

Denistone East Public School

Annual Report



2018



3862

Introduction

The Annual Report for **2018** 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.

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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 760 students. The school has 78% of students who are from a Non English Speaking Background (NESB), 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 problem solve, collaborate, be resilient and think critically and creatively. The school provides a diverse range of quality learning experiences across the curriculum to engage and motivate. Extra-curricular activities such as SRC, debating, choir, dance, music, art and sport provide opportunities for students to develop a broad range of skills.

The school has a variety of quality practices and processes in place to ensure that all students' needs are identified and catered for. In addition to our English as an Additional Language/Dialect (EAL/D), we have a Learning and Support team of teachers (LaST) and Teacher Librarians. Korean and Mandarin community languages programs are offered to all students.

With students at the centre of all decision making, teachers collaboratively plan for their ongoing learning 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 whilst building the foundations to develop resilient, confident and creative individuals who are equipped for future success and wellbeing.

Parents are valued as active partners in their child's education and support school initiatives. Opportunities to foster authentic partnerships between home and school aid in maximising student learning outcomes.

We have formed a strong partnership with the Royal Surf Lifesaving Society to refurbish and build a state of the art indoor swimming facility on our school site, with a focus on 'Learn to Swim' and safety programs. In addition, our new infrastructure will commence being built in 2018 which will include new open-plan classrooms and facilities that will enhance future focused teaching and learning.

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 Version 2. 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.

The results of the self-assessment indicated that there is a positive learning culture at Denistone East Public School, demonstrated by the school community's commitment to ensuring that all students make learning progress. Rigorous and evidence-based approaches to teaching and learning programs and assessment processes identify, regularly monitor and review individual student learning needs to maximise opportunities for all students to connect, succeed, thrive and learn.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Our school monitors and reviews its curriculum provision to meet the changing requirements of the students.

Consistent and school-wide quality assessment practices have been enhanced through the use of formative assessment practices. Teachers collect and use assessment data that monitors achievement and identifies gaps in learning to inform planning for particular student groups and individual students. Teachers monitor student learning through the analysis of summative assessment data, which is planned and undertaken regularly in all classes.

Analysis of external student performance data in NAPLAN assists in the identification of school priorities which form our school's strategic directions. Our NAPLAN results indicate that our school achieves excellent value-added results, significantly above the the average school. At least 95% of our students achieve at or above the national minimum standards in reading, writing and numeracy.

In the domain of Learning, Denistone East Public School's on– balance judgement is that we are performing at the **sustaining and growing stage**. Through the self–assessment process, the school community has engaged in rigorous discussion around our achievement and future directions that would enhance practice at Denistone East Public School. Our future directions include: continuing developing teacher capacity to use a range of quality assessment practices to identify learning needs and create further opportunities for students to receive explicit feedback and take ownership of their learning. The updating of our formal school report format in Semester 1 and 2 and upskilling staff in their ability to provide parents with clear written information that better reflects individualised student learning progress and achievement; and the introduction of collaboratively developed learning goals with students to ensure that they are aware of what success looks like, maximising opportunities for them to demonstrate expected growth on internal school progress and achievement data.

Within the domain of Teaching, Denistone East Public School's on–balance judgement is that we are performing at the **sustaining and growing stage**. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Learning Intentions and Success Criteria are visible in classrooms and used by teachers to provide explicit, specific and timely formative feedback to support student learning.

In 2018 a focus to build teacher capacity to confidently and consistently analyse data and use it to identify student achievement, reflect on teaching effectiveness and inform school directions has been a focus. Teachers have had opportunities to engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team has engaged both staff and parents in the analysis of achievement data to maximise their understanding of the way in which it is utilised to inform key decisions.

With literacy and numeracy at the forefront of our school's priorities, all staff at Denistone East Public School identified their own professional learning goals that would enhance their teaching practice in at least one of these areas. Through the Professional Development Plan process, staff were able to engage in their own professional learning, reflect on their practice and monitor areas for continual improvement against the professional standards. Our school's structure and organisation ensure that direct support is available to all staff with targeted programs for new staff, including beginning teachers being provided a mentor and strong induction program.

