

# Sydney Distance Education Primary School

## 2019 Annual Report



4586

## Introduction

The Annual Report for 2019 is provided to the community of Sydney Distance Education Primary 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.

### School contact details

Sydney Distance Education Primary School

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9207 6300

## School background

### School vision statement

To improve on our standing as the most innovative and academic Distance Education Primary School in NSW by carefully reflecting upon everything we do.

To provide unequalled support to our families while studying via distance education.

To provide our students with a comprehensive and complete range of educational experiences within a varied and global focus.

To continuously improve our learning materials, methods of delivery and reporting mechanisms to the benefit of all our families.

To ensure that all students studying via distance education are valued, supported and encouraged to achieve within a flexible, challenging and rewarding learning environment.

### School context

Sydney Distance Education Primary School (SDEPS) is a distance education facility catering for K–6 students who are unable to attend their local school due to distance or circumstances. The vast majority of students enrolled at SDEPS are travelling within Australia or overseas. Therefore, the school's mobility rate is extremely high and enrolments generally reach 500 students or more during the year.

SDEPS has a long held reputation for high quality teaching practices and learning resources resulting in outstanding student outcomes including results in national assessments. The school uses innovative technologies to link with its many families around Australia and throughout the world to provide challenging and engaging learning experiences. It is also a provider of high quality learning resources to other distance education schools within the state.

## 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 school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling



## Strategic Direction 1

### Teaching and Learning Management Systems

#### Purpose

To implement management systems that better support SDEPS students academically and administratively.

#### Improvement Measures

Increase the number of students submitting work and receiving feedback digitally via Canvas as the program gains wider acceptance.

Increase the timeliness of feedback provided to students that will be measured in hours and not days or weeks.

Increase the number of students receiving end-of-semester reports via Sentral with the goal of 100% of students.

Increase the accuracy and consistency of end-of-semester reports as teachers become more familiar with the features of the program.

Increase the number of staff trained and using Canvas and Sentral. It is expected that 100% of staff will be familiar with the basics of these two programs by the end of the year.

Increase the amount of learning materials modified to enable their use in Canvas. It is expected that at least 25% of our materials will be ready to be uploaded to Canvas by the end of the 2018.

#### Progress towards achieving improvement measures

**Process 1:** Implement and refine the school's Learning Management System, Canvas, to better support students and staff.

Evaluation	Funds Expended (Resources)
All teaching staff are comfortable using Canvas for programming, teaching and assessment purposes.	Technology Learning Facilitator (FTE 0.2) and Technology Support Officer (FTE 0.4) (\$30,000).
All teaching staff are able to access school resources via Canvas.	\$9,410 (Canvas licence cost).

**Process 2:** Implement and refine the school's Student Information Management System, Sentral, to better support students and staff.

Evaluation	Funds Expended (Resources)
Sentral is used for student reports for Semester-1 and Semester-2 2019 school reports.	Technology Learning Facilitator (FTE 0.2) and Technology Support Officer (FTE 0.4) (\$30,000).
Sentral is used school-wide for scheduling live lessons, recording meetings, staff attendance and absences.	\$5,675 (Sentral licence cost).

**Process 3:** Integrate the school's Learning Management System and Student Information Management System.

Evaluation	Funds Expended (Resources)
Student profile sync from ERN/Sentral to Canvas is automated in the test environment. The process of importing assignments to student program using course code working in the test environment.	
K-6 NESA outcomes for all Learning Areas updated within Canvas and Sentral to support rubric development in 2020.	

## Strategic Direction 2

### Collaborative Teaching and Quality Student Learning

#### Purpose

To enhance student learning and achievement through collaboration between teachers. To provide effective feedback to students across all stages within improved time frames. To ensure consistent teacher judgement across stages and the school. To increase synchronous and asynchronous teaching opportunities for all students.

#### Improvement Measures

All teachers within stages collaborate to ensure consistent teacher feedback and assessment across their stage and the school.

Use PLAN2 to monitor literacy and numeracy development and identify strategies for improvement once the program has been rolled out to schools.

Increase the number of teaching resources for each stage for use in Canvas.

Decrease the amount of time teachers spend on administrative duties while increasing the amount of time teachers are engaged in teaching.

Maintain and/or improve NAPLAN results in years 3 and 5 over previous year's attainment.

Commence K–6 scope and sequence of English units.

Commence process to backwards-map all English units K–6 to facilitate inclusion of Learning Intentions/ Success Criterion.

#### Progress towards achieving improvement measures

**Process 1:** Facilitate consistent teacher judgement across all stages and the school through regular stage and whole school meetings.

Evaluation	Funds Expended (Resources)
Use of Success Criteria in units has helped to create Rubrics for assessment tasks within units. Moderation of assessment continues within teaching teams to ensure consistent teacher judgement.	

**Process 2:** Implement and refine collaborative teaching in each stage to promote sharing of best practice in programming, assessment and feedback methods.

Evaluation	Funds Expended (Resources)
Whole school Database of resources for all Learning Areas is ready for further use. Discussions are on-going about the best format for this database. The collaborative teaching model has been further streamlined as SDEPS changed to a Junior School / Senior School format.	1 day AP per week (\$27,000).

