

Denistone East Public School

Annual Report



2016



3862

Introduction

The Annual Report for 2016 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Denistone East Public School has had a year of challenging and inspiring innovative learning. Our school provides outstanding opportunities for students to excel. At Denistone East Public School we pride ourselves on the sense of purpose shared by the school community and the strong partnership that exists between school and home.

We offer a strong and positive values program that encourages and supports all students to succeed.

Our continued focus on the systematic and explicit teaching of literacy and numeracy and on integrating exciting new technologies into everyday classroom practices ensures that Denistone East Public continues to provide the best possible education for K–6 students in the Eastwood area.

In addition to the regular school curriculum, Denistone East Public School provides several unique programs, which cater for the needs of our students. The school enjoys a strong reputation in creative arts, sport and gifted and talented education. The school's stated aim is to help children develop to their full potential through the school motto 'we strive'. Denistone East Public School strives to ensure that all children have the confidence to learn by providing positive, caring teaching, through a diverse and integrated curriculum which attempts to cater for a wide range of both student's and society's needs in a pleasant and ordered environment.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Denistone East Public School enjoys tremendous support from our parent body and local community.

Once again the Parents and Citizens Association of Denistone East have provided exemplary support and resources for the school. Their very active role in providing optimal classroom and playground environments for the learning community is evidenced by a very enviable modern school community.

I invite you to visit our school website for further information www.denistonee-p.schools.nsw.edu.au

Teunis Ploeg

Principal

School contact details

Denistone East Public School

Lovell Rd

Eastwood, 2122

www.denistonee-p.schools.nsw.edu.au

denistonee-p.School@det.nsw.edu.au

9874 6678

School background

School vision statement

To consistently promote a positive, respectful and safe environment, where resilient individuals achieve their full potential and are inspired to be lifelong learners.

School context

Denistone East Public School is located in the suburb of Eastwood and is part of the Northern Sydney educational area with an enrolment of 850 students. The school has 72% Non English Speaking Background, with the two significant cultural groups being Chinese and Korean.

The whole school community is committed to providing a welcoming school environment where students are nurtured, guided, challenged and inspired to learn and create. The school provides a diverse range of programs to support students, including enrichment opportunities in literacy and numeracy, as well as building their confidence and self-esteem through extra curricula programs such as debating, SRC, choir, dance, music, art and sport.

The school offers a variety of support programs. In addition to our English as an Additional Language/Dialect (EAL/D), we have a Learning and Support teacher (LaST) and Teacher Librarians. Korean and Chinese community languages programs are offered to all students.

The teachers at Denistone East Public School are committed to planning for the ongoing learning of students in their care by creating quality learning opportunities that are engaging, differentiated and develop a deep knowledge and understanding of the curriculum. Students are encouraged and supported to realise their full potential as learners and global citizens. Teachers set high expectations and build the foundations to develop resilient, confident and creative individuals and set students up for future success and wellbeing.

Parents value education and are very supportive of the school and its programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our school's learning culture is built on positive, respectful relationships amongst staff with dedication and commitment to strengthen and deliver on school learning priorities. All staff members promote student wellbeing and ensure that student learning needs are addressed and monitored through the processes and programs our school has in place. We have clearly defined behavioural expectations, which promote positive teaching and learning environments within our school.

Quality teaching and professional practice are evident across the school and provide students with opportunities to connect, succeed and thrive. As a school, we have clear systematic policies, programs and processes to identify and address students' learning needs.

External student performance data in NAPLAN highlights areas for our strategic directions when planning school priorities. Our NAPLAN results indicate students at Denistone East Public School achieve good value-added results and around 20% of our students achieve at high levels on external performance measures.

In the domain of Learning the school's self-assessment has been compared to the School Excellence Framework. In the element of; – Curriculum and Learning, Assessment and Reporting and Student Performance Measures the school is operating at the Sustaining and Growing stage.

Our future directions in the Domain of **Learning** for Denistone East Public School include: developing more explicit guidelines and processes to collect and analyse internal student performance data and better utilise our analysis of external data to inform daily teaching practices; updating our formal school report in Semester 1 and 2 to better reflect areas for growth; have teachers set transparent criteria for student assessment; and have students use assessment and reporting data to reflect on their learning.

Within the Domain of **Teaching**, Denistone East Public School is **Sustaining and Growing**. All classrooms are well-managed with well-planned teaching taking place, so that students can engage in learning productively with minimal disruption. Teachers are using student feedback to evaluate the effectiveness of their programs and teaching practices.