Our future directions in the domain of teaching include: promoting and demonstrating learning in data analysis to effectively evaluate student understanding and learning, identify skill gap for improvement and areas of extension and develop plans and strategies with key personnel (e.g. EAL/D/ LaST teachers) for improvement; developing teacher capacity in evidence–based future focused practices that will enable them to trial and refine such practices, in preparation for the implementation of future focused teaching and learning in the new learning spaces currently being built and; the development of formal mentoring and coaching to Improve teaching and develop aspiring leaders through a strategic leadership development strategy.

When comparing our school's practices and processes against those specified under Leading in the School Excellence Framework, Denistone East Public School's on–balance judgement is that we are at the **sustaining and growing stage**. The leadership team ensures that implementation of syllabus and associated assessment and reporting processes meet NES and Department of Education requirements, forming a sound basis for student learning. Parents and community members have the opportunity to engage in a range of school–related activities which help build the school as a cohesive educational community.

With the school plan at the core of continuous improvement efforts, the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Strategic financial management is used to gain efficiencies and maximise resources available to implement the school plan. This includes the effective use of technology to enhance learning and service delivery.

At Denistone East Public School, administrative practices and systems effectively support school operations and teaching. With community satisfaction a priority for our school, the leadership team analyses responses to school community satisfaction measures and is responsive to the feedback given.

Moving into a new school planning cycle in 2018, our school's future directions in the domain of leading include: the strategic development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build capacity, depth and continuity in leadership. Developing a collective ownership of school strategic directions is paramount. The leadership team have a pivotal role in developing and enriching understanding and developing common language and maintaining goal focus. Facilitating the transition to new learning spaces and practice that maximises learning for all students in new learning environments was a significant area of leadership and staff and community exploration.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Future Focused Learning

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 future success.

Overall summary of progress

As the first year of a new planning cycle new initiatives are in beginning phases. The school build is providing new learning spaces and teachers are moving toward new model of collaborative learning across all stages. Intensive work in English with a focus on student writing has resulted in improved writing outcomes. Models of explicit teacher practice and students understanding the goals for their learning are being extended across key learning area. Students have a richer understanding of t

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improved value-added results in NAPLAN Literacy.	Ongoing PL within stage teams and targeted professional learning	Student writing samples indicate improved outcomes in writing.
<ul style="list-style-type: none">Growth in the School Excellence Framework theme Improvement of Practice from <i>delivering</i> to <i>Sustaining & Growing</i>.	Team leaders and curriculum leaders	Evidence of a broader range of assessment practices in place. A continued focus for 2019 and beyond to increase capacity. Reporting process more streamline – feedback from parents that the reports more comprehensive and personalised.
<ul style="list-style-type: none">Tell Them From Me survey indicates a % increase in student engagement.	Team leaders	Students are more connected to the curriculum and drivers of their learning– evident with some students

Next Steps

Further refinement of reporting practices. Visible learning evident with the use of literacy and numeracy continuums. Students clustered to provided strong differentiated curriculum to maximise personalised learning.

Strategic Direction 2

Enhancing Teacher Practice

Purpose

To strategically build teacher capacity to embed consistent whole-school quality teaching practices that maximise student learning outcomes across the curriculum.

Overall summary of progress

Introduction of professional learning to enhance PDP process and develop staff capacity from beginning to expert teacher level. Career development of aspiring leaders, to build capacity and provide sustained growth in learning. Introduction of programs to support project based learning and authentic inclusion of technology. STEM to integrated into relevant areas not in stand alone projects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">PDP processes have been developed to enhance professional practice informed by research.	Executive planning days focus on PDP process	Differentiation of staff learning to meet individual and school goals. New relieving executive identified based on school directions and need to deepen capacity
<ul style="list-style-type: none">All classrooms show evidence of future focused learning practices e.g. differentiation, visible learning, creative and critical thinking, collaboration.	2925.00 whole staff Zoo integrated technology and critical thinking MAPPEN	All staff engaged in project based STEM learning and enhanced confidence and understanding of how to engage students in relevant, future focused learning. . MAPPEN 2018 reviewed in stage teams. Senior executive instructional leadership role.
<ul style="list-style-type: none">Growth in the School Excellence Framework theme of Explicit Teaching from <i>Sustaining & Growing to Excelling</i>.	Mentoring and PDP process Professional learning to build skills	Observation of practice and peer review. MAPPEN linked to contextual Scope and sequence
<ul style="list-style-type: none">All K–6 teachers plotting students against Literacy/ Numeracy progressions in ALAN.	Team reviews and stage based	Stages familiarising and members beginning to use

Next Steps

Whole school familiarity with learning progressions and using as part of regular formative assessment. MAPPEN units to provide a scaffold for KLA scope and sequence. Inclusion of new science syllabus with strong links to integrated STEM.

