

# Delegate Public School Annual Report



1745

## Introduction

The Annual Report for **2017** is provided to the community of **Delegate 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.

Carol Sellers

Principal

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### Message from the Principal

Our school is strengthened by three key elements that promote quality teaching and learning programs for our students. 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 keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Delegate Public School enjoyed tremendous support from our parent body and local community.

We are preparing our students as well-rounded individuals where they will need to know more than curriculum content. They need to know how to use their knowledge and skills by thinking critically, applying knowledge to new situations, analysing information, comprehending new ideas, communicating, collaborating, solving problems and making informed decisions. Our teachers are actively engaged in professional development that helps them improve both student learning and their own performance. I would like to make special mention and thank you to Mrs Katie Brazel for her professional contributions to our school during her time in the K12 classroom.

The 2017 school year was another busy year full of challenges and achievements – a varied range of experiences and opportunities beyond the classroom, sporting events and excursions. The highlight of the year was our drama performance, “Toy Story – Our Version”, because the program involved the whole school community. Every child K–6 demonstrated amazing enthusiasm and confidence. Staff and community members worked collaboratively creating props, setting up lighting and music to support the children’s hard work. Our growth in school-based performance measures are pleasing and the introduction of new strategies in Literacy and Numeracy, as well as the innovative HOW2Learn program, will certainly support continued improvements in our results.

Finally, I would like to acknowledge our P&C. We have a small but dynamic P&C, who work tirelessly to support the students at Delegate Public School. Their fundraising efforts have contributed significantly to the resources available to enhance the learning for all students from Kindergarten to Year 6. Their efforts are very much appreciated.

## School background

### School vision statement

Our school fosters equity and excellence of opportunity in learning and life experiences for all students, staff, parents/carers and the wider community, irrespective of background or individual challenges.

Our values are ***Be a Learner, Respect, Responsibility and Safety.***

We encourage students to take responsibility for building essential skills in literacy, numeracy and future focused learning and to value themselves, their own learning success as well as developing empathy and respect for others. We will promote lifelong learning within a safe and harmonious environment which develops a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental and physical well-being.

We are committed to teach and promote knowledge, skills and understanding of multi-cultural, Aboriginal and environmental perspectives, in all learning experiences.

We will promote authentic positive partnerships with parents and the broader community to bring mutual benefits and maximise student engagement and achievement. Partnerships support and enhance the development and well-being of young people and their families and provide opportunities for students' to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

### School context

Delegate Public School is a small rural school located since 1871 in a remote geographical area near the Far South Eastern NSW and Victorian border. It has expansive playing fields, an attractive heritage building for administration and library and contemporary classrooms. We have established our kitchen and garden facilities, funded by the Stephanie Alexander Kitchen Garden Foundation. It provides an exceptional base for establishing an environment conducive to learning and for the development of pride in the school.

Delegate Public School provides an inclusive learning environment for both mainstream students and students with a disability. In 2017, the school has an enrolment of 34 students and two multistage classrooms. The school provides a broad academic curriculum, differentiated to meet individual student needs. In addition to emphasizing quality learning in the core learning areas of literacy and numeracy, the school provides a range of cross-curricular and extra-curricular learning experiences, to extend and enrich student learning. The school has a close and enduring educational partnership with its local community.

The school has a small, but highly committed, P&C Association whose members are actively encouraged to be involved in school decision making inclusive of the school's self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

## 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 primarily been focused on differentiating the curriculum and personalized learning, assessment and reporting, and wellbeing. We are developing a stronger learning culture among staff, students and parents. Attention to individual learner needs has been another component of our progress throughout the year. Students were monitored, tracked and reported on, including detailed descriptors of their strengths and areas of growth using consistent assessment practice. Students with high learning needs are being identified early, and personalised learning plans are then developed in consultation with the Learning Support Team and parents. This partnership in education has been successful, and now needs to be extended to all students and their learning plans.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good

conditions for student learning. We apply 'HOW2Learn' principles to further develop and enhance our learning culture for the ever-changing global community .

Our Teaching domain focused on 'Distinction'. Our strengths in this area are staff achieving attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers are committed to their ongoing development as members of the teaching profession. Teachers work beyond their classrooms to contribute to broader school programs and share expertise.

