

2022 Annual Report

Deniliquin South Public School



4112

Introduction

The Annual Report for 2022 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.

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Message from the principal

The 2022 school year, has been a year rich in learning for all our students. Undoubtedly welcoming our families back into the school for special occasions such as carnivals, the Production, assemblies, special extra-curricular events and to celebrate student learning has been one of the most precious highlights.

Throughout the year staff embraced educational reforms with a continued focus on improved literacy outcomes, especially within the area of comprehension, writing and spelling.

Additionally, there was a strong emphasis on improving pedagogical practice, through the engagement with the Restorative Practice model and other wellbeing programs.

This year, a new position was created at South being the role of Assistant Principal Curriculum and Instruction. This position offers support to staff with curriculum instruction, whilst maintaining an explicit focus on the leadership of effective, evidence-informed literacy and numeracy teaching, and assessment practices for improved student learning outcomes across the curriculum.

The theme for Education Week in 2022 was: 'Creating futures - education changes lives' which truly highlights the quality education we provide and the opportunities available to all of our students. During this week, we came together as a school to acknowledge and celebrate our School Chaplain and P&C President for their valuable contributions to our school through program delivery, and teacher/student/community support.

Other memorable moments included the annual Book Week celebrations, with students being involved in literacy activities throughout the week, focusing on fostering a love of literature. This year saw many students enjoying the opportunity to dress up as their favourite book character or in line with the theme '*Dreaming with eyes open*'.

Once again our Stage 3 students competed in 'Game Challenger', the Smart House Design competition and debating allowing them to mix with other schools and students from across the State.

Proactive student wellbeing programs continue to be a strength of the school with the continuation of Peer Support, Fishing 4 Friends, Wellbeing Warriors, Golfing with the Stars, Lego and Gardening Club. 2022 saw the addition of carpet bowls. These programs provide a nurturing environment where students can develop confidence and social interaction strategies to assist with their development.

Our P&C Association continues to be an enthusiastic supporter of the school, ably led by a strong Executive team. Their efforts and financial contributions offset costs associated with excursions and support the school with purchasing some much-needed resources for teaching and learning. This year their major fundraising targeted the installation of the new obstacle course on Hatch Oval.

Our school continues to be part of the *Sharing our Space* program. Through our participation in this scheme, we are able to offer our local community a safe place to maintain their health and wellbeing by being outdoors and enjoying the school's facilities.

It would be impossible to condense a whole year of creativity, learning, growth and accomplishments in to one report but I hope that you get some insight into the essence of all that makes our school such a vibrant, safe and happy place to come and learn.

Regards,

Liz Dudley

Principal 2022

Message from the school community

On behalf of this year's P&C committee, I would like to extend a huge congratulations to all students of Deniliquin South Public School for excelling through another year of schooling. Once again you have all proved your resilience in what can only be described as 'testing times' for all. This is of course a true testament to our fantastic education team, administration staff, volunteers and our wonderful families.

This year saw the P&C run many successful fundraising events which were overwhelmingly supported by parents and families, along with the generosity of local businesses. These included: Doughnut Day, Bake sales, Mother's Day Stall, Father's Day Breakfast, a number of raffles, Christmas artwork and volunteering at the Deniliquin Ute muster.

These efforts have enabled the P&C to support: school excursions and incursions, supply additional teaching resources, lower the cost of sports jackets, run the Kindy hats and Kindy library/reader folder program, participate in the Healthy Foods canteen scheme, and support the annual school Presentation Day.

The committee have worked hard to secure a grant of \$6500 from the Edward River Council and Deniliquin Community Group. The grant will go toward a seating project in 2023.

As you can see our committee and volunteers have been working extremely hard to support our wonderful students.

President of the P& C Committee 2022



School vision

Deniliquin South Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for all students. Every student is supported to achieve their personal best, by passionate staff, to find joy in learning, make sense of their world and to continue to build their skills and understanding. There is a school-wide, collective responsibility that every child is known, valued and cared for.

School context

Deniliquin South Public School was established in 1956 and is one of three public primary schools located in the rural town of Deniliquin, which has an approximate population of 8000.

In recent years, the demographic of student enrolment has changed, with 13% of student the population identifying as Aboriginal or Torres Strait Islander. The school has been responsive to these changes, revising the schools PDP process (Personal Learning Plans) and establishing strong links with the AECG and local community.

