

# 2020 Annual Report

## Delegate Public School



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# Introduction

The Annual Report for 2020 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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Delegate Public School

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## Message from the principal

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2020 was the most challenging year in living memory at Delegate Public School. The school and community were confronted by a number of significant challenges that impacted significantly on school operations throughout the entire year. The first three months of the year found us shrouded by smoke and the ongoing impact of the horrific 2019/2020 bush-fires that lasted for four months here in Delegate. These fires drove community members from their homes, had parents working tirelessly to protect the town on the fire front and had the entire community blanketed in dense smoke for the whole of the school holidays and well into Term 1. Immediately after the bush fire threat abated, the school was effectively closed due to the global COVID-19 pandemic, meaning most of our students were working from home for an extended period and staff had to adapt quickly to deliver the curriculum in a new and diverse manner to cater for our students.

The staff at our school worked themselves to exhaustion to ensure Home Learning Packs were produced and delivered to each and every student. It filled me with great pride to see staff working so closely together to produce these packs and then to see us all together driving to each and every home to deliver them was heartwarming. Whilst Term 3 began with greater optimism in terms of having the students all back at school and with us being able to return to onsite learning, albeit with a reduced visitor capacity, that optimism soon hit us hard. Hard border closures of the NSW/Victorian border meant that our wonderful Victoria students were even more isolated than they have ever been. Not being able to cross the border for education not only meant no school, it meant no human contacts with friends and peers. The impacts of this will be felt for some years to come.

All this came on the back of families and staff running out of water on their properties toward the end of 2019 due to the severe drought that was already ravaging our community. Add to this, heavy snow, flooding and a range of other obstacles, its easy to see why 2020 was so challenging for us here at school.

Throughout, these challenges afforded us an even greater opportunity to engage more deeply with our amazing community than ever before. Through the incredibly hard work of staff we were able to raise over \$320 000 worth of goods for our families, as well as a further \$300 000 worth of grants, goods and services for our school. All this will have an ongoing positive impact on the community, and learning outcomes of the incredible children under our care.

Whilst all of the above may sound like doom and gloom, the one thing that was a constant throughout the whole year, was the resilience of students, staff and community. The way you all worked for and with each other was simply inspirational. I have never worked in a community where there is so much love and support for all. I personally think that the Delegate and surrounding community could be used as a blue print for what a cohesive community should look like.

Throughout it all, students and staff continued to work closely together to effectively meet educational, social and emotional outcomes for all students. Many other great things happened across the school including the addition of our own 25 seat School Bus to be used for excursions, sporting and community events. This bus means that the tyranny of distance is now less of an impact on our students and they have greater opportunities, including the opportunities that are afforded to students in metropolitan and larger regional centers.

Mr Brad Bannister - Proud Principal Delegate Public School

## School vision

***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

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	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.

### 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)
Due to the nature of 2020, i.e COVID shutdown and then lengthy NSW/Victoria border closures, student learning became individualised like never before. Individualised Home Learning Packs were designed, produced and delivered to each student.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

#### 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)
Student learning became student centered and required students and staff alike to reflect upon the learning being undertaken. Due to the home learning focus, parents became more involved in the everyday learning of their children and were then able to reflect upon their learning also. Staff were trained in Multi-lit, Mathsbusrt, and Mappa to enhance curriculum delivery to students.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li></ul>

#### Process 3: *Student Performance Measures*

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

Evaluation	Funds Expended (Resources)
Professional Learning for staff stagnated initially during 2020 due to the disruptions that occurred during the year. However, staff engaged in a wide	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$3000.00)</li></ul>

## Progress towards achieving improvement measures

range of online learning in new technologies that support remote learning as well as professional learning that supports effective ongoing formative assessment. An area of focus in this area was mathematics.

- Literacy and numeracy (\$2000.00)

## 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)
Due to the pandemic, the school was able to increase the technology capacity available to students the school finished the year with a one-to-one correspondence of tech devices for each student. Staff were then able to engage in a suite of professional learning opportunities provided by the Department of Education to support teaching and learning with technology.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

#### 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)
Staff worked closely to collaborate to develop learning programs that were lineal and cohesive. These programs provide students with a continuum of learning from K-6 that should allow effective transition to high school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

#### 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)
COVID provided staff with a greater opportunity for professional dialogue through more formalised processes. Staff were afforded the opportunity to observe each other in practice and develop a more formalised process of reflection on programming and curriculum delivery. This was mainly effective due to the addition of a Rural Experience Program teacher that the school was able to access above staffing entitlement.	

#### 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.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
All staff were provided with the latest technology devices that allow them to develop programs, access data, and remain at the cutting edge of modern technology. Processes were developed that allow staff the opportunity to share information as well as access usable software and the like to improve student outcomes.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$7 769.00)</li> </ul>	Aboriginal and Torres Strait Islander students were supported in their learning through the development of Personal Learning Plans with their progress tracked against school data and the Literacy and Numeracy progressions
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Multilit training for all teachers.</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$8 561.00)</li> </ul>	These funds were used to train all teachers in the use and implementation of the Multi-lit program. One staff member then worked closely with student reading below grade level to ensure those students had the extra support needed.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$7 110.00)</li> </ul>	Additional staffing to identify students learning needs in numeracy and literacy.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$15 266.00)</li> </ul>	Funds for socio-economic background were expended across the strategic directions to support professional learning, resourcing and student learning. It also allowed the school to support students to provide opportunities to widen their experiences outside of their community as well as allowing them to access extra-curricular opportunities equitably

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	17	18	14	17
Girls	17	23	22	25

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.1	92.7	92.6	90.7
1	91.8	87.8	92.8	94.1
2	90.3	93.7	86.7	92.4
3	96.6	85.6	92.7	91
4	90.9	95.7	87.9	92.9
5	93.2	90.1	95.5	90.2
6		92.9	91.6	97.2
All Years	92.5	91.7	91.8	93
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6		92.5	92.1	91.8
All Years	94	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	60,310
<b>Revenue</b>	716,209
Appropriation	692,866
Sale of Goods and Services	2,761
Grants and contributions	20,520
Investment income	62
<b>Expenses</b>	-622,940
Employee related	-486,573
Operating expenses	-136,367
<b>Surplus / deficit for the year</b>	93,269
<b>Closing Balance</b>	153,579

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	42,534
Equity - Aboriginal	7,769
Equity - Socio-economic	15,266
Equity - Language	0
Equity - Disability	19,499
<b>Base Total</b>	535,167
Base - Per Capita	8,658
Base - Location	34,392
Base - Other	492,117
<b>Other Total</b>	68,416
<b>Grand Total</b>	646,117

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

- Staff exhibited a sense of inclusion, and as such developed confidence in sharing their thoughts and ideas. Staff expressed an eagerness to take risks to ensure student growth was their main focus. Staff indicated their desire to create learners not students who simply 'remember' and to also show students that we as staff are risk takers and therefore create learning risk takers among our students.
- During COVID-19 Lock-down and NSW/Victoria Border Closures, families and students provided feedback on school performance and home learning. Their feedback and the feedback of staff led to a change in curriculum delivery from K-6. Staff developed and continue to develop a suite of Multiple Intelligence Grid Unit's of Work that allow for a more student led learning focus with clear learning expectations.
- Parents and students joined DPS staff and Eden/Monaro DEL for a 'Think Tank'. This discussion enabled us to reflect on our strengths, improvements and opportunities for the students under our care. Discussions included all stakeholders and provided us with a framework to self assess and plan for the future.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.