Teachers will demonstrate content knowledge and teaching practice and rely on evidence-based teaching strategies. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

We are developing collaborative practices amongst staff members to facilitate professional learning in teaching strategies, the practice of data analysis to inform teaching and learning and effective evaluation of teaching practice to further engage students in learning at a higher level that is creative, innovative and imaginative.

Our Leading domain concentrated on being Dynamic in student wellbeing. We utilized a central system to record student data and all staff are more confident in its use and benefits. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

In May we transferred to the NSW Department of Education's new *Learning Management and Business Reform* (LMBR) systems for financial management and reporting. The transition has been fairly smooth through the provision of extensive professional learning for our School Administration Manager and Principal. All implementation deadlines were met before time and we transitioned to an accrual accounting approach with few difficulties. We are now working towards utilising new budgeting tools to ensure budgets are met and resources effectively allocated to maximise learning outcomes and to ensure capacity within our school.

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

Differentiation

### Purpose

**Purpose:**

**Every student is engaged and learning successfully to become a confident, competent, creative citizen and future leader.**

**To provide equitable personalized learning for our 21st Century learners by engaging in a differentiated quality curriculum based on rich and reliable data.**

### Overall summary of progress

We consolidated our different structure of delivery within our small school to explicitly teach Numeracy and Literacy to address inconsistency of growth in student cohorts. We did formalize K–6 scope & sequences, and some common assessment tasks for data analysis and programming in literacy and numeracy.

Consistency of teacher judgment is developing through regular data and information collection but we need to consolidate the process.

Staff are reflecting and reporting on the achievement of their own learning and professional goals through their Performance and Development Plans.

We implemented a whole school editing code to encourage self and peer editing strategies but again needs to be consolidated; we still need to provide effective feedback on student writing—rubrics

All staff used PLAN for Numeracy and SENTRAL data for Literacy assessment and student welfare to identify students' outcomes, needs and achievements.

A Life Skills program was developed and implemented for students with identified needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are within or beyond grade appropriate cluster on the literacy and numeracy continuums.	SLSOs employed \$ 5880(Socio Economic)	Steady improvement shown through introduction and tracking on PLAN and through detailed analysis of in school data. Some students have shown growth in reading so focus is now on writing and numeracy skills.
Aboriginal Torres Strait Islander and students with Confirmed Disabilities (3) are meeting their goals/targets/outcomes as set on their Personalized Learning Plans and /or Individualized Learning Plans.	5634 (Aboriginal) 1844 (Low Level Adjustment) 43410 (Integration)	Our three students have their Personalised Learning Plans reviewed consistently and their goals adjusted.  Not all students were within or beyond their grade appropriate cluster on the literacy and numeracy continuums but all students did demonstrate growth.
50% of Kindergarten (8) students exit at instructional Reading Level 5 or above and independently writing 24 or more words;	1121 (Literacy and Numeracy) School Operational Funding (27552)	50% of the Kindergarten cohort (now 7 students) did exit at instructional Reading Level 7 and could write with scaffolding.
50% of Year 1 (7) students exit at instructional Reading Level 15 or above and independently write 5 sentences;		42% of Year 1 students did exit at Reading Level 15 and could write with scaffolding.
55% of Year 2 (4) students exit at instructional Reading Level 22 or		75% of Year 2 students did exit at Reading Level 22 and 50% could independently write 3 paragraphs.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>above and independently write 3 paragraphs;</p> <p>2017 Kindergarten class will demonstrate growth from initial Numeracy Best Start Assessment to having achieved Early Stage One outcomes indicated on the Numeracy Continuum K–10.</p> <p>88% (8 students) Year 3 to achieve NMS in Reading, Writing and Numeracy NAPLAN .</p>		<p>All the students in 2017 Kindergarten class did demonstrate growth from initial Best Start Assessment.</p> <p>In Reading the Year 3 NAPLAN results were 37.5% achieved Band 6; 37.5% achieved Band 4; 12.5% was in Band 3 and 12.5% was below NMS.</p> <p>In Writing 37.5% achieved Bands 5 and 6; 25% were in Bands 3 and 4; 37.5% in Band 3.</p> <p>In Numeracy 37.5% achieved in Bands 5 and 6; 50% in Bands 3 and 4 and 2.5% below NMS.</p>

## Next Steps

Due to loss of some staffing and challenges with funding we will be unable to continue with our whole school Literacy and Numeracy rotations. However, our K12 and 3456 cohorts are evenly numbered so we will adopt Literacy and Numeracy rotations within the classroom and develop a Peer Support system.

