2009 Annual School Report
Delegate Public School

NSW Public Schools – Leading the way
Messages

Principal's message
In a small school setting students and families are known personally by name by all staff. In this environment students are nurtured and developed in a supportive and caring way to reach their true potential. With a focus on fun, the school develops students in the academic, sporting and social areas.
The school forms a vital part of the community. Parent and community involvement is encouraged and valued by the students and staff. The school has an active P&C. The experienced and friendly staff works collaboratively with the community to provide a quality education for the children of Delegate. With a focus on fun physical activity and healthy lifestyle the school’s extensive playground areas and newly covered play equipment enable students to play and grow and learn in a rich and stimulating environment. Sporting skills and good sportsmanship are encouraged and developed at the school.

Student leadership opportunities are an important part of school programs. Leadership skills are developed through participation in the National Young leaders Conference, student parliament, peer support, and sport.
A strong focus on Values education underlies student programs at the school.
Delegate has a strong culture and tradition for providing quality education and offering a range of opportunities for students. The experienced and dedicated staff provides quality education taking into account the individual needs of students to ensure success.

At Delegate we celebrate student success in a friendly and caring environment. I'd like to thank all staff, parents and community helpers, students, school captains and student parliament for their contribution to school programs in 2009.

Without the support of such dedicated and talented people our school would not be able to function to such high standards.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Carol Sellers, Principal

P&C message
This year has been another busy year for the P&C. Although we have not raised a large sum of money, we have been able to support the school in many other ways. We have also been able to teach our children the importance of helping those in need. This was achieved through our street stall to raise money for the Victorian Bush Fire Appeal, a great community effort.

This year our Year 6 students were able to enjoy a full fun packed week in Melbourne fully funded. We were able to raise, along with the school contribution, $500 for each of our eight year six students, a total of $4000.00. This was only possible through the generous support of not only year six parents but the generosity of P&C members, other parents and community contributors. I would like to publicly thank all community members who have contributed or helped with any of our fundraising events this year.

We have a very clever grant committee. Carol, Mandy, Andrea and Louise spent many hours and stressful moments applying for the Stephanie Alexander Grant, which due to their hard work will be a great asset for the school, students and community. We were able to access a Landcare Grant for a windbreak. Thank you to the parents that assisted with this project which involved planting many trees and installing a dripper system.

Once again our concert performance was fantastic. Thank you to all those parents who helped make the concert such a success by making costumes, props, donating raffle and lucky door prizes. The money that was taken at the door approximately $600 was given back to the school to help pay for materials involved in the concert.

Louise has ably managed our canteen this year, thank you Louise, the children really enjoy the menu and the parents certainly appreciate your signage. Thank you also to Susan who picks up and banks our canteen takings every week.

Thank you to the staff for delivering quality education to our children, teaching with enthusiasm and always providing our children with the best opportunities, given that we are such a remote community.

Robyn Mikula, President of P&C

Student representative’s message
Our leadership skills were improved by being involved in so many different activities and by attending different courses which helped us to be better captains. These leadership skills will also be used later in life. We have had lots of fun working together from writing speeches, to going on leadership days, attending special events and participating in everything that happened at school.

We are all very fortunate to be at such a great school and we are all very sad to leave this wonderful school but we are also very excited about starting a new life at high school. Over the last 7 years we have had new opportunities, challenges and, of course, lots of fun. We have all worked together, supported each other and made great friends throughout our time at Delegate.
While we are really looking forward to going to high school, we will always remember the great times during our primary school years as being very special.

Tayla Mikula and Aleck Mitchell, Captains
Amy Jamieson and Lachlan Sellers, Vice Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student attendance profile

Management of non-attendance

- A parent or carer can choose to write a note, telephone, email or return the absent proforma within two days. If no contact has been made within two days of the child being absent then the school will make contact with the parent or carer. We are all busy so we would prefer not to be contacting you at home or work to verify why your child is absent. Once your child does return to school, you have 7 days to explain the absence. The Department is demanding we adhere strictly to these guidelines.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Class Sizes</th>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3456</td>
<td>3</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>3456</td>
<td>4</td>
<td>6</td>
<td>23</td>
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<tr>
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<td>3456</td>
<td>5</td>
<td>3</td>
<td>23</td>
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<tr>
<td></td>
<td>3456</td>
<td>6</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>K12</td>
<td>1</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>K12</td>
<td>2</td>
<td>8</td>
<td>17</td>
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<tr>
<td></td>
<td>K12</td>
<td>K</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Young Leaders Conference, Sydney, 2009

