

2022 Annual Report

Denistone East Public School



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Introduction

The Annual Report for 2022 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 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.

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School vision

Denistone East Public School community supports a learning environment that develops confident, curious and resilient life long learners. The school embraces an expectation that every student and every teacher will be challenged to continue to learn and improve every year. A climate of collaboration and high expectations will maximise learning outcomes for all.

School context

Denistone East Public School is located in Eastwood a suburb of Northern Sydney, with an enrolment of 770 students. The school is supported by an engaged school community that values high expectations and student achievement. The student community is 83% Language Background other than English (LBOTE); with strong cultural representation from the Chinese and Korean communities. All students participate in one of two community language programs offered (Korean and Mandarin) providing authentic cultural connection.

The school community has engaged in a rigorous review of the previous school plan and used data informed practice to evaluate and inform the needs of the school in the next planning cycle. The situational analysis, school improvement framework and system priorities have provided the three strategic directions to drive school improvement.

Student Growth and Attainment will focus on improvement in student learning outcomes across key learning areas. Guided by the development of clear formative and summative assessment strategies to track and inform explicit and differentiated learning to ensure student growth targets are met..

Enhanced and Collaborative Teacher Practice recognises the need for consistency in assessment, feedback and sound understanding of data collection, analysis and use.

Culture of Engagement and Wellbeing will focus on the development of a school-wide, collective responsibility for school learning and success that is shared by parents/carers, staff and students. The school will implement evidence-based change to whole school practices to achieve measurable improvements in student wellbeing and engagement to support learning.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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: Student growth and attainment

Purpose

The purpose is to maximise all student learning outcomes in reading and numeracy to enable solid foundations and transference of knowledge and skills to all key learning areas. Data driven practices and differentiation that's responsive to the learning needs of all students will continue to be refined to ensure continued student growth through improved teacher practice.

Initiatives

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.

- Explicit Teaching
- Differentiation
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$25,000.00

QTSS release: \$93,089.56

Integration funding support: \$83,000.00

English language proficiency: \$275,000.00

Low level adjustment for disability: \$50,000.00

Summary of progress

Explicit Teaching

English Programs - In 2022, an English consultant worked fortnightly with stage 2 and stage 3 teachers introducing student focused case studies, reviewing assessment processes, data collection and analysis as well as enhancing teaching and learning programs and lifting the expectations of teaching and learning. The English consultant was involved in supporting staff in developing effective teaching and learning sequences for enhanced text analysis when exploring and responding to texts. An enabler to success was the fortnightly release of teachers to providing time to work collaboratively with each other and the mentor. Assessment processes were improved which was evident in student work samples when demonstrated in richer culminating tasks. Explicit teaching and opportunities for rich authentic feedback saw student understanding and results improve each term. Executive staff provided professional learning to all new teachers about using the English textual concepts consistently K-6. Observational data reflects an increased and more consistent understanding of concepts in our English results with NAPLAN and internal assessment data supporting these observations.

The impact of this initiative was the development of English programs that were informed by prior student learning, including systematic teaching and learning sequences that embed quality literature. Programs were derived from backward mapping with prior knowledge and assessment data informing teaching and learning. Student data collection is ongoing to assess the impact of these changes. Further success could have been achieved if there was a clearer understanding of current teacher knowledge and practice prior to these planning and programming sessions.

To move towards achieving our progress measure we need to provide more individualised professional learning for teachers and support the implementation of these programs within the classroom setting. To achieve our progress measure, we need to continue with ongoing PL supporting the new implementation of the new English syllabus as the English textual concepts underpin the Understanding and responding to literature outcomes within the new curriculum. The Assistant Principal Curriculum Instruction, executive staff, identified instructional leaders and an English consultant will continue to support teachers with the implementation of revised English programs to ensure that textual concepts are taught effectively. Curriculum changes will be included in whole school professional learning as well as Teacher Induction Programs and when teachers move into different stages of teaching. Professional learning will need to be responsive to areas identified as weak in NAPLAN and internal assessments. A greater focus on consistent and explicit teaching of reading comprehension will form the English professional learning in 2023. A whole school scope and sequence will also be developed in 2023, aligning with the new syllabus.