We have a vibrant parent and community body who provide valuable contributions, to the school's programs and welfare of our students.

A comprehensive situational analysis has been conducted which led to development of the 2022-2025 Strategic Improvement Plan. This involved genuine consultation with students, staff, parents and the local AECG. The school will be looking to build on its strong literacy and numeracy programs by focusing on writing, spelling and working mathematically.

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 will be 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.

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 will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident, with students being referred to the Learning and Support Teacher/Team for intensive intervention, where necessary.

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 will enlist and guide 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.deniliqsth-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. 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>

Purpose

In order to maximise student learning outcomes in reading, writing and numeracy and to build strong foundations for success, we will further develop and refine data driven practices that are responsive to the learning needs of individual students.

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.

- Assessment
- Data Skills and Use

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Low level adjustment for disability

Integration funding support

Summary of progress

Assessment

The focus of this initiative was to provide staff with the support and time they needed to effectively build and improve their skills in interpreting and analysing assessments. Accountability of this process was ensured through the provision of an analysis proforma and ongoing monitoring at the executive level. Executive then undertook a critical analysis of the current diagnostic assessment tools to ensure they aligned with best practice. One example of this was the adoption of the Interview for Student Reasoning (IfSR) which replaced the older Schedule for Early Number Assessment (SENA).

Sourcing casual teachers was the main barrier as at times the school was forced to collapse programs and therefore staff had to forgo this valuable time. High levels of staff buy in led to strong engagement by staff resulting in noticeable differences in how teachers talk about their students as well as robust discussion around findings.

Next year the focus will be continuing the work on assessment tasks being judged against best practice, integrating data analysis time into stage meetings for the purpose of developing consistency of teacher judgment as well as collegial sharing and planning. Staff will then be supported and trained in the provision of more targeted and individualised teaching programs.

Data Skills and Use

The focus of this initiative was to better digitise and centrally store data and related plans. The transition to the Sentral platform commenced with attendance and academic reports. Later in the year Sentral was used to store Check-in assessment and NAPLAN data. The end of the year was spent analysing the documents and processes involved in the student handover from one class to another in preparation for the next school year. It was determined that 'Green Cards' were no longer required as this information was already collated elsewhere.

Sentral provided an excellent option for the centralised storage of documentation and data across the school. Its number of functions are broad so this process will take multiple years to properly execute.

As a result staff are now able to access key data sets and student records in one location with consistent structure and detail. This has made learning support provisions more efficient. It also reduced the amount of paperwork required for staff to complete at the end of the year while also using digital platforms to automate and streamline the process of passing important student information from one teacher to the next.

Next year the focus will be on the integration of learning plans (Individual Learning Plans, Out of Home Care Plans and Personalised Learning Plans), the training of staff in their use as well as having teachers store diagnostic assessment results such as Essential Assessment, Benchmarks and SA Spelling on Sentral as well.

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
<ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands in reading by 8%. 	2022 NAPLAN data indicates an increase of 20.4% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
<ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands in numeracy by 8%. 	2022 NAPLAN data indicates an increase of 23.87% of students in the top two skill bands for numeracy indicating the school exceeded the system negotiated target.

Strategic Direction 2: Highly Effective Teaching Practices

Purpose

In order for students to develop strong skills in literacy and numeracy ensuring growth, teaching needs to be explicit, consistent and responsive to individual student needs.

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 Classroom Practice
- Literacy and Numeracy

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

Location

Integration funding support

Low level adjustment for disability

Beginning teacher support

Aboriginal background

Socio-economic background

Summary of progress

Effective Classroom Practice

The focus of this initiative was on reinforcing the importance of Learning Intentions and Success Criteria. Expectations were established that teachers would be incorporating this into their programs and lesson delivery. Teachers undertook training and observed the implementation of the 'Gradual Release of Responsibility' model at a neighbouring school. This was analysed by executive and certain components were chosen for ongoing training and focus, specifically the lesson structure of 'I do, We do, You do'. After analysing student results it was identified that writing needed some extra focus, a range of programs were researched and the school decided to undertake the initial training in the 'Seven Steps of Writing' program.

There were high levels of staff buy-in for the 'Seven Steps of Writing' which allowed for very rapid integration into a number of classes. The work on effective classroom practice was impacted by the large number of initiatives that were engaged with through the year. The implementation of learning intentions and success criteria is not consistent yet and will be ongoing.

