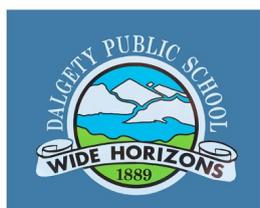


Dalgety Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Dalgety Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Dalgety Public School's values are aimed at developing a quality learning environment so as to provide a platform for students to be continuously stimulated, engaged and challenged. We are committed to actively initiating, partaking in and sharing, targeted, relevant professional development to enhance performance and in turn deliver high quality teaching and learning practices enabling students to become successful, active and informed citizens.

School context

Dalgety Public School is a small rural school situated in the Snowy Monaro Regional Council. With beautiful school grounds, the school is located in walking distance from the magnificent Snowy River and at the foothills of the Snowy Mountains. This unique school, of a one multi-age class, has a strong focus on Literacy and Numeracy across all year groups. We pride ourselves on a K-6 curriculum which is responsive and flexible where students, teachers, and parents work collaboratively to maximise student achievement. The teaching staff are committed to continuous improvement in their capacity to deliver a broad and high quality curriculum to students within a supportive and stimulating learning environment. Dalgety Public School provides an integrated approach in all Key Learning Areas, with a wide range of specialised cultural experiences to help create an ongoing culture of creativity, enquiry and engagement.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Personalised Learning

Purpose

Learning is personalised, meaningful and differentiated for every student ensuring optimal growth in Literacy and Numeracy. Evidence-based data will inform student learning goals and teaching and learning activities. With a focus on student wellbeing, students will become successful learners and confident and creative individuals.

Improvement Measures

100% of students will be able to articulate their learning goals in Literacy and Numeracy as well as achieving them.

85% of students to grow at appropriate rates in 'writing', 'comprehension' and 'problem solving' using the literacy and numeracy progressions and indicators.

Increased proportion of students who perform in the top 2 bands of NAPLAN.

Increased use of evidence-informed strategies to identify and address needs of learners.

Progress towards achieving improvement measures

Process 1: Teaching and Learning Programs

Teachers partake in high quality professional learning and development to deliver and implement effective, quality and evidence-based teaching and learning strategies and programs that have maximum impact on student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>In 2019, staff participated in professional development and learning for the Literacy and Numeracy Progressions for the purpose of understanding the new language used in the Progressions and how they compare to the Continuums. The Writing strand, in particular Punctuation of the Literacy Progressions were of particular focus this year.</p> <p>This year our professional learning was focused on working closely with the Literacy and Numeracy advisors in the creation of work samples aligned to the Progressions for the purpose of consistent teacher judgement. One staff member at our school engaged in ongoing professional learning in STEM and was able to apply this form of teaching and learning into our school.</p> <p>Where to next?</p> <p>In 2020 our school will participate in professional learning opportunities to embed visible learning strategies. We intend to develop our skills in how to apply success criteria, WALT (We Are Learning To) and WILF (What I'm Looking For) into each lesson. Internal and external student achievement data will be analysed by staff to develop learning goals for all students in literacy and numeracy. Professional Learning will be needed in how to apply these strategies in a K-6 context.</p>	<p>Please refer to the key initiatives table on Page 9.</p>

Process 2: Personalised Learning

Personalised teaching and learning programs, initiatives and opportunities will be tailored specifically to individual needs to ensure equity across the school. Students will be at the centre of their learning, where they take responsibility and ownership by choosing the right tools to help them attain success. Students set their own learning goals, know the success criteria and understand 'where to next'!

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>What did we do?</p> <p>In 2019 all students at Dalgety Public School engaged in personalised learning through the development of individual learning plans. Students worked with teachers to set, monitor and revise a writing and personal goal.</p> <p>As a small school the learning needs (academic, social and behavioural) of all students are known and understood by all staff members. Appropriate accommodations are made at every level; a School Learning Support Officer was employed two days per week to support the learning needs of identified students.</p> <p>Where to next?</p> <p>In 2020, our school will begin to embed the Literacy and Numeracy Progressions (Punctuation, Comprehension and Quantifying Numbers) into our student learning goals.</p> <p>We will begin to work with local small school colleagues in the creation of all key learning areas scope and sequences (One School and other Network examples).</p>	<p>Please refer to the key initiatives table on Page 9.</p>

Process 3: Student Wellbeing

The whole school community will develop and adopt an integrated approach to student learning and wellbeing where students will connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>What Did We Do?</p> <p>In 2019, our school implemented a modified version of Positive Behaviour for Learning with the creation of three school values, Respect, Responsibility and Personal Best. Through student voice opportunities, our school is trialling how we acknowledge positive behaviour (classroom and playground) and manage negative behaviours. The teaching principal participated in the Berry Street Model; the ideas and strategies from this model will be trialled with implementation into our new school Wellbeing Policy (2020).</p> <p>This year our school introduced 'Morning Circle'. Our morning circle is used for students to self-regulate, check in with each other and the teacher and at times is used as a whole school brain break. This strategy has greatly supported our students to be ready for learning, calm and focused. We intend to continue with the morning circle in 2020.</p> <p>Where to Next?</p> <p>Throughout 2020 our school will embark on collaborating opportunities with other small school on the creation of a consistent school wellbeing policy which clearly outlines our procedures for monitoring both positive and negative behaviours. We intend to develop strategies for how a consistent small school wellbeing policy can embed the ethos of the NSW DoE Wellbeing Framework.</p> <p>We hope to include Smiling Mind, Bounce Back and the Berry Street Model into the newly devised Dalgety Student Wellbeing Policy.</p>	<p>Please refer to the key initiatives table on Page 9.</p>



Strategic Direction 2

Quality Teaching

Purpose

Build capacity in all staff to empower them to take initiative and develop skills by engaging in meaningful, quality professional learning, leading to continuous improvement in teaching and learning whilst maintaining consistent high standards.

