Delegate Public School

2019 Annual Report

1745

Introduction

The Annual Report for 2019 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.

School contact details

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School background

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.

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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Improvement Measures:
• Student attendance rate higher than the State average.

• All students will demonstrate strong growth on all learning progressions and appropriate outcomes in Literacy and Numeracy.

• 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.

Overall summary of progress

• Across the 2019 school year, student attendance rate improved rates improved significantly and are now above state average.

Progress towards achieving improvement measures

Process 1: *Learning Culture*

Establish processes to construct and share deliver differentiated and individualised learning that caters for the diverse learning styles of all students i.e. (Aboriginal students' PLPs (Personalised Learning Pathways)).

Evaluation	Funds Expended (Resources)
LaST is now focusing on and working Class Teacher to design and devise Individualised Learning Plans for students working one grade below expected outcomes across all areas of the curriculum.	• Professional Learning for all staff for ILP process in SENTRAL • Funds allocated to support individualised learning in classrooms. **Funding Sources:** • ($0.00)

Process 2: *Feedback to the students*

Build student capacity to reflect on learning and be responsive to feedback by developing trust and a format to provide explicit, specific and timely formative feedback related to defined success criteria.

Evaluation	Funds Expended (Resources)
• Implementation of Student Led Three Way Conferences at the completion of each reporting period. • Staff training on report writing procedures to ensure students and parents are aware of future learning. • Implementation of Google Classroom in senior class to provide students with opportunities for peer feedback.	• Principal Led professional learning in relation to report writing procedures.

Process 3: *Student Performance Measures*

Implement *Visible Learning* to increase the sharing of learning success and student progress.

Evaluation	Funds Expended (Resources)
• In relation to this particular area, no progress was made due to change of principalship.	

Process 3: *Student Performance Measures*

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.

Improvement Measures

100% of teachers use innovative teaching practice and future focused learning strategies.

Pre and post assessment practices for evidence of summative impact and be comparable from year to year for each student.

Documentation of teachers' annual performance and development plans.

Progress towards achieving improvement measures

Process 1: *Effective Classroom Practice*

Build leadership and technology skills at all levels through authentic opportunities to lead the implementation of school projects and manage the associated resources required to attain desired products and practices.

Evaluation	Funds Expended (Resources)
• Ongoing professional learning for classroom teachers in the use of innovative technology to support student learning.	• Principal led professional learning of technology use. • External professional learning opportunities for staff to support technology use. **Funding Sources:** • Professional Learning Funds ($4000.00)

Process 2: *Learning and Development*

Work collaboratively to ensure that their pedagogy aligns with practices that reflect current research that promote student growth.

Evaluation	Funds Expended (Resources)
• At this point in time, little progress has been made in this area due to change of principalship. This area will become a focus during 2020.	

Process 3: *Collaborative Practice*

Embed explicit systems in the school to facilitate professional dialogue, classroom observation, modelling of effective practice and the provision of timely feedback between teachers.

Evaluation	Funds Expended (Resources)
• There has been a review and evaluation of Performance and Development (PDP) processes for teaching staff to align with the Australian Professional Standards for Teachers and the School Plan.	

Process 4: *Data Skills and Use*

Progress towards achieving improvement measures

Process 4:   Structures and processes in place to support teaching staff to build capacity in data usage. Regular use of this will inform analysis of teaching and learning programs.

Evaluation	Funds Expended (Resources)
• Use of LaSt to support data driven practices in classrooms to improve student learning. • Teachers engaged in specific professional development with community of schools to support Consistent Teacher Judgement (CTJ). Supported by Department of Education LANSA from Wagga office.	

Progress towards achieving improvement measures

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Nil **Funding Sources:** • Aboriginal background loading ($10 358.00)	• Supported Aboriginal students to participate in extra–curricular activities. • Linking Aboriginal students external agencies to support cultural competence. • Providing all students with access to Aboriginal perspectives across all curriculum areas. • Funded involvement in NAIDOC Week with Community of Schools.
Low level adjustment for disability	• Employment of SLSO for one day per week. • Employment of Class Teacher two days per term in Semester 2. **Funding Sources:** • Low level adjustment for disability ($5 106.00)	• Student learning supported by additional SLSO. • Student learning supported by additional Classroom Teacher.
Quality Teaching, Successful Students (QTSS)	• Additional Class Teacher employed for one day per week. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($7 257.00)	• Additional staffing to identify students learning needs in numeracy and literacy.
Socio–economic background	• Purchasing of extra computers and devices • Excursion subsidies. **Funding Sources:** • Socio–economic background ($13 448.00)	• Supporting all students to participate in extra–curricular activities and opportunities, such as excursions etc. • Ensuring all students have equitable access to technology to support learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	14	17	18	14
Girls	17	17	23	22

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	90.1	92.7	92.6
1	89.7	91.8	87.8	92.8
2	96	90.3	93.7	86.7
3	88.8	96.6	85.6	92.7
4	94.6	90.9	95.7	87.9
5		93.2	90.1	95.5
6	91.2		92.9	91.6
All Years	93.2	92.5	91.7	91.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
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		93.8	93.2	92.8
6	93.4		92.5	92.1
All Years	94	94	93.4	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)	1.72
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	40,039
Revenue	666,820
Appropriation	648,702
Sale of Goods and Services	1,067
Grants and contributions	16,699
Investment income	351
Expenses	-646,548
Employee related	-529,709
Operating expenses	-116,839
Surplus / deficit for the year	20,272

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	39,584
Equity - Aboriginal	10,358
Equity - Socio-economic	13,448
Equity - Language	0
Equity - Disability	15,778
Base Total	519,560
Base - Per Capita	9,620
Base - Location	38,214
Base - Other	471,727
Other Total	59,325
Grand Total	618,469

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

- During the annual Tell Them From Me (TTFM) student and parent survey feedback has indicated that there is overwhelming support for the school directions.
- Feedback from the Delegate Public School P&C continues to be positive and a supportive working relationship continues to develop.
- Student and parent feedback during the newly implemented Student Led Three Way Conferences indicated a level of satisfaction and trust where students and parents feel comfortable sharing thoughts and concerns regarding student learning.

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.