Differentiation

The Instructional Leader model continued in 2022 and was used to release teachers with expertise in different KLA's to support and share best practice with other teachers on the stage. Teachers identified areas The impact has not been as wide spread and consistent as planned with 60% of our classroom teachers accessing the IL support model either as a

mentor to receive support at least once in the year. The evidence of impact, as well as the role of the APCI beginning in 2023, has led to the decision to change the IL model in 2023.

Team teaching has been supported through activities including mathematics groups and the co teaching of collaborative English programs. It has been more consistent in some areas of the school but not all. This will become a strategic focus for 2023 and will be a key element of Instructional Rounds with Marsden High School.

Project based learning was implemented in terms one and two 2021 with high potential and gifted students being identified from grades 1-6. Teachers worked collaboratively to identify students for the program. The students participated in project based learning tasks in the areas that matched their talents and areas of strength. This was put on hold due to covid-19 restrictions and did not run at all in 2022. In 2023, the initiative will resume with key staff members identified to run the high potential gifted education program with identified students in year 2-6. The updated HPGE policy was released in Term 4 2022. Senior executive staff and the teachers running the program will attend professional development in Term 1 2023. It is anticipated that this initiative will continue to evolve based on updates to the policy, DoE recommendations and the professional learning.

In term 2 2022, mathematics groups were initially formed separately in stage 2 and stage 3. A trial of combining students in year 3-6 groupings in term 3 was run to better cater for student need with differentiation in the area of number and algebra. The enablers of this activity were evident when Stage 2 and Stage 3 teachers were paired up to collaboratively teach each group, allowing for consistency in teaching and learning as well as supporting teacher knowledge of curriculum beyond their stage. Evidence from student assessment data supported student growth in targeted areas. The differentiated groupings allowed for explicit teaching at students point of need. Difficulties occurred as the fluid groupings were based on assessment and data, it proved difficult to develop ongoing relationships between students and teachers. It was also difficult to timetable across two stages in a large school. The positive impact was evident in greater consistency in programming for learning in number and algebra in years 3-6 with highly differentiated teaching across the groups which allowed explicit teaching at the point of need for all students. Greater collaboration with co-planning and co-teaching was evident across stage 2 and 3 teams. An evaluation was conducted in Term 4 2022, including observational data, student and parent focus groups as well as teacher survey responses which was used to inform our direction for this initiative in 2023.

In 2023, to meet our targets with the initiative of differentiation, mathematics groups will return to being stage based as it allows for explicit teaching in the area of number and algebra as internal and NAPLAN data show a large range of ability in that area. Teaching and learning partnerships will be considered alongside assessment data when forming groups and timetabling will be more achievable within one stage group. Team teaching will continue to be a priority and will be facilitated with support of senior executive, stage supervisors and the APCI's. There will also be a team teaching focus with the instructional rounds with Marsden High School continuing with the addition of another local primary school joining the rounds in 2023. Project based learning will resume in term one with two teachers selected to run the programs with identified HPGE students in year 2-6. The instructional leadership will continue with the addition of two APCI's who will work closely with stage teams and supervisors work towards achieving best practice with all teachers in the school.

Data Driven Practices

In 2022, professional learning sessions have been run for all staff about Learning Intentions and Success Criteria (LISC) as well as how to use these to give explicit and effective feedback. Book collection has been implemented with an English focus across K-6. LISC and opportunities for consistent explicit feedback have now being included in collaborative programs and are being used effectively with 75% of teachers in the school. Successful examples have been shared and discussed with staff with a focus of peer and self assessment to be implemented in all classes in 2023. Greater consistency with timing of book collections with a higher number collected throughout the year will improve this process. The impact has been seen with teachers becoming more confident linking their feedback to the LISC, providing students with clear expectations and areas to focus on.

2022 NAPLAN reading and mathematics data have been analysed with cohort trends and item analysis being used to inform teacher professional learning, programs and student growth and areas for development. Mathematics internal assessment data 3-6 has been collected, analysed and used to inform mathematics groups 3-6. K-2 reading data is on track with 68% of Kindergarten students and 80% of year one students achieving school based reading targets. In 2023, the data team will attend professional learning about leading whole school data collection and evaluate our current practice. Systems and processes will continue to be streamlined and introduced into stage teams. A form for end of year data capture has been developed to track and share cohort data. The percentage of teachers using LISC and explicit feedback will increase to 100% in 2023.

