

Delungra Public School Annual Report



2016



1747

Introduction

The Annual Report for 2016 is provided to the community of Delungra 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.

Toni Withers

Principal

School contact details

Delungra Public School

Wallangra St

Delungra, 2403

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

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

6724 8407

Message from the Principal

It is an absolute honour and privilege to continue to be the principal of Delungra Public School. Our school is full of polite, friendly and kind students who enjoy learning. It is definitely a lovely place to be and learn.

This year we have continued to focus on achieving our three strategic directions. These are providing high quality consistent teaching across the school, developing our students' ability to be self-directed and self-reflective learners and providing a comprehensive wellbeing framework to support our students. Throughout the year we have continued to work hard to raise the standards of our teaching and raising the expectations of our students. Our staff have deepened their understanding of the evidence based practices that improve our students' achievement and well-being.

This year we have been extremely fortunate to acquire the services of Mr Bill Mc Intosh as our school Chaplain. His employment has complemented our wellbeing programs and curriculum delivery particularly in the area of music. During 2016 all our primary students have learnt a musical instruments either guitar or keyboard. We look forward to building on our musical skills in 2017.

During 2016 we have been developing our students' skills in STEM (science, technology, engineering and mathematics). We have made this a priority as this is the biggest growing area for employment and industry in Australia now and will continue to grow into the future. Our staff are driven to provide our students the opportunities needed for their future employment and success.

As always we have had many successes this year in sporting arena. Many of our students competing at zone and regional levels in swimming, cross country and athletics. Our swimming program has proven to be highly successful with all our students showing significant improvement in this essential life skill. We will continue to implement the current structure for our swimming to ensure our student continue to improve in this area. During 2016 we have engaged sporting coaching during our sport lessons. This has allowed our students to learn from field experts and improve their sporting skills.

In conclusion, I would like to thank the students and staff for their dedication and love of learning. I would also like to thank the parents and community members who assisted the school during 2016, without their assistance the students would not have been able to engage in so many wonderful learning opportunities.

School background

School vision statement

Our vision is to guide, inspire and challenge students to become confident, motivated, reflective and creative learners. The students of Delungra Public School will be provided with learning opportunities which will endeavour to prepare them for a rapidly changing world and the abilities to thrive in future learning and employment.

School context

Delungra Public School is a small school situated 30km west of Inverell on the Gwydir Highway. The majority of the students live in the village of Delungra. The students at Delungra Public School enjoy a wide variety of high quality learning opportunities in a safe, supportive and focused environment.

Delungra is classified as a rural and remote school. The students are given access to a wide range of opportunities that are not available in the township of Delungra.

There are two classroom teachers one of which is a teaching principal and two part time teachers. All teachers meet the professional requirements for teaching in NSW public schools.

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. 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.

In the domain of Learning, our efforts have been primarily focused on the areas of assessment, curriculum and learning. The school has implemented a comprehensive and inclusive approach to assessment and reporting through the implementation of our Assessment Procedures Guide and Reporting to Parents Guide. Our school has created clear expectations for assessment and the use of assessment to guide student learning goals and teaching and learning programs. These guides have assisted our school to strengthen our productive and supportive learning environment. The school provides a wide range of learning opportunities for our students to guide their individual and collective growth and achievement. Teachers are striving to provide our students with differentiated curriculum to meet the needs of individual students. These learning opportunities are based on relevant evidence collected and analysed by the teachers.

This year in the domain of Teaching, data skills and use, collaborative practice and professional standards have been a major focus. During 2016 our teachers joined with a learning alliance to build our teachers capacity to develop and implement valid and effective assessments to guide consistency of teacher judgement. A toolkit of resources has been developed and refined to promote consistent judgement across our school and throughout all schools involved. Teachers have used the knowledge from this alliance to improve their practice and the effectiveness of our assessment procedures. Our teachers participated in a number of professional development opportunities to build the understanding of the Australian Professional Standards for Teachers (APST) as well as building their knowledge of using evidence to reflect on their practice.

In the Domain of Leading, our focus has been on school resources and school planning, implementation and reporting. During 2016 the staff at Delungra Public School focused on building our teachers capacity to effectively engage in all areas of the PDP framework. Strategic reviewing and refinement of school procedures and guidelines have enabled the school to monitor and analyse student learning and our teachers to be responsive to students learning needs.

