

2022 Annual Report

Delegate Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Delegate Public School

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School vision

We embrace lifelong learning in an inclusive environment to achieve our personal best and contribute successfully to our ever changing and increasingly diverse local and global communities. Rural and remote communities are faced with ever increasing challenges, however school leadership and staff are committed to providing with our students with at the least the same or greater opportunities than students from metropolitan and large regional center's.

We achieve our vision through our values of Be a Learner, Be Respectful, Be Responsible and Be Safe.

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. The school is equipped with its own school bus that in some ways eliminates the tyranny of distance that is a disadvantage to our students. Recent and unprecedented events have shown our geographic location to be a hindrance to the ongoing learning for students on the Victorian side of the border.

Delegate Public School provides an inclusive learning environment for both mainstream students and students with a disability. In 2021, the school has an enrolment of 33 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 vibrant, and 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. This includes a robust involvement in the School Planning Process.

The recently created Aboriginal Educational Consultative Group in our district will support planning and decision making moving forward and is a welcome addition to the decision making process for Delegate Public School.

The school undertook a rigorous situational analysis which involved collaboration between staff, community, students and the Director Educational Leadership. The findings of this informed the development of the 2021 - 2024 Strategic Improvement Plan. This analysis identified two strategic directions of student growth and attainment and student, staff and community well being. key areas focus included data informed practice, effective classroom practice, high expectations and aspiration, and well being across the entire school community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Assessment and Use of Data to Inform Practice

Resources allocated to this strategic direction

Professional learning: \$5,478.00

QTSS release: \$6,321.00

Low level adjustment for disability: \$19,917.25

Location: \$19,651.00

Literacy and numeracy: \$4,672.62

Summary of progress

- **Effective Classroom Practice**

In 2022, Delegate Public School provided staff with high quality professional learning opportunities, including opportunities to complete observations of another staff member's teaching practice. Funding was pooled and used for additional staffing to provide opportunities for an additional part-time class teacher which enabled interventions in spelling, phonic knowledge and early numeracy strategies to take place. Throughout the year, staff engaged in professional learning which targeted work with Accelerated Adopter experts in relation to the implementation of Curriculum Reform in Literacy and Numeracy K-2. This involvement in external professional learning through the Accelerated Adopter Curriculum Reform and the work with the Collaborative Support, Unique Settings (CSUS) team has benefited teachers and given greater opportunities to reflect on practice. Due to staffing arrangements, teachers also had the added benefits of increased one-on-one time with the Teaching Principal to provide additional support. This was made possible due to the culture of improvement and teamwork at Delegate Public School. Special events and scheduling at times delayed the completion of professional learning and opportunities for teacher feedback with executive staff, with this being more closely refined in 2023.

2022 saw a significant change in the school's pedagogy and results demonstrated an uplift in student growth and attainment. Work undertaken on new assessment data sets should allow for greater analysis of impact throughout 2023 as benchmarks for key areas of learning have been established.

- **Assessment and Use of Data to Inform Practice**

In 2022 a staff member was selected to participate in the 'Step Up' program which targeted aspiring leaders to embark on a professional learning journey using school data and a chosen focus to work with a Director mentor and the school Principal. Review and analysis of school-wide assessment use to inform practice took place and discovered that a new assessment scope and sequence was needed along with a recording system and more effective use of PLAN2. Backward mapping took place from the High School request of data to ensure that relevant information was being gathered and passed on in relation to student attainment and growth. This was then tracked from Kindergarten to attain a whole picture of the student's learning journey. As a result of the involvement in this program, a more effective set of tools has been implemented across the K-6 student cohort. A whole school assessment scope and sequence has been created and there is a clearer focus from staff in relation to what needs to take place and when. This project has also ensured consistent teacher judgment, and a greater focus on using assessment for guiding future learning as staff engaged in professional learning.

In 2022 the school undertook professional learning with the Collaborative Support, Unique Settings (CSUS) team to upskill staff in evaluative thinking practices using data to ensure explicit lessons are being taught focusing on student need and next steps. The Determining Implementation Gap (DIG) Matrix was utilised to identify staff knowledge, skills and confidence as well as determining a focus area. Spelling was chosen and with the guidance and support of program coordinators, teaching staff were able to implement resources and structures to support students learning growth through the professional learning sprints. The CSUS initiative provided a framework that will continue to refine teaching and

learning practices within the school through the identification of specific support needs using data.