Progress towards achieving improvement measures

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
<p>NAPLAN Top 2 Bands - Numeracy</p> <p>Increase in the percentage of students achieving in the top two bands of NAPLAN numeracy to be at or above the lower bound system negotiated target (uplift 5.3%).</p>	<ul style="list-style-type: none"> • 70.73% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
<p>NAPLAN Top 2 Bands - Reading</p> <p>Increase in the percentage of students achieving in the top two bands of NAPLAN reading to be at or above the lower bound system negotiated target (uplift 6.6%).</p>	<ul style="list-style-type: none"> • 71.03% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
<p>NAPLAN Expected Growth - Numeracy</p> <p>The proportion of students achieving expected growth in NAPLAN numeracy to be moving towards the lower bound system negotiated target (Uplift 2.2%).</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>NAPLAN Expected Growth - Reading</p> <p>The proportion of students achieving expected growth in NAPLAN reading to be moving towards the lower bound system negotiated target (Uplift 3.4%).</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. Check in assessment has provided information to affirm growth to be moving toward uplift target of 3.4%
<p>Expected growth - Assessment</p> <p>Increasing the percentage of students achieving higher than expected growth on internal school data using the K-6 assessment continuum.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. Student results in check in indicate growth.

Strategic Direction 2: Enhanced and Collaborative Teacher Practice

Purpose

The school's Situational Analysis indicated an ongoing need to focus on assessment processes, collaborative teacher practice and the provision of effective feedback to students and teachers. Embedding a culture of collaboration and consistency in practice in all classrooms and all programs, will maximise improvement in student potential and achievement.

Initiatives

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
- Student Assessment and Data Collection
- Developing Collaborative Practice and Distributive Leadership

Resources allocated to this strategic direction

QTSS release: \$40,000.00

English language proficiency: \$70,000.00

Literacy and numeracy: \$95,000.00

Literacy and numeracy intervention: \$35,000.00

Professional learning: \$15,000.00

Summary of progress

Effective Feedback

In 2022, professional learning with how to implement effective feedback occurred in terms 1, 2 and 3. An external consultant worked with the executive staff and then whole staff about how to best use effective feedback in the classroom. Evidence of LISC and feedback showed 75% of teachers are using LISC and explicit feedback consistently and effectively. The impact of this initiative has been programming for consistent points in time for explicit feedback based on LISC within school programs. Students and teachers know the clear expectations and the feedback is able to be discussed with students as well as in stage meetings for consistent teacher judgement. Teachers in K-2 overcame the challenge of younger students reading the written feedback in their books by highlighting and ticking off LISC in their books as they achieve it combined with the verbal and written comments.

In 2023, the focus will move to implementing more peer and self reflections and feedback within the classroom and continuing towards 100% of teachers using explicit feedback regularly. New teachers will be provided with professional learning about the feedback processes through the induction process.

Student Assessment and Data Collection

In 2022, a data team with representatives from the executive team and teachers K-6 was formed. This initiative was successful with regular opportunities to work together each term. The team has started working on a consistent approach with a whole school assessment scope and sequence, assessment and data collection processes in mathematics. The data team will continue to develop school based assessments in English and mathematics to compare with external assessments including NAPLAN and Check in to ensure we have the full picture of student growth.

Challenges occurred when developing assessment schedules for some key learning areas using the curriculum team model. Greater consistency in workload is needed in 2023. In 2023, the curriculum teams will consist of all teachers being included in one of the core curriculum areas of English or mathematics as well as another KLA. This will help manage workload as well as provide opportunity for professional learning when implementing the new curriculum. Professional learning time has been planned in 2023 for executive staff and teachers to engage in training in regards to new policies and syllabus documents. Once familiar with the changes and implications, further planning will occur to implement these changes in practice. The data team will also attend external professional about leading the school in assessment and data collection in Term 2.

Developing Collaborative Practice and Distributive Leadership

Stage teams and curriculum teams have had half day collaborative planning every term. Curriculum teams have met fortnightly in afternoon PL sessions for consistency in programming K-6. Whole school professional learning sessions have been planned sharing best practice. 100% of staff have engaged with the PDP process and professional learning

aligns with the school plan and PDP's. The instructional leader model has allowed for some observation of best practice with some staff. We aim to grow this process in 2023 with the support of the APCI's.

A challenge has been with networking with other schools to share best practice. This will be planned for in 2023. Differentiated professional learning is also needed to suit the range of experience and expertise in the school in 2023. This will be done through school and external professional learning courses that align with PDP goals.

