about their culture.

Staff Results - People Matter Employee Survey

- 85% of staff believe staff wellbeing is a high priority at DPS
- 90% of staff believe the organisation adapts quickly and responds during major events such as a pandemic
- 90% of staff understand what is expected of them to do well in their role
- 81% of staff feel a sense of personal accomplishment in their job
- Strengths: Wellbeing, Health & Safety/ Communication and Change Management/ Customer Service

Family Results - Tell Them from Me

Results were collated from a survey sent to families in Term 3. Other topic specific surveys were used throughout 2020 including COVID Learning from Home, Kindergarten Transition and Canteen surveys.

- 60% agreed 'information from the school is in clear, plain language'. This was down slightly from 2019 survey results however due to Learning from Home there was been a lot more information distributed to families and a shift away from printed information. The majority of communication with families is now done via email or Skoolbag.
- 68.1% agreed that 'my child is clear about the rules for school behaviour', an increase of 7.7% from 2019
- 83% of families identified 'our school's administration staff are helpful...' an increase of 15.2% from 2019
- 74% of families would be willing to recommend DPS to other families

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.