Junior Boys Relay Team
Toby, Nathan, Archie and Billy(Ando)
**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>(including the principal)</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.336</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.696</td>
</tr>
<tr>
<td>Teachers’ Aide Special (part time)</td>
<td></td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.19</td>
</tr>
<tr>
<td>School Cleaner</td>
<td>0.75</td>
</tr>
<tr>
<td>Total</td>
<td>5.072</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At this particular time we do not have any recognised Indigenous staff members.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

- Date of financial summary: 30/11/2009
- **Income**
  - Balance brought forward: 52985.40
  - Global funds: 64 641.46
  - Tied funds: 62 647.42
  - School & community sources: 17 488.95
  - Interest: 2 102.29
  - Trust receipts: 3 803.18
  - Canteen: 0.00
- **Total income**: 203 668.70

**Expenditure**

- **Teaching & learning**
  - Key learning areas: 8 712.03
  - Excursions: 8 119.51
  - Extracurricular dissections: 15 347.02
- **Library**: 2 018.22
- **Training & development**: 372.20
- **Tied funds**: 84 483.32
- **Casual relief teachers**: 870.24
- **Administration & office**: 24 675.93
- **School-operated canteen**: 0.00
- **Utilities**: 14 123.54
- **Maintenance**: 1 745.57
- **Trust accounts**: 5 080.28
- **Capital programs**: 3 060.20
- **Total expenditure**: 168 608.06
- **Balance carried forward**: 35 060.64

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

**Achievements**

**Arts**

‘COLOURS of the WORLD’
The Delegate students performed two dances at the local school concert event, The Colours of the World. The performance was held at the Bombala.
Multi Purpose Centre in September. It was an opportunity for all local schools to showcase items at the one venue.

‘AROUND THE WORLD IN EIGHTY DAYS’
The Delegate School children presented their biannual play based on Around the World in Eighty Days, with our own twist to the tale. The play was centred around the main characters of Philly Fogg, Indiana Jones, Harry Potter, James Bond and Dora the Explorer having a wager that they could go around the world in eighty minutes, visiting all the continents. The characters visit Antarctica with dancing penguins, Africa with tribesmen, France with boy can-can dancers, India with Bollywood dancers, Mexico with hat dancers, and Hawaii with hula girls. They are constantly being followed by Dr Evil. In the end, Dr Evil is changed to good and the characters win the wager to go around the globe. It was a wonderful performance full of singing, dancing, colourful costumes, and plenty of action packed adventure. Thank you to all the students for their efforts, the teachers for organising the play, and all the parents and community that helped with costumes and props.

WORKSHOPS
The Delegate School students were lucky enough to participate in workshops again this year. Each Friday for six weeks, students were allowed to follow their artistic interests with choices ranging from beading, clay, woodworking, cooking and painting on canvas. All students participated in two different workshops with the results being kept for display at 2010 Delegate Show. The workshops are funded by the P & C wool drive that was held two years ago, with some parents running workshops along with all of the teachers. This is one of the children’s favourite activities each year, with many outstanding works of art being produced.

Sport
Delegate school students were involved in District PSSA Carnivals, Fitness Sessions and Rugby League Clinics. The Rugby League Coaches reported to the staff on how impressed they were with the high level of participation, enjoyment and sportsmanship displayed by the Delegate Students. In Oz Tag we competed in the Snowy River Cup at Jindabyne (Berridale). The following students were eligible to represent Delegate School at Snowy Mountains District Level.


Anna Horton was joint Junior Girls’ Champion at the Bombala District Cross Country and ran in The South Coast Regional Cross Country Carnival. Anna Horton and Toby Mustard were named Junior Athletics Girls’ and Boys’ Champions at the Bombala District Athletics Carnival. Anna was named Junior Girls’ Champion at the Snowy Mountains Athletics Carnival.

Skiing

The students were offered the opportunity to ski with Bombala Public School. Students could attend three times in Term 3. A number of students and parents were delighted with their visits to Smiggins and were complimented on their behaviour. The snow was great and they enjoyed mixing with the other students.