A greater focus of sharing best practice in stage teams is needed in 2023 to support beginning teachers and share the expertise of experienced teachers. This will be done through stage team meetings, utilising the APCI and through differentiated professional learning sessions throughout the year.

Progress towards achieving improvement measures

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
Collaborative Practice The percentage of teachers contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice as measured by the annual What Works Best Reflection Framework is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of What Works Best Reflection Framework shows 90% of teachers contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice indicating progress toward the school identified target.
Assessment The percentage of teachers who can articulate the school wide evidence-based assessment practices as measured by the annual administration of the What Works Best Reflection Framework is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of What Works Best Reflection Framework shows 87% of teachers who can articulate the school wide evidence-based assessment practices as measured by the annual administration indicating progress toward the school identified target.

Strategic Direction 3: Culture of engagement and wellbeing

Purpose

The school's Situational Analysis indicated an ongoing need to link student wellbeing with student success. An enhancement of existing programs to develop resilience and engagement in the student body, along with initiatives to develop parent understanding of the importance of wellbeing in supporting student achievement.

Initiatives

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.

- Parent education to inform the link between wellbeing and student achievement
- Student wellbeing program

Resources allocated to this strategic direction

Low level adjustment for disability: \$20,000.00

Professional learning: \$15,000.00

Socio-economic background: \$12,000.00

English language proficiency: \$20,000.00

Summary of progress

Parent education to inform the link between wellbeing and student achievement

In 2022, we continued our partnership with Relationships Australia by running targeted parent workshops. These included a support group for parents with additional needs, Bright Beginnings in kindergarten and Tuning in to Teens for stage 3. External cyber safety experts worked with our stage 2 and 3 students and parents, analysing and providing tailored information based their own student data relating to their online behaviour. The workshops worked well with positive feedback from the parents who participated. The impact of these programs is seen in developing a shared understanding of student wellbeing and safety with 100% of parents who participated in the cyber safety program agreeing that the information was relevant and beneficial. The challenge with this is increasing the number of parents who attend and participate in these programs. Data indicates a high number of parents attended in the early years with 64% of Kindergarten parents attending the Bright Beginnings program. We have trialed running workshops at different times to try and cater for different parent groups and communicate with parents in a timely manner. Community feedback has indicated that bilingual workshops and information sessions would be beneficial.

We will continue working with our school community in 2023, offering programs and workshops tailored around student wellbeing. We will run an additional program in term 1, 2023 for Kindergarten parents called Window to the Classroom, inviting parents to join their children in English, mathematics and developmental play sessions. This program will allow parents to engage with their children in their learning while building their understanding of current classroom practice. This will extend in other grades in terms 2, 3 and 4. We will also continue to run wellbeing focused programs to promote the importance of a holistic approach to education.

Student Wellbeing Program

Student wellbeing is at the core of what we do as a school. Students were provided with many opportunities to engage in quality wellbeing programs in 2022. In term one, stage 3 students participated in 2 half day wellbeing workshops run with Relationships Australia where students learnt strategies to monitor their wellbeing, recognise their emotions and develop positive self esteem. In term 2, all stages participated in wellbeing days with emotion coaching, managing anxiety, and the Growing Strong Minds program being key elements of the day. We also worked with an agency targeting cyber safety specific to our students in stage 2 and 3, capturing student data about online habits and presenting targeted information and strategies to keep students safe. Parent and staff PL sessions were included with positive outcomes built on a common understanding of what students are accessing online and strategies we can use together around online safety. Staff have engaged in professional learning working with an expert presenting two half days with the topics of Understanding Anxiety and Managing Anxiety in the Classroom. These were run during staff development days in terms 2 and 3 working collaboratively with another local school. As a result of this initiative, 100% of teachers were more confident in how to support students with anxiety and wellbeing needs in their classroom. Students were better equipped to manage their emotions, identify their strengths and use the skills developed to deal with difficulties as they arise. Challenges faced with student wellbeing are ongoing. We are responsive and plan to build the skills students need now and, in the future, to manage their wellbeing.

In 2023, we will continue with the wellbeing days but will evaluate the Growing Strong Minds Program to determine future directions for wellbeing programs to ensure we continue to build resilient students who have a positive sense of self with skills to keep them safe.