We have identified as a teaching team that numeracy and writing need to continue to be our focus in our classrooms. We are exploring a variety of pedagogies to support learning in these areas and gathering resources to build the students skills in these areas. Students will be mapped using PAT Testing, Continuum/Learning Progressions documents into PLAN software, and NAPLAN results to see if we are achieving the Premier's Priorities for Literacy and Numeracy achievement. Using this information to guide planning and teaching and also to communicate with parents.

Extend writing program and professional learning.

Student-led conferences supplement Parent & Teacher interviews.

Explicit professional learning around effective writing strategies for all classroom teachers.



## Strategic Direction 2

Distinction

### Purpose

**Best Practice in leading, teaching and learning to effectively build our capacity to deliver the best possible student outcomes.**

**With distinction, foster collective responsibility and develop professional practice to improve the learning, engagement and wellbeing of every student.**

### Overall summary of progress

Delivered 'How2Learn' modules and implement strategies in the classroom such as Growth Mindset.

Reviewed and updated teaching Staff Performance and Development Plans.

Non teaching staff completed Performance Development Plans in 2017.

Continued implementation of mandatory professional learning.

Formal and informal classroom observations and structured feedback sessions were incomplete and will continue to be addressed in 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Implementation of NSW Professional Development continue L3 training and complete in 2016 .</p> <p>Principal to deliver 'How 2 Learn' to school community in association with Bombala High School staff.</p> <p>All teachers have evidence to demonstrate their progress and plans to map out their own development in their Performance and Development Plans.</p> <p>Continued implementation of mandatory NSW DEC Teacher Professional Learning.</p> <p>Beginning Teacher Professional learning mentoring, programming and release from face-to-face teaching is aligned with NSW DEC policy and procedures and evidenced in school practices and products. To finalise accreditation for beginning teacher.</p> <p>SASS staff and Principal trained and ready to adapt to LMBR reforms</p>	<p>\$7088 Teacher Professional Learning</p> <p>\$6000 LMBR Training</p>	<p>Permanent Temporary Classroom teacher on K12 completed a year of L3 training.</p> <p>Delivered modules 'HOW2Learn' to Bombala Public School and Delegate Public School staff during combined staff meetings.</p> <p>Teaching and Non Teaching staff presented their Performance and Development Plans and will be revised annually using the school plan to direct their goals.</p> <p>Mandatory training was completed.</p> <p>In May we transferred to the NSW Department of Education's new <i>Learning Management and Business Reform</i> (LMBR) systems for financial management and reporting. The transition has been fairly smooth through the provision of extensive professional learning for our School Administration Manager and Principal. All implementation deadlines were met before time and we transitioned to an accrual accounting approach with few difficulties. We are now working towards utilising new budgeting tools to ensure budgets are met and resources effectively allocated to maximise learning outcomes and to ensure capacity within our school.</p>

## Next Steps

In 2018, we are hoping to continue to integrate meaningful use of technology into the learning experiences and to ensure that all students in Years 3 to 6 are becoming more confident and competent users. It is hoped that the Year 3456 class will begin to operate using Google Classroom, Project Based Learning and further skills. All staff will share their expertise and attend relevant Professional Learning to update their skills with the use of technology in the classroom.

Performance Development Plans will be revised and modified as a result of reflection and self–assessment and any adjustments to be made after consulting with the School Plan in 2018.

Complete professional learning in and consolidate How2Learn practices across the school . Staff will focus on developing 'growth mindsets', incorporate the language of learning into the classrooms and provide effective, constructive feedback to students. Continue student specific goal setting and evaluation to build individual responsibility for learning.