Other

Camps and Excursions

In 2009 the senior students were fortunate to attend the Bournda Leadership Camp and then Year Six attended The Young Leaders Conference in Sydney. Year Six also attended the annual combined Primary Schools trip to Melbourne. Years 2, 3 and 4 had an overnight excursion at school and Years 3 and 4 travelled to Canberra for three days and visited many significant venues. K,1 and 2 visited Pambula where they went to the Kids’ Gym and then enjoyed fish and chips at the local inlet. We are extremely thankful to the parents who ventured with us to these wonderful places.

Public Speaking

Three students competed at a local Public Speaking competition at the Bombala Golf Club. Aleck Mitchell informed us about ‘Sleep’; Lachlan Sellers was knowledgeable about ‘Australia: The Weird and Wonderful’; and Anna Horton enhanced our understanding of how important ‘Confidence’ is to our development. The students presented well and were a credit to Delegate Public School. Anna was judged the winner and we were all extremely proud of her effort.

Presentation Night

Dux: Jackie Chapman
Leadership: Lachlan Sellers
Endeavour: Aaron Cusbert
Citizenship: Tayla Mikula
Principal’s: Laiken Clear
Rotary ‘Peer Support’: Tayla Mikula
Senior Boys’ Sports: Aleck Mitchell
Senior Girls’ Sports: Amy Jamieson
Junior Boys’ Sports: Toby Mustard
Junior Girls’ Sports: Anna Horton

Academic

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 the assessments.

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified.

Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.

Literacy – BST Year 3

We had five students enrolled in Year 3 in 2009 at the time of testing. In Reading Year 3 students performed in Bands 1, 3 and 5. In Writing they performed in Bands 4 and 5. In Spelling the students performed in Bands 2, 3 and 4. In Grammar and Punctuation they performed in
Bands 1, 2, 4 and 5. The school average for literacy was below the state average.

**Literacy – BST Year 5**

Basic Skills Test results should not be reported in a manner which enables the results of individual students to be identified. Accordingly average progress information should not be reported if results are available for less than 10 students. We had three students enrolled in Year 5 in 2009 at the time of testing. In Reading Year 5 students performed in Bands 5, 6 and 8. In Writing they performed in Bands 6, 7 and 8. In Spelling the students performed in Bands 5, 6 and 8. In Grammar and Punctuation they performed in Bands 5 and 6. The school average for literacy was above the state average.

**Numeracy – BST Year 3**

Basic Skills Test results should not be reported in a manner which enables the results of individual students to be identified. Accordingly average progress information should not be reported if results are available for less than 10 students. We had five students enrolled in Year 3 in 2009 at the time of testing. Our students performed in Bands 2, 3 and 5. The school average mark was below state average.

**Numeracy – BST Year 5**

Basic Skills Test results should not be reported in a manner which enables the results of individual students to be identified. Accordingly average progress information should not be reported if results are available for less than 10 students. We had three students enrolled in Year 5 in 2009 at the time of testing. Year 5 students performed in Bands 4, 5 and 6. The school average for numeracy was below the state average.

### Progress in literacy

**Average progress in reading for matched students***

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>103.6</td>
<td>131.7</td>
<td>208.9</td>
</tr>
<tr>
<td>LSG</td>
<td>86.5</td>
<td>90.9</td>
<td>87.0</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

**Average progress in writing for matched students***

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.6</td>
<td>58.0</td>
<td>124.5</td>
</tr>
<tr>
<td>LSG</td>
<td>67.7</td>
<td>67.1</td>
<td>55.6</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

### Progress in numeracy

**Average progress in numeracy for matched students***

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.1</td>
<td>91.7</td>
<td>58.7</td>
</tr>
<tr>
<td>LSG</td>
<td>75.1</td>
<td>73.0</td>
<td>92.9</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

#### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education
Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aboriginal perspectives are not taught in isolation, as specific units, but are included across all Key Learning Areas, maintaining the relevance to, and valuing, the culture of Indigenous Australians. The Connected Outcomes Group units have Aboriginal perspectives embedded in the teaching and learning activities. We actively at the beginning of each whole school assembly promote the recognition of Aboriginal culture and custodianship of country by following protocol such as Acknowledgement of Country.

Multicultural education
The children in all stages throughout the school develop understandings, attitudes, values and knowledge of Multiculturalism through integrated units linking studies in COG’s (HSIE, Personal Development and CAPA). These units focus on the cultural diversity, acceptance and respect of personal differences and promote racial tolerance.