Progress towards achieving improvement measures

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
Wellbeing TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the lower bound system-negotiated target of 90.3%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 80.93% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Attendance Increased percentage of students attending school more than 90% of the time to be moving towards the system-negotiated lower bound target of 92.9%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 22.51%. This data was impacted at the time of harvesting by the Public Health Orders in place at the time.
Wellbeing Increase the percentage of parents who can identify links between student wellbeing and student achievement using an internally designed parent tool administered annually. The percentage of students who can identify their personal strengths and can articulate the strategies they use to regulate their emotions and maintain their wellbeing using a school designed wellbeing tool administered annually is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> • Analysis of internal school data shows 65% of parents who can identify links between student wellbeing and student achievement indicating progress toward the school identified target. • Analysis of internal school data shows 72% of students who can identify their personal strengths and can articulate the strategies they use to regulate their emotions and maintain their wellbeing indicating progress toward the school identified target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Denistone East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: continued targeted support focusing on the introduction of new syllabus and the impact on personalised learning plans. Emphasis on building teacher capacity to meet individual student need.</p>
<p>Socio-economic background</p> <p>\$12,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Denistone East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Parent education to inform the link between wellbeing and student achievement • Student wellbeing program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • professional development of staff through Student Behaviour/ Restrictive Practices to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Refugee and New arrival program implementation. <p>The allocation of this funding has resulted in the following impact: holistic approach to learning and deeper understanding of the connection between wellbeing and learning. Parents connection with classroom learning increasing. Student engagement in learning increasing.</p> <p>After evaluation, the next steps to support our students will be: increased opportunities to sharing learning with families and developing a rich understanding of the role of relationship, connection and wellbeing to student outcomes. Strong transition programs to assist learners at all stages of their journey.</p>
<p>English language proficiency</p> <p>\$390,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Denistone East Public School.</p>

<p>English language proficiency</p> <p>\$390,000.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation • Effective Feedback • Student wellbeing program • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling PL to staff • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: students engaged in classroom learning and making connections in classrooms. Developing proficiency in oral and write English across all key learning areas. richer understanding of the needs of the students and curriculum adjustments by all teachers.</p> <p>After evaluation, the next steps to support our students will be: developing teacher capacity to meet the needs of EALD learner. Familiarising staff with new curriculum and links to learning needs . Focus on new arrivals programs</p>
<p>Low level adjustment for disability</p> <p>\$70,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Denistone East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Parent education to inform the link between wellbeing and student achievement • Student wellbeing program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • Parent workshops to develop school connection <p>The allocation of this funding has resulted in the following impact: increased differentiation at a programming and implementation level. Targeted support for identified students. Wellbeing and learning connection workshops developed a shared understanding of impact of wellbeing on learning.</p> <p>After evaluation, the next steps to support our students will be: data focus to identify student need. Continuation of parent being engaged in workshops to develop understanding of student learning.</p>
<p>Professional learning</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</p>

<p>\$55,000.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Denistone East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Student Assessment and Data Collection • Parent education to inform the link between wellbeing and student achievement • Student wellbeing program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted professional learning for English, Student Wellbeing, New Syllabus • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: shared understanding of new English and maths syllabuses. Impact on programming and planning for learning Consistency in following wellbeing and student behaviour policies</p> <p>After evaluation, the next steps to support our students will be: school wide opportunities to deliver professional learning in key syllabus area the need to provided targeted professional learning to meet individual teacher needs.</p>
<p>Literacy and numeracy</p> <p>\$95,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Denistone East Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Assessment and Data Collection • Developing Collaborative Practice and Distributive Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: specialised teachers to work with students in class and demonstrate strategies and programming to upskill classroom teachers. Data has provided accurate information of trends and needs in groups oof students and individual students improved assessment processes have allowed targeted approaches and consistency</p> <p>After evaluation, the next steps to support our students will be: continuation of data collection particularly in school data to inform need and efficacy of programs continued focus building teacher expertise in meeting specific student need</p>
<p>QTSS release</p> <p>\$133,089.56</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Denistone East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$133,089.56</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation • Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: high impact professional learning to create consistency in understanding across stage teams. connection to the new curriculum and better differentiation to address all student learning</p> <p>After evaluation, the next steps to support our students will be: continued implementation of new syllabus - focus on shared understanding and embedding EALD practices in all learning areas.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Denistone East Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Assessment and Data Collection • Developing Collaborative Practice and Distributive Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: richer understanding of the diverse needs of students with a targeted approach to meeting learning needs</p> <p>After evaluation, the next steps to support our students will be: continuation of instructional leader to coordinate ongoing assessment, professional learning and data led practice</p>
<p>COVID ILSP</p> <p>\$35,000.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in