In the Element of Teaching: Data Skills and Use, our school's leadership team regularly uses data to inform key decisions when planning and teachers generally incorporate data analysis into their planning for learning. This is a continued area for development within our school to ensure that the leadership team engages the school community in reflecting on student performance data so that they have an understanding of our school directions and priorities. Assessment instruments are used regularly in all classrooms to embed a culture of monitoring student performance to identify gaps for improvement.

Teachers at Denistone East Public School work together to improve teaching and learning across their year groups and stages. Teachers are involved in providing and receiving constructive feedback from peers to improve teaching practice. A formal mentoring program has been established for support across all K-2 classrooms with the aim of improving teaching and supporting students in literacy and numeracy in the early years. It is evident we have identified expertise within our school staff to further develop our professional community.

We have maintained a particular focus on literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. All staff at Denistone East Public School are engaged in planning their own professional development to improve their performance. All members of staff demonstrate responsibility and adaptability when working towards the school's goals and they work beyond their classrooms to contribute to broader school programs.

Our future directions in the Domain of **Teaching** include: a targeted focus on assessment to include strategies for differentiation; consistency of teacher judgement to further drive and sustain ongoing school-wide improvement in teaching practice and student outcomes; teachers drawing on and implementing evidence-based research to improve their performance and development; and targeted professional development being actively shared with others to ensure this has a positive impact on all staff within the school.

The results of this process indicate that in the School Excellence Framework Domain of **Leading**, Denistone East Public School is **Sustaining and Growing**. The school leadership team communicates clearly about school priorities and practices. Parents and community members have an opportunity to engage with a range of school-related activities, which enables the school community to support their child's education and enhances our relationships and positive school culture.

Our school has developed many productive partnerships with universities, high schools and community organisations to improve our educational opportunities for students. Within our school community there is a broad understanding of, and support for school expectations and aspirations for improving students' learning outcomes, which is highlighted throughout our evidence sets. There are clear processes with accompanying milestones to work towards achieving our school strategic directions. This is monitored by the leadership team and reviews are regularly undertaken with all staff.

The leadership team ensures that strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. This ensures that workforce planning supports curriculum provision, and physical learning spaces are flexible with technology accessible to all staff and students.

At Denistone East Public School streamlined, flexible processes exist to deliver services and information, and to strengthen parental engagement.

Our future directions in the Domain of **Leading** include: leadership development is central to school capacity building; established processes build the capacity of the school community to more effectively use data and evidence for strategic school improvement; and the school gains more regular feedback from the school community about our processes and practices.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

Collaborative Learning and Teaching

Purpose

To provide a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Classroom environments and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. By sharing information about learning development, teachers engage parents as active participants in their children's education.

Overall summary of progress

Quality teaching and assessment have been our key professional learning targets in 2016. All staff have been involved in ongoing professional learning with Anita Chin whom we formed a partnership with to enhance teacher's knowledge and student's motivation, engagement and learning outcomes in Mathematics. This professional learning involved face-to-face and online support, as well as demonstration lessons. The ongoing professional learning has enabled effective implementation of targeted teaching and learning activities where we have seen an increase in students' use of mathematical language and reasoning.

Key staff from each stage have attended professional learning and formed a 'Geography Committee' to oversee the implementation of this new syllabus document. A partnership was formed with Anne Southwell who provided professional learning to all staff on the pedagogy underpinning this new syllabus. Ongoing professional learning has been planned as part of the implementation of this syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative teaching approaches where appropriate.	Mathematics teaching and learning programs incorporate explicit teaching of mathematical language and provide opportunities for students to problem-solve and reason, inline with evidence-based practices. Evidence of successful implementation of the History syllabus through the classroom and library program. Utilising this model for the implementation of the geography syllabus.	\$40,000 Professional learning \$15,000 RAM resource
Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.	Key staff within stage teams facilitate ongoing professional learning on evidence-based practices in mathematics. Staff trial these practices and feedback through collaborative discussions. Stage teams provide opportunities for consistency of judgement for stage-based assessment tasks.	\$10,000 Professional learning \$5,000 RAM resource

Next Steps

Teachers and educational leaders will be asking themselves... are our students learning and how do we know? The works of John Hattie and Dylan William has influenced our beliefs and will guide our practice. Our milestones and personal development plans will reflect regular professional development, professional dialogue, lesson observation and consistent teacher judgement and analysis of student work samples, which monitor and track student growth. Students will know the learning intentions and success criteria of their lessons. They will receive regular, purposeful feedback from their teachers that drives improvement. Students will be able to articulate what they are learning about and they will know how to improve their work. They will be active participants of their learning.