## Strategic Direction 3

Dynamic

### Purpose

**Student outcomes and wellbeing are enhanced by effective systems and dynamic School and Learning Communities.**

**To further enhance positive and caring relationships with the school community to identify need and drive a continuous improvement agenda.**

**Embed a collaborative and sustainable culture across our Learning Communities to ensure high quality educational outcomes and shared professional responsibilities and accountability.**

### Overall summary of progress

We revised our PBL structure. Implemented changes with great success.

We investigated and implemented better practices and processes to promote more effective engagement with the school community and opportunities for feedback about the school's strategic directions. We introduced SMS messaging via Sentral to give immediate information/changes to calendar, through instant newsflashes. Parents seem to be happy with this arrangement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>SENTRAL for Learning and Support and PBL data.</p> <p>Increased community participation in school/community information sessions, workshops and maintaining the increased participation in fundraising events.</p> <p>Strong school financial and management systems, support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment.</p> <p>School and P&amp;C financial goals for school environment are met annually.</p>	<p>\$7088 Teacher Professional Learning</p> <p>The P&amp;C assisted financially in many ways including \$2000 to the Stephanie Alexander Kitchen Garden Program, purchasing Home Reading materials and subsidizing excursions and carnival fees.</p>	<p>SENTRAL has been and will continue to be utilized for Learning and Support and PBL data.</p> <p>We still need to increase parent consultation for Strategic Directions. Our parents are willing to attend Assemblies, Celebrations and assist in the Canteen and with fundraising.</p> <p>LMBR training complete and processes and procedures are being implemented.</p>

### Next Steps

Further strengthen partnerships with parents and the community by increasing the numbers of parent workshops, consulting with the community about future directions and school planning, engaging parents through informative meetings and special celebrations and encouraging greater participation in the Parents and Citizen's Association.

Our P&C and school staff will continue to actively promote the advantages of parents and community members participating in school events and the advantages for their children.

Continuing to develop clear lines of communication with all families and the community in 2018.

Continuing to seek feedback on school operations and planning from parents in 2018.

Continue to develop and strengthen administrative processes through the Learning Business Management Reform (LMBR) and changes to budgeting.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5634	<p>Delegate Public School supports our Aboriginal students by developing personalised learning plans. This ensures monitoring, support and continued success of our indigenous students. Additionally, funding was used to purchase support time to assist Aboriginal students experiencing difficulty with literacy and numeracy.</p> <p>Inclusive program for all students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages.</p>
<b>Low level adjustment for disability</b>	\$1844	<p>Employ School Learning Support Officers to work with targeted students.</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Students with a diagnosed disability have Individual Education Plans (IEPs) written in consultation with parents and carers. IEP's cater for the numeracy, literacy, behavioural, social and emotional needs of students.</p>
<b>Socio-economic background</b>	\$5880	<p>Major excursions and visiting performances received subsidies.</p> <p>Through this program we have been successfully able to employ a Learning and Support Officer to run individual and small group programs and help students with specific concerns.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	15	14	17
Girls	14	15	17	17

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	94.3	93.1	90.1
1	95.4	97.1	89.7	91.8
2	97.1	91.8	96	90.3
3	91.8	96.7	88.8	96.6
4	97.8	95.6	94.6	90.9
5	89	98.5		93.2
6	93.9		91.2	
All Years	95.8	96	93.2	92.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94		93.8
6	94.2		93.4	
All Years	94.8	94.1	94	94

### Management of non-attendance

Delegate Public School supports all families and students in relation to attendance. Regular information regarding attendance and absences is communicated through the school newsletter and school website to assist and support families in meeting Department of Education attendance and absence requirements. Support is also gained from the Home School Liaison Officer to promote positive school attendance. Delegate Public School is focused on improving attendance to ensure that all students are provided with the opportunity to reach their full potential through education.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.68
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.89
Other Positions	0