**Process 3:** Reduce the amount of time devoted to written feedback and to increase teacher – student interactions and general collaboration.

Evaluation	Funds Expended (Resources)
The need for a stand-alone writing team to work on a range of English resources has been identified and funded. The role of the writing team is to adapt to Junior and Senior School requirements. The use of rubrics in Canvas has been highlighted as a way to further refine the feedback model used by teachers at SDEPS.	

## Strategic Direction 3

### Wellbeing

#### Purpose

To provide a supportive, positive and inclusive school environment that reflects a shared understanding and commitment to our core values: behave responsibly; care for others; expect the best; and respect yourself and others. To develop healthy, happy, productive and successful individuals at all levels.

#### Improvement Measures

Resilience program developed for all stages.

Wellbeing resources purchased / developed for all stages.

Individualised goal-setting and regular reviews for all students.

Extend wellness program to supervisors and school staff.

#### Progress towards achieving improvement measures

**Process 1:** Develop units and online lessons on topics such as: resilience, tolerance, equity, religion, healthy living, mindfulness meditation, healthy lifestyles.

Evaluation	Funds Expended (Resources)
Bounce Back units K–6 have been completed.	1 day AP per week (\$27,000).
Student wellbeing resources developed and shared with the DE Primary Network (K–6) .	

**Process 2:** Develop approaches to personalised goal-setting and review measures for all students regardless of abilities or circumstances.

Evaluation	Funds Expended (Resources)
Student goal-setting refined throughout 2019. Changes made to accommodate a Junior School and Senior School approach to student goal-setting.	

**Process 3:** Extend wellness program to supervisors and school staff.

Evaluation	Funds Expended (Resources)
Staff wellbeing sessions run throughout 2019. Wellbeing resources shared with staff and supervisors where applicable throughout 2019.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,639.39  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$3 639.39)</li> </ul>	Teacher employed 2 days per term to coordinate NAIDOC Week celebration and to develop the school Reconciliation Action Plan (RAP).
<b>Low level adjustment for disability</b>	\$55,561.49  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$55 561.49)</li> </ul>	Teacher employed 2 days per week to coordinate the Learning and Support Team, and to develop teaching/learning resources.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$29,133.47  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$29 133.47)</li> </ul>	Teacher employed 3 days per fortnight to provide relief for 4 Stage Coordinators to ensure provision of professional development and mentoring for teaching staff.
<b>Socio-economic background</b>	\$5,788.22  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$5 788.22)</li> </ul>	School fees and resources fees waived for Medical, Additional Learning & Support Needs (ALSN) students and those experiencing financial hardship.
<b>Support for beginning teachers</b>	\$11,285  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$11 285.00)</li> </ul>	Professional Development Coordinator funded to provide beginning teachers with appropriate professional development, to oversee teacher accreditation process and to ensure compliance with NESA requirements.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	139	92	127	97
Girls	151	110	99	80

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	15.67
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	4.93

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	708,361
<b>Revenue</b>	3,305,731
Appropriation	3,266,986
Sale of Goods and Services	19,050
Grants and contributions	13,980
Investment income	5,715
<b>Expenses</b>	-3,073,804
Employee related	-2,882,664
Operating expenses	-191,141
<b>Surplus / deficit for the year</b>	231,926

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	70,538
Equity - Aboriginal	3,639
Equity - Socio-economic	5,788
Equity - Language	5,549
Equity - Disability	55,561
<b>Base Total</b>	358,838
Base - Per Capita	50,916
Base - Location	0
Base - Other	307,922
<b>Other Total</b>	2,567,236
<b>Grand Total</b>	2,996,612

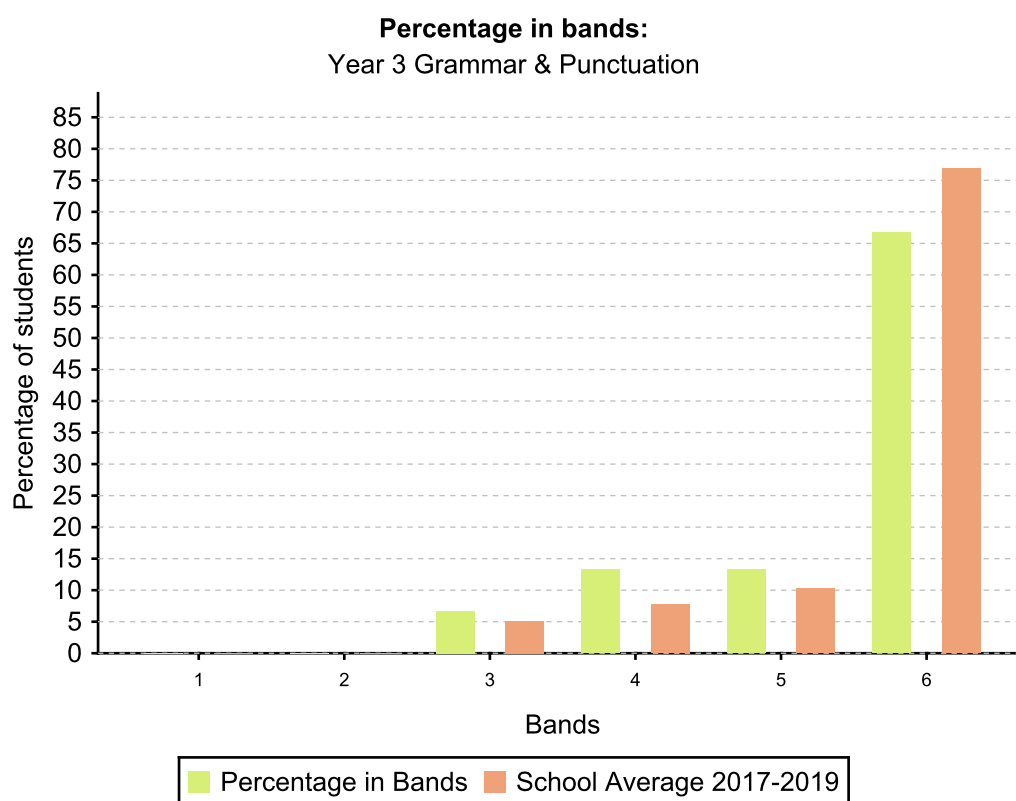
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## School performance - NAPLAN

