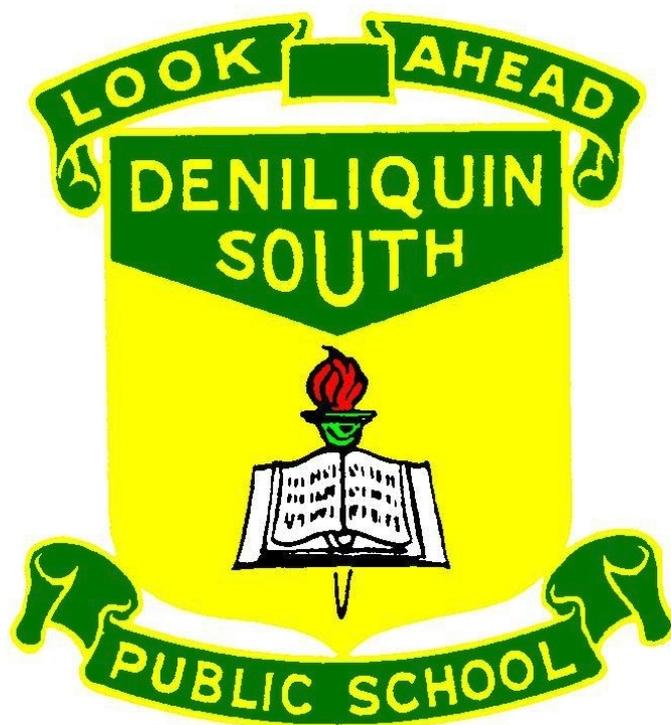


# 2021 Annual Report

## Deniliquin South Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Deniliquin South 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 Strategic Improvement 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 South Public School

Sloane St

Deniliquin, 2710

<https://deniliqsth-p.schools.nsw.gov.au>

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

03 5881 2045

## School vision

Deniliquin South Public School is a vibrant and innovative learning community that is committed to delivering excellence through high expectations, within a rich and diverse environment that is informed by sound holistic information. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school, that is committed to nurturing, guiding, inspiring and challenging their students.

At Deniliquin South Public School there is a school-wide, collective responsibility that every child is known, valued and cared for.

## School context

Deniliquin South Public School is one of three public primary schools located in the rural town of Deniliquin, which has an approximate population of 8000. Recent drought and water allocation restrictions have heavily impacted upon our school community in terms of job security, due to Deniliquin depending primarily on agriculture pursuits.

With a current enrolment of 223 students, the demographic of student enrolment has changed, with 13% of student enrolment now identifying as First Nations people.. We have a vibrant parent and community body (support system) who provide valuable contributions to the school's programs and welfare of our students. Our school is well resourced with a well balanced budget reflecting consultation of staff and the prioritizing of programs.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives as outlined in this report.

Whilst over the past few years the school's main focus has been to improve the literacy and numeracy standards of students, programs are now also in place to develop the whole child. Continual monitoring of student performance data will determine areas of need and success, at a class and school level, with the whole school community being an essential component for success.

The school focuses on a culture of high expectations, that lends itself to positive behaviour, improved motivation, enhanced self-esteem and higher levels of attendance.

Increased focus on the arts, environment, technology, healthy lifestyles and a knowledge and appreciation of students with disabilities, has been an integral part of our school plan. Our work with individual students is responsive and closely monitored. Individual and targeted support has been provided where growth is not evident, students are referred to the Learning and Support Teacher/Team for intensive intervention, where necessary.

The school is committed to continually improving effective classroom practices with staff professional learning being key. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis which is used to support individualised and differentiated learning. The staff have embraced current research around evidence-based teaching and learning, which identified the importance of making the teaching and learning visible and explicit for all students. Feedback provided focuses on the student's performance on specific tasks, clearly identifying where and why mistakes have been made and emphasising opportunities to learn and improve.

The school is currently on a journey to develop its ability to reflect upon and refine our school planning. Effective collaboration connects teachers to both their students and wider community, fostering quality relationships. The school leadership team enlists and guides the talents and energies of our teaching team, students and parents toward achieving common educational aims.

