

2020 Annual Report

Denistone East Public School



3862

Introduction

The Annual Report for 2020 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.

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School vision

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 include SRC, environmental groups, debating, choir, dance, music, art, aerobics and sport. These activities provide opportunities for students to experience and 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.

The school has 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. These programs will commence in 2021. New learning spaces opened in 2020 that enable team teaching and support flexible and fluid grouping 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

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)
As NAPLAN was suspended we took advantage of the check in assessment to track and monitor. Results supported continued improvement in cohort progress.	
Whole school understanding continuing to develop with capacity in stage teams growing.	

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)
Whole school professional learning focused on this area. Instructional Rounds postponed to 2021 due to COVID impact.	Instructional Rounds University of Newcastle
Flexible learning during Covid allowed for a very detailed look at individual student learning needs and shifted to focus to problem solving and deep learning.	
This area has been identified as significant to future planning and key to student growth. Need for deep authentic assessment that informs future learning.	

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

Evaluation	Funds Expended (Resources)
Stage Three are using new learning spaces effectively with strong use of team teaching model. Other areas of the school are still at a beginning phase with effective learning partnerships emerging.	
Clustering of students in high performing areas to maximise learner opportunities is included in years 2-6, teacher interest areas and strengths are matched to student need.	
A targeted approach has been incorporated in planning for 2021 to buddy	

Progress towards achieving improvement measures

teachers to enhance student learning in flexible spaces.	
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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.

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)
<p>This area has relied heavily on in house support. Inter school and academic partnerships have been delayed until 2021.</p> <p>The school has delivered PI around assessment and reporting and has begun to unpack What Works Best.</p> <p>PDP process is being refined and is recognised as a priority area for 2021</p>	

- 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)
<p>This has been an area of strength in 2020. Skill from within the school has been key to all professional learning. The unpacking of English Textual Concepts and review of English Scope and sequence has been a major focus.</p> <p>Development of AP to lead professional learning and provide instructional leadership is an ongoing focus and will be critical in the 2021 planning.</p> <p>Beginning teacher forums in school and across schools continued via zoom.</p>	<p>Janice Farmer Hailey K-2 reading and writing explicit practice focus</p> <p>What works best</p> <p>Beginning Teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$20000.00)• Quality Teaching, Successful Students (QTSS) (\$20000.00)

- 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)
<p>A more strategic use of the PDP process has been identified as being critical in performance development and identifying areas of strength and capacity.</p>	

Progress towards achieving improvement measures

Individual stage teams are identify the skill base in their teams to provide mentoring opportunities.

Intensive professional learning to Community Language and RFF team to increase student engagement and promote consistency in assessment processes.

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.

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)
<p>This area has been a focal point in 2020. Strong communication with families during remote and flexible learning. Strong relationships developed between staff and families.</p> <p>Challenges in working with external services due to COVID restrictions and also in delivering parent programs limited our capacity to meet all our goals in this area.</p>	<p>Growing Strong Minds</p> <p>Parent Workshops</p> <p>Relationships Australia</p>

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

Evaluation	Funds Expended (Resources)
<p>Learning and support team works strategically across the school with consistent processes for identification and support of all students. Focus in 2020 on wellbeing and more intensive support of families. Many families required support and the school facilitated external services to assist.</p>	