Strategic Direction 2

Enhancing Relationships and Wellbeing

Purpose

To provide a commitment to nurture, guide, inspire and challenge students to enjoy learning to build their knowledge, skills and understanding, and to make sense of their world. Developing an environment where every child brings a different set of experiences, knowledge and skills to school with them, and understanding these are essential to planning their individual learning paths. Teachers and the school support students to make successful transitions, with the skills to make informed contributions as citizens and leaders.

Overall summary of progress

Wellbeing for students, staff and the school community has been the focus for 2016. We have developed a partnership with Carolyn Cousins and Relationships Australia to support this initiative. Carolyn Cousins provided professional learning sessions for staff on building relationships (with parents and students), self-care and student welfare. Relationships Australia will provide support throughout the school and with the school parent community in 2017.

Our school-wide focus on Positive Behaviour Engaged Learners (PBEL) has continued to achieve a consistent approach to student wellbeing and our learning culture. Clearly defined processes are in place through the learning and support team to track and monitor students' learning, behaviour and social needs.

Staff have developed Performance and Development Plans (PDPs) to identify personal professional learning goals and goals inline with our school's strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	<p>Continued implementation of PBEL to ensure consistency. Staff professional learning sessions support this, to continue to create positive teaching and learning environments throughout the school.</p> <p>Continued to build on the improved Learning and Support processes and strengthen the support for all students with a focus on enriching educational outcomes.</p>	<p>\$4,500 Funding Support</p> <p>\$10,000 RAM resource</p> <p>\$1,500 Technology software</p> <p>RAM base staffing FTE</p>
The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.	<p>Developed partnerships with organisations outside of DoE to support wellbeing and to develop positive relationships for all stakeholders – students, parents and staff.</p> <p>Staff evaluate their professional learning goals and reflect on professional growth to develop new goals or refine goals to continue professional journeys.</p>	<p>\$5,000 Professional learning</p> <p>RAM base staffing FTE .6</p>

Next Steps

Our work around positive relationships and well being for all will be underpinned by the wellbeing framework. Our students will be connected, they will succeed and thrive. Our school will promote a positive psychology mindset, where students will look at adversity as short term and as something that can be overcome.

Strategic Direction 3

Embedded Quality Systems

Purpose

To create a school culture which enables a self-sustaining and self-improving community that will continue to support the highest levels of learning. Student learning will be fostered at Denistone East by high quality teaching and leadership. To ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Students will benefit from the school's planned and proactive ongoing communication and engagement with parents and the broader community.

Overall summary of progress

Teacher professional learning and communication remained the focus for 2016. All staff have had the opportunity to be involved in face-to-face professional learning through external partnerships, online courses and mentoring programs utilising experts within the school. Through strategically resourcing and organising professional learning this way we have been able to target all staff across the school and maintain ongoing support for staff in particular focus areas. Staff have continued to be involved in the development of our schools' strategic directions and have input into, and monitor the achievement of our milestones to ensure this plan is driving our schools' systems, structures and organisations.

Communication systems have been set up within the school, as well as more streamlined processes for communicating with the parent community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.	Communication to parents is available through the school newsletter, website and skoolbag app. With clearer systems in place with how and when these modes of communication will be used. Use of technology for surveys and feedback to streamline the process of collecting information from the parent community.	\$8,000 Technology Software
Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.	Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan, engaging all staff further in the development and monitoring of evidence milestones. Professional learning budget supports the implementation of flexible structures to support staff.	Professional learning see directions one and two RAM base staffing allocation
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.	School-wide systems in place to support staff through the PDP process. The mentoring program supports collaboration, demonstration lessons and classroom observations to improve teaching practices and students outcomes.	See directions one and two

Next Steps

Quality systems and procedures will enable effective communication with the community to keep them informed of our strategic directions. We will empower them with language of successful learners, therefore ensuring consistency between the school and the home.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>Four fulltime English as an Additional Language or Dialect Teachers engaged to support the school in:</p> <p>Prioritising student need ensuring that new arrivals receive intensive support, enabling them to increasingly access regular classroom activities and adjust both academically and socially to school life.</p> <p>Advising classroom teachers on the particular needs of EAL/D students in their classes and suggesting strategies to meet their needs through the Learning and Support Team.</p> <p>Meeting with parents of EAL/D students to keep them informed about their child's progress.</p>	\$425,014
Low level adjustment for disability	<p>Part time Learning and Support Teacher engaged to support the school in:</p> <p>Raising expectations for all students to achieve their full potential by supporting teachers to write and implement Personalised Learning and Support Plans.</p> <p>Accessing outside organisations to support students and families.</p> <p>Providing mentoring and class support as appropriate.</p>	\$92,922
Socio-economic background	<p>Improved teaching and learning through enhancing student access to a wider range of curriculum learning experiences.</p> <p>Sustaining an inclusive school culture by supporting families experiencing financial difficulties with school related expenses.</p>	\$8,971
Support for beginning teachers	<p>Beginning teachers were provided additional release to participate in:</p> <p>a range of activities to support the development of their skills including mentoring and coaching sessions, lesson observations, professional learning, and</p> <p>a supported accreditation process,</p> <p>The mentoring and coaching program was effective and feedback from participants indicated that this support strengthened areas of need and improved classroom practice, behaviour management and understanding of whole school responsibilities.</p>	\$21,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	456	469	478	453
Girls	409	375	367	353

