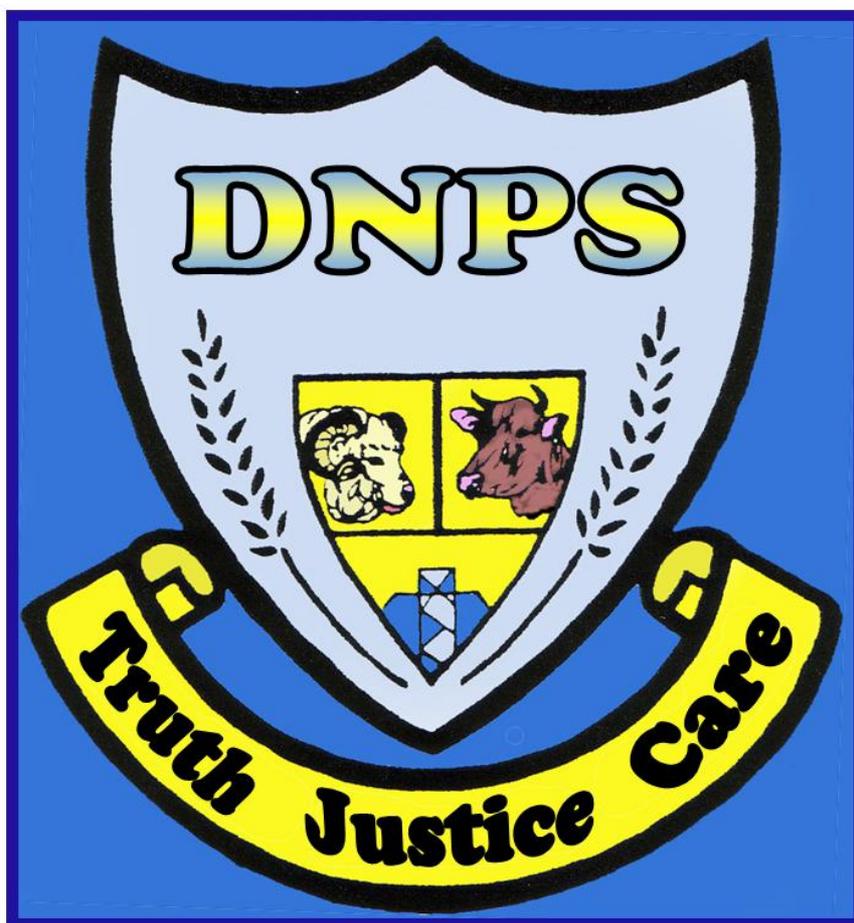


# 2020 Annual Report

## Deniliquin North Public School



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# Introduction

The Annual Report for 2020 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

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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 vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
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>In 2020 all teachers have continued to utilise C&amp;PL professional learning to focus on increasing consistent, school wide explicit teaching practices that engage students and improve student outcomes. The focus on formative assessment provided a basis for consistent understanding for the whole staff and will continue to be implemented in classrooms in 2021. The LEED pilot project of the Use of Data to inform practice provided training for executive staff in December which will be presented to staff in 2021 with a focus on building staff data literacy so valid and reliable data can be used to inform teaching practice.</p> <p>A focus area of the 2021 school improvement plan will be the use of data and collaborative practice.</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>Staff regularly and effectively utilised data to monitor student achievement in literacy and numeracy from a variety of sources. The use of number groups in Stage 2 and 3 classrooms provided differentiation for students in numeracy.</p> <p>In 2021 the school improvement plan will be required to focus on student growth and attainment in numeracy and reading.</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)
<p>In 2020 staff have collaborated in the implementation of teaching and learning protocols through the use of triads and feedback cycles in term 1.</p>	

## Progress towards achieving improvement measures

Student learning has demonstrated growth in literacy and numeracy through school-based assessments. Students in years 3 and 5 took part in the Check in assessments which has provided valuable data to inform whole school planning.

In 2021 staff will review the consistency of programming in reading from K-6 with a focus on the early years instruction and comprehension in stages 2 and 3.

## 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>In 2020 professional learning continued to focus staff improvement against the school plan and Professional Development Plans. The plan to increase collaboration with the introduction of an instructional leader 0.2 and the increase of QTSS support through the C&amp;PL triad structure was significantly impacted by staff movement with COVID and the instructional leader working from home in a School services role. Triads were postponed to reduce staff movement across the school and staff were observed by an individual only. The use of zoom for staff meetings and professional learning was not as effective as face to face whole group meetings.</p> <p>In 2021 we will continue to embed systems that increase the number of students achieving in the proficiency bands towards the 2022 target of achieving the set targets for the top 2 bands and student growth.</p>	

##### 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>The Learning Support Team is effective in identifying and responding to student needs. Staff have been supported in developing personalised learning programs to support individual student need. The WHIN has supported the LST to support the whole family.</p> <p>In 2021 the Learning support team will focus of the use of a learning and wellbeing room for students with high needs to support their full time return to school and provide support for the upskilling of staff in the development of consistent personalised learning plans.</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)
<p>The completion of the second cycle of the second step program has allowed for a shared language between staff and students with strategies to self-regulate behaviour. A reduction of the number of students who are reported for level 3 playground offences and a reduction in classroom exits has been a positive step in 2020. Staff understand the process to refer students for support and consistently implement school welfare policy.</p> <p>In 2021 the school will join Deniliquin High School, Deniliquin South Primary School and Edward Public School in implementing the Restorative Practice framework to support current school wellbeing programs.</p>	