Further information regarding our school can be accessed via the school website: [www.deniliqstth-p.schools.nsw.edu.au](http://www.deniliqstth-p.schools.nsw.edu.au)

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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**In order for students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens, we will have a clear focus on individual student growth and attainment.**

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school systems for data collection and monitoring
- Using data to inform practice

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$3,060.00

**Professional learning:** \$7,000.00

**Socio-economic background:** \$131,222.00

### Summary of progress

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#### Whole School Systems for data collection and monitoring

Throughout 2021, the focus of this initiative was the establishment of the school wide data team. This was supported by funding four extra teaching days that were split between three staff. This team was given the initial responsibility to collect and collate school wide data on reading and mathematics that could then be used to provide targeted supports and help to oversee and monitor the effectiveness of existing school supports. Over time, the team provided in-school professional development for staff, feedback to executive and ongoing support and feedback to identified students. The data team was also tasked with analysing the tools that were used in the school for diagnostic assessments and to check whether they were still best practice.

The staff involved in the data team improved their data literacy quite quickly and there was a high level of engagement within the team which helped to generate momentum at the beginning of the year. All students underwent a PM Benchmark assessment, administered by a member of the data team to ensure consistency. Progress was hindered by staff not having input into the assessment process, reporting that they felt the assessments being completed by other teachers did not provide them with the timely feedback and context that they would have gained from running the assessments themselves. COVID lock downs through Term 3 provided a number of interruptions to the data gathering process and also prevented the data team from completing an analysis of the schools assessment tools.

In-school data has shown growth in the assessment results of targeted students and there has also been a noticeable increase in staff confidence around use of data that can be leveraged into further progress in 2022.

One main goal for 2022 will be to give staff the time and support they need to undertake their own data analysis rather than have it done by the data team. This will help to embed the professional development delivered to staff this year and allow for data collection and monitoring to be embedded in the practice of all classroom teachers.

#### Using data to inform practice

Throughout 2021, the focus of this initiative was increasing staff data literacy and using the data gathered to more effectively target students requiring support. The cornerstone of this was the employment of data coach, who brought a strong background in literacy assessment. They provided a deeper level of understanding of where identified students would require supports that was then integrated into the small group supports. Small groups of students in stages 2 and 3 were identified who had similar needs in comprehension and number skills. These students received targeted teaching in these identified areas of need and their progress was regularly monitored for growth.

The allocation of funding from the school and COVID-ISLP was a key enabler for this initiative to take place. Employing the data coach as well as boosting Student Learning Support Officer (SLSO) time and using the Learning and Support Teacher (LAST) time more efficiently, allowed for 3 Mathematics groups and 3 Comprehension groups to run. As with other initiatives that took place this year, COVID prevented the groups in Semester 2 from running for large periods of time. The mid year review also found that withdrawing the students was not seen as the best approach based on staff feedback through a survey. In-class interventions were trialed instead for the second half of the year. The in-school data showed some growth in students that were targeted; although the level of growth was not consistent. The use of in-class

support that was visible to and accountable to the classroom teacher, received a much more positive response so this influenced planning for 2022.

The school will be using the model of in-class support in 2022, primarily through the use of the LAST and one of the Assistant Principals. It will be expected that staff use data time to reflect on the effectiveness of the support and to guide where the supports are needed most. It has also been identified that staff require training or support around how to differentiate their programs more effectively, so this will be targeted.

### **Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<ul style="list-style-type: none"><li>• Increase the % of students achieving in the top 2 bands in reading by 2% from the system negotiated baseline.</li></ul>	The percentage of students achieving in the top 2 bands in reading has decreased by 7%, indicating progress yet to be seen towards the lower bound target.
<ul style="list-style-type: none"><li>• Increase the % of students achieving top 2 bands in numeracy by 2% from the system negotiated baseline.</li></ul>	The percentage of students achieving in the top 2 bands in numeracy has decreased by 2.7%, indicating progress yet to be seen towards the lower band target.