Enrolments for each school year are indicated above and include male and female student numbers.

Denistone East Public School has continued to maintain a steady enrolment pattern, which is enhanced by our strong links with local preschools. Each year approximately 20 Year 4 students take up offers to attend Opportunity Class Placements at alternative public schools.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	95.5	96.2	96.4
1	96.5	96	95.9	95.6
2	97	96.3	95.6	96.4
3	97	97	95.8	95.9
4	96.8	95.5	96.7	96.8
5	97.6	95.9	96	96.1
6	96.1	95.6	95.2	94.4
All Years	96.9	96	95.9	95.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

The above table represents student attendance patterns by grade as compared to statewide averages. 2016 school data is reflective of the large proportion of students absent for overseas travel purposes.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	32.86
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	4
School Counsellor	0.7
School Administration & Support Staff	5.27
Other Positions	2

*Full Time Equivalent

Above are the permanent, part-time and temporary staffing positions for 2016. Denistone East Public School at the time of writing the report has no Aboriginal persons employed.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	23

Professional learning and teacher accreditation

Professional learning is undertaken each year to develop the professional growth of teacher skills, knowledge and understanding with a focus on improving student-learning outcomes. Professional learning is clearly linked each year to our school targets and school plan. These sessions focused on syllabus content and new teaching and learning strategies. New curriculum implementation has provided the opportunity for staff to review practices and evaluate alternative strategies to further cater for our students as future focused learners.

Currently 42% of teaching staff are accredited with the

NSW Institute of Teachers. All staff employed after October 2008 are required to be registered through the NSW Institute of Teachers from 2018 all teachers will be required to be registered regardless of employment date.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

This financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. This report reflects financial information from 1 January 2016 to 31 December 2016. This summary covers funds for operating costs and involves expenditure areas such as permanent salaries, building and major maintenance.

	2016 Actual (\$)
Opening Balance	851 154.12
Revenue	7 055 665.37
(2a) Appropriation	6 599 029.38
(2b) Sale of Goods and Services	38 365.03
(2c) Grants and Contributions	406 212.44
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	12 058.52
Expenses	-6 927 086.65
Recurrent Expenses	-6 912 715.25
(3a) Employee Related	-6 139 001.56
(3b) Operating Expenses	-773 713.69
Capital Expenses	-14 371.40
(3c) Employee Related	0.00
(3d) Operating Expenses	-14 371.40
SURPLUS / DEFICIT FOR THE YEAR	128 578.72
Balance Carried Forward	979 732.84

Equity – Socio–Economic refers to funding allocated based on the Family Occupation and Education Index (FOEI).

Equity– Language funding refers to 4.0 teacher salaries supporting English as an Additional Language or Dialect (EAL/D) and additional flexible funding to support student learning.

Equity – Disability funding refers to teacher salaries for Learning and Support Teacher (LAST) and additional flexible funding to support student learning.

Equity – Targeted funding refers to funds received to support students with funded special needs, these funds are used to employ School Learning and Support Officers (SLSO).

Other Total – refers to the general operational funds allocated to Denistone East and incorporates staffing costs associated with the community language Asian Studies program, short term casual relieve and costs to employ itinerant vision team based at Denistone East PS.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	5 062 765.71
Base Per Capita	45 606.83
Base Location	0.00
Other Base	5 017 158.88
Equity Total	526 907.85
Equity Aboriginal	0.00
Equity Socio economic	8 971.26
Equity Language	425 014.22
Equity Disability	92 922.37
Targeted Total	128 365.06
Other Total	761 250.15
Grand Total	6 479 288.76

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Year 3: from Band 1 (lowest) to Band 6 (highest)

Year 5: from Band 3 (lowest) to Band 8 (highest)

