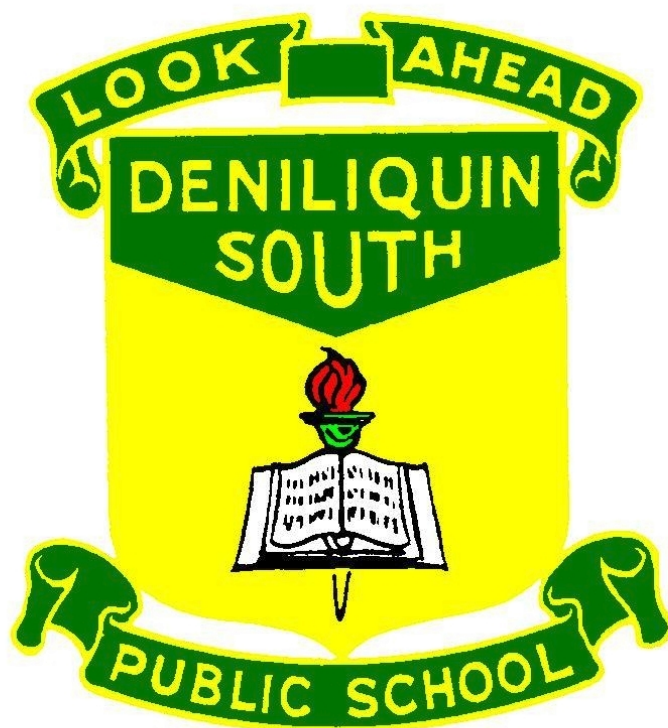


2023 Annual Report

Deniliquin South Public School



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Introduction

The Annual Report for 2023 is provided to the community of Deniliquin South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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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 by passionate staff, to achieve their personal best, 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 the welfare of our students.

A comprehensive situational analysis has been conducted which led to development of the 2022-2026 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.deniliqst-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>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

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

Socio-economic background
Low level adjustment for disability
Integration funding support
Professional learning
Location
AP Curriculum & Instruction
Beginning teacher support
Aboriginal background
QTSS release

Summary of progress

Assessment

Throughout 2023, the school's focus was on supporting consistent teacher judgement of writing, using the Seven Steps to Writing Success model and improving teacher confidence in using the Literacy Progressions to inform next steps. Professional development, facilitated by APC&I, supported staff with plotting students and the creation of individualised learning goals. An enabler of this initiative was the strong Seven Steps model and a consistent focus across K-6. Another enabler was the APC&I modelling best practice in classrooms and providing individual support to teachers. A barrier to the initiative was that professional learning was delivered in isolation rather than as a whole school approach. The school was hoping to see staff confidence increase when using the Seven Steps model to teach writing. The impact has been that some teachers have engaged with consistent teacher judgement and are now using the literacy progressions to plot students and create individualised writing goals.

In 2024, the school will continue the model of consistent teacher judgement of writing, with additional professional development led by executive, to support staff in implementing Learning Intention and Success Criteria and purposeful assessment.

Data Skills and Use

In 2023, the school's focus was on the assessment of writing and ensuring a consistent approach was implemented across the school. Professional development on using literacy progressions, conducting walkthroughs and collaborative discussions with the APC&I, were used to drive this initiative. An enabler of this initiative was the additional release provided to classroom teachers to engage with APC&I to analyse student data collaboratively. Additionally, a narrow focus on writing, further supported this initiative. A barrier to the initiative was that class teachers worked in isolation and not with stage colleagues due to timetabling constraints. The school was hoping to see more teachers confidently analyse assessment data. There was an improvement in the use of data time by staff; however, there is still scope for building a more consistent level of teacher confidence across K-6. The impact has been that colleagues are now sharing and discussing data and the consideration of next steps for student learning.

In 2024, the school will continue the model of consistent data analysis, with a change to timetabling of classes, and an executive developed schedule to support planning. Staff will also build capacity in applying analysis to their teaching with as focus on differentiation.

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 increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 0.2%
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 3%.