Throughout 2023, the school will maintain the commitment to the CSUS project. As part of this project, a review of data from PLAN2 early in the term will be used to identify a new area of focus, specifically in literacy, following the initial project planning steps from 2022. The CSUS team will continue to work with staff and also assist in the review of the new Assessment Scope and Sequence project.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating achievement of the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data, however the school did not achieve the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Purpose

Delegate Public School is committed to supporting whole school community, staff and student well-being. Community engagement is at the forefront of this goal and is supported by strong staff commitment and the use of innovative programs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Well-being
- Community Engagement and Well-being

Resources allocated to this strategic direction

Professional learning: \$2,743.80

Aboriginal background: \$5,858.90

Socio-economic background: \$5,000.00

Family Referral Service Grant: \$10,000.00

Summary of progress

- **Well-being**

During semester two, the school began to engage in professional learning around the NSW Department of Education (DoE) Inclusive, Engaging, Respectful (IER) Schools policies and procedures. This was the first step in developing staff knowledge of system-wide supports on inclusive education, for students with disability, student behaviour and restrictive practices. The school Parents and Citizens Association (P&C) were also informed of the upcoming policy changes, with further information to be disseminated during the implementation cycle. The school followed the NSW DoE implementation 'roadmaps' to help guide the implementation process, and staff are continuing to undertake the essential training modules to effectively review and implement the school's wellbeing policies and procedures. The school continues to engage a Family Referral Service Worker to engage families to support the ongoing wellbeing of students and community. This worker works closely with the principal to access high impact and best practice wellbeing programs to support student, staff and community wellbeing. Staff wellbeing also continues to be a priority in an effort to ensure staff are in a position of strength to better support students under their care.

2023 will see the school be involved in new wellbeing initiatives, including, The Anxiety Project, Smiling Minds and access to Royal Far West. Staff wellbeing will be further strengthened by the creation of a Professional Learning Community with other small schools across our network of schools.

- **Community Engagement and Well-being - focusing on attendance**

Throughout 2022 the school worked with the new Home School Liaison Officer to review student attendance data and staff developed systems to regularly monitor student attendance. Staff engaged with the School Attendance policy, resources from Attendance Matters and professional learning. As part of this initiative, feedback was sought to gain insights from students, staff and families and strategies were developed to increase attendance rates. These strategies included recognising high attendance through promotion in the newsletter as well as close connections with parents to support positive student attendance. For students who displayed improved school attendance, personal phone calls to parents from the Principal to congratulate both parents and students on their achievements was made. Top attendees (attendance rates of 100%) were also recognised with a special award once a fortnight. This initiative did not rely on school-based needs funding, with minor funding attributed to the special awards and annual attendance medals at Presentation Night. Further activities in this initiative were underpinned by the use of the Department of Education support resources which provided a structure for communicating attendance goals, aims, and results. The positive recognition and rewards system has been a motivator for students and some parents, as indicated by the comparison of feedback from 2021 to the end of 2022. and these strategies had the desired impact on improving students with lower attendance rates, however additional work needs to be done to reach Departmental targets.

The next steps in 2023 include continuing to work with families to boost attendance rates and recognising students who have increased their attendance year-on-year to provide further motivation on top of our top attendees' recognition program.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the proportion of students attending school 90% of the time or more from 2019 baseline data towards the system-negotiated target.</p>	<p>Attendance data indicates a decrease in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported.</p>
<p>Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from 2019 baseline data towards the system-negotiated target.</p>	<p>Internal school data indicates an increase in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating achievement of the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported.</p> <p>The use of Tell Them From Me Data indicates an increased sense of belonging at Delegate Public School.</p>
<p>Increase the proportion of community participating in P&C Committees and Sub Groups from 2020 baseline data towards the school-based target.</p>	<p>With the elimination of COVID restrictions we have seen a significant increase of community/family participation in Sub Groups, i.e Stage 3 Mystery Tour Fundraising Committee, 150th Anniversary Celebrations Organising Committee, and Year 6 Farewell Organising Committee. However, we are yet to see an increase in numbers in actual P&C participation.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$4,798.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Delegate Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: IFS Funding has been used to employ an SLSO to support the teaching and learning in the 3456 classroom. This has enabled the class teacher to work more closely with students allocated this funding and apply targeted interventions to support student engagement and achievement.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of SLSO in 2023.</p>
<p>Socio-economic background</p> <p>\$23,752.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Delegate Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement and Well-being • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Family Referral Service program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Employment of the Family Referral Service Worker has had a considerable positive impact on the community which has then had a wonderfully positive effect on the students. This includes the provision of interventions and supports for students and families which has in turn increased student engagement, wellbeing and achievement.</p> <p>After evaluation, the next steps to support our students will be: In 2023, continued employment of this worker.</p>
<p>Aboriginal background</p> <p>\$12,703.90</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Delegate Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well-being • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$12,703.90</p>	<p>include:</p> <ul style="list-style-type: none"> • Use of funds to support Aboriginal families. <p>The allocation of this funding has resulted in the following impact: Use of funds to support Aboriginal students and families with financial support for resources, extra-curricular activities, uniforms and sporting and cultural opportunities.</p> <p>After evaluation, the next steps to support our students will be: Continued use of this funding to support all Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$19,917.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Delegate Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Use of funds to ensure 3456 teacher is FTE1.0 and Teaching Principal takes on the role of LaST <p>The allocation of this funding has resulted in the following impact: Funding allowed a more settled and consistent staffing of Year 3456 class. Teaching Principal was able to provide on the ground consistent LaST support for students.</p> <p>After evaluation, the next steps to support our students will be: Continued use of this funding in this manner.</p>
<p>Location</p> <p>\$37,651.00</p>	<p>The location funding allocation is provided to Delegate Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • additional staffing for teaching principal release • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Funding sources (Socio-economic background - flex, Low level adjustment for disability - staff, Location, Literacy and Numeracy, QTSS release, Per capita and Integration funding support) combined to fund two classroom model. Use of Location Funding to support a school bus lease has provided students with increased opportunities and reduced the impact of tyranny of distance on our students.</p> <p>After evaluation, the next steps to support our students will be: Continue combining funding sources to continue employing additional staff. Further refine and develop differentiation within our K-2 and 3-6 classrooms to support further individualised learning plans. Continue to use Location Funding to lease school bus through DoE Fleet Services.</p>
<p>Professional learning</p> <p>\$8,221.80</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Delegate</p>