The My School website provides detailed

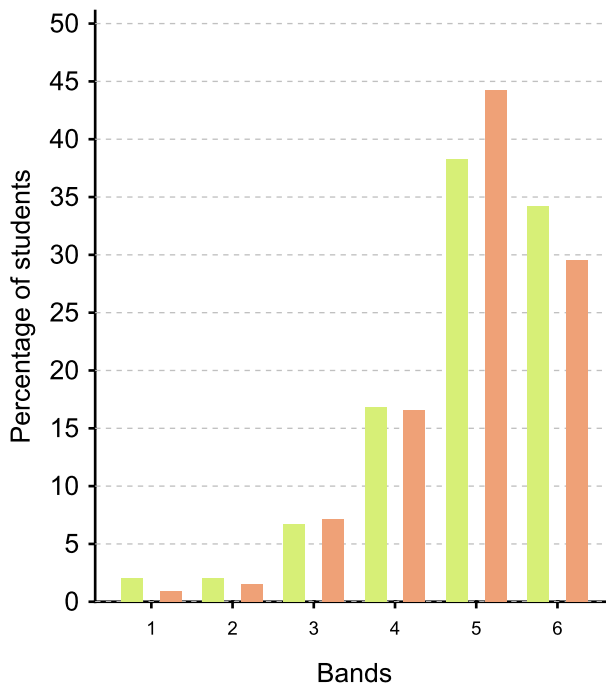
information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The following graphs provide an over view of student performance in reading, writing and numeracy, trend data obtained over time assists the school in establishing priority areas for future development. Following detailed analysis of student data it has been determined that during 2017 the school will implement strategies to further enhance student progress in the area of writing and will be support through the departments Quality Teacher Successful Student (QTSS) initiative.

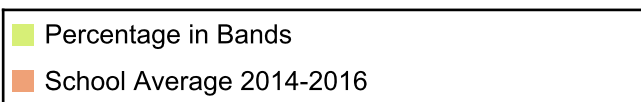
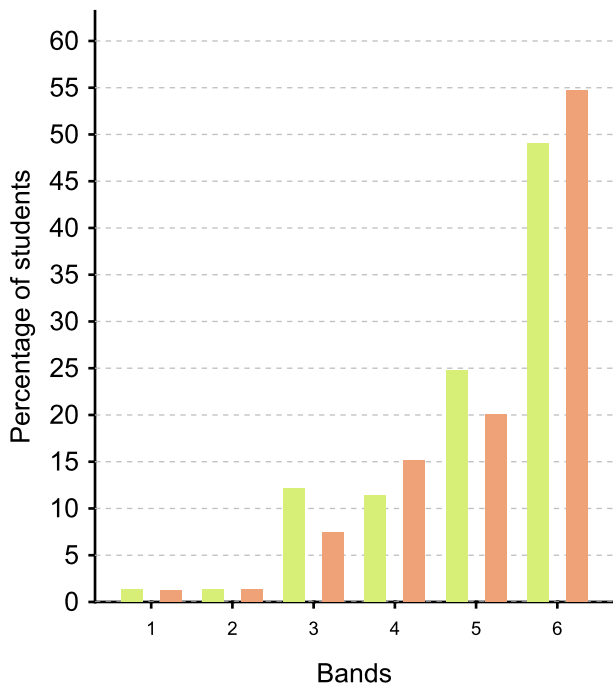
<You may choose to use this text box to comment on literacy NAPLAN data>

Delete text not required.

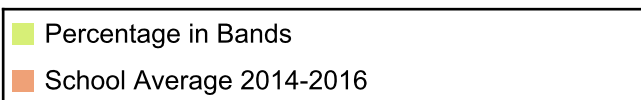
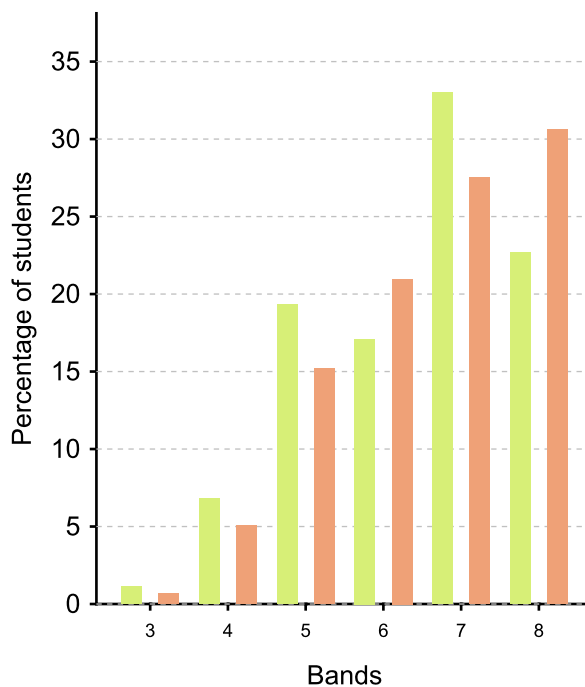
Percentage in bands:
Year 3 Writing