## Strategic Direction 2: Highly Effective Teaching Practices

### Purpose

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*In order for our students to develop strong skills in reading and numeracy, teaching needs to be explicit, consistent and centred on individual student needs.*

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective feedback
- Professional learning for differentiation

### Resources allocated to this strategic direction

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**Professional learning:** \$9,100.00

**Socio-economic background:** \$3,600.00

**QTSS release:** \$45,623.00

### Summary of progress

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#### Effective Feedback

The focus of 2021 was to differentiate learning through highly effective feedback and teaching practices, to inform areas of growth in both literacy and numeracy strands. The school executive looked at expanding the types of feedback that staff could utilise to discern strengths and weaknesses and to identify where and why mistakes were made and how these could be rectified. Teachers had the opportunity to participate in collegial visits and share strategies that worked which led to positive outcomes. Staff developed an understanding that providing students with detailed and specific feedback, supports students to reflect, self assess and monitor learning, while developing a deeper understanding of what is required to achieve growth, in a targeted area.

As part of this process, staff were invited to showcase one of the new feedback strategies they had trialed and report on their resultant success that align it to evidence-informed practices. This process highlighted improvements in the use of feedback as part of teachers' daily practice.

Next year, the focus of this initiative will be to provide support to staff in the implementation of quality feedback and how feedback is then communicated to the parent body.

#### Professional learning for differentiation

The focus of this initiative was supporting teachers to use data to differentiate student learning. Through the reviewing of NAPLAN data and participation in the External Validation (EV) process, data collected revealed the need for identifying targeted areas to support student improvement. This also saw the inclusion of the Check-In Assessment and Essential Assessment to become part of the whole school assessment schedule. Staff were then trained in analysing the data, so they could program accordingly, allowing differentiation to occur.

This led to the formation of numeracy groups and targeted comprehension groups, along with modified class programs that showed differentiation, particularly for our students with learning difficulties. As a result, internal assessments showed evidence of improvement for targeted students.

Across the school it became evident that Stage 3 were not as supported as the other grades within the area of reading intervention, and therefore selected staff were trained in the MacqLit program.

In 2022, staff will continue the work of differentiating their teaching practices, including the setting of individual reading goals for all students, as the school looks at incorporating the gradual release of responsibility model of teaching into each classroom. Collaboration structures will be refined to allow best practices to be identified and shared across the school, leading to improved student outcomes.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increased in the percentage of students achieving expected growth in NAPLAN reading by 2% from baseline.	The percentage of students achieving expected growth in NAPLAN reading has increased by 9%, indicating achievement of the annual progress measure.
An increased in the percentage of students achieving expected growth in NAPLAN numeracy by 2% from baseline.	The percentage of students achieving expected growth in NAPLAN numeracy has increased by 7.6%, indicating achievement of the annual progress measure.

## Strategic Direction 3: Learning and Relationships

### Purpose

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In order for students to thrive and succeed, we need to help them develop a strong growth mindset. By developing positive relationships across the school and setting clear, realistic and reasonable expectations, we will challenge and engage them in their learning.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building quality partnerships
- A learning culture of High Expectations

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$44,000.00

**Professional learning:** \$7,050.00

**Beginning teacher support:** \$29,690.00

### Summary of progress

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#### Building Quality Partnerships

Throughout 2021, the focus of this initiative was to implement a whole school model for quality relationships in which all members of the school community are supported in their social and emotional wellbeing. To this end, staff attended workshops around the program of Restorative Practice, that works to improve relationships between all stakeholders, through strengthening connections between staff, students and the school community as a whole; teaching accountability and restitution through effective communication and the building of trust. Awareness across the school community was a focus, with parent sessions also being conducted, ensuring that everyone was having the 'right' conversations, using a common language. Relevant information was also imparted in our newsletter. With communication being key between stakeholders, 'Circle Time' was introduced, with the executive team creating videos, modelling the process to support staff, in addition to staff utilising the provided restorative questions, particularly around behavioural concerns. The inclusion of 'Circle Time' shows that stronger bonds have been developed between staff and students, as discussions have led to a deeper understanding of each students strengths, weaknesses and desires; providing a middle ground for teachers and students to connect in a positive manner.