Instructional leadership focus from senior executive to develop and embed sustained growth in teacher practice and pedagogy.

Strategic Direction 3

Valuing wellbeing and building relationships in the school community

Purpose

There is a school-wide, collective responsibility for valuing wellbeing and positive relationships with all stakeholders.

Overall summary of progress

School focussed on a number of new wellbeing programs in 2018. Key goals to develop student wellbeing by increasing resilience, identifying and responding to student needs. The focus was to provide workshops at a student, teacher and community level to build capacity and understanding for all stakeholders. Strategic use of internal and external providers to target support and expertise.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Growth in the School Excellence Framework Domain Wellbeing from Sustaining & Growing to Excelling.	Staff and community workshops \$2000.00	Cultural awareness training for all staff. Stage Three participation in transition programs and resilience development. KInder connections to facilitate understanding of preschool to school transition
<ul style="list-style-type: none">• Tell Them From Me Survey indicates an increase in student, staff and parent satisfaction with Wellbeing and Community Relationships.	Community workshops	Focus groups to enable transformation in class structures to meet Future Focused learning.
<ul style="list-style-type: none">• Students identified under the National Disability Data Collection having adjustments implemented.	Learning and support team Numeracy and Literacy funds \$7000.00	Personalised learning plans and targeted resources . Staff professional learning to enhance understanding
<ul style="list-style-type: none">• Learning and Support team data being used to track student needs and maximise student wellbeing.	Community and external providers	Introduction of restorative practice team to provide whole school strategies. Targeted programs for students identified at risk, particular focus on transition points.

Next Steps

Expansion of restorative practice to develop whole school common language and introduction of Growing Strong Minds program to ad depth to student and community resilience.

Focus group model to continue as an evaluation and reflection tool and allow strong student voice and qualitative data on programs and school wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Staff 3.2 teachers \$38000.00 Flexible funding	Dedicated EALD staff supported all students K–6 to improve proficiency in English language. A dedicated New Arrivals program supported students entering the school from overseas settings. Transition data indicates strong progress for new arrivals and first phase learners. Professional learning was provided to all teachers to upskill and facilitate strong progression and continued fluency. A school expectation that language development is the responsibility of all teachers.
Quality Teaching, Successful Students (QTSS)	\$132000.00	Provided mentoring and additional learning and support staff to maximise student learning. Funds used to provide key literacy and numeracy programs including writing programs and the implementation of learning progressions. F
Support for beginning teachers	\$50000.00	Funds used provided additional professional leaning courses, mentoring support and an beginning teachers school specific program for teachers in their first and second year of teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	478	453	404	407
Girls	367	353	347	350

Enrolment remains consistent in 2018 at 757. The school location and changes in the residential dwellings from single residences to more medium density continues and provides the school with a consistent enrolment demand.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	96.4	95.2	95.1
1	95.9	95.6	96.2	93.8
2	95.6	96.4	96	96.6
3	95.8	95.9	95.5	96.2
4	96.7	96.8	95.4	97
5	96	96.1	95.7	95.8
6	95.2	94.4	95.4	95.6
All Years	95.9	95.9	95.6	95.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

School attendance continues to be above state averages K –6. School attendance is rigorously monitored and a procedure of early referral to the school's Learning and Support Team assists the school in identifying and providing strategies for students presenting attendance concerns. Absences procedures include, a letter being sent requesting an explanation for absence on the day the student returns to school, a phone call or email to families if a student has been absent more than three consecutive days without contact with school, cases of persistent lateness and/or high absent are referred to the learning and support team for formal follow up by school executive.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.26
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	3.2
School Counsellor	0.7
School Administration and Support Staff	5.07
Other Positions	2.8

*Full Time Equivalent

Denistone East Public School has large staff that includes experienced and early career classroom teachers and non teaching executive. The school has a robust team of specialist teaching staff, including Learning and Support teachers, English as a second language or dialect and Community Language Teachers. The school delivers both a Mandarin and Korean language program.