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.

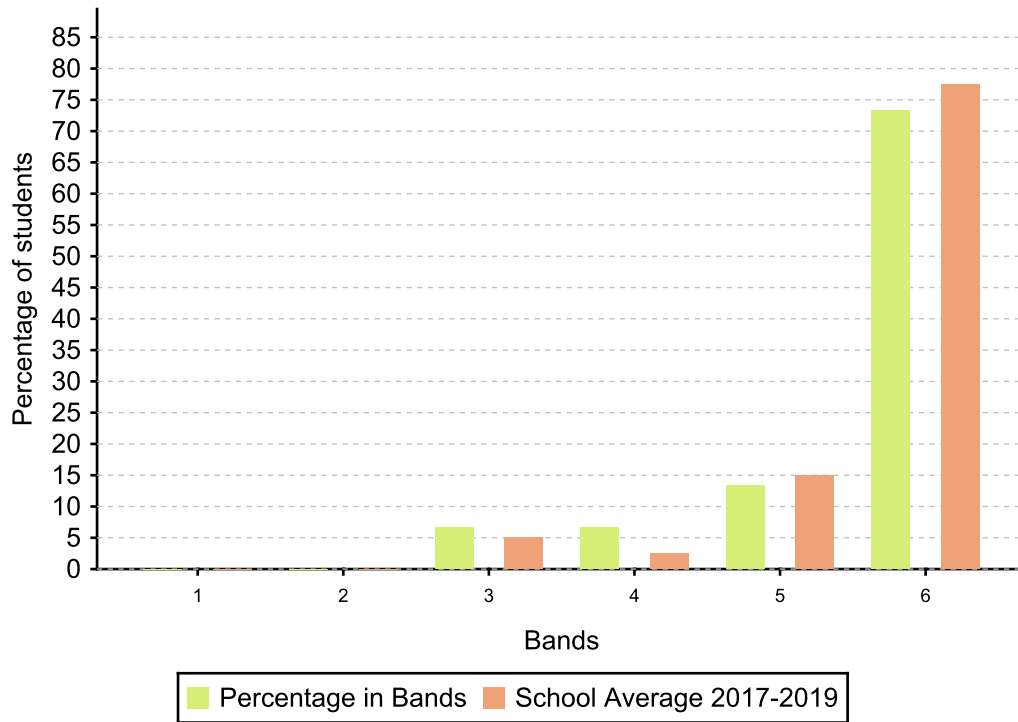
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



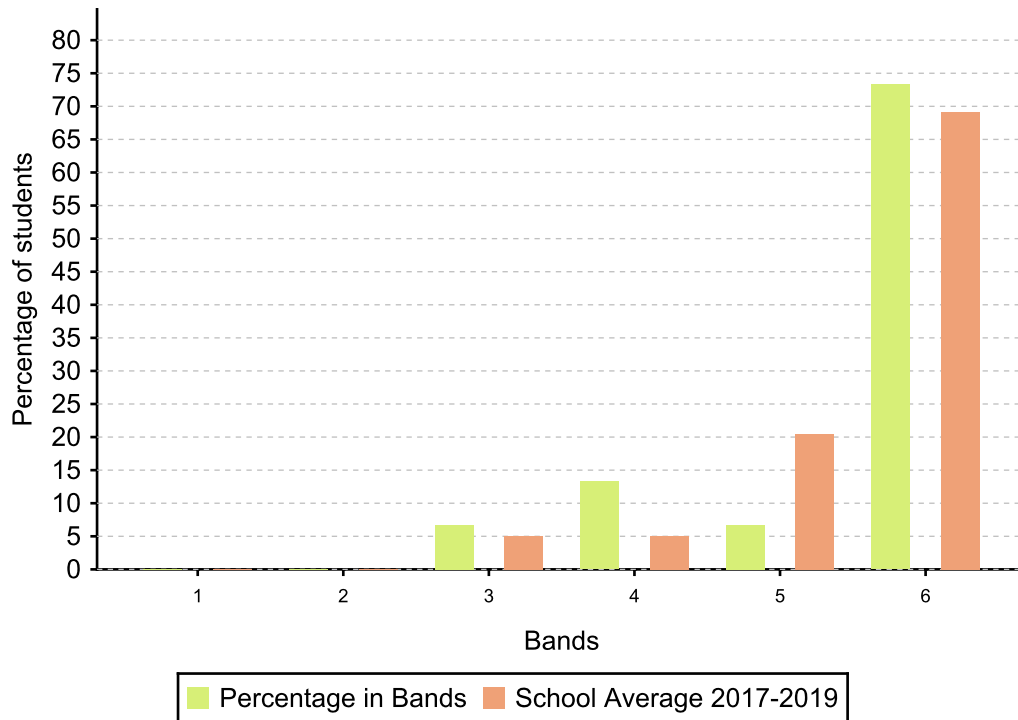
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.7	13.3	13.3	66.7
School avg 2017-2019	0	0	5.1	7.7	10.3	76.9