Our self-assessment 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:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Consistent, high standard educational practice across the school

Purpose

To provide consistent high quality curriculum programs, processes and teaching practices that effectively develop all students learning using evidence-based teaching practices.

Overall summary of progress

Through our focused work in 2016 teachers have developed and an understanding of assessment moderation and have participated in activities to support consistent and valid judgements of student learning.

Our teachers have engaged in PLAN software to monitor students growth and have a process to inform judgement. All teachers understand the need for consistent teacher judgement and establishing processes for reliable tracking of students. Our staff are engaging in consistent processes to identify, address and monitor students learning needs school wide.

All teachers have continued to deepen their understanding of the new curriculum documents through their unpacking of the science, geography and history syllabuses and building of scope and sequences.

Self-reflection by all staff against APST supporting high quality PDP goals. All teacher are confidently engaging in PDP process to improve their practice and have a deep knowledge of APST.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole school assessment procedures to support systematic assessing and tracking of students to guide personalised learning and teaching and learning programs.	All teachers understand and have participated in assessment moderation activities to support consistent and comparable judgements of student learning.	Teacher professional development and data analysis \$7000
Implementation of Australian Curriculum.	All staff have a clear understanding of the key skills and concepts for science, history and geography K-6. Quality units of work have been developed and placed in the schools scope and sequence for these subject areas.	Professional development \$4000
Implementation of the NSW DEC Performance and Development Framework and Australian professional standards for teachers.	All teacher confidently engaging in PDP process to improve their practice and have a sound knowledge of Austalian Professional Standards for Teachers.	Professional development \$500

Next Steps

Continuing to building assessment rubrics for English that enable consistent teacher judgement.

Expanding teachers knowldege of the strategies to measure the impact of their teaching on students learning using the principles of visible learning.

Implementing Early Action for Success into Delungra Public School.

Strategic Direction 2

Self-directed independent learners

Purpose

To provide consistent whole school processes and systems to guide, inspire and motivate students to become self-directed independent learners.

Overall summary of progress

This year our school has continued its journey to structure high quality learning centres and practices through which students engage in and are able to take control of their own learning and monitor their progress. All students have engaged in these learning centres and are building their independent work habits. Our teachers' capacity is being enhanced and will be continued to be developed to establish effective learning centres and practices. Students are successfully engaging in the processes for investigation and problem solving in both science and STEM.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students actively engaged in reflecting on their learning, identifying informed personal learning goals and identifying strategies to assist in the achieving of their goals.	Students are continuing to improve their ability to set appropriate learning goals.	Professional development and resources \$1000
Whole school implementation of student self-monitoring and learning centres and success criteria.	Teachers are expanding their knowledge and skills in developing learning centres and success criteria. Students are continuing to develop their skills in identifying their strengths and areas for improvement.	Resources \$600
Increased number of students requesting target teaching to improve their understanding of concepts from 0% to 100%.	Most students are able to plot their understanding of a concept on our learning scale.	Nil

Next Steps

Implementation of learning intentions and success criteria across the school.

Continue to develop and implement English rubrics.

Expand student self reflection strategies implemented across the school to enable students to identify their strengths and areas for improvement.

Strategic Direction 3

Comprehensive and inclusive framework to support the wellbeing of students

Purpose

To design and implement a comprehensive framework to support the cognitive, emotional, social and physical wellbeing of students, which improves the individual and collective wellbeing of our school.

Overall summary of progress

All students' health and happiness continues to be a high priority for Delungra Public School. To ensure the students of Delungra Public School have the skills they need to be both healthy and happy today and into the future the school has expanded our rigorous well-being program. During 2016 we have continued our programs yoga, mindfulness, dance, healthy eating program, fundamental movement skills, kitchen gardens and the social skills program 'Growing up with a Bucket Full of Happiness'. It has been expanded to include health workshops delivered by health professionals including, bush kids first aid, how our body changes as we grow and mental health awareness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students improving their score on school wellbeingscale.	This tool has been used to monitor students mental health and wellbeing. The tool has assisted our school to identify students or trends and implement strategies to improve wellbeing.	Nil
Whole school implementation of wellbeing policy, program and practices.	Delungra Public School wellbeing framework has been expanded to included helalth and nutrition workshops delieved by health professionals. Students understanding of health and mental health has improved as a result.	\$3000

Next Steps

Continue to embed wellbeing strategies.

Expand our health workshops delivered by health professionals to include sun protection, nutrition and asthma.