<p>COVID ILSP</p> <p>\$35,000.00</p>	<p>literacy/numeracy - [focus area]</p> <ul style="list-style-type: none"> • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: students have demonstrated improvement in literacy and maths. Gaps have been closed in maths and English .They have been able to reengage with confidence in whole class learning.</p> <p>After evaluation, the next steps to support our students will be: continued monitoring and targeted support to identified students, resourcing of teachers to meet student need. Early intervention of identified learning concerns and adjustments provided.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	408	412	400	399
Girls	369	363	367	366

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	95.4	96.6	90.3
1	94.1	94.4	95.5	92.3
2	95.2	93.9	95.7	91.7
3	95.2	94.8	96.2	90.5
4	96.7	95.3	96.4	92.2
5	95.4	95.4	95.7	91.8
6	93.2	93.2	95.1	88.8
All Years	95.0	94.7	95.9	91.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	34.01
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	3
School Counsellor	0.8
School Administration and Support Staff	8.07
Other Positions	3.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Key to teacher professional learning in 2022 was working with the K-2 new English and mathematics syllabuses. All staff familiarised themselves with the new documentation and staff teaching in K-2 implemented and reflected on the new documents. The final Staff Development Day of 2022 focussed on the English Syllabus and how to use resources to support student learning. There was also a strategic focus on data collection to assess learning and improve student growth.

There has been extensive professional learning provided in the area of learning intentions and success criteria to enable a whole school understanding and consistency.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	2,276,892
Revenue	9,433,430
Appropriation	8,557,806
Sale of Goods and Services	10,657
Grants and contributions	842,970
Investment income	15,656
Other revenue	6,341
Expenses	-9,377,916
Employee related	-8,117,922
Operating expenses	-1,259,995
Surplus / deficit for the year	55,513
Closing Balance	2,332,405

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.

	2022 SBAR Adjustments (\$)
Targeted Total	81,654
Equity Total	553,925
Equity - Aboriginal	0
Equity - Socio-economic	12,078
Equity - Language	406,645
Equity - Disability	135,202
Base Total	6,093,156
Base - Per Capita	198,151
Base - Location	0
Base - Other	5,895,005
Other Total	1,420,170
Grand Total	8,148,905

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.

Parent/caregiver, student, teacher satisfaction

The school community - students, families and teachers have provided feedback through school and community based surveys, including *Tell them from me*, *Growing Strong Minds*, exit surveys and focus groups. The impact of our school focus on a connected community that values the importance of student wellbeing continues to grow. Students, teachers and families are working together to improve student learning.

Families positively engaged in school events as our school resumed school based activities post lockdown. All school events were well attended and parents provided positive feedback on their inclusion in assemblies, workshops on curriculum reforms and transition events. Sports carnivals, Wakikirra and other co curricula events saw large numbers of parents in attendance. Exit surveys from parents of year 6 students provided feedback on the school's transition back to face to face learning and the refining of communication channels. Parents also provided positive feedback on the inclusive climate of the school and the depth of knowledge of individual student need. The school has responded to parent requests to streamline communication and a new app. will be introduced in 2023 to provide timely information and targeted emails in addition to the school's newsletter and website.

Students have quickly reengaged in face to face schooling and taken on a range of co-curricula activities with enthusiasm. Tell them from me and Growing Strong Minds surveys provided evidence of the connection our students feel to school and their learning over 90% of our students confirming that they feel accepted, valued and cared for at school by their teachers and peers. Students in year 6 exiting the school for high school provided data that primary school had been a positive experience 97% and that they felt confident and prepared for high school 85%.

Teachers have worked quickly to resume quality relationships with their students as they returned to classrooms. Online learning enriched the connection with our families and teachers have noted a closer connection to students' families. Three way interviews and authentic goal setting are evidence of improved connection between, student, teacher and family. Teacher led parent workshops and feedback collected indicates an enriched understanding of what is happening in the classroom. and the value of this in improving student outcomes. All teachers acknowledged that a shared vision of success improves student wellbeing and learning outcomes.

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 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

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.