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

Evaluation	Funds Expended (Resources)
<p>The importance of transition both into school and out as well as transition across the school. Programs developed to target at risk students and recognise the absence of parents in this process in 2020.</p> <p>Worked closely with preschools and high schools to provide information and and tailor movement for whole cohorts as well as individual students.</p> <p>Senior executive worked closely with Wellbeing unit and DCJ with identified students and families.</p> <p>Proactive programs around attendance - high return rates after flexible learning.</p>	<p>Relationships Australia</p> <p>LAC and Youth Liaison Officer</p> <p>HSLO</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$3000.00)• Literacy and numeracy (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Board Games</p> <p>Bi lingual book collections</p> <p>Software provisions</p> <p>Team teaching</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$35 000.00) 	<p>Review of resources to increase bilingual books and encourage family participation in reading with children in home environment, empowered parents and increased the understanding of need to read.</p> <p>Strong partnerships during COVID online learning that focused on developing home school connection increased the connection with families.</p> <p>In class support primary delivery model for all EALD students - minimal withdrawal. Games and play used to reinforce oral language. Strong peer connections and modelled language</p>
Low level adjustment for disability	<p>Learning and Support Team</p> <p>Learning and Support officers</p> <p>online learning platforms</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Integration funding support (\$20 000.00) 	<p>Online learning during remote learning provided a strong indication of our most vulnerable students. Programs targeted the identified need. The learning and support team allocated teaching resources and worked with teachers to provide targeted learning and intervention.</p>
Quality Teaching, Successful Students (QTSS)	<p>Internal k-2 program in English</p> <p>Rollout of English textual Concepts</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$100 000.00) 	<p>The focus on high quality delivery of English in two, in school programs has deepened student knowledge and staff understanding. Check in assessments indicate strong achievement in English.</p>
Support for beginning teachers	<p>Access to online learning</p> <p>In house mentoring and instructional leader support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$60 000.00) 	<p>Internal support programs and access to online learning was beneficial. Beginning teachers received additional support around report writing and three-way interview's. The focus on ongoing assessment and data revealed a whole school need to continue to provide additional learning in this area.</p> <p>External PL and instructional rounds deferred due to COVID</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	404	407	408	412
Girls	347	350	369	363

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	95.1	94.9	95.4
1	96.2	93.8	94.1	94.4
2	96	96.6	95.2	93.9
3	95.5	96.2	95.2	94.8
4	95.4	97	96.7	95.3
5	95.7	95.8	95.4	95.4
6	95.4	95.6	93.2	93.2
All Years	95.6	95.7	95	94.7
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.



Returning to learning at school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	33.98
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	4.2
School Counsellor	0.8
School Administration and Support Staff	8.07
Other Positions	3.2

*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	2,111,428
Revenue	8,603,651
Appropriation	8,223,268
Sale of Goods and Services	4,532
Grants and contributions	367,888
Investment income	3,538
Other revenue	4,425
Expenses	-8,219,116
Employee related	-7,519,210
Operating expenses	-699,906
Surplus / deficit for the year	384,535
Closing Balance	2,495,964

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	123,399
Equity Total	639,346
Equity - Aboriginal	1,361
Equity - Socio-economic	9,681
Equity - Language	492,934
Equity - Disability	135,370
Base Total	5,918,814
Base - Per Capita	188,320
Base - Location	0
Base - Other	5,730,494
Other Total	1,274,256
Grand Total	7,955,815

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.

The school elected to participate in the check in assessment in terms 3 and 4 of 2020. This allowed us to collect valuable data as to the progress of our Year 3 and Year 5 cohorts. 64.1% of students in year 5 achieved a top 2 band rating in reading (compared to the State average of 39.1%) and 68.9% achieved the top two bands in numeracy (compared to the State average of 30.8%).

Year 3 achieved 81.2% in the top two bands for reading (State average 51.4%) and in numeracy 88.1% (State average 51.8%).

The Denistone East cohort also achieved higher results to like schools within the State.

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 a decrease in parent involvement in school events and workshops in 2020 due to the impact of COVID and the restrictions associated with it. Parents engaged as partners in Online Learning from Home programs and proactively communicated with teachers in an ongoing way utilising Seesaw and Teams whilst supporting their children's learning. 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 introduced the Parent Portal as the central communication and information point for families in 2020 and are looking to expand its use further in 2021.

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 257 students from years four, five and six. 95% of students indicated they regularly display positive behaviour at school and 85% 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 83% try hard to succeed in learning. 83% of students felt they had established positive relationships with their peers and 68% felt an overall positive sense of belonging.

Stage 2- 3 students completed a pre and post self-report measure of school engagement as a part of the Growing Strong Minds Program implementation. 92 % students' confirmed their positive perception of caring relationships, and acceptance at school. Students managed online learning at home during COVID. Once back at school they embraced opportunities to work collaboratively with their teachers and peers across flexible classroom learning environments. Again due to the impact of COVID in 2020, the variety of extra-curricular opportunities available was limited.

Teachers

Teachers were committed to providing students with a positive learning environment online from home and at school in 2020. Students were supported, challenged, monitored and engaged. Collaborative further developed student critical and creative thinking skills and supported future focused learning. Teachers are committed to enhancing parent and community partnerships. 85% 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.