

Delegate Public School Annual Report



2018



1745

Introduction

The Annual Report for **2018** 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.

Brad Bannister

Principal

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Message from the Principal

Delegate Public School is a happy, inclusive school with a true community spirit. The school focuses on providing children with engaging and challenging experiences that nurture a lifelong love of learning. Programs integrate the arts, culture, sustainability and technology, and allow all children to reach their full potential. Children's creativity, character and thinking skills are fostered, and their achievements in learning, effort, participation and innovation are recognised. We strive to have our students' continue their learning journey beyond Delegate Public School equipped with the strengths to positively and productively engage with the world.

I am privileged to work with highly dedicated staff who work together to provide a complete environment where students are nurtured and encouraged to achieve their personal best. At the heart of our school philosophy is a desire on everyone's behalf to work together as a team. There are strong relationships between staff and students and staff and parents. The school's values – respect, responsibility, safety and be a learner, very much reflect the school's culture and the community that the school serves.

Our core purpose is to develop well-rounded students who have every opportunity to gain all the skills and attributes needed to contribute significantly to our future society.

On a personal note after 19 years at Delegate Public School, 12 years as Principal, I will retire at the end of 2018.

"How lucky I am to have something that makes saying goodbye so hard."

Delegate Public School has provided me with great joys, challenges and a wonderful place for my own children to grow and be educated. I have taught amazing students, had so many supportive parents, renewed old friendships and worked with the most wonderful colleagues. Coming here every day has always been interesting, and I can say that working at Delegate Public School has been an adventure. So my moving on is really just creating space for someone else to have a turn.

I look back with gratitude. I entered a profession dedicated to assisting young people achieve their potential. As I leave it, I am taking many of them with me. You will live on in my memories. I'll always remember the things we achieved together: the many successful concerts, farewells, excursions, conversations, achievements and challenges.

I believe that Delegate Public School will continue to grow and prosper and I trust that each one of you will be happy and fulfilled.

Carol Sellers

Principal

School background

School vision statement

We embrace lifelong learning in an inclusive environment to achieve our personal best and contribute successfully to our everchanging and increasingly diverse local and global communities.

We achieve our vision through our values of Be a Learner, Respect, Responsibility and Safety.

School context

Our school operates in the context of a strong public education system. The NSW Department of Education purpose is:

To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

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 2018, the school has an enrolment of 41 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 2018 the teaching team identified that numeracy and writing needed to continue to be our focus in our classrooms. We explored a variety of pedagogies to support learning in these areas and gathering resources to build the students skills in these areas. Two staff members attended 'The Seven Steps Workshop' Writing PD for Teachers. Seven Steps lay the foundations in creating an engaging story in any form – written, spoken or even visual. Step 1: Plan for success Step 2: Sizzling Starts Step 3: Tightening Tensions Step 4: Dynamic Dialogue Step 5: Show, Don't Tell Step 6: Ban the Boring Step 7: Exciting Endings. In 2019 two Support Officers and the new principal are scheduled to also do the training in Term One so a consistent approach can be implemented. Students will continue to be mapped using PAT Testing, Learning Progressions documents into PLAN 2 software(ALAN), 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.

In 2018, we integrated more 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. Year 3/4/5/6 class began Project Based Learning and developed further skills, however, we did not achieve all initiatives and will continue in 2019.. 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 were 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.

Staff continued to focus on 'growth mindsets', incorporating the language of learning into the classrooms and provide

effective, constructive feedback to students. A more formal whole school approach needs to be developed to ensure consistent feedback.

We further strengthened partnerships with parents and the community by increasing the numbers of parent workshops, engaging parents through informative meetings and special celebrations and encouraging greater participation in the Parents and Citizen's Association.

We continued to develop clear lines of communication with all families and the community in 2018 by adding text communication to all our parents.

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 ~ Quality Learning

Purpose

Differentiation ~ Quality Learning

Every student is engaged and learning successfully to prepare them for a rewarding life in a complex and dynamic society.

Provide equitable personalized learning in a differentiated quality curriculum based on rich and reliable data.

Overall summary of progress

Curriculum delivery structure within our small school focused on quality Literacy and Numeracy programs that differentiated learning for all students.