Teacher qualifications

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

Engage professionally with colleagues, parents/carers and the community.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

Denistone East Public School has a strong ethos of life long learning for all. Professional learning for all staff is aligned with the school strategic directions and differentiated to address the learning needs of each staff member. Each staff member has an annual Professional Development Plan (PDP) that is developed in consultation with their team leader, it identifies and aligns with aspects of the school strategic directions and the staff members areas for development and growth. In 2018 there was a school focus on building teacher capacity in assessing and reporting and enriching understanding of wellbeing with focus on how to develop the whole student, differentiate learning and provide opportunities for enrichment in a range of curriculum areas. Professional learning is provided within school in the form of mentoring, school based learning, external providers and external learning opportunities. All teaching staff must meet NESA requirements for mandatory professional learning hours and meet all Australian Teaching Standards.

The Standards

The Australian Professional Standards for Teachers comprise seven Standards that outline what teachers should know and be able to do.

Standard 1

Know students and how they learn.

Standard 2

Know the content and how to teach it.

Standard 3

Plan for and implement effective teaching and learning.

Standard 4

Create and maintain supportive and safe learning environments.

Standard 5

Assess, provide feedback and report on student learning.

Standard 6

Engage in professional learning.

Standard 7

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	953,037
Revenue	7,679,603
Appropriation	7,000,254
Sale of Goods and Services	11,832
Grants and Contributions	652,855
Gain and Loss	0
Other Revenue	3,800
Investment Income	10,861
Expenses	-7,070,016
Recurrent Expenses	-7,070,016
Employee Related	-6,119,546
Operating Expenses	-950,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	609,587
Balance Carried Forward	1,562,624

This financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. This summary covers funds for operating costs and involves expenditures areas inclusive of permanent salaries and building and major maintenance. The school maintains a strong surplus moving to the 2019 year. Funds have been rolled over to meet expected expenditure for upgrades to existing learning spaces and grounds work at the conclusion of the major capital works.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,087,993
Base Per Capita	145,220
Base Location	0
Other Base	4,942,773
Equity Total	500,214
Equity Aboriginal	947
Equity Socio economic	7,134
Equity Language	372,110
Equity Disability	120,023
Targeted Total	233,536
Other Total	949,831
Grand Total	6,771,574

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 NAPLAN results across all areas of literacy demonstrated achievement well above the state average as follows:

Reading: 71% of our students are working in band 5 and higher which is 19% above the state average.

Grammar and Punctuation: 72% of students are working in band 5 and above which is 24% above the state average.

Spelling: 67% of students are working in band 5 and above which is 16% above the state average.

Writing: 65% of students are working in band 5 and above which is 20% above the state average.

Year 5 NAPLAN results across all areas of literacy demonstrated achievement well above the state average as follows:

Reading: 59% of our students are working in band 5 and above which is 23% above the state average.

Grammar and Punctuation: 61% of students are working in band 5 and above which is 26% above the state average.

Spelling: 64% of students are working in band 5 and above which is 28% above the state average.

Writing: 27% of students are working in band 5 and above which is 15% above the state average.

Year 3 NAPLAN achievement in Numeracy was well above the state average, with 77% of our students working in band 5 and above which is 36% above the state average. In the area of writing 65% of the students were in band 5 and above compared to the State average of 45.2%

Year 5 NAPLAN achievement in Numeracy was well above the state average, with 57% of our students working in band 7 or above which is 27% above the state average. Writing saw 27% of students achieve a band 7 or above., the State average for band 7 or above was 15%.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

In Year 3, 71% of our students were in the top two bands for reading and 77% for numeracy. In Year 5, 59% of our student were in the top two bands for reading and 61% for numeracy.

The Premier's Priority is to increase the proportion of NSW students in the top two NAPLAN bands by eight percent by 2019.

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 2018 students, teachers and parents were invited to complete the NSW DoE Tell Them From Me Survey (TTFM).

The TTFM student survey measures indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 281 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 2018.