Respect and responsibility
Students engage in activities and initiatives, which promote respect and responsibility. Student leaders receive training in peer support and leadership. All students in the school participate in a whole school Peer Support and Anti-bullying programs.

Students participate in civic activities such as Anzac Day marches and greeting visitors to our school. There are a range of leadership opportunities such as SRC Ministerial positions, organising and conducting school assemblies and assisting with Kindergarten orientation days and Fun days with neighbouring schools.

Teaching and learning activities from COGS units also promote respect of others and greater understanding of cultural diversity and values of the Australian society.

Environmental Education
1) Continued beautification of the school.
2) Submitted application for Stephanie Alexander Kitchen Garden Program and we were very excited to be successful and work will commence in 2010.
3) Recycling scraps for the established worm farm.
4) Using a grant from Landcare we planted native trees as a windbreak.

Other programs

Country Areas Program

Intensive Reading Program
This program provided two of our students with four weeks of intensive reading/literacy based programs during the morning sessions at Bombala Public School. The afternoon sessions focused on numeracy. The students were identified as under performing at the expected level but have the potential to improve if given the opportunity. This was a Bombala Community of Schools’ Initiative. Our students adapted well in the program and results demonstrated improvement in Literacy, especially Spelling.

Integration of Technology and Learning Into the Classroom
In 2009 we employed a Technology tutor, Natalya Cottrell, to work with staff, students and parents on strategies used within classrooms on a regular basis to establish specific outcomes eg establish safe, wikispaces and webpages. Our goal was to develop skills in students’ use of school’s resources: scanner, digital cameras, video camera and associated editing/enhancing software.

Priority School Funding Program

Explicitly Targeting Stage 2 Literacy and Numeracy Outcomes
Extend Literacy and Maths Program by utilizing an additional staff member for explicit skill building of students capable of Stage 2 outcomes. This allowed for small group tuition/extension to support students in Years 3 to 5 to move from middle bands (3 and 4) to bands 6 to 8.

Accelerated Literacy
Accelerated Literacy is an approach to teaching reading and writing that:
* Teaches students to be fully participating members of a literate society
* Promotes the use of regular routines based on strategies that provide a context for classroom lessons
Lays the foundations of English literacy with continuous shared experiences through carefully chosen texts. It also teaches the ways of thinking—the discourses, or cultural knowledge— that underpin what these mean. This knowledge is an essential part of being able to decode text and therefore succeed educationally. When Accelerated Literacy is taught effectively, teachers are able to awaken a sense of the 'what', the 'how', the 'when', the 'where', and ultimately the 'why', of language choices in a text.

Two staff, Sara and Carol, participated in the intensive training and began implementing in Term 4.

Active After School Sport Program

This federally funded initiative enabled our students to participate in a range of activities to improve their physical being. In Term One Ms Wood and Mrs Sellers instructed the students in swimming. In Term 2 Mrs Joyce Reed introduced the sport of Table Tennis. Netball was coached by Robyn Mikula and Tennis was popular once again in Term 4 with Clare Trevanion.

Progress on 2009 targets

Target 1
Increased levels of literacy achievement for every student

Our achievements include:

- An increase in the percentage of Year 3 students in the top 4 bands (3 to 6) from 57% to 80%. In Year 5, Overall Literacy, there was an increase from 65% to 100% in Bands 6 to 8.
- All Year 3 attained Reading Recovery Level 30 in 2009.
- 75% of students achieving stage appropriate levels (Grade C) as measure of success using Tracking and Monitoring Sheets.
- Best Start was implemented in 2009.

Target 2
Increased levels of numeracy achievement for every student

Our achievements include:

- Unfortunately there was a decrease in the percentage of Year 3 students in the top 4 bands (3 to 6) from 72% to 60%.
- In Year 5 we also had a decrease in the percentage of students in the top 3 bands (6 to 8) from 50% to 33%.
- 60% of students achieved stage appropriate levels (Grade C) as measure of success using Tracking and Monitoring Sheets, this also demonstrates a decrease rather than the expected 75%.
- Best Start was implemented in 2009.