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

AP Curriculum & Instruction

Professional learning

QTSS release

Aboriginal background

Integration funding support

Low level adjustment for disability

Summary of progress

Effective Classroom Practice

Throughout 2023, the focus was on improving classroom practice around the explicit teaching of spelling. Pilot classes were formed to work with the APC&I. The feedback around the trial was positive, with the program being expanded to include additional Stage 2 and 3 classes. Having two teachers work on the analysis of student results helped to build capacity and maintain consistent teacher judgement. The removal of pressure for individual staff to develop their own targeted spelling interventions was also a significant contributor to the success of this program. Time constraints didn't always allow for detailed planning, suitable resources and the delivery of these explicit lessons.

The impact of this trial has been the adoption of the new spelling diagnostic tool into our assessment scope and sequence which will provide staff with more usable data to target their spelling instruction.

In 2024, the school will use the department's newly created resources to support student development of spelling skills.

Literacy and Numeracy

Throughout 2023, the focus was on the new 3-6 Curriculum units, supporting staff to navigate and build understanding of content, implementation and pedagogy. The K-2 teaching team, whilst moving into the embedding phase, were supported to refine and integrate existing units to ensure there wasn't duplication with existing school based programs such as InitaLit, which supported student learning growth where students are now transferring this knowledge into other aspects of their learning. Additionally the APC&I worked with all staff to develop teacher knowledge of the pedagogy that underpinned the new Mathematics Curriculum and led the powerful professional learning of Big Ideas to Start Strong.

In 2024, the school will continue to focus to have a strong focus on mathematics, continuing to strengthen teacher capacity and work closely with the local high school to align teaching and share expertise.

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 proportion of students are able to demonstrate growth and achievement in creating texts over the year, using the learning progressions.	77% of students in Stage 2 have demonstrated growth in creating texts as assessed using the learning progressions.

An increased proportion of students are able to demonstrate growth and attainment in Number and Place Value, using the learning progressions.

67% of students in Stage 2 have demonstrated growth in Number and Place Value as assessed using the learning progressions.

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

Location

Low level adjustment for disability

Socio-economic background

Aboriginal background

Summary of progress

Connect, Succeed, Thrive and Learn

In 2023, Deniliquin South PS focused on two key themes: Improving attendance and improving communication systems with parents and carers.

Attendance

In 2023 the school's focus was on improving the percentage of students attending over 90% of time, while building staff capacity to support strong student attendance. Professional development, facilitated by executive staff, supported staff understanding of their role and provided school strategies and incentives to build strong attendance. Throughout the year a review of resources and processes was achieved and time allocated for an executive to review daily attendance data. This became an enhancement to the structures across the school. A deeper understanding and strong support was provided to families at point of need to ensure student learning was not hindered. The impact has been that school attendance data shows an increase of 13% placing the school second in the state for statistically similar schools.

In 2024 the school will modify the model to focus on the students attending 80-90% of the time and increasing the attendance rate of students across the school.

Communication to parents

In 2023 the school's focus was on improving communication between home and school. An enabler of this initiative was the introduction of the Sentral portal providing parents access to permission notes, parent/ teacher bookings, academic reports and attendance. An enabler was the professional learning provided to parents and staff, supporting each to access and use the parental portal taking in consideration the differing levels of access to technology in homes. The school saw improved communication between school and home due to the Sentral Parent portal and the impact was reflected in the data for unexplained absences.

In 2024 the school will continue to use Sentral for communication with a new focus of implementing the finance component. Additionally, the school will focus on refining the PLP process to ensure authenticity, cultural sensitivity and with an enhanced component to improve parent carer partnership and understanding.

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
Improve the wellbeing data from the Tell Them From Me (Expectations of Success, Advocacy and Belonging) by	98.15% of students reporting positive wellbeing outcomes has increased by 2% across the positive wellbeing measures.

4%.	
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 increased by 13.7%.