In a survey created by the school designed with the intent to strengthen communication, survey results indicated that parents wanted to become more informed of their child's progress, which led to the purchase of the program Sentral, which not only provides a report model, but allows parents to communicate why their child is absent and provides information about upcoming activities, including the generation of permission slips etc.

Next year in this initiative the school will continue to build on communication and restorative practices through 'Circle Time'. This will be enhanced by continued professional development for staff and updating the parent community on current practices and progress.

#### A learning culture of High Expectations

As part of the External Validation process, the executive reviewed many aspects of school performance which indicated that attendance needed to be addressed, regardless of the complication of COVID. The school's Attendance Policy was reviewed and a number of strategies were offered including incentives for regular or improved attendance, the process of alerting families to concerns around attendance was formalised, excerpts providing information on the importance of attendance was disseminated through the newsletter and the school's website and social media platforms.

The implementation and monitoring of learning intentions and success criteria continued as a focus to improve pedagogy and formed the basis of the supervision model and collegial staff visits.

Throughout 2021, the strong induction program for early career teachers, focused on the delivery of targeted professional development through a mentoring model, targeting the building of professional relationships, behaviour management and strategies to build student engagement.

Strategic planning from 2021, had to be renegotiated due to the impact of COVID on educational institutions. During this period teachers and SLSOs worked diligently in ensuring students had access to quality online learning due to the

pandemic. Such initiatives as weekly online dance parties, provided opportunities for students to connect with their peers, which contributed to their positive wellbeing during a stressful period. As the students were unable to attend their annual excursions staff developed a program where students could experience the excursion focus through online and physical activities in the school.

'Ensuring that students are challenged and engaged in school is fundamental to building a culture of high expectations,' therefore in 2022 the school will continue to refine, review and monitor student attendance.; Early career teachers will continued to be supported to improve student engagement and strengthen pedagogy.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase in the TTFM (Expectations if Success, Advocacy and Belonging) by 2% from the system negotiated baseline.	91.4% of students report positive wellbeing outcomes which represents an increase of 5.5% across the positive wellbeing measures.
A 2% increase in the number of student attending school 90% of the time from the system negotiated baseline.	The number of students attending greater than 90% of the time or more has decreased by 8%. The new requirement for students not being allowed to attend with any cold like symptoms, has certainly influenced overall attendance, resulting in our system negotiated network target not being met in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$200,874.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Deniliquin South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing SLSO 2.95 FTE to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All ILPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> direct support will be provided to identified students where required. Additionally the use of integration funding will be adjusted throughout the year in response to student ILPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$134,822.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Deniliquin South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using data to inform practice</li> <li>• Professional learning for differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement targeted literacy programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted support for individual student in the classroom, resulting in increased student engagement and improved literacy outcomes for all identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage the SLSO's to implement targeted literacy programs to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$18,144.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Deniliquin South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Aboriginal background</p> <p>\$18,144.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in Indigenous families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated that all Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support targeted students in the classroom and provide ongoing opportunities for families to participate in the authentic PLP process and everyday school activities.</p>
<p>Low level adjustment for disability</p> <p>\$117,822.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Deniliquin South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building quality partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$13,664.51</p>	<p>The location funding allocation is provided to Deniliquin South Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased opportunities for students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the ongoing support for students to attend incursions and excursions to support their engagement in school activities and overcome remoteness.</p>

<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Deniliquin South Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A learning culture of High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• the employment of Assistant Principal to coach and mentor beginning teachers to support the development of their practice.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> beginning teachers feeling supported in their practice and in the completion of the teacher accreditation. Beginning teachers also felt that they were supported to increase their capacity in the classroom, specifically in the area of Number Talks and Guided Reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> utilised to continue the coaching and mentoring of beginning teachers at their point of need.</p>
<p>Literacy and numeracy</p> <p>\$3,060.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Deniliquin South Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school systems for data collection and monitoring</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers were able to undertake a structured data analysis process which was used to support their teaching and learning in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will no longer receive these funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$45,623.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Deniliquin South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning for differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on student feedback. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>QTSS release</p> <p>\$45,623.00</p>	<p>the ongoing release to allow for collaboration across the school with a focus on analysing data to inform their classroom practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Deniliquin South Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will no longer receive these funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$252,417.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition</li> <li>• employing staff to coordinate the program</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Professional learning</p> <p>\$23,150.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Deniliquin South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using data to inform practice</li> <li>• Effective feedback</li> <li>• Professional learning for differentiation</li> <li>• Building quality partnerships</li> </ul>

