2020 Annual Report

Dalgety Public School

1722

Introduction

The Annual Report for 2020 is provided to the community of Dalgety Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Dalgety Public School
Cooma St
Dalgety, 2628
www.dalgety-p.schools.nsw.edu.au
dalgety-p.school@det.nsw.edu.au
6456 5031

School vision

Dalgety Public School aims, through high expectations and quality teaching, to empower every student to achieve their personal best through engagement, opportunities, active learning and a differentiated and inclusive curriculum. Our highly skilled staff are committed to pursuing best practice to ensure excellence in learning, teaching and leading. We strive to ensure that every student, every teacher, every leader and our school improves every year. By delivering high quality teaching and learning practices, and by working in partnership with our families we enable our students to become successful, active and informed global citizens.

School context

Dalgety Public School is a small rural school situated in the Snowy Monaro Shire on the banks of the Snowy River and at the foothills of the Snowy Mountains. This unique small school, made up of a one multi-age class with a student enrolment of eight, has a strong focus on developing foundational Literacy and Numeracy skills across all year groups.

Dalgety Public School prides itself on a dynamic K-6 curriculum which is responsive and flexible where students, teachers, and parents work collaboratively to maximise student achievement. The teaching staff are committed to continuous improvement in their capacity to deliver a broad and high quality curriculum to students within a supportive and stimulating learning environment.

We provide an integrated approach in all Key Learning Areas, with a wide range of specialised cultural and extra-curricular experiences to help create an ongoing culture of creativity, enquiry, and engagement.

The whole school community, involving students, staff, and parents, provided feedback that informed the situational analysis followed by the development of our Strategic Improvement Plan.

Based on the outcomes of our Situational Analysis and building upon the work undertaken in the previous school planning cycle around quality teaching and personalised learning, we have determined a need to continue to develop and embed comprehensive, quality systems and processes with further work to occur around how teachers can successfully plan for and deliver quality differentiated instruction to support personalised learning. Through the NAPLAN analysis, the school has identified system-negotiated target areas in Reading and Numeracy and will utilise Departmental support staff as part of our strategy to build understanding on how to do this successfully.

Other strategies will include developing and maintaining quality teaching and learning programs, an evidence-based assessment and reporting schedule, which will include quality summative and formative assessment tasks and data collection practices in literacy and numeracy which will help inform personalised learning plans for each student and improve whole-school approaches to support overall student learning outcomes.

When conducting the analysis of the school wellbeing data, it was evident that student sense of belonging is an area of ongoing focus. Dalgety Public School is dedicated to the continued enhancement of wellbeing and engagement and will therefore develop a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities will promote social and emotional learning, strengthen transitions and create a whole-school collaborative focus.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Personalised Learning

Purpose

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

Process 1: **Teaching and Learning Programs**

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

Evaluation	Funds Expended (Resources)
What we did? In 2020 our school participated in professional learning opportunities to embed visible learning strategies. We developed our skills in how to apply success criteria, WALT (We Are Learning To) and WILF (What I'm Looking For) into each lesson. Internal and external student achievement data was analysed by staff to develop learning goals for all students in literacy and numeracy. **Where to now?** Staff to engage in effective practices with a focus on continuous improvement. Processes will be put in place where teachers collaboratively review teaching and learning practices to support quality teaching and learning. Through using an integrated approach in literacy and numeracy to facilitate best practice and evidence based curriculum content and experiences to maximise student learning outcomes.	Please refer to the key initiatives table.

Process 2: **Personalised Learning**

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

Evaluation	Funds Expended (Resources)
What we did? In 2020 all students at Dalgety Public School engaged in personalised learning through the continual development of individual learning plans. Students worked with teachers to set, monitor and revise a writing and personal goal. As a small school the learning needs (academic, social and behavioural) of all students are known and understood by all staff members.	Please refer to the key initiatives table.