As a result there has been some initial improvements in student writing tasks as well as some improvement in the use of learning intentions and success criteria.

Next year the focus will be on the continuing training and later consolidation of the seven steps model. Executive will undertake training on spelling practice delivered by Dr Draffen. All staff will undertake training as a group with the support of the (Assistant Principal, Curriculum and Instruction) AP C & I on 'Big Ideas in Mathematics'.

Literacy and Numeracy

The focus of this initiative was on targeted literacy programs and the implementation of the new Kindergarten to Year 2 curriculum in Literacy and Numeracy. Early Stage One and Stage One teachers were provided with professional learning in InitialLit, supported by the AP C & I. Teachers were also provided with release to undertake professional learning in the new curriculum Micro Learnings to develop their understanding of the pedagogy underpinning the new syllabus. The initial target was to implement individual learning goals for students in reading, however this was not achieved as processes are still being developed to support this.

As a result of the InitialLit implementation there was a significant reduction of students needing targeted intervention and students are demonstrating a greater understanding of phonological awareness. Teachers are confident and ready to implement the new curriculum however will still be supported throughout the process to ensure its success.

Next year the focus will be supporting the curriculum implementation in Kindergarten to Year 2 and providing professional learning and support for teachers in engaging with the new Year 3-6 syllabuses to enable implementation.

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
An increased in the percentage of students achieving expected growth in NAPLAN reading by 4% from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increased in the percentage of students achieving expected growth in NAPLAN numeracy by 4% from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

In order for students to connect, succeed and thrive in their learning, they need to be supported by strong positive relationships across the school and their community.

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.

- Connect, Succeed, Thrive and Learn

Resources allocated to this strategic direction

Professional learning

Summary of progress

Connect, Succeed, Thrive and Learn

The focus of this initiative was developing systems and structures to support student attendance across the school. The school attendance policy was revised and shared with teachers to help develop a shared understanding of the roles and responsibilities of people across the school. An attendance team was created, their role is to oversee and follow up students with attendance concerns. As part of these new practices the school is now using the Sentral Attendance Module and providing training for staff to ensure accurate roll marking practices, the SMS feature was also implemented. This was well received by parents, resulting in increased explained absences across the school. Executive staff were also trained in using the Attendance App in Scout to allow them to analyse trends across the school. The school Home School Liaison Officer was engaged in this process and as a result there were a number of successful school based attendance plans for targeted students with a majority of students attending the full 20 days of their plan.

As a result of the implementation of these systems and structures there has been increased attendance across the school and the Term Three attendance rate grew to 89%.

Next year the focus will be on working towards the achievement of the system negotiated target of students attending 90% of the time or more, through ongoing monitoring and support to improve attendance across the school. The school will also focus on implementing the Inclusive, Engaging and Respectful Schools policy.