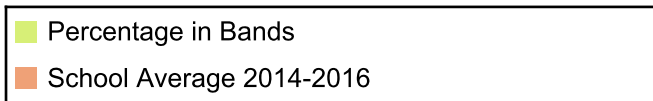
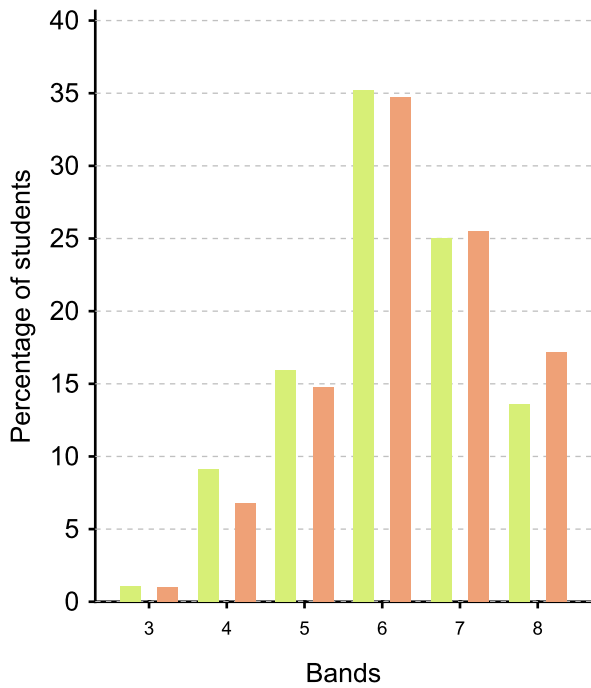
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 5 Reading



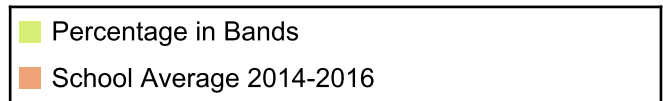
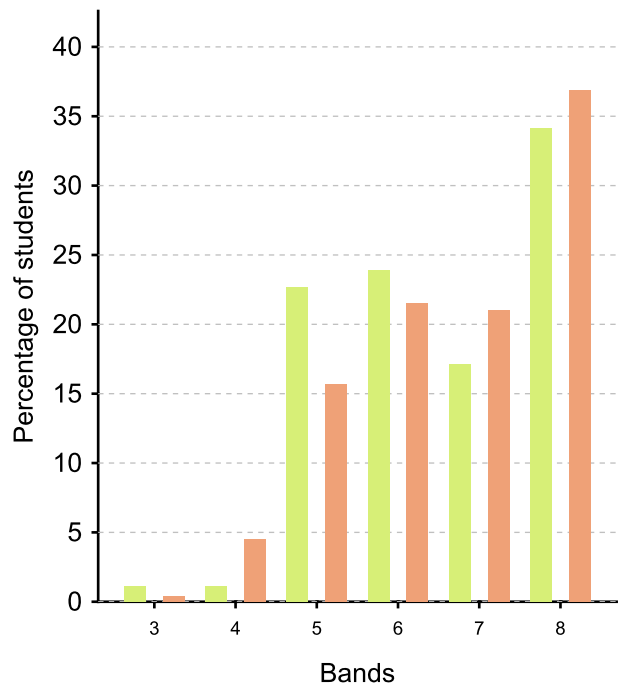
Percentage in bands:
Year 5 Writing



<You may choose to use this text box to comment on numeracy NAPLAN data>

Delete text not required.