##### 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)
<p>Staff have been supported with strategies to improve their ability to recover from stressful situations. School team structures are in place to support staff and provide an opportunity to clarify school goals. Staff have trained in the use of Smiling Minds and a Smiling Minds school champion has implemented the program across three classes. Staff took part in the Dr Adam Fraser resilience training on SDD after flexible distance learning and were provided with additional strategies to build resilience and well being.</p> <p>In 2021 mindfulness for staff and students will continue to supplement the Restorative practice and personal empowerment started in 2020.</p>	

##### 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)

## Progress towards achieving improvement measures

Staff and school community have had the opportunity to provide input into the review of school policies in relation to school values. All staff are aware of their respective roles under the wellbeing framework and executive have completed additional mandatory training in disability practices.

In 2021 the school improvement plan will address the area of belonging and connection to the school and learning.

### Process 4: Student Mindset

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

Evaluation	Funds Expended (Resources)
<p>Student responses to the TTFM survey indicate a reduction in area of challenge, positive attitudes to school and homework even though they value the outcomes of schooling.</p> <p>In 2021 there will be a focus on building a positive learning culture and high expectations across the school community.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$9 969.00)</li> </ul>	Personalised Learning Pathways were developed for all identified Aboriginal students in consultation with the classroom teachers, students, parents and carers. 60% of Aboriginal students strongly agree that they feel positive about their culture when they are at school. The AEO is employed 1.0 FTE to work across all classes, providing additional learning and welfare support as required.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$65 089.00)</li> </ul>	Funding was utilised to maintain levels of support through tiered intervention for all targeted students. Targeted students were identified through the learning and support team who reviewed data at school and individual level. An additional LaST was employed and two staff members were training in the implementation of MiniLit. Two sessions ran throughout 2020 including via Zoom during flexible distance learning. Additional SLSOs were employed to support students to meet social, emotional and learning needs across K-6.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$31 289.00)</li> </ul>	QTSS funding was utilised to support collaborative practices across stages and the whole school, led by the school's leadership team. Additional release from face to face called QTSS was provided with a structured framework that guided professional observations, planning, discussions and reflection based on the Curiosity and Powerful Learning theories of action practice statements. Staff capacity continued to be built through professional learning aligned to the Australian Teaching Standards and individual Performance and Development Plans.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$54 704.00)</li> </ul>	The school continued to provide financial assistance to families in need of support with the reduction in costs associated with activities after COVID flexible distance learning to ensure total inclusion. Student engagement was enhanced at school through our Breakfast program for all students in terms 2 and 3. Funds were used to ensure greater participation in school events so that inclusion and engagement in learning was a priority. SLSO support was utilised to support students returning to school after the COVID distance learning.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	77	79	91	94
Girls	76	77	81	74

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.2	92.4	92.4	94.7
1	94.1	94.4	92.2	95.4
2	92.9	94.3	94.5	96.7
3	94	89.8	92.4	94.3
4	95.3	90.3	90.2	96
5	92.7	93.5	89.8	92.3
6	96.2	93.2	94.6	95.2
All Years	94.1	92.7	92.5	95
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)	7.78
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	426,094
<b>Revenue</b>	2,238,679
Appropriation	2,207,943
Sale of Goods and Services	2,231
Grants and contributions	28,145
Investment income	360
<b>Expenses</b>	-2,348,965
Employee related	-2,199,460
Operating expenses	-149,505
<b>Surplus / deficit for the year</b>	-110,286
<b>Closing Balance</b>	315,808

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	132,847
<b>Equity Total</b>	129,762
Equity - Aboriginal	9,969
Equity - Socio-economic	54,704
Equity - Language	0
Equity - Disability	65,089
<b>Base Total</b>	1,445,774
Base - Per Capita	41,367
Base - Location	10,185
Base - Other	1,394,222
<b>Other Total</b>	360,278
<b>Grand Total</b>	2,068,661

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.

## Parent/caregiver, student, teacher satisfaction

Parents and students were surveyed in 20120 using the Tell Them from Me surveys. There were not enough responses from parents to be able to create a viable report. Parents were also surveyed in the form of communication and what communication is important to parents from the school using online applications with a much higher response rate. The use of social media is seen by parents to be the most informative mode of communication. 58% of parents utilise the social media platforms. Parents want a combination of information about upcoming events, school activity reports and photographs of students in a variety of communication modes including printed format of newsletters.

Student surveys demonstrated improvement from the previous year with more aspects of schooling above the NSW Govt Norm. Girls reported higher positive results at school than boys in all areas. During the learning from home time students were most positive about the resources provide to support their learning and least positive about the feeling of connection during the time. While 26% of students strongly agree they set themselves challenging goal, 18% disagree they like challenging goals.

Staff surveys in 2020 focused of review of professional learning and the use of data in teaching. Although 66% of staff were aware of the What Works Best document only 33% knew of the update in 2020 and all staff were not completely confident in implementing the eight areas in their practice. Staff saw the positive use of differentiation in number teaching to be a method of assisting students achieve school targets in both proficiency and individual growth. The use of decodable readers was highlighted as an area for further investigation and implementation.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.