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 Improve the wellbeing data from the Tell Them From Me (Expectations of Success, Advocacy and Belonging) by 4%.	Tell Them From Me data shows an improvement of 1.55% of reported positive wellbeing.
Increase in the percentage of students attending school 90% of the time by at least 3%.	The number of students attending greater than 90% of the time or more has decreased.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$206,310.00</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>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"> • Assessment • Effective Classroom Practice • Literacy and Numeracy <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 • implementation of targeted programs to differentiate teaching and learning programs <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: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$139,901.41</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>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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in InitialLit to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support targeted programs. <p>The allocation of this funding has resulted in the following impact: Year 3 NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy above State and SSSG Year 5 NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy above SSSG</p> <p>After evaluation, the next steps to support our students will be: the ongoing employment of staff to undertake targeted programs to support student learning in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$26,177.74</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>Aboriginal background</p> <p>\$26,177.74</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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicates 100% of students have someone they can talk to, 90% of students have expectations for success and 80% experienced a sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: continuing to refine the PLP process to have authentic engagement from families and the development of a cultural program that is inclusive of all students to build cultural safety across the school.</p>
<p>Low level adjustment for disability</p> <p>\$116,037.30</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>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"> • Assessment • Effective Classroom Practice • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention, InitialLit, MiniLit and MacqLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST teacher <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at growth on internal assessments. The school achieved 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>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSOs.</p>
<p>Location</p> <p>\$13,193.05</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>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"> • Effective Classroom Practice • Literacy and Numeracy <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$13,193.05</p>	<p>funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: increased opportunities and experiences for students.</p> <p>After evaluation, the next steps to support our students will be: ongoing support for students to participate in a range of activities to overcome isolation.</p>
<p>Professional learning</p> <p>\$23,401.32</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>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"> • Effective Classroom Practice • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning in explicit teaching practices, specifically Learning Intentions and Success Criteria • targeted professional learning in writing instruction, the Seven Steps of Writing. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the implementation of the new Kindergarten to Year 2 Curriculum, writing, Big Ideas in Numeracy and spelling.</p>
<p>Beginning teacher support</p> <p>\$10,898.00</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>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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • mentoring of individual teachers to support their professional growth. <p>The allocation of this funding has resulted in the following impact: increased capacity and confidence of teachers in explicit teaching practices.</p> <p>After evaluation, the next steps to support our students will be: ongoing coaching and mentoring of beginning teachers to support the development of their practice.</p>
<p>QTSS release</p> <p>\$41,601.40</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>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"> • Assessment • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$41,601.40</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in using data to inform practice. <p>The allocation of this funding has resulted in the following impact: improved staff confidence in using data to inform their planning and programming. Targeted teaching has seen a majority of students make progress towards their learning goals.</p> <p>After evaluation, the next steps to support our students will be: employing a teacher to release a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$110,287.00</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 educators to deliver small group tuition • releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Assessment • Data Skills and Use • Effective Classroom Practice • Literacy and Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • provided coaching and mentoring to teachers to develop their explicit teaching practices. • supporting the instruction of writing using the Gradual Release Model. <p>The allocation of this funding has resulted in the following impact: staff reported increased confidence in the instruction of writing and valued the coaching and mentoring to support the implementation of the program.</p> <p>After evaluation, the next steps to support our students will be: coaching and mentoring of teachers to support the implementation of 'How to teach spelling primary years' program and 'Teaching with Big Ideas for Mathematics'.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	137	124	112	114
Girls	126	117	108	98

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	93.1	92.8	85.2
1	94.1	92.9	92.8	86.7
2	92.1	92.8	93.4	88.0
3	94.1	91.9	94.1	88.4
4	92.2	92.0	93.9	92.6
5	93.7	91.9	90.5	87.4
6	90.0	91.9	92.6	87.0
All Years	92.8	92.2	92.7	87.7
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
Assistant Principal(s)	5
Classroom Teacher(s)	9.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	0.5
School Administration and Support Staff	2.52

*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.

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	383,784
Revenue	3,483,397
Appropriation	3,389,971
Grants and contributions	86,795
Investment income	3,030
Other revenue	3,600
Expenses	-3,067,539
Employee related	-2,803,269
Operating expenses	-264,270
Surplus / deficit for the year	415,858
Closing Balance	799,642

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	206,310
Equity Total	282,116
Equity - Aboriginal	26,178
Equity - Socio-economic	139,901
Equity - Language	0
Equity - Disability	116,037
Base Total	2,160,945
Base - Per Capita	55,590
Base - Location	13,193
Base - Other	2,092,162
Other Total	526,950
Grand Total	3,176,322

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

During 2022, Deniliquin South Public School, sought the opinions of teachers, parents and caregivers and students.

Teachers had the opportunity to provide feedback through the 'People Matters' survey in 2022. In addition to this teachers were surveyed in their needs regarding the implementation of the new syllabus. 13 staff reported their understanding of the new syllabus at the time to be a 3 or lower (1 being low and 5 being high). A similar number of staff identified that they wanted the opportunity to explore available resources and access to planning and collaboration time. Feedback from teachers was also sought on the new report writing software. Of the 7 responses from staff, 6 rated their overall experience with the software as 4 or 5 (out of 5). Their feedback led to changes being made to the way that STEM and Library information is included in the report.

Parents/Caregivers undertook a survey on the new reporting layout after reports were distributed for Semester 1. 80% of parents reported that they agreed or strongly agreed that the report gives a clear picture of their child at school. 100% either agreed or strongly agreed that the reports were well-written. 14.3% identified that the reports did not give clear information on their child's behaviour.

Parent teacher interviews were completed face to face at the end of Term 1 and a second phone interview session took place through Term 3 based on feedback received from parents.

Students undertook the 'Tell them from Me' survey again in 2022. This survey gives students the chance to share their thoughts and feelings on how well the school has supported them and made them feel included. The school had a 1.45% increase in the number of students who felt positively supported. This ensured Deniliquin South Public School remained well above the average for similar schools across the state.

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.