Percentage in bands:
Year 5 Numeracy



<You may choose to use this text box and statement to refer readers to the My School website:

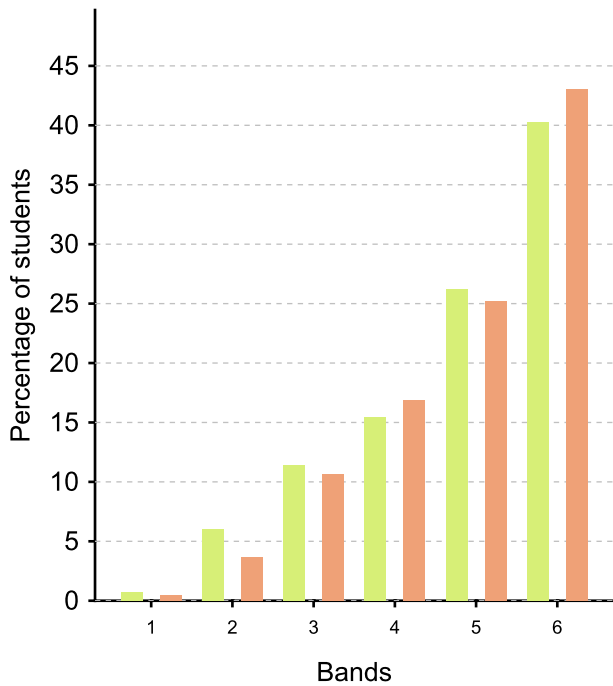
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

<Use this text box to comment on additional State reporting requirements>

Delete text not required.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, teachers and parents about the school. Their responses are presented below. In 2016 students, teachers and parents were invited to complete the NSW DoE Tell Them From Me Survey (TTFM).

The TTFM student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 278 students from years four, five and six. Denistone East PS results are compared with the NSW Government norms, which are based on the results of all students who participated in 2016.

- 63% of students had a high rate of participation in art, drama, music, or a school committee; the NSW Govt. norm is 55%
- 75% of student had a high rate of participation in Sport; the NSW Govt norm is 83%
- 80% of students had a high rate of belonging, accepted by their peers and others at the school; the NSW Govt norm is 81%
- 87% of student report positive relationships with their peers, whom they trust and who encourage them to make positive choices; the NW Govt norm is 85%
- 94% of students believe that education will benefit them personally and economically and will have a strong bearing on their future; the NSW Govt norm is 96%
- 86% of students had positive behaviour, did not get in trouble or disrupt others learning; the NSW Govt norm is 83%
- 55% of students had positive homework behaviours eg completing homework and submitting on time; the NSW Govt norm is 63%
- In this school students rated effective classroom learning 7.9 out of 10; the NSW Govt norm is 8.2
- In this school students rated classroom instruction relevant to their everyday lives a 7.7 out of 10; the NSW Govt norm is 7.9

The Focus on Learning Survey is a self evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important drivers of student learning. Eighteen teachers responded to the survey. Responses from the Likert-format questions have been converted to a 10 point scale, then averaged by question and topic. The average scores for each topic are shown below, 10 indicates strong agreement.

Leadership: Averaged score 6.6

- School leaders have helped me establish challenging and visible learning goals for students.
- School leaders have helped me create new learning opportunities for students.
- School leaders have provided me with useful feedback about my teaching.
- School leaders have helped me improve my teaching.
- School leaders have provided guidance for

- monitoring student progress.
- I work with school leaders to create a safe and orderly school environment.
- School leaders have supported me during stressful times.

Collaboration: Averaged score 8

- I work with other teachers in developing cross-curricular or common learning
- Teachers have given me helpful feedback about my teaching.
- I talk with other teachers about strategies that increase student engagement.
- Other teachers have shared their learning goals for students with me.
- Teachers in our school share their lesson plans and other materials with me.
- I discuss my assessment strategies with other teachers.
- I discuss learning problems of particular students with other teachers.
- I discuss my learning goals with other teachers.

Learning Culture: Averaged score 7.9

- I give students written feedback on their work.
- I talk with students about the barriers to learning.
- In most of my classes I discuss the learning goals for the lesson.
- Students become fully engaged in class activities.
- I monitor the progress of individual students.
- I am effective in working with students who have behavioural problems.
- I set high expectations for student learning.
- Students find class lessons relevant to their own experiences.

Data Informs Practice: Averaged score 7.9

- My assessments help me understand where students are having difficulty.
- I use formal assessment tasks to help students set challenging goals.
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).
- I use results from formal assessment tasks to inform my lesson planning.
- I give students feedback on how to improve their performance on formal assessment tasks.

Teaching Strategies: Averaged score 8

- I help students set challenging learning goals.
- When I present a new concept I try to link it to previously mastered skills and knowledge.
- Students receive written feedback on their work at least once every week.
- I can easily identify unproductive learning strategies.
- My students are very clear about what they are expected to learn.
- Students receive feedback on their work that brings them closer to achieving their goals.
- I discuss with students ways of seeking help that

will increase learning.

