

# 2020 Annual Report

## Delungra Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Delungra 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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## Message from the principal

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The COVID-19 pandemic has had various impacts on the world including schools, however, Delungra Public School has managed to undertake major developments improving the school and achieving great things this year.

Our library, which is enjoyed by all of the students, has had a renovation including being completely repainted. We have purchased new furniture and the new style of shelving has made a significant difference to the students' borrowing experience. It is now a bright and welcoming learning space. We receive new books each month and the collection of books always interests the students.

Our grounds have had some major improvements made to it including the purchase of chooks, over 80 strawberry plants and citrus trees being planted, and the construction of our ideal greenhouse to assist with our Koala Rescue Project.

The most substantial development we achieved this year was the progress we have made with our Koala Rescue Project. This has been an incredible journey for students and staff alike. We have learnt so much about the koala species who have become our friends, and how we can help them. Delungra Public School featured on the ABC morning television news, national Landline broadcast, local and state radio programs, as well as on a range of websites and social media. The students loved being able to see themselves on television and the positive world-wide support and feedback they received. This is quite an achievement for a school of our size.

Our school received a grant which enabled us to attend our major excursion to Lake Ainsworth. Because of restrictions being lifted only 2 weeks prior to departure, we were booked and able to go. Due to COVID-19 restrictions, and many schools cancelling their excursion, Delungra Public School enjoyed the camp mainly to ourselves. Learning in a beautiful location and a bit of fun is what we all needed. It was a worthwhile adventure for our students to be able to participate and experience activities that the camp offered.

The Delungra Public School P&C are a huge support to our school. The commitment and care that is carried out by them to help our school and students is appreciated by all at our school. Our P&C did a fantastic job, considering the COVID-19 restrictions in place. Our wider parent body is a main support to our school and the restrictions of not being able to have them interact and come in to the school has been difficult. Their input, feedback and support is valued by the school.

The students at Delungra Public School have been very flexible with the many changes they have had to encounter. Their efforts in achieving academic goals, the care they have for each other and our school in general, and our koala visitors, is something they should be proud of. Our staff have created an environment that is enjoyable for our students, and their commitment to the school, and the support that is given by them forms an atmosphere that is organised, efficient and happy.

## School vision

Our vision is to guide, inspire and challenge students to become confident, motivated, reflective and creative learners. The students of Delungra Public School will be provided with learning opportunities which will endeavour to prepare them for a rapidly changing world and the abilities to thrive in future learning and employment.

## School context

Delungra Public School is a small school situated 38km west of Inverell on the Gwydir Highway. The student cohort is made up of students who live on farms in the local area or live in the village of Delungra. The students at Delungra Public School enjoy a wide variety of high quality learning opportunities in a safe, supportive and focused environment.

Delungra is classified as a rural and remote school. The students are given access to a wide range of opportunities that are not available in the township of Delungra.

There are two permanent classroom teachers one of which is a teaching principal and two part time teachers. All teachers meet the professional requirements for teaching in NSW public schools.

## 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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

Consistent and high quality practices

### Purpose

To provide consistent high quality curriculum programs, teaching practices and administrative systems that underpin ongoing performance improvement throughout the school community to enable student learning.

### Improvement Measures

The school is demonstrating growth on the School Excellence Framework in the areas of learning culture, curriculum, assessment and reporting.

The school is demonstrating growth on the School Excellence Framework in the area of school resources and management practices and processes.

### Progress towards achieving improvement measures

#### Process 1: Administrative Systems & Processes

The school continuously evaluates its administrative systems and processes, ensuring that they underpin school improvement and the professional effectiveness of all school members, making changes when required.

Evaluation	Funds Expended (Resources)
<p>An evaluation of the stocktaking process indicated that one section of the library stocktake should be conducted each year. This will mean that the stocktake can be completed more efficiently and will cause less disruption to the school.</p> <p>Skool Loop's impact was evaluated at the end of the year. During the COVID learning from home period, it was used effectively by the school and parents/caregivers. Some families continued to use this app for regular updates and a small majority didn't continue to use it. After analysis and feedback, it was decided that the use of the app would continue into 2021.</p>	<p>Purchase of Skool Loop, resources, professional development and SAO library administration \$12500.</p>

#### Process 2: Teaching Practice

Continually grow a culture where expert teaching is unpinned by high expectations enabling every student to deliver their best and continually improve.