Staff continue to reflect and report on their own achievement of their own learning and professional goals through their Performance and Development Plans (PDP).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement Measures: <ul style="list-style-type: none">• Student attendance rate higher than the State average.	Due to being the newly appointed principal precise funding expenditure cannot be verified.	90% of students have an attendance rate higher than the state average.
<ul style="list-style-type: none">• All students will demonstrate strong growth on all learning progressions and appropriate outcomes in Literacy and Numeracy.	Due to being the newly appointed principal precise funding expenditure cannot be verified.	Student growth is measured against Literacy and Numeracy Progressions
<ul style="list-style-type: none">• Increased proportion of students in the top 2 NAPLAN bands. Our NAPLAN results indicate greater extension and higher expectations for those in the higher bands, inline with the Premier's Priorities.	Due to being the newly appointed principal precise funding expenditure cannot be verified.	Student results in NAPLAN will be analysed and monitored to drive future teaching and learning focus.

Next Steps

Quality learning through differentiation will continue to be a major focus for the school as we move forward.

Staffing changes due to reduced funding will impact on the delivery of educational programs.

Strategic Direction 2

Distinction ~ Quality Teaching

Purpose

Distinction ~ Quality Teaching

Using evidence based research to inform collaborative practices that ensure high quality teaching and learning occurs across all stages.

Overall summary of progress

Delivered a Life Skills program for students with a disability that supported learning both in and out of the classroom.

Reviewed and updated teaching staff Performance and Development Plans.

Non Teaching Staff completed Performance and Development Plans in 2018.

Implementation of mandatory and targeted professional learning drove teaching and learning in the classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers use innovative teaching practice and future focused learning strategies.	Due to being the newly appointed principal precise funding expenditure cannot be verified.	Teaching staff have access to 21st century technologies to deliver future focused learning programs.
Pre and post assessment practices for evidence of summative impact and be comparable from year to year for each student.	Due to being the newly appointed principal precise funding expenditure cannot be verified.	Staff worked collaboratively with other local schools to develop practices to support tracking of student assessment.
Documentation of teachers' annual performance and development plans.	Due to being the newly appointed principal precise funding expenditure cannot be verified.	Teaching and Non Teaching staff presented their Performance and Development Plans and will be revised every six months using the school plan to direct their goals.

Next Steps

In 2019, with my appointment as the new principal a strong focus on the implementation and use of technology within the classroom space as a tool for learning.

Consultation with the school and wider community regarding learning foci for students under our care is an area of development that we look forward to.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11133 to employ SLSO staff to support learning of Indigenous students in classrooms.	<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>
Low level adjustment for disability	\$13625 to employ SLSO staff to support teaching staff in curriculum delivery.	<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>
Quality Teaching, Successful Students (QTSS)	\$5934 were spent supporting staff and students	As the newly appointed principal to the school I am unable to verify the precise expenditure of these funds, however I will continue to monitor and manage the funds.
Socio-economic background	\$9185 used to support students to attend excursions and performances as well as employing SLSO staff.	<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			
	2015	2016	2017	2018
Boys	15	14	17	18
Girls	15	17	17	23

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	93.1	90.1	92.7
1	97.1	89.7	91.8	87.8
2	91.8	96	90.3	93.7
3	96.7	88.8	96.6	85.6
4	95.6	94.6	90.9	95.7
5	98.5		93.2	90.1
6		91.2		92.9
All Years	96	93.2	92.5	91.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94		93.8	93.2
6		93.4		92.5
All Years	94.1	94	94	93.4

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(s)	1
Classroom Teacher(s)	1.71
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

At present we do not have any Aboriginal representation in our workforce.

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	1

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. Staff (Teaching and SLSO) attended 'Achieving a purposeful 21st Century Learning Environment.' In Term 2 two staff members attended Effective Reading Instruction in the Early Years. In Term 2 five staff members attended Introducing the National Literacy and Numeracy Learning Progressions. Term 2 Day One Staff Development Day all teaching staff, SLSOs and SAM participated in MAPA training. In Term 1 and 2 ARCO online training and implementation completed.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	63,242
Revenue	657,940
Appropriation	643,385
Sale of Goods and Services	671
Grants and Contributions	13,004
Gain and Loss	0
Other Revenue	0
Investment Income	880
Expenses	-681,144
Recurrent Expenses	-681,144
Employee Related	-607,059
Operating Expenses	-74,085
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-23,203
Balance Carried Forward	40,039

Delegate Public School's financial management processes and governance structures meet financial policy requirements. Our intended use for funds available are to support the K12 classroom in Term1 2019 with further SLSO assistance. We will also purchase a new set of ipads which will also be used as a resource for the Stephanie Alexander Kitchen Garden Program.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	490,594
Base Per Capita	6,575
Base Location	35,288
Other Base	448,732
Equity Total	33,943
Equity Aboriginal	11,133
Equity Socio economic	9,185
Equity Language	0
Equity Disability	13,625
Targeted Total	58,118
Other Total	47,639
Grand Total	630,293

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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.>

Delegate Public School is committed to *Closing the Gap* for Indigenous Students through the allocation of funds to improve student outcomes across all areas of the curriculum.