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.7	6.7	13.3	73.3
School avg 2017-2019	0	0	5	2.5	15	77.5

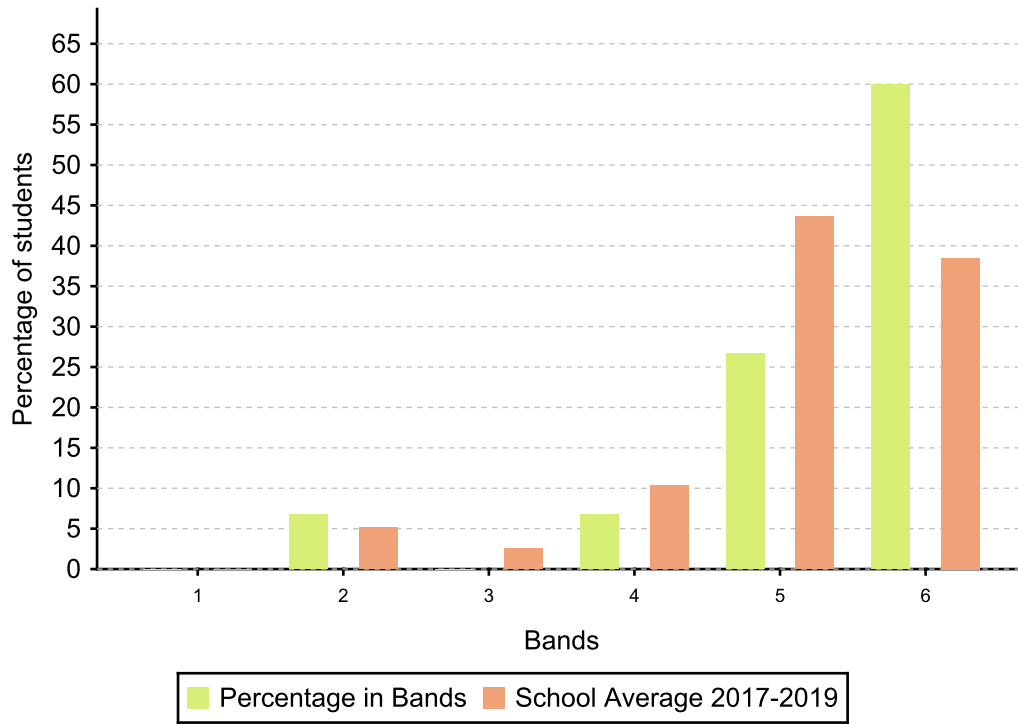
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.7	13.3	6.7	73.3
School avg 2017-2019	0	0	5.1	5.1	20.5	69.2

### Percentage in bands:

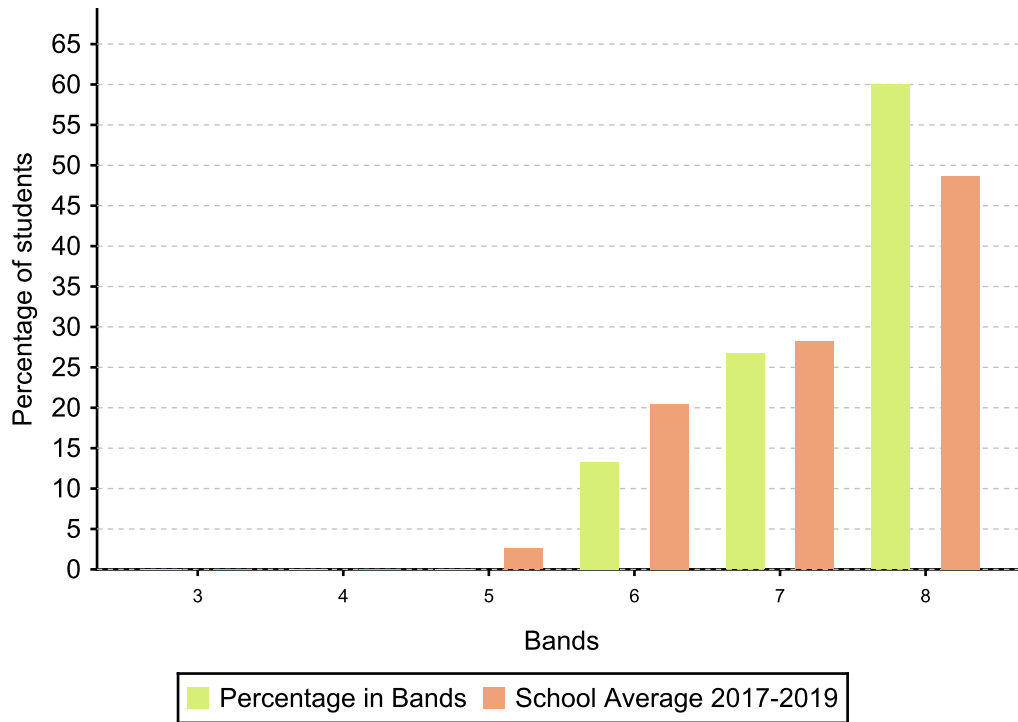
#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	0.0	6.7	26.7	60.0
School avg 2017-2019	0	5.1	2.6	10.3	43.6	38.5