Evaluation	Funds Expended (Resources)
<p>A staff evaluation of the impact of the online professional development that they completed this year. External online training was 100% beneficial to teachers and assisted in improving their professional practice. At times, inconsistent results were demonstrated by the system provided training.</p> <p>Analysis of evidence to assess the effectiveness of SMART Spelling indicated that students demonstrated increased confidence when attempting to spell a word, use of strategic spelling strategies and success with spelling words correctly. Most students achieved expected growth and some exceeded expected growth for spelling. Students who did achieve expected growth will participate in interventions in 2020.</p> <p>Analysis of reading assessment both internal and external data indicated that reading comprehension results were near or at expected growth for most students. Some students exceeded expected growth and a small number didn't reach expected growth. Students who did achieve expected growth will participate in interventions in 2020.</p>	<p>Purchase of resources and professional development \$8000.</p>

## Strategic Direction 2

Students as effective learners

### Purpose

To provide consistent school processes and strategies to guide, inspire and motivate students to become effective learners.

### Improvement Measures

All students articulate the characteristics of an effective learner and have a clear understanding of what they are learning, how they are progressing and where to next.

All students demonstrate growth on internal assessments and the literacy and numeracy learning progressions. If a student doesn't demonstrate growth, a targeted intervention will be implemented.

### Progress towards achieving improvement measures

#### Process 1: Effective Learners

Continually grow a culture where every student knows and demonstrates the characteristics of an effective learner.

Evaluation	Funds Expended (Resources)
Analysis of video evidence, student work samples and lesson observations have demonstrated that students have developed their skills as self directed, self assessing and reflective learners. They now see themselves as responsible learners and the teachers as facilitators of learning by providing them with appropriate challenges. Students will often tell the teacher that they want to "struggle a bit more" with their work and keep trying or ask if they could try a harder or easier task as this is not at their current learning level. Target teaching sessions are conducted to enhance or clarify a concept for students when needed.	\$4500 has been spent on resources and professional development to support students to become effective learners.

#### Process 2: Knowing about Learning

Develop and implement high quality teaching practices and processes to enable students' knowledge of what they are learning, how they are going and where to next in their learning.

Evaluation	Funds Expended (Resources)
Analysis of data has shown our students are developing a more accurate perception of where they are at, and where to next, in their learning. This understanding has been built through a repertoire of strategies and tools, including but not limited to success criteria and rubrics, "I can" statements, learning scale and SWSW (Strengths, Weaknesses, So What). Students, when capable, will mark their own work, or analyse their marked work and complete a self reflection strategy against success criteria. Our students are more confidently and capably setting their own learning goals.	Funds expended were accounted for in process 1.

### Strategic Direction 3

Wellbeing and community culture

#### Purpose

To expand the school wellbeing framework to enable students to be engaged learners and make informed decisions about their health and wellbeing. To increase community participation in the school as promoters of learning.

#### Improvement Measures

Students are demonstrating growth on the wellbeing scale and on the wellbeing knowledge assessment tool.

Demonstrate growth in the element of wellbeing in the School Excellence Framework.

#### Progress towards achieving improvement measures

##### Process 1: Student Wellbeing

Review and expand the whole school integrated approach to student wellbeing to enable students to make informed choices about their cognitive, emotional, social and physical wellbeing.