Explore the introduction of parent and community workshops.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This funding was used to create personalised learning plan format for our students and providing training for teacher on how to write effective personalised learning plans.	\$2782
Low level adjustment for disability	These funds were use to partially supplement additional Learning and Support teacher time to provide targeted support for identified students.	\$2600
Quality Teaching, Successful Students (QTSS)	The additional staffing time was used as a small component of the principal adminstration time.	An additional 0.025 of staffing which is equivalent to 30 minutes a week.
Socio–economic background	<p>Strategic Direction 1</p> <p>Release of lead teacher to lead teacher mentoring, professional development opportunities and release of teachers for assessment days.</p> <p>Employment of Student Learning Support Office to implement Multilit program and focused literacy and numeracy groups.</p> <p>Purchase and implementation of technology as a tool for learning to support 21st century learning implementation.</p> <p>Establishment of creative learning spaces through the purchase of new furniture.</p> <p>Strategic Direction 3</p> <p>Provision and resources to support wellbeing programs. Students participating in a wide range of high quality learning opportunities beyond the township of Delungra.</p>	<p>\$12000 Release of lead teacher</p> <p>\$9000 Student Learning Support Office</p> <p>\$5000 Technology as a tool for learning</p> <p>\$2200 Updating furniture</p> <p>\$10000 Education resources and provision of wellbeing and teaching and learning activities</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	10	16	16	18
Girls	17	20	17	14

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	92.7	91.9	95.2
1	90.7	95.6	95.3	89.8
2	98.2	96.2	97	95.2
3	95.5	97.3	90.1	96.9
4	100	96	95.8	90.3
5	95.6	98.4	94.5	94.6
6	94.4	95.5	98.9	94.6
All Years	95.5	95.6	93.9	93.6
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.89
Other Positions	0.01

*Full Time Equivalent

Currently no member of staff identifies as Aboriginal or Torres Strait Islander.

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	

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	99 564.65
Global funds	71 686.95
Tied funds	55 496.85
School & community sources	9 500.96
Interest	1 725.21
Trust receipts	18 138.10
Canteen	0.00
Total income	256 112.72
Expenditure	
Teaching & learning	
Key learning areas	7 171.40
Excursions	4 653.70
Extracurricular dissections	20 971.85
Library	887.19
Training & development	13 304.75
Tied funds	86 044.88
Short term relief	6 534.47
Administration & office	23 472.44
School-operated canteen	0.00
Utilities	9 129.16
Maintenance	4 964.41
Trust accounts	11 102.03
Capital programs	0.00
Total expenditure	188 236.28
Balance carried forward	67 876.44

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

School-based assessment

Students' progress is regularly monitored through our assessment analysis meetings. This detailed analysis allows our teachers and support staff to gain a clear understanding of all students' progress and specific areas of need. Implementation of inventions, teaching strategies and focused target teaching lessons are reflective of the ongoing comprehensive analysis of student assessment data.

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.

Due to the small cohort of students at Delungra Public School, privacy protocol prevents disclosure of specific student data. Parents have been advised of student results.

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.

Parent/caregiver, student, teacher satisfaction

Delungra Public School values the opinions of parents, students and teachers about the school. This year we focused our feedback around learning. The school received a highly positive feedback. Their responses are presented below:

Students reported that their teacher listens to and values their opinions and ideas.

Students reported that their teacher finds new ways to help them learn.

Students reported that the school was a safe learning environment.

Students reported that the school expects me to do my best.

In 2017 the school will be encouraging regular feedback opportunities from our parents and caregivers through our school newsletter.

Policy requirements

Aboriginal education

Building our students understanding of Aboriginal and Torres Strait islander people's culture and beliefs is important to our students' development. Aboriginal perspectives are imbedded into all teaching and learning programs. Our programs included students investigating examples of Aboriginal and Torres Strait Islander peoples understanding of the environment and their use of stories and dance in their culture. In addition students investigated the impact of colonisation on Aboriginal peoples and visited local areas of significance. Our schools NAIDOC celebrations this year included the sharing of student stories inspired by traditional dreamtime stories, tradition dancing and creating aboriginal inspired artworks.

Multicultural and anti-racism education

Multicultural Education is a strong focus in our teaching and learning programs. Students are continually engaged in lessons and information that will empower them and create respect and tolerance for other cultures. Our social skills program "Growing Up With A Bucket Full Of Happiness" builds our students capacity to respect all people regardless of their backgrounds or culture. Building a broad knowledge of the diversity of cultures and people within Australian society and the world population underpins our learning and teaching programs. Delungra Public School strives to give our students the knowledge and social skills to be tolerant and active global citizens.