Progress towards achieving improvement measures	
Our school began to embed the Literacy and Numeracy Progressions (Punctuation, Comprehension and Quantifying Numbers) into our student learning goals. **Where to now?** Learning content is to be personalised , meaningful and differentiated for every students to ensure optimal growth in Literacy and Numeracy. Evidence-based data will inform student learning goals and teaching and learning activities. Teaching programs will be monitored to ensure that Individual Education Plans are monitored regularly and that each student is displaying personal growth. Use of the Literacy and Numeracy progressions will ensure that student learning is progressing. Introduce regular LaST meetings and opportunities to discuss student learning goal with families. Student voice becoming a regular part of decision making.	

Process 3:   Student Wellbeing

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

Evaluation	Funds Expended (Resources)
What we did? Due to Covid19, our school was unable to embark on its journey of collaboration opportunities with other small schools on the creation of a consistent school wellbeing policy. We aimed to developed strategies that embeds the ethos of the NSW DoE Wellbeing Framework. This will be the focus for future planning. We included Smiling Mind, Bounce Back and the Berry Street Model into the newly devised Dalgety Student Wellbeing Policy. **Where to now?** Update and refine the school wellbeing policy to clearly outline our procedures for monitoring both positive and negative (minor and major) behaviours. The creation of whole-school scopes, systems and processes will require continual improvement to understand and implement. Creating a preventative, positive learning environment to promote personal success and support the emotional and social development of students.	Please refer to the key initiatives table.

Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Collaborative Practice
Teaching staff will continuously develop, implement and reflect on teaching and learning through collaborative engagement, consistent teacher judgement processes and professional learning and development opportunities.

Evaluation	Funds Expended (Resources)
What we did? Due to the impact of Covid-19 including the reduced professional learning and sharing opportunities for staff, and the need to limit cohort interactions for students, the collaborative face to face aspect of this initiative was delayed and will continue to be a focus moving forward. Ongoing professional development and consistent teacher judgement for the Numeracy Progressions will continue to be required at Dalgety Public School. Seeking the support of Numeracy Advisors and developing skills to analyse SCOUT data will help to expand our data sources to analyse student performance measures. This will help us to continue building a comprehensive understanding of our students' specific learning needs and setting student learning goals. **Where to now?** Staff will engage in High Impact Professional Learning (HIPL) model that is informed by global research, to support professional growth of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement. Technology is well resourced and will aim to be integrated into everyday learning and communicating**.**	Please refer to the key initiatives table.

Process 2: Evidence-based Practice and Pedagogy

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

Evaluation	Funds Expended (Resources)
What we did? Teachers will continue to refine student data collection and analysis through formative and summative assessment practices in Literacy and Numeracy to inform future learning. In 2020, teachers didn't partake in the Quality Teaching Rounds (QTR) program due to Covid19 lockdown and subsequent restrictions. This program was to be used as an approach for professional teacher development (using digital technologies) where groups	Please refer to the key initiatives table.

Progress towards achieving improvement measures	
of teachers observe and analyse each others teaching using the Quality Teaching model. **Where to now?** Next steps involve drawing upon relevant research to develop and implement high-quality professional learning in literacy and numeracy teaching practice. Effective communication incorporating technology will be an area for upskilling staff.	

Process 3: **Data Skills and Use to Inform Practice**

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

Evaluation	Funds Expended (Resources)
Where to next? Analysing and interpreting data from SCOUT and ALAN to inform planning and modify teaching practice to improve student learning will be a focus in future planning. Developing internal assessments to ensure consistent and comparable judgements across the school. Learning goals will be formed by the analysis of the external and internal achievement data. Teachers will continue to differentiate delivery in literacy and numeracy to meet the needs of students at different levels of achievement. Staff will aim to ensure all students are challenged and all adjustments lead to improved learning.	

Strategic Direction 3

Positive Learning Culture

Purpose

To foster and develop positive, kind, caring relationships

Improvement Measures

Students interacting harmoniously. 98% of the time students are following *Positive Expectations.*

Decrease in the number of inappropriate behaviour incidents requiring staff intervention.