### Percentage in bands:

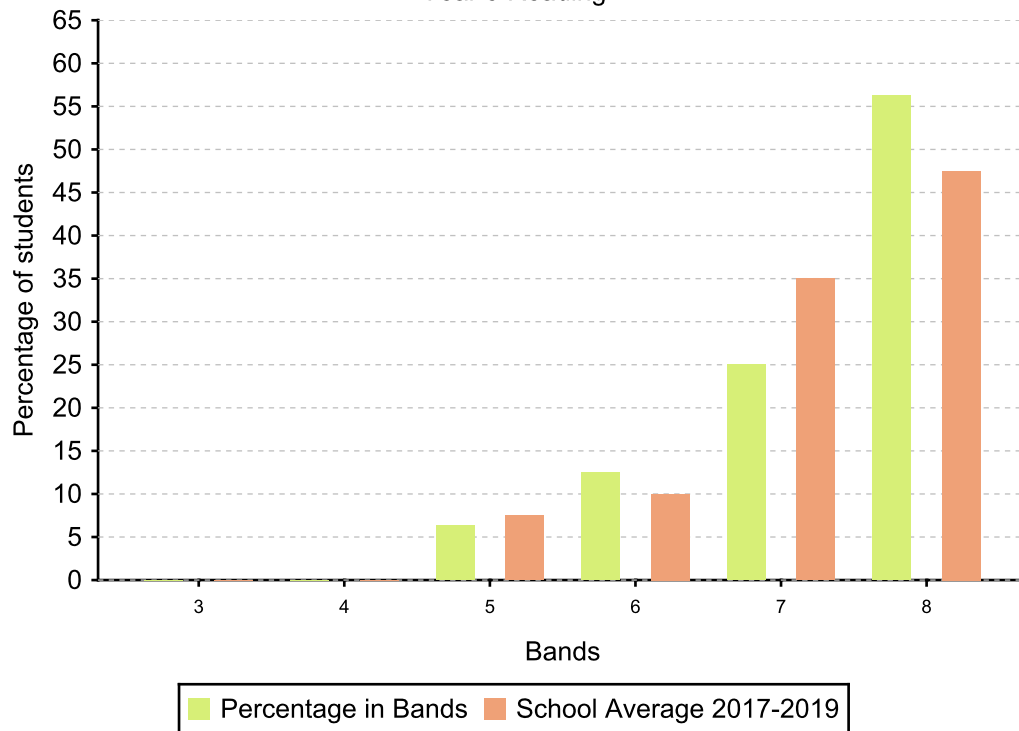
#### Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	13.3	26.7	60.0
School avg 2017-2019	0	0	2.6	20.5	28.2	48.7

### Percentage in bands:

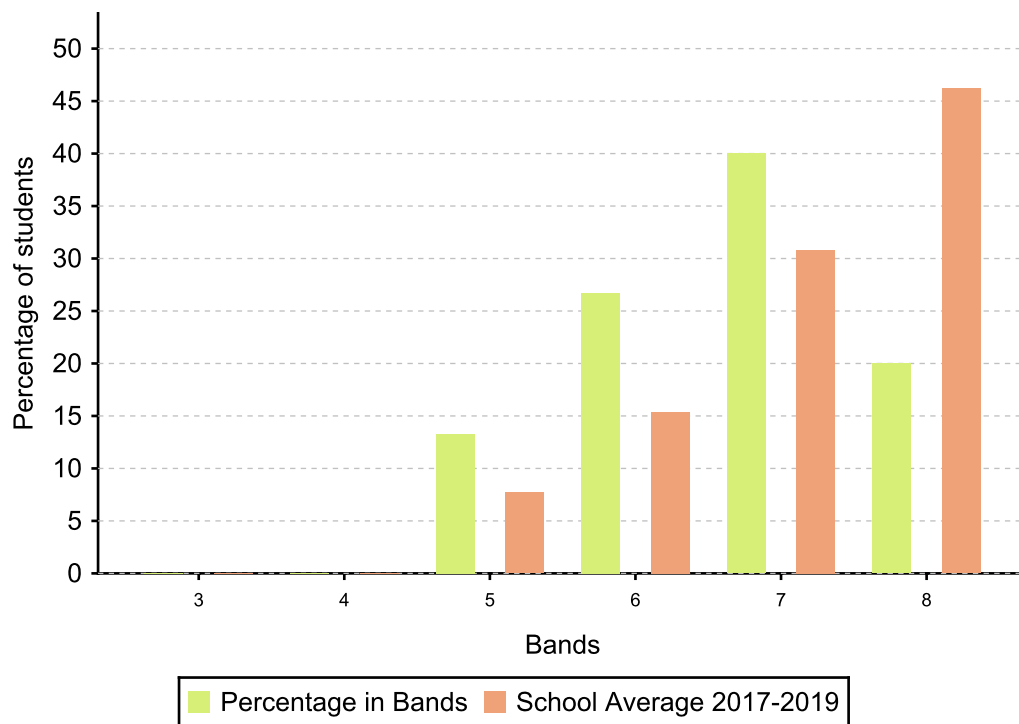
#### Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	6.3	12.5	25.0	56.3
School avg 2017-2019	0	0	7.5	10	35	47.5