Funding sources	Impact achieved this year
<p>Integration funding support</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 • Data Skills and Use • Effective Classroom Practice <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 • employment of staff to provide additional support for students who have high-level 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.</p> <p>After evaluation, the next steps to support our students will be: the use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$155,559.96</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"> • Assessment • Data Skills and Use • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through seven steps of writing to support student learning • resourcing to increase equitability of resources and services • employment of additional staff to support program implementation. <p>The allocation of this funding has resulted in the following impact: teachers were approaching the teaching of writing in a more methodical way with consistent use of language used in teaching. This led to more students approaching writing with understanding of structure.</p> <p>After evaluation, the next steps to support our students will be: the ongoing employment of staff to undertake programs to support student learning in numeracy as this has been identified as an area of need.</p>
<p>Aboriginal background</p> <p>\$40,818.68</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$40,818.68</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Classroom Practice • Literacy and Numeracy • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <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, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$174,746.34</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 • Data Skills and Use • Literacy and Numeracy • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention vocabulary development to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: we were able to extend of set of small group interventions to include the Macqlit program which is aimed at students in the upper grades who did not have access to a targeted literacy support program.</p> <p>After evaluation, the next steps to support our students will be: to expand the number of classes with an SLSO available to them and develop teacher capacity to differentiate and use the SLSO's time effectively.</p>
<p>Location</p> <p>\$13,230.97</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"> • Assessment • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: increased extra curricula opportunities and experiences for students.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Location</p> <p>\$13,230.97</p>	<p>maintaining support for students to participate in a range of activities to overcome isolation.</p>
<p>Professional learning</p> <p>\$25,416.73</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"> • Assessment • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <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, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: linking professional development to the teaching strategies that underpin the new curriculum such as explicit instruction and learning intentions/success criteria.</p>
<p>QTSS release</p> <p>\$41,665.54</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"> • Data Skills and Use • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • DATA time <p>The allocation of this funding has resulted in the following impact: staff were provided with the extra time needed to review and analyse their assessment data and plan next steps for their students.</p> <p>After evaluation, the next steps to support our students will be: to maintain and embed this model to further build staff capacity and strengthen student learning outcomes.</p>
<p>COVID ILSP</p> <p>\$71,343.61</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 2023.</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 <p>The allocation of this funding has resulted in the following impact:</p>

COVID ILSP

\$71,343.61

the majority of the students in the program achieving significant progress towards their personal learning goals.

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.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	124	112	114	118
Girls	117	108	98	116

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.1	92.8	85.2	93.5
1	92.9	92.8	86.7	88.8
2	92.8	93.4	88.0	91.9
3	91.9	94.1	88.4	90.3
4	92.0	93.9	92.6	91.4
5	91.9	90.5	87.4	91.0
6	91.9	92.6	87.0	90.3
All Years	92.2	92.7	87.7	91.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	9.31
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	0.5
School Administration and Support Staff	2.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	485,581.33
Revenue	3,629,311.68
Appropriation	3,529,654.44
Sale of Goods and Services	63.64
Grants and contributions	90,062.47
Investment income	9,531.13
Expenses	-3,346,586.73
Employee related	-3,067,312.94
Operating expenses	-279,273.79
Surplus / deficit for the year	282,724.95
Closing Balance	768,306.28

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.

	2023 SBAR Adjustments (\$)
Targeted Total	193,681
Equity Total	371,125
Equity - Aboriginal	40,819
Equity - Socio-economic	155,560
Equity - Language	0
Equity - Disability	174,746
Base Total	2,231,823
Base - Per Capita	55,175
Base - Location	13,231
Base - Other	2,163,416
Other Total	487,633
Grand Total	3,284,261

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023, 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 2023. They were also given the chance to provide written feedback on the school's data time model. Staff reported that they valued the scheduled additional release as well as being provided a specific focus and the ability to discuss their results with their colleagues.

Parents/Caregivers undertook a survey on barriers to attendance and how the school can support them. Illness was cited as the main reason why their child misses school and there was majority agreement that their child's attendance is important. The results also showed that most parents both understood and used our school process for explaining absences. The feedback we took on the incentives system for attendance helped to shape our updated attendance policy.

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 in 2023. 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. One particular area of pride is that 93% of a students responded positively about feeling a sense of belonging at school. This is our strongest area and puts us well above the state average for belonging.

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.