Parent/caregiver, student, teacher satisfaction

After previous consultation with parents we updated our school vision based around their responses of Literacy, Numeracy, Problem Solving, Respect, Resilience, Life Skills, Technology Real tasks, History and Lifelong learning.

We embrace lifelong learning in an inclusive environment to achieve our personal best and contribute successfully to our everchanging and increasingly diverse local and global communities.

We achieve our vision through our values of Be a Learner, Respect, Responsibility and Safety.

K12 Parent & Teacher Partnerships

In Term One the K12 teachers held *Meet and Greet Goal Setting Sessions* with parents and caregivers. The sessions were a great opportunity for teachers and parents/caregivers to review each students' current achievements and collaboratively discuss their educational goals moving forward. Over 85% of parents/caregivers attended the sessions and the school received positive verbal feedback from many who participated. In addition to the goals–setting sessions, Mrs. Bucholtz conducted a parent reading workshop focusing on *reading in the younger years*. The 'Let's Get Reading' event explored the different stages of reading, various reading strategies and the school's home reading program. Participants were also able to view a range of reading materials, participate in mock reading sessions and take home a range of resources. Attendee's included parents from Kindergarten, Year One and Year Two.



Policy requirements

Aboriginal education

Delegate Public School has approximately twenty two 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. DRUMBEAT program is based on documented research that identifies key issues related to health and social outcomes. It also incorporates recent development in neurological research which notes the beneficial impact of rhythmic interventions on primal brain systems associated with anxiety and emotional control.

Years 3456 TRAKZ Excursion to Delegate Reserve

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. Visiting performances often target this area.

Other school programs

Canberra Excursion

Years 345 and 6 attended our three day excursion began Wednesday, 23rd May 2018. the excursion was based around our history unit, 'Becoming a nation'. Students investigated the formation of an Australian Federation. Students identified the key elements of our system of government and investigated its origins. Our visit included National Museum of Australia, Australian War Memorial, Parliament House, Museum of Australian Democracy and Australian Electoral Education Centre.

Pambula Swimming Excursion

Years 2, 3, 4, 5 and 6 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 participated in Science experiments on the beach 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 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 2018. This approach is based on prevention and intervention.. 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.

Canberra Theatre Excursion – The Gruffalo

In Term Four the K12 class took 'a stroll through the deep dark wood'… all the way to Canberra to see the magical stage production of The Gruffalo. In the lead up to the excursion students studied both the book and film versions during literacy lessons – drawing comparisons between the different adaptations. Trip highlights included a visit to Canberra Theatre Centre and a stop-over at Cooma Park with their Bombala Public School buddy class.

K12 Buddy Class Initiative

In 2018 the school hosted two buddy class events for Kindergarten and Year One students from Delegate Public School and Bombala Public School. The first event was a toy-making workshop in Term One, followed by a teddy bears picnic day in Term Four. The events were a joint initiative between the two schools and were designed as an opportunity for students to meet, engage and socialise with fellow peers from across the district.

Education Week – Museum of Me / Museum of the Future

What will Delegate look like in 50 years? What infrastructure, industry and sustainability initiatives will be in place? In Term Three the 3456-class responded to these exact questions as part of a community design project (focusing on futuristic infrastructure for the region). Simultaneously the K12 class undertook their own personal projects focusing on family history and chronology, including an exploration of their place in the world (locally, nationally and internationally). Both classes presented their projects in a museum format during Education Week celebrations – the *K12 Museum of Me* and the *3456 Museum of the Future*. In conjunction with the open classroom museum events the school also held an Education Week assembly, P&C hosted lunch and a soccer game with local police officers. Open classroom hours were extended to enable parents/caregivers to visit between 3pm–4pm. This resulted in all students having a family member visit their museum.

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. In 2018 we focused on the Physical Literacy Continuum.

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 was again a priority area in 2018 and all teachers and classes have supported this through their daily fitness and weekly sport programs. The school ran many extra curricula programs including Stephanie Alexander Kitchen Garden Program, 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.

Healthy Canteen

Delegate Public School is making the healthy choice the easy choice for students after officially becoming a Healthy School Canteen, which meets the NSW Food and Drink Criteria. Delegate Public School was the first school on the Monaro to meet the new, higher standard for NSW school canteens. We have a dedicated team who run their canteen headed up by Lesley Rowley and home cook majority of the menu. The school community should feel very proud of this achievement.

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.