### Percentage in bands:

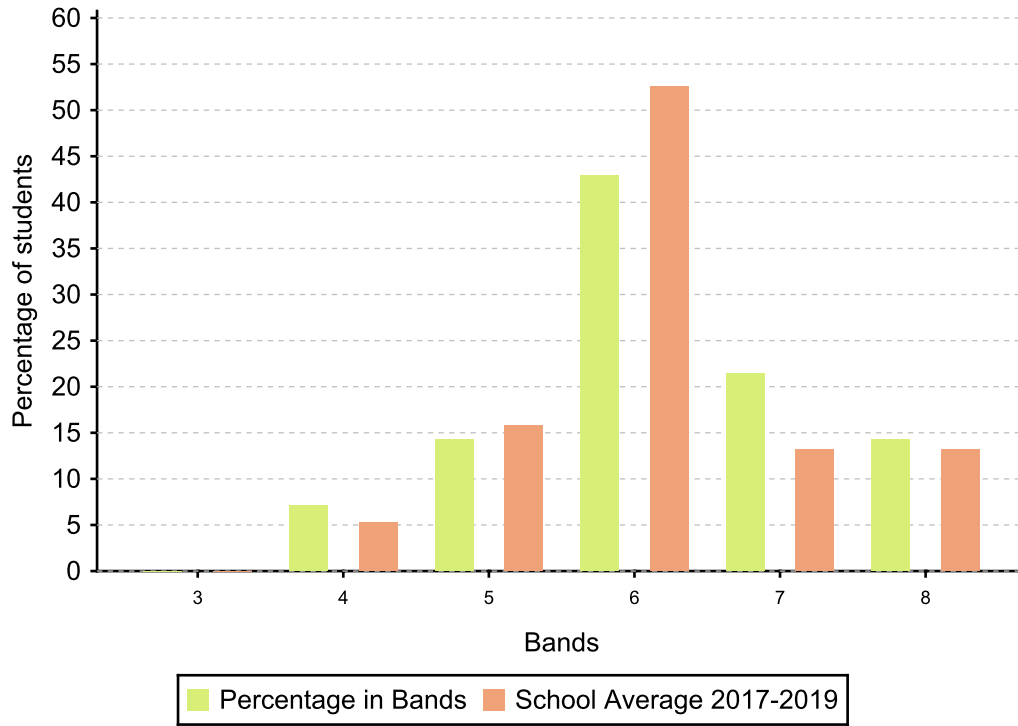
#### Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	13.3	26.7	40.0	20.0
School avg 2017-2019	0	0	7.7	15.4	30.8	46.2

### Percentage in bands:

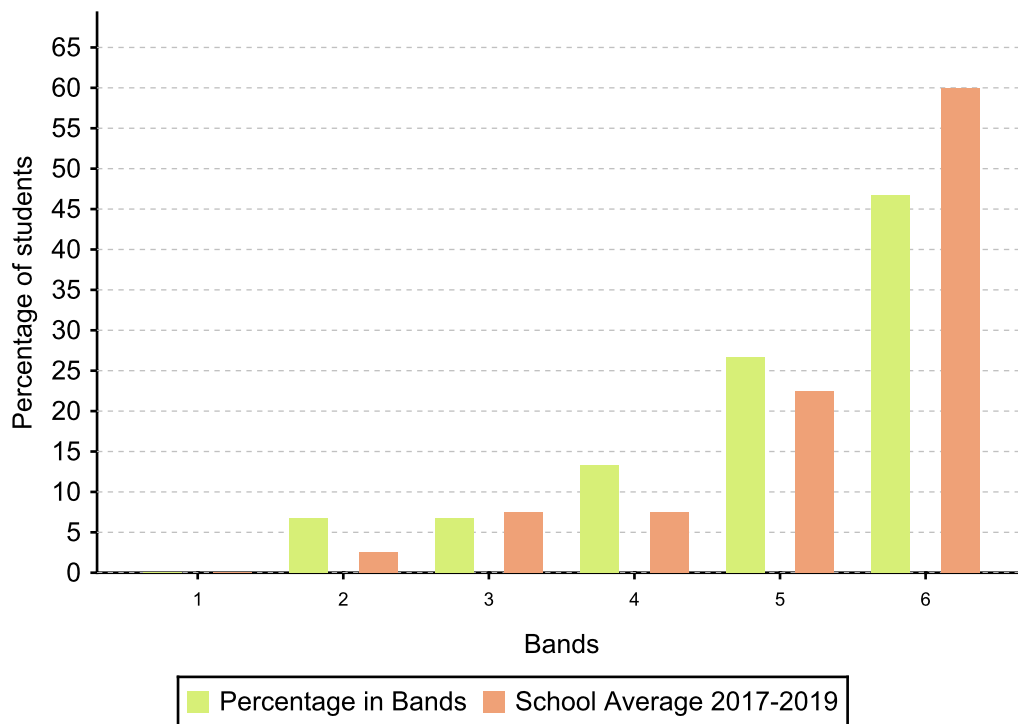
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	7.1	14.3	42.9	21.4	14.3
School avg 2017-2019	0	5.3	15.8	52.6	13.2	13.2