- 91% of students report positive relationships with their peers who they trust and who encourage them to make positive choices (up 2% from 2017). The NSW Govt. norm is 85%.
- 91% of students value school outcomes and believe schooling is useful in their everyday life and will have a strong bearing on their future. The NSW Govt. norm is 96%.
- 90% students display positive behaviour at school, higher than the Govt. norm of 83%.

84% of students believe try hard to succeed in their learning. The NSW Govt. norm is 88%.

Areas for improvement have been identified from the survey results and have been addressed within our School Plan Strategic Directions. These include:

- 28% of students demonstrated high skills and felt classes were challenging compared with 53% of the NSW Govt. norm. This has been considered in Strategic Directions one and two: Future Focussed Learning and Enhancing Teacher Practice.
- 73% of students have positive sense of belonging and feel accepted and valued by their peers and others in the school. The Govt. norm is 81%. Strategic Direction Three: Valuing wellbeing and Relationships in the School Community targets this area with initiatives including stage 3 Wellbeing Workshops, Peer Support and Growing Strong Minds to be implemented in 2019.

The Focus on Learning Survey is a self-evaluation tool for teachers. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. This report provides results based on data from 15 respondents who completed the teacher survey. The score for the questions have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

- Leadership 6.3 (Govt. norm 7.1)
- Collaboration 7.4 (Govt. norm 7.8)
- Learning Culture 7.8 (8.0 Govt. norm)
- Data Informs Practice 7.5 (7.8 Govt. norm)
- Teaching Strategies 7.8 (7.9 Govt. norm)
- Technology 5.5 (6.7 Govt. norm)
- Inclusive School 8.0 (Govt. norm 8.2)

- Parent Involvement 7.3 (Govt. norm 6.8)

The partners in learning survey is based on a comprehensive questionnaire covering several aspects of parent's perceptions of their children's at home and school. The survey 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. In 2018 there were 94 respondents, an increase from 27 participants in 2017. We aim to further promote and communicate the importance of the parent survey responses to increase our participants in 2019.

In Term 2 and 3 a focus group consisting of teachers and parents met to review the existing enrichment program which consisted of one enrichment class in each year group from Years 3 to 6. A new cluster model was developed to provide targeted differentiated teaching and learning opportunities for all students across all key learning areas. The new model was communicated to teachers, parents and the community through information sessions promoting collaborative team teaching in flexible learning spaces from Early Stage 1 to Stage 3. Implementation of the cluster model will commence in 2019.

Policy requirements

Aboriginal education

Aboriginal Education policy and outcomes, together with the promotion of an understanding of Aboriginal Australia, were evident in the school through the observance of special days and perspectives across the curriculum.

Teaching and learning programs reflect the views and aspirations of Aboriginal Australia and provide opportunities for students to gain a meaningful and sensitive appreciation of the history and culture of Aboriginal and Torres Strait Islander people. All students participate in Aboriginal studies which are incorporated into areas of music, art, craft, literacy, sport and dance, as well as through special activities.

Denistone East Public School has provided opportunities for Aboriginal and Torres Strait Islander students to connect, succeed and thrive through the co-planning, implementation, monitoring and evaluation of personalised learning pathways in conjunction with students and their families. Aboriginal culture and custodianship of Country are recognised through protocols such as "Welcome to Country and Acknowledgement of Country" and NAIDOC Week celebrations.

Multicultural and anti-racism education

Denistone East Public School encourages the values of social equity and civic participation. Our diverse school population comprises of 78% of students from a language background other than English and is dynamically multicultural.

Multicultural perspectives about inclusivity and respecting diversity are evident across all teaching and learning programs to ensure that inclusive school practices are embedded. Students are encouraged to present to their class various cultural experiences that they take part in, which broadens cultural awareness for all students.

In addition to celebrating Harmony Day, we have an active wider school community that promote our school's cultural diversity. Lunar New Year and Korean National Day are celebrations that occur at the school annually and, through the collaboration of students, staff and parents in the planning and implementation of these events, provide students with engaging and authentic experiences that enhance their cultural appreciation.

The Kindergarten Connections program run by Relationships Australia provided opportunities for parents and carers to be involved in inclusive and diverse activities with their Kindergarten students. Families were able to develop an understanding of how the dynamics of a Kindergarten classroom work during a range of varied activities both inside and outside the classroom environment.