<p>Professional learning</p> <p>\$8,221.80</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Well-being <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging staff in professional learning to support writing. <p>Engaging staff in professional learning for MultiLit training and implementation</p> <p>The allocation of this funding has resulted in the following impact: Increased staff knowledge in the area of writing and reading</p> <p>After evaluation, the next steps to support our students will be: Continue to build staff skills in teaching literacy.</p>
<p>Literacy and numeracy</p> <p>\$4,672.62</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Delegate Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Increased access to high quality texts, high impact online learning programs and resources to support classroom learning.</p> <p>After evaluation, the next steps to support our students will be: To engage with teaching new K-2 English and Math curriculum in 2023.</p>
<p>QTSS release</p> <p>\$6,321.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Delegate Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: QTSS funding was used to ensure FTE 1.0 in second class in the school. Class 3456 has the same teacher five days per week to ensure teaching consistency.</p> <p>After evaluation, the next steps to support our students will be: Continued use of this funding to support full time employment of this class.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by</p>

\$22,813.00

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employing/releasing staff to coordinate the program

The allocation of this funding has resulted in the following impact:

Student knowledge increased in targeted focus areas of literacy and numeracy.

After evaluation, the next steps to support our students will be:

In 2023 funding will decrease. Teacher's will continue to be employed to support students accessing the curriculum through personalised learning plans and specific goals.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	17	15	18
Girls	22	25	17	17

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.6	90.7	95.2	80.8
1	92.8	94.1	92.9	84.3
2	86.7	92.4	94.1	86.8
3	92.7	91.0	93.8	89.4
4	87.9	92.9	86.8	89.5
5	95.5	90.2	85.6	87.0
6	91.6	97.2	87.5	82.1
All Years	91.8	93.0	89.7	85.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	146,590
Revenue	914,167
Appropriation	891,431
Sale of Goods and Services	1,197
Grants and contributions	20,201
Investment income	137
Other revenue	1,200
Expenses	-936,135
Employee related	-695,673
Operating expenses	-240,462
Surplus / deficit for the year	-21,968
Closing Balance	124,622

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	56,373
Equity - Aboriginal	12,704
Equity - Socio-economic	23,752
Equity - Language	0
Equity - Disability	19,917
Base Total	551,899
Base - Per Capita	8,086
Base - Location	37,651
Base - Other	506,162
Other Total	212,285
Grand Total	820,558

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys, bi-termly Parents & Citizen Principal reports, monthly Aboriginal Education Consultative Group school reports, fortnightly newsletter distribution and social media posts. This year our school sought the opinions of students, parents and staff using the 'Tell Them from Me' online surveys.

Parents and Carers: Through the use of a parent survey asking parents to provide feedback about the quality of educational programs, staff interactions, welcomness and school facilities. Parents have overwhelmingly indicated a sense of belonging and a genuine partnership with the school and its staff. Parents and carers, have specifically provided feedback using language such as, "a beautiful respectful school", "inclusive", "the atmosphere is very welcoming, the kids are great and the staff would do anything to help the kids."

Students: Through the use of the Tell Them From Me survey for students, students have indicated overwhelmingly that they have positive relationships, that they value schooling outcomes and that they feel advocated in their school environment. Students report that they feel as though they are presented with greater opportunities to succeed and excel than students at other schools.

Staff: Staff at Delegate Public School exhibit a great deal of collegiality and comradeship. Through data collected from the Staff Tell Them From Me Survey, staff feedback suggests that the school is performing above the state norm in all eight drivers of student learning, including, Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informed Practice, Learning Culture and Collaboration.

A comprehensive list of all findings can be accessed by contacting the school for all results of reviews.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.