Technology: Averaged score 5.9

- Students have opportunities to use technology for describing relationships among ideas or concepts.
- I use technology to give students immediate feedback on their learning.
- Students use technology to track progress towards their goals.
- I help students set goals for learning new technological skills.
- Students have opportunities to use technology to analyse, organise, and present subject matter.
- I help students use technology to undertake research.
- I help students to overcome personal barriers to using interactive technology.

Inclusive School: Averaged score 8.2

- I am regularly available to help students with special learning needs.
- I strive to understand the learning needs of students with special learning needs.
- I establish clear expectations for classroom behaviour.
- I help low-performing students plan their assignments.
- I make sure that students with special learning needs receive meaningful feedback on their work.
- I make an effort to include students with special learning needs in class activities.
- I use individual education plans to set goals for students with special learning needs.
- I create opportunities for success for students who are learning at a slower pace.

Parent Involvement: Averaged score 7

- I work with parents to help solve problems interfering with their child's progress.
- I share students' learning goals with their parents.
- I ask parents to review and comment on students' work.
- I am in regular contact with the parents of students with special learning needs.
- Parents understand the expectations for students in my class.
- I make an effort to involve parents and other community members in creating learning opportunities.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parent's perceptions of their children's experiences at home and school. It is primarily based on Joyce Epstein's framework for fostering positive relationships between school and the community. Successful schools foster communication, encourage involvement and enlist parent volunteers. The survey also provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. All families were invited to complete the survey. The responses below are from 24 participants, this is approximately 3.9% of all families.

The scores for the Likert-format questions have been

converted to a 10 point scale, then averaged and reported here by question. A score of 10 indicates strong agreement.

Parents Feel Welcome

- I feel welcome when I visit the school. 6.7
- I can easily speak with my child's teachers. 7.4
- I am well informed about school activities. 5.5
- Teachers listen to concerns I have. 7.2
- I can easily speak with the school principal. 4.4
- Written information from the school is in clear, plain language. 6.8
- Parent activities are scheduled at times when I can attend. 5.5
- The school's administrative staff are helpful when I have a question or problem. 7.7

Parents are Informed

- Reports on my child's progress are written in terms I understand. 7
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.4
- I am informed about my child's behaviour at school, whether positive or negative. 6.1
- The teachers would inform me if my child were not making adequate progress in school subjects. 5.1
- I am well informed about my child's progress in school subjects. 5.6
- I am informed about opportunities concerning my child's future. 4.2
- I am informed about my child's social and emotional development. 5.3

Parents Support Learning at Home

Does someone in your family do each of the following?

- Discuss how well your child is doing in his or her classes. 4.3
- Talk about how important schoolwork is. 4.4
- Ask about any challenges your child might have at school. 5.3
- Encourage your child to do well at school. 6
- Praise your child for doing well at school. 6
- Talk with your child about feelings towards other children at school. 4.8
- Take an interest in your child's school assignments. 6.2

School Supports Learning

Teachers;

- have high expectations for my child to succeed. 6.2
- show an interest in my child's learning. 7.3
- encourage my child to do his or her best work. 7
- take account of my child's needs, abilities, and interests. 6.8
- expect homework to be done on time. 7.1
- expect my child to work hard. 7.1

School Supports Positive Behaviour

Teachers;

- expect my child to pay attention in class. 8

- maintain control of their classes. 6.8
- ensure my child is clear about the rules for school behaviour. 8
- devote their time to extra-curricular activities. 7.3

Safety at School

- Behaviour issues are dealt with in a timely manner. 5.9
- My child feels safe at school. 7.7
- My child feels safe going to and from school. 7.9
- The school helps prevent bullying. 6.6

Inclusive School

Teachers;

- help students who need extra support. 6
- create opportunities for students who are learning at a slower pace. 5.2
- try to understand the learning needs of students with special needs. 6
- take an active role in making sure all students are included in school activities. 5.4
- help students develop positive friendships. 6

The data collected and the careful and considered analysis of it at the end of 2016 will guide our strategic directions and milestones in 2017. For further information on how the analysis is guiding future directions please refer to Strategic Direction 1, 2 and 3.

Policy requirements

Aboriginal education

Aboriginal Education policy outcomes and perspectives are incorporated through inclusion in teaching and learning programs. Students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people.

Traditional acknowledgement to country and flying the aboriginal flag continues to be a prominent feature of the Denistone East Public School learning community.

Aboriginal students are engaged in the development of Personalised Educational Learning Pathways plans, in consultation with staff and parents.

Multicultural and anti-racism education

Our diverse school population comprises of 72% of students from a language background other than English. As a result, Denistone East Public School is always dynamically multicultural.

In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.