\*Full Time Equivalent

### 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	33

### Professional learning and teacher accreditation

The major priorities and strategies for teacher professional learning included mandatory areas such as the Code of Conduct, Child Protection and Emergency Care, First Aid, Asthma and Anaphylaxis. Our Curriculum focuses have been the effective teaching of literacy and numeracy via team teaching and the development of new programs, Whole school in-service activities to improve and develop understandings of the Mathematics NSW National Curriculum, as well as planning, developing and teaching new units of work across the Mathematics Curriculum. A temporary teacher undertook L3 training for Stage 1. 'OLIVER' training and implementation was undertaken by our librarian. One staff member was the recipient of the New South Wales Department of Education – *Every Student, Every School: Learning and Support Sponsorship*. This scholarship assisted the teacher in gaining a post graduate, Masters level qualification for teaching students with additional

learning and support needs. Delegate Public School had no New Scheme Teachers in 2017. *Learning Management and Business Reform* (LMBR) systems for financial management and reporting meant extensive professional learning for our School Administration Manager and Principal.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	188,451
Appropriation	180,325
Sale of Goods and Services	234
Grants and Contributions	7,679
Gain and Loss	0
Other Revenue	0
Investment Income	213
<b>Expenses</b>	-125,209
Recurrent Expenses	-125,209
Employee Related	-92,219
Operating Expenses	-32,989
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	63,242
<b>Balance Carried Forward</b>	63,242

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought

forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	460,058
Base Per Capita	4,738
Base Location	32,450
Other Base	422,871
<b>Equity Total</b>	23,515
Equity Aboriginal	5,634
Equity Socio economic	5,880
Equity Language	0
Equity Disability	12,001
<b>Targeted Total</b>	44,180
<b>Other Total</b>	43,431
<b>Grand Total</b>	571,184

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.

*NAPLAN Literacy results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three– year school average, and average progress information should not be reported if results are available for less than 10 students.*

*NAPLAN Numeracy results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three– year school average, and average progress information should not be reported if results are available for less than 10 students.*

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.>

## Parent/caregiver, student, teacher satisfaction

**42% parents /carers responded, that is, 8 from 19 families**

### **Areas Delegate Public School delivers well:**

Community inclusion

Building children's confidence and offering an inclusive environment

Teaching respect and inclusiveness

Providing opportunities/experiences to the students regardless of being in a rural area

Caring staff

Offers a variety of learning experiences and my children are happy to go to school. I can't imagine a nicer introduction to education for my children

Structured composite classes (when they were in place) worked well for my child

Sociable –making everyone feel welcome. Kids seem to love the school. Teachers are very helpful.

Participation and representation at services/events in town for e.g. ANZAC and Remembrance Day

Allow for individual learning in a mainstream society. Cohesiveness

Understanding of individual needs

A variety of opportunities to develop unique learning

Catering for individual difference; differentiation – special needs students.

The way students are respectful and given opportunities in leadership roles. Staff are impeccable and model these qualities.

### **Two areas Delegate Public School could improve:**

Organisation and communication with parents. I sometimes find that being remote I don't get enough notice to organise things, that may not be available in Delegate.

No rotations– less transitions.

Improved communication between staff and parents

Preparedness of children for upcoming sports events through the use of trained people

No rotations– have permanent teachers to teach years K1 – 23 – 456. So they learn what they are meant to

Less SLSO's to have proper qualified teachers. Having proper classes.

Sports I agree we have limited resources but we also try to create better opportunities.

Numeracy –basic understanding of number and thinking mathematically

Structured classrooms with NO rotations

Better communication

Communication between school and parents



## Policy requirements

### Aboriginal education

Delegate Public School has approximately nineteen percent of our school population who identify as Indigenous. Aboriginal perspectives are addressed in all curriculum areas, as we promote student understanding and appreciation of the culture and history that relates to Indigenous Australia. A middle school day, shared with Bombala High School and Bombala Public School focused on art workshops. Additionally, funding was used to purchase support time to assist Aboriginal students experiencing difficulty with literacy and numeracy.

The Bundian Way was investigated as a potential project-based learning resource.

Aboriginal Perspectives were also included in classroom programs whilst our assemblies feature an acknowledgement of country.



### Multicultural and anti-racism education

Our school is quite limited in the number of students from a multicultural background. This makes it all the more important that we provide access to multicultural experiences for these students, to break down any stereotypes and misinformation that the students have.

The teaching and learning programs are embedded with culturally inclusive classroom and school practices. Classroom teachers included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

### Other school programs

#### Biennial School Concert

To infinity and beyond! In mid-September Delegate Public School presented an adventure-packed musical production of *Toy Story– Our Version*. For both the matinee and evening performances the Delegate School of Arts was transformed into a colourful high-energy toy-scape using a combination of hand-made props, digital projections, audio equipment and lighting. Attendance was strong at both

community and another local public-school in attendance.