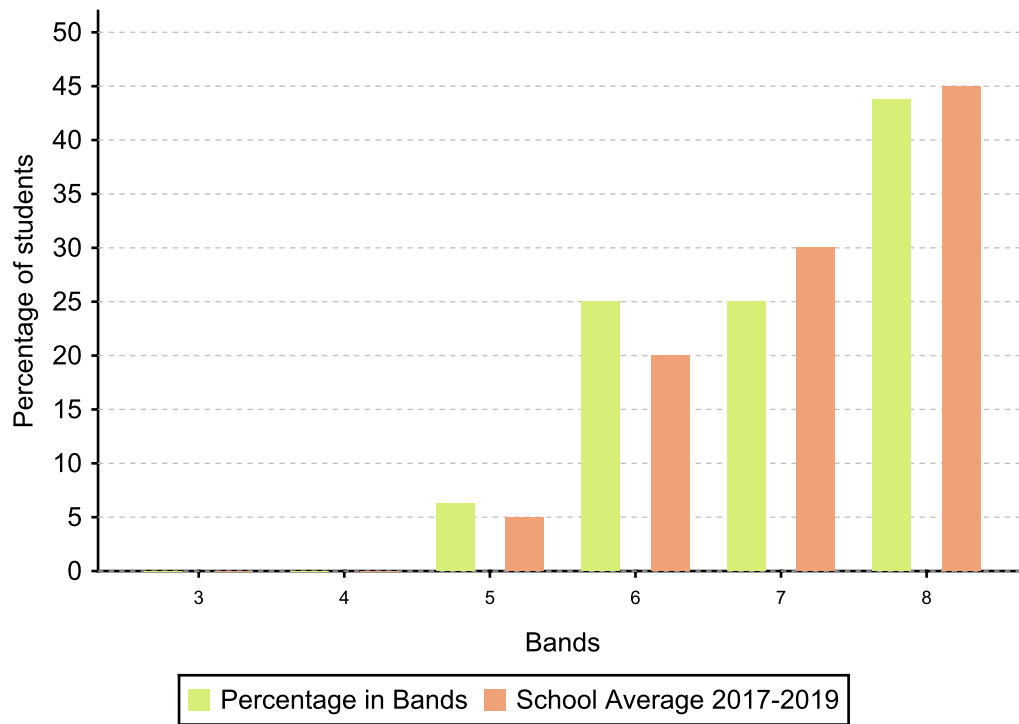
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	6.7	13.3	26.7	46.7
School avg 2017-2019	0	2.5	7.5	7.5	22.5	60

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	6.3	25.0	25.0	43.8
School avg 2017-2019	0	0	5	20	30	45



# Parent/caregiver, student, teacher satisfaction

## Parent/caregiver Satisfaction

27 responses from parents/caregivers were received. 93% of the parents/caregivers found the enrolment process either satisfactory or very satisfactory. Only 7% of parents/caregivers were dissatisfied with the enrolment process. In 2019, to improve the enrolment process, SDEPS:

- updated the school's website and improved the link to enrol with SDEPS
- updated and simplified the enrolment documentation into one only document.

41% of parents/caregivers used the internet to research distance education schools and enrol with SDEPS. 41% of parents/caregivers were directed to enrol with SDEPS through their student's local school. To raise the school's profile further with local and mainstream schools, in 2019 SDEPS:

- established a marketing position.

89% of parents/caregivers stated that the SDEPS program and learning resources were beneficial to their student's learning. Only 8% replied that enrolment with SDEPS was not beneficial to their student's learning. To further improve individualised programming and student learning, SDEPS:

- gave an overall focus in 2019 to providing an adjusted student program through consultation with all parents/caregivers, instead of only on request or only for students with learning needs
- assessed students in a face-to-face environment at the point of enrolment.

Only 23% of parents who were sent the satisfaction survey gave a response. To improve the rate of engagement by parents/caregivers with the school survey, it was decided to distribute the survey twice, one week apart.