Improvement Measures

Increased use of evidence–informed teaching pedagogy by all teaching staff, reflected in classroom practice and evidence.

100% of staff attending Literacy and Numeracy professional learning to inform and improve teaching and learning strategies.

All teaching staff will improve and become more confident using student assessment data to inform practice and modify teaching and learning strategies to meet individual student needs.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Teaching staff will continuously develop, implement and reflect on teaching and learning through collaborative engagement, consistent teacher judgement processes and professional learning and development opportunities.

Evaluation	Funds Expended (Resources)
<p>What Did We Do?</p> <p>This year, teachers participated in Professional Development for the Literacy and Numeracy Progressions. Together we worked with Literacy Advisors to collect and unpack Writing samples which we aligned with the Progressions and used as success criteria for students to identify what success looked like.</p> <p>Where To Next?</p> <p>Continued professional development and consistent teacher judgement for the Numeracy Progressions. We will seek the support of Numeracy Advisors and develop the use of SCOUT reporting to help expand our data sources to analysis student performance measures. This will help us to continue building a comprehensive understanding of our students' specific learning needs and setting student learning goals.</p>	<p>Please refer to the key initiatives table on Page 9.</p>

Process 2: Evidence–based Practice and Pedagogy

Teachers will draw from and engage in evidence–based practice, programs and resources to build capacity in Literacy, Numeracy, ICT and student wellbeing.

Evaluation	Funds Expended (Resources)
<p>What Did We Do?</p> <p>Teaching staff continuously developed, implemented and reflected on teaching and learning through collaborative engagement, consistent teacher judgement and professional development particularly in the area of Writing and Reading Comprehension. Student's work samples and formative testing and assessments were collected, analysed against the Literacy Progressions and plotted on the digital continuum, PLAN2 for Writing and Comprehension. This process then enabled teachers to hold face to face meetings with students to set their new learning goals for that key learning area.</p>	<p>Please refer to the key initiatives table on Page 9.</p>

Progress towards achieving improvement measures

Where To Next?

Teachers will continue to refine student data collection and analysis through formative and summative assessment practices in Literacy and Numeracy to inform future learning. In 2020, teachers will partake in Quality Teaching Rounds (QTR) program. This program is an approach to professional teacher development (using digital technologies) where groups of teachers observe and analyse each others teaching using the Quality Teaching model.

Process 3: Data Skills and Use to Inform Practice

Teachers undertake professional development and learning in quality data sources and usage to inform and drive differentiated teaching and learning programs.

Evaluation

Funds Expended (Resources)

Please see Strategic Direction 2, Evidence-based Practice and Pedagogy.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$14 757.00) 	Our school received \$10672 (0.1 FTE) for the employment of a one-day per week Learning and Support Teacher. Our school received \$4086 in flexible funding. Our flexible funding was used for the employment of a School Learning Support Officer to support student academic learning, and at transition times throughout the day. Our LST was used to construct a 2-class model, ensuring smaller class sizes.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3 522.00) 	Our school utilised our QTSS funding in 2019 to support the Teaching Principal and ensure She was able to participate in high-quality professional development and mentoring with Primary Principal colleagues.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$2 531.00) 	Our school utilised our socio-economic funds to support student involvement in both academic and extra curricular activities including Stage 3 Small Schools Camp and a whole school excursion to Taronga Western Plains Zoo, Dubbo.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	15	12	10	7
Girls	14	8	8	4

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.3	80.9		100
1	89.8	86	94.1	
2	90.6	95.1	89.2	90.9
3	89.2	74.6	95	77.7
4	95.3	79.8	96.3	91.4
5	91.9	93.2	92	80.3
6	88.1	81.7	93.2	89.5
All Years	90.5	85.8	93.7	87.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4		93.1
1	93.9	93.8	93.4	
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.3	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

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

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

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	70,233
Revenue	351,847
Appropriation	345,134
Sale of Goods and Services	957
Grants and contributions	5,073
Investment income	683
Expenses	-337,114
Employee related	-295,251
Operating expenses	-41,863
Surplus / deficit for the year	14,734

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



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	17,288
Equity - Aboriginal	0
Equity - Socio-economic	2,531
Equity - Language	0
Equity - Disability	14,757
Base Total	302,469
Base - Per Capita	4,223
Base - Location	8,799
Base - Other	289,447
Other Total	20,798
Grand Total	340,555

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.



School performance - NAPLAN

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

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

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of it's community.

As a small school with a teaching principal feedback is sought through both day-to-day interaction with families and the community as well as formal opportunities through the Parent and Community Association.

All parents at our school feel that they are welcomed and are valued members in their child's learning journey.

Parents have indicated that they feel well informed through the use of Facebook, school newsletter and Messenger and regular teacher check-in opportunities.

Students and parents have indicated that our school promotes positive behaviour and that expectations are clearly identified.

Parents indicate that our school has an inclusive culture where a child is known, valued and cared for.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.