<p>Professional learning</p> <p>\$23,150.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional learning in Restorative Practices for all staff in the school.</li> <li>• MacqLit professional learning for identified staff</li> <li>• mandatory training for all staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased capacity of all teachers to embed effective practices in managing classroom and playground behaviours.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> personalised and targeted professional learning in the Gradual Release Model of instruction and the ongoing involvement in Restorative Practices training.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	149	137	124	112
Girls	132	126	117	108

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	94.1	93.1	92.8
1	94.3	94.1	92.9	92.8
2	95.1	92.1	92.8	93.4
3	93.9	94.1	91.9	94.1
4	94.8	92.2	92	93.9
5	93.3	93.7	91.9	90.5
6	93.8	90	91.9	92.6
All Years	94.3	92.8	92.2	92.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	4
Classroom Teacher(s)	9.37
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	429,175
<b>Revenue</b>	3,202,858
Appropriation	3,166,914
Grants and contributions	35,522
Investment income	323
Other revenue	100
<b>Expenses</b>	-3,174,023
Employee related	-2,882,502
Operating expenses	-291,521
<b>Surplus / deficit for the year</b>	28,835
<b>Closing Balance</b>	458,010

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	153,834
<b>Equity Total</b>	267,290
Equity - Aboriginal	18,240
Equity - Socio-economic	135,222
Equity - Language	0
Equity - Disability	113,828
<b>Base Total</b>	2,116,215
Base - Per Capita	59,411
Base - Location	13,665
Base - Other	2,043,139
<b>Other Total</b>	336,802
<b>Grand Total</b>	2,874,140

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.

## Student Feedback

In 2021, 94% of students in Years 4-6 engaged with the Tell Them from Me Survey (TTFM) which seeks to gain from students how they feel about their school and learning. 94% of students who took the survey indicated that they felt supported by an advocate in the school and 98% of students have a strong expectation for success. 82% of students experienced a positive sense of belonging. Across all areas, the data indicated that the school had recorded strong growth in wellbeing. The data also indicated that Aboriginal students had a stronger sense of wellbeing in 2021 than they did in 2020. Responses to the survey show that students' sense of wellbeing and belonging are far better than statistically similar school groups and the state average.

## Staff Feedback

In 2021, staff completed the People Matter Employee Survey (PMES). This is a survey, generated for public sector employees, surveys staff about their experience in working at Deniliquin South Public School. 89% of staff indicated that their job allows them to use a variety of skills and that they understand what is expected of them in the workplace. Approximately 86% indicated that their job gives them a feeling of personal accomplishment and feel that they are cared for at work. Areas for improvement were identified including developing stronger cooperation across teams in the school and having clear and articulated direction for the future of the school.

## Parent/Carer Feedback

Parents and carers were surveyed regarding assessment and reporting measures across the school. Whilst most were happy with current practices, some felt that the current report format required review and requested that an additional parent/teacher interview be included in the reporting to parents cycle. Parents willingly shared constructive feedback about the way the school could support their understanding of student achievement and progress. The process of adopting a new template for the school report and the inclusion of an additional parent/teacher interview will be implemented in 2022.

Additionally, parents and carers were surveyed on the school's response to remote learning during Term 3. All parents surveyed were happy with the provision of materials and resources supplied by the school during this period of time. They valued the strong support offered by staff, through communication tools such as Facebook, Seesaw, google classroom, the newsletter and staff phone calls. Parents and carers expressed their appreciation of efforts made by the school to support their children during this period of time.

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.