Other school programs

Debating Training

On Monday 8th February our year 5 & 6 students travelled to Inverell to participate in a Debate workshop. This workshop was a great opportunity for our students to improve their understanding of the persuasive techniques used in debating. During the day our students joined in with students from Bundarra, Gravesend and Inverell to learn the skills of debating and speaking. Our students learnt a lot of useful information and developed their speaking skills. We are looking forward to using our new learning in the classroom to improve our speaking.

Below are student's reflections from the day:

"I learnt more about using the PEEL tool to persuade."

"It was fun. I really liked the games we played and the PEEL paragraph."

"It was fun. I learnt more things about making speeches."

Road Safety Day

On Wednesday 24th February local police officer, Senior Constable Paul Drozdewski conducted a Bicycle and Road Safety Day for students. Student reflections:

"I learnt that you need reflectors, brakes and a helmet on your bike . At night you also need a light. It was fun having a photo will Paul, he is a funny policeman"

"I learnt that you have to put a reflector on the front and back of your bike and you have to have brakes. Paul is awesome!"

"It was great for Paul to come and talk to us about all the road safety rules, so we don't get injured or in trouble".

Dance Workshop

On Friday 26th February students participated in a dance workshop with Miss Laura King from Craze Dance Academy in preparation for the Wallangra Arts Festival. This dance workshop was the first part of the Wallangra Arts Festival to be held on the 18th March. Our students had a great time expanding their dance skills and knowledge.

Student reflections:

"Dancing was great! We learnt how to do some different animal moves."

"Dancing with Miss Laura was really fun. We had a really fun song with our Aboriginal contemporary dance. We had lots of fun!"

"I learnt that contemporary dance is a mix between jazz and ballet."

Wallangra Arts Festival

Friday 18th March all students travelled to Wallangra to participate in the Wallangra Arts Festival. During the day students were taught by highly skilled music and dance teachers. This was a great learning opportunity for our students to expand their knowledge of creative arts in a hands on way. Other school involved were Yetman, North Star, Gravesend , Croppa Creek and Ashford.

Guitar lessons

Our school is very fortunate to have a highly skilled school chaplain in our school this year. Mr Mc Intosh has been provided all our years 3 to 6 students with guitar lessons. During the year our primary class banned was formed. This band played a range of instruments and capability performed at our presentaiton night. These guitar and music lessons have been a wonderful learning experience for our students.

Grip Leader ship

On Wednesday 4th of May six students from our leadership group attended the Grip Leadership course in Moree. This is always a very engaging and high

quality learning experience for our students. There were a large number of students from around the area in attendance including school from as far as Inverell to Thallon in Queensland. Our students learnt a range of leadership skills that assisted them throughout the year with their leadership group.

Author Visits

On Wednesday 16th August children's author John Heffernan visited our school. Gravesend Public School's primary class joined our primary class in an imaginative text learning experience. The two classes have been engaging in the same imaginative text unit. As part of this unit we asked Mr John Heffernan to share his knowledge and skills with our students before we write our own stories. We were excited by the techniques and tips he shared with us. In addition to the author visit our students participated in a video conference with author Andy Griffiths. Andy Griffiths is a popular, bestselling kids author from Australia. Andy discussed how he writes, why he writes and what he likes to read. This video conference helped our students to think of more ideas to include in our imaginative texts.

Physical Education & Sport

Student health and wellbeing is a focus area at Delungra Public School, as part of our program students have a morning fitness program with a variety of activities. Every Monday morning students participated in a fitness session based on learning fundamental movement skills. Fundamental movement skills are specific skills children need to master if they are to enjoy success in a wide range of sports. It has been great to see our student developing their fundamental movement skills throughout the year. Through assessment we have noticed a significant increase in the percentage of students who can competently complete these skills. On Tuesdays students participated in dance and aerobics. On Fridays students participated in a yoga session with Mrs Savage.

During our sport this year we learnt a range of sports including swimming, athletics, AFL, golf, netball and T-ball. This year we also participated in the sporting school program which has allowed us to fund qualified coaches to train our students. This strategy has enhanced our comprehensive physical education program. As always we have had many successes this year in sporting arena. Many of our students competing at zone and regional levels in swimming, cross country and athletics.