Evaluation	Funds Expended (Resources)
<p>During 2020, COVID restrictions impacted the implementation of many of the school's proposed wellbeing activities or programs. Many needed to be postponed until later in the year or until 2021. Despite this, the school was able to implement and expand our school's wellbeing framework and maintained the judgement of excelling on the School Excellence Framework in our External Validation.</p> <p>One of the most significant wellbeing strategies to be introduced in 2020 was the Koala Rescue Project. This process gave our students a meaningful purpose to achieve and lifted the spirits of not only our students but of the wider community. The school and students received thousands of positive comments and messages after our story was featured nationally on the Landline program.</p>	<p>\$20000 was spent on providing wellbeing workshops and activities, nutrition and wellbeing programs, wellbeing support, yoga and supporting the implementation of the Koala Rescue Project.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

##### Process 2: Healthy relationships/ Healthy lifestyles

The school engages in strong collaborative partnerships between students, parents and caregivers, community and organisations to build individual and collective wellbeing.

Evaluation	Funds Expended (Resources)
<p>This strategy was recognised by our local shire leading to a Local Environment Award and being one of 14 finalists in a State Environmental Award. The school was successful in gaining a sustainability grant to build a greenhouse and grow koala food trees to be distributed throughout the community for planting. This project has been the catalyst for strengthening and building relationships with a diverse range of community members, groups and organisations that include, but are not limited to, Local Land Services, BEST Employment, WIRES, Inverell Shire Council, Aboriginal elders (koala is the totem for Inverell), wildlife services and the ABC. Our students are learning significant life lessons about the environment and the impact that our small DPS team can make.</p>	<p>\$1000 was used to facilitate inter-agency meetings and community experts for our Koala Rescue Project.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	The funding of \$25428 was used to partially cover the employment of a SLSO to provide individualised and group support for literacy and numeracy and our wellbeing initiatives.	<p>Analysis of school assessment data demonstrated student progress and increased engagement of students in literacy and numeracy lessons. Class observations and Sentral data indicated the support given by the SLSO assisted students to engage in the learning and reduced off task behaviour. Analysis of school assessment data demonstrated student progress and increased engagement of students in literacy and numeracy lessons and activities.</p> <p>Local Lands Services worked closely with the school to assist with our Koala Rescue Project, to build students' awareness of our local Totem the koala and strategies to protect these animals into the future as well as our local environment.</p> <p>Initial designs have been created in consultation with our local elders for our Yarning Circle and cultural area.</p>
<b>Low level adjustment for disability</b>	The \$30195 received for this area was used to employ a Learning and Support Teacher 0.2 to provide identified students with focused support to cater for their individual learning needs.	<p>The one day a week implementation of LaST enabled the school to provide targeted support for students who were identified through our learning and support meetings.</p> <p>All identified students demonstrated growth on internal school data and students who didn't demonstrate expected growth were referred back to the learning support team for further interventions. Students who participated in the check-in assessments achieved above same school results.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	The \$6126 was used to release teachers to enable the participation in a range of professional development activities to enhance school and teaching practices.	<p>This funding enabled opportunities for staff to engage in learning and collaboration with the Sapphire Community of Schools learning alliance as well as to support development, monitor and coaching throughout the Performance and Development Framework.</p> <p>As a result of the schools' involvement with the Sapphire Community of Schools (SCoS) learning alliance, a shared teaching and learning has been implemented across (SCoS). Valuable school relationships were strengthened and inter school activities were conducted that assisted in supporting the development of teaching practice and students learning.</p>
<b>Socio-economic background</b>	The \$57574 was used to release teachers to enable the participation in a range of professional development activities to enhance school and teaching practices.	The funding has enabled opportunities for students to participate in a range of learning opportunities including learn to swim, school excursions, purchase of new library books and reading material, additional learning and support. These funds were used to fund a large part of our improvement plan for 2020.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	17	21	24	19
Girls	9	11	10	7

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	86	84.7	90.6	95.5
1	97.5	86.8	81.9	96.5
2	97.7	92.7	83.8	79.5
3	94.8	95.5	96.2	71.6
4	94.6	88.2	93.6	90.9
5	90.1	91.1	88.4	94.5
6	95.5	95.4	92.3	89.5
All Years	94.2	90.6	89.3	86.9
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	93.3	92.5	92.1	91.8
All Years	93.9	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)	1.31
Learning and Support Teacher(s)	0.2
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>	115,316
<b>Revenue</b>	772,893
Appropriation	745,435
Sale of Goods and Services	1,319
Grants and contributions	25,953
Investment income	185
<b>Expenses</b>	-770,299
Employee related	-663,393
Operating expenses	-106,906
<b>Surplus / deficit for the year</b>	2,594
<b>Closing Balance</b>	117,910