## Student Satisfaction

Feedback from teachers to students and supervisors is an area constantly under review. 78% of students replied that they found their teacher's feedback helpful. Further professional development on formative feedback, and how to improve the learning resources to enable formative feedback was a target area on staff development days. This was also a focus for SDEPS through the development and use of marking rubrics in Stage 3 teaching/learning resources.

On a scale of 1 to 5, 90% of all students responded that their overall experience at SDEPS was either excellent or outstanding. No students rated their overall experience as poor.

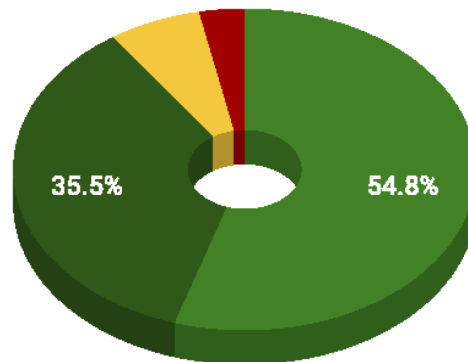
## Teacher Satisfaction

SDEPS staff continue to rate working at this school at a very high level. Staff are pleased with the flexibility of work routines, support they receive, the physical environment and the opportunities the school provides.

All executive staff are rated as being supportive, approachable and care for the wellbeing of students, parents and staff. The school executives are grateful for the trust and support given by all stakeholders.

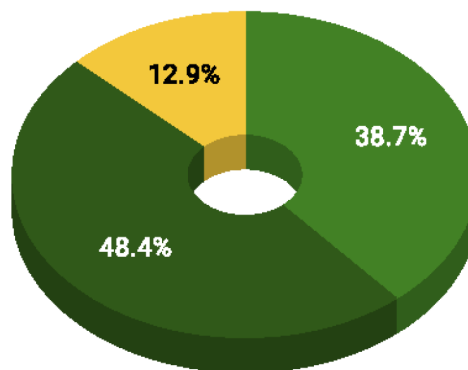
In all facets of operation, 75–85% of staff have shown positive agreement in all areas of the staff satisfaction survey Term–4, 2019.

The school provides the resources and support I need to do my job well.



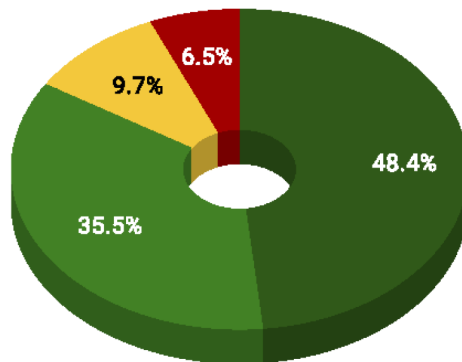
● Strongly Agree ● Agree ● Neutral ● Disagree

The principal manages resources and the school budget in an effective manner.



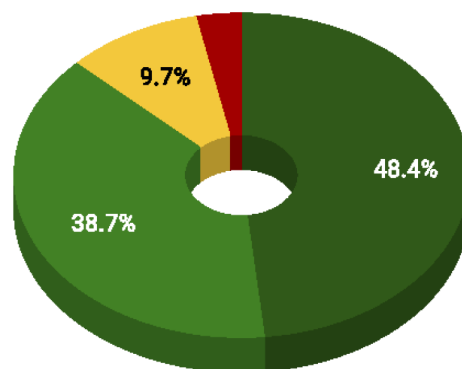
● Strongly Agree ● Agree ● Neutral ● Disagree

I find the school's executive staff approachable and considerate.



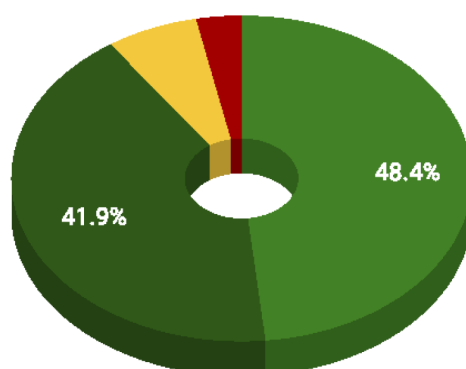
Strongly Agree Agree Neutral Disagree

My manager supports my career aspirations.



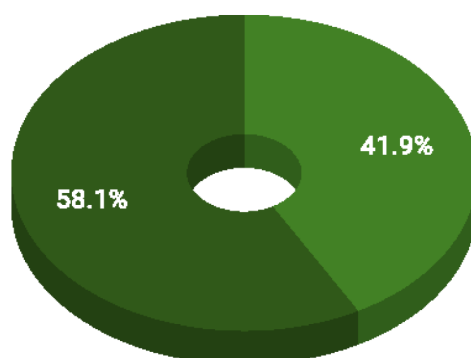
Strongly Agree Agree Neutral Disagree

SDEPS has student welfare as a central focus.



● Strongly Agree ● Agree ● Neutral ● Disagree

SDEPS is always striving to improve its teaching and learning experiences.



● Strongly Agree ● Agree ● Neutral ● Disagree

# 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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.