Increase the % of parents and community members attending weekly assemblies from 20% to 50%.

Progress towards achieving improvement measures

Process 1: Teach positive relationship programs such as Bounce Back or Mind Matters or Fish or You Can Do It or Anti-bullying.

Implement all facets of the positive relationship program/s into school culture.

In collaboration with students, develop a list of *Positive Expectations* at the beginning of the school year. Teach these behaviours and regularly monitor to ensure students are following.

Teach students about a growth mindset as opposed to a fixed mindset.

Timetable weekly assemblies where parents and community members are invited to help celebrate student's successes.

.

Evaluation	Funds Expended (Resources)
What we did? The development of a scope and sequence document to incorporate Wellbeing programs, such as, Bounce Back and The Berry Street Education Model is ongoing. Positive expectations and growth mindset will continue to be taught using multiple strategies to strengthen and consolidate the collective purpose. **Where to now?** We will continue to refine and enhance our personalised approach to wellbeing by strengthening our structures that use evidence-based and data informed strategies to support students to connect, thrive and succeed.	

Key Initiatives	Resources (annual)	Impact achieved this year
Flexible funding for wellbeing services	NIL	NIL
Literacy and numeracy	$1960	Additional teaching resources purchased to supplement Stage 1 learning.
Location (from base school allocation)	$7919 (allocated funds)	Allocated to operational budget in providing resources to support student learning.
Professional learning	$5096 (allocated funds)	$4611 funds spent in 2020 ($486 carried over to 2021). Trauma Information Course, PETAA conference, staff wages for planning days.
Low level adjustment for disability	Our school received a total of $14685 in Low Level Adjustment for Disability funding. The funding allocation is compromised of $10938 for staffing (FTE=0.100 teaching position) and $3747 flexible funding allocation. Teaching position allocated one day per fortnight to support student learning at home (due to Covid-19) and small group intervention programs. Additional SLSO time was allocated to support classroom teacher once onsite face to face teaching resumed.	Total - $14685. Staffing - $10938 Flexible - $3747 Connected to Strategic Direction 1.
Quality Teaching, Successful Students (QTSS)	$2516. Connected to Strategic Direction 1.	QTSS funds to release teaching principal for mentoring and collaboration with staff members and surrounding regional colleagues.
Socio-economic background	$2874	Total funds were allocated against SLSO position. SLSOs are deployed throughout the school to assist teachers creating resources and small group work with the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	12	10	7	9
Girls	8	8	4	3

Student attendance profile

School				
Year	2017	2018	2019	2020
K	80.9		100	87.8
1	86	94.1		72.3
2	95.1	89.2	90.9	89.8
3	74.6	95	77.7	98.2
4	79.8	96.3	91.4	83
5	93.2	92	80.3	93.7
6	81.7	93.2	89.5	41.8
All Years	85.8	93.7	87.8	81.5
State DoE				
Year	2017	2018	2019	2020
K	94.4		93.1	92.4
1	93.8	93.4		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	93.3	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)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	84,967
Revenue	405,464
Appropriation	385,094
Sale of Goods and Services	762
Grants and contributions	19,436
Investment income	172
Expenses	-416,507
Employee related	-379,422
Operating expenses	-37,085
Surplus / deficit for the year	-11,043
Closing Balance	73,924

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.

	2020 **Approved SBA** ($)
Targeted Total	0
Equity Total	17,559
Equity - Aboriginal	0
Equity - Socio-economic	2,874
Equity - Language	0
Equity - Disability	14,685
Base Total	310,186
Base - Per Capita	2,646
Base - Location	7,919
Base - Other	299,622
Other Total	27,598
Grand Total	355,343

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.

2020 NAPLAN

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

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

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

Parents indicate that our school has an inclusive culture where a child is known, valued and cared for. They have requested that they be consulted with to discuss extra-curricular activities that happen within the school each term. Authentic Personalised reports and structured weekly homework has also be requested by parents and will continue to be provided.

Dalgety Public School strives to strengthen partnerships between school, home and the community.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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