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>	37,170
<b>Equity Total</b>	113,198
Equity - Aboriginal	25,428
Equity - Socio-economic	57,574
Equity - Language	0
Equity - Disability	30,195
<b>Base Total</b>	508,077
Base - Per Capita	8,177
Base - Location	11,455
Base - Other	488,444
<b>Other Total</b>	47,040
<b>Grand Total</b>	705,485

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

Community consultation and feedback is very important for Delungra Public School as we analyse responses to enhance the processes, facilities and educational delivery of the school. As we are a small school, we have many opportunities to interact with our stakeholders. We engage in our formal feedback process in March including parents/caregivers and students. This allows the school to thoroughly evaluate the responses and plan the action of improvements.

Parents/caregivers and students have grown in confidence and are more willing to engage in providing feedback to their school throughout the year. Information received has increased in positivity and is more focused on possible improvement ideas rather than problems. It is not surprising to learn that every year the students suggest we get a swimming pool! Our P&C willingly engages in the school planning process, enjoying opportunities to have input into our school plan and assisting with its implementation. Student voice is an important part of our improvement and evaluation process and the school regularly engages the students in feedback opportunities on a wide range of school activities including but not limited to school events and activities, classroom practice, new strategies of teaching and school programs. Student responses are regularly published in our school newsletters, inviting further conversation.

During 2020 a large portion of our students, parents and caregivers were asked the following questions:

1. What do you like about Delungra Public School or what are the strengths of the school?
2. What do you think could be improved?
3. If you could introduce something new to the school what would it be?
4. Our School Plan includes student wellbeing. Is there anything that you could suggest the school could do to add to our wellbeing strategies?
5. Do you support the school doing target teaching for our students to improve students' academic growth?

The school received predominately positive feedback. A summary of their responses are presented below:

Parents and caregivers were positive about the size of the school stating that they liked that it was a small school. In particular, they liked the friendliness of the school. There were quite a few similar comments made with regards to what could be improved, whereby the parent/carer couldn't think of anything that could be improved. One comment made was "perfect". Several parents/carers commented about students participating in gardening activities and how the students like it. Parents and caregivers were in favour of target teaching, one comment made was "brilliant idea".

Students enjoy giving feedback about our school and their learning. This year they were asked the survey questions in small focus groups. Students were very positive about the school, especially about our koala project, sport and our target teaching strategy. Students of the primary class stated that they would like a bigger classroom as an area for improvement.

Examples of the students' responses are below:

- I like that there are koalas in our school and unlike a lot of other schools they don't really get to see koalas often like we do.
- I reckon target teaching is a good idea because it's extra work so you can improve on it so you are ready for high school and other strategies in life.
- We get to have chooks unlike other schools in cities.
- We could have a few days a week when we could come up into the library, read books and empty our minds and have peace and quiet (wellbeing suggestion).

Opportunities for feedback are sort throughout the year, especially when the school is trialing new activities or teaching strategies. During 2020, Delungra Public School created the Koala Rescue Project. Throughout the project, we have been receiving ongoing feedback from staff, students, parents and carers and the community. 100% positive feedback has been received and overwhelming support to continue expanding the project. Our school has featured on television and had interviews on the radio, both of which have given us worldwide recognition. From this, we have received a high volume of feedback either by correspondence, phone and donations, praising the initiative our small school has created.

Feedback about our library and garden upgrades and our chaplaincy support were overwhelmingly positive.

The school used a repertoire of consultation strategies to inform the development of strategic directions for the School Plan. After evaluation of feedback, and consultation by all stakeholders, a draft plan was developed, stakeholders were consulted and the plan was adjusted where necessary. This year the school has used the What Works Best Toolkit to assist in the planning process.

# 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.