#### K12 Teddy Bears Picnic Excursion

In Term Four students from Kindergarten, Year One and Year Two went on a teddy bears picnic excursion to Kosciusko Education Centre. During the excursion students (and their teddy bear companions) went on a forest sensory trail walk, learnt about the basic needs of animals through the PAWS acronym (plants, air, water, and shelter) and explored the impact of forest changes on wildlife. The excursion aligned with the Science Syllabus, focusing on natural environments and living things.

#### Pambula Swimming Excursion

Years 2, 3, 4 and 5 classes attended an excursion to Pambula in Term 3. This excursion was planned to supplement Positive Behaviour Learning, PE Health PD, Literacy and Numeracy. The students participated in four swimming lessons and visited the Panboola – Pambula Wetlands and Heritage Project. Panboola is a conservation, restoration, educational and passive recreational and tourism project, embracing the history and diversity of the wetlands within the flood plain. We stayed in cabins and enjoyed the beach activities. Parents accompanied the group.

#### Year 5 Camp

The annual Year 5 Excursion to Cooba Outdoor Learning Centre took place in Term One, with all children participating with the students from Bombala Public School. This is a camp that aims to develop independence and challenges children's persistence and resilience through a wide range of physical activities. There are wonderful opportunities for team building and self-discovery. The setting is close to Bombala however, it allows children to be away from home for two consecutive nights. Our students were complimented on their behaviour and participation.

#### ANZAC Day / Remembrance Day

All students are invited to participate in the town's ANZAC Day March and the Remembrance Day ceremony. The leaders, Mackenzie, Hunter, Callan, Morris and Ajay recited the prayers and laid a wreath. Our children are always commended for their delivery, behaviour and solemn countenance.

#### Focus on Positive Behaviour for Learning

The Positive Behaviour for Learning (PBL) framework continued to underpin school policy in 2017. This approach is based on prevention and intervention, and is a key focus in the school's Strategic Plan 2015–2017. Targeted weekly lessons centred on four key values – be a learner, respect, responsibility, safety. This saw students engage in lessons concentrating on the development of a positive learning environment and their wellbeing.

## **Middle School Program**

Students (Years 5 to 7) and Teachers across all the local schools – Bombala High School, Bombala Public School, St Joseph's and Delegate Public School work collaboratively in Terms 1, 2 and 3 to provide opportunities for students to solve problems creatively by: Collaborating, analysing and synthesising ideas, higher order thinking, creating new knowledge and applying learning in authentic contexts. An example of 2017 was Day 2 Term: Binary Coding – what is it?; Making a Binary Bracelet; Real Life algorithms – making a paper plane and Getting from one place to another –creating a code using directions.

## **Live Life Well**

Live Life Well program is a joint initiative. The Live Life Well program is a joint initiative between NSW Health and the NSW Department of Education. The aim of the program is to create long term and sustainable practices within the school that promote healthy nutrition and physically active lifestyles that each student will carry through life with them. A whole school approach has been adopted which involves informative and engaging lessons on nutrition and fitness from Early Stage 1 through to Stage 3. Fundamental Movement Skills have been a priority area in 2017 and all teachers and classes have supported this through their daily fitness and weekly sport programs. The school ran many extracurricula programs including Stephanie Alexander Kitchen Garden Program, Olympathon, Healthy Canteen and daily Crunch and Sip. Live Life Well practices will continue to be implemented and assessed in future years as a vital part of ensuring that all students are given the knowledge, skills and positive attitudes in their primary school years to assist with present and future healthy living.

## **Transition to Kindergarten**

The last five weeks in Term 3, children preparing for their first formal year of schooling attend Delegate Public School for the morning session. Then in Term 4, during the first five weeks, the students attend for one full day. They engage in exciting and enjoyable activities, covering all areas of learning. This program provides outstanding opportunities for students to develop early literacy and numeracy skills, in addition to allowing children to further develop their social skills in a safe, friendly and supportive environment. Children become familiar with the school and school routines, ensuring their start to Kindergarten is a wonderful and memorable one.