Target 3
Connected Learning effectively increased in our classrooms

Our achievements include:

- School Web page current, effective and informative by Term 2, 2010.
- School hardware (server) was installed in late 2009 to support school programs.
- ICT is evident in classroom programs and presentations.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations—one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of:

Educational and management practice

Student Leadership

Background

Traditionally, Delegate Public School has appointed two captains and two vice captains and their roles were limited and often superficial (name only). Over the past five years we have attempted to make the role more beneficial to the culture of the school and giving definite leadership roles and responsibilities. This, plus our decrease in school enrolments, determined the need to examine whether we maintain captains or have a leadership team consisting of ALL Year 6 students. A public meeting (staff and parents) was called to agree on our course of action. We
decided on a survey, questions were created and then another meeting would be called to confirm the results and hence the actions we would undertake.

Findings and conclusions

Future directions

This option was adopted and discussion on future roles of the leadership team followed. Decisions were then made on the following issues:

- Profiles of leaders to be put in Delegate Doings and school newsletter and Twenty families returned the survey from a possible twenty nine families. Fourteen voted for Option A: All Year 6 should be leaders within our school who accept specific roles but are given equal opportunities to perform appropriate duties and responsibilities e.g. lead assemblies. There would not be any elected captains. An appropriate recognition board would be on display in the foyer with all Year 6 students’ names.
  
  Four voted for Option B: All Year 6 leaders but the Year 6 students and staff select a Prime Minister to lead the team. This would reflect what happens in political parties.

  Two families voted for Option E: Continue with ‘Captains’ but have only two captains not four.

The obvious conclusion was to introduce a School Leadership Team.

- A generic school leader badge be presented to all school leaders at the annual Presentation night, to be presented by outgoing leaders

- Each leader will undertake a public presentation to the school community at the final assembly of the year (similar to past “Captains’ speeches”)

- Leadership roles may change depending on number of students in each year

- A “Leaders Recognition Board” will be displayed in the Foyer with leaders from each year

- Formalize roles and meeting procedures – to be developed in the coming year, 2010

Curriculum plus Parent, student, and teacher satisfaction

Welfare

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Background

We completed a Plus Minus and Interesting task at a P&C meeting with the Heading ~ Welfare: Student, Parent and Staff. A few suggestions were made under Student, for example: Welfare System (the FISH Philosophy specifically); Bullying; Peer Support; Leadership.

Findings and conclusions

Plus Comments:

- FISH has worked very well for my child at home; helps improve reading ability; increased self esteem in children; FISH Philosophy is great! Students seem to love this way of rewarding positive behaviour; FISH phil encourages kids to think about their actions towards others; Children enjoy receiving tokens and giving them to others.

- EXCURSIONS are valuable to rural students; are an excellent resource in this school. It has let our students from a rural and remote area experience life in the city; include excursions; Students’ behaviour on excursions is always very good – good culture happening

- ACTIVE AFTER SCHOOL SPORT; Active After School Sorts is a positive welfare activity. This teaches teamwork and a healthy lifestyle to students. It also gives all students opportunity to be fit, even if disadvantaged

- ANTI BULLYING is successful in this school. It is teaching life skills on becoming assertive and stating when you don’t like something. This helps them not to become victims; Firm but fair discipline

- OTHER – Leadership team works well; Keep up the fantastic work with the assemblies, particularly allowing the kids to participate in public speaking; no matter how big or small the part; Staff and principal are extremely dedicated with children’s best interest always at heart

Minus Comments:

- I think staff are becoming overworked with the decreases in numbers, we seem to get less staff to do the same amount of paperwork. I do worry
about burnout - the staff are wonderful, even if busy, though;

- Compulsory outside classroom commitments for staff can be extremely demanding and to an extent disruptive to normal classroom routines for children and staff
- Don’t fully understand FISH meanings, that is, what 4 areas? How would they work at home?
- School needs more professional support re special needs students
- Teachers need more community/parent support
- More awareness for Headlice (faster notification)

Interesting Comments

- Beginning of each year kids could develop an anti bullying poster including: What is bullying? What can I do if I’m bullied? Who can I talk to if I’m bullied? Good awareness raising
- Head lice- maybe outline how uncomfortable and irritable the constant scratching etc. can cause to children; Communication between Pre School and School re head lice

Future directions

Delegate Public School will endeavour to maintain the FISH Philosophy but give regular updates in newsletters and assemblies so new parents and students can relate better. The beginning of each Peer Support program (Terms 2 and 3) we focus on FISH and Anti Bullying by creating posters. We will endeavour to continue with Active After School Sport and Excursions as long as staff and budget resources allow. Immediate action be undertaken as soon as we are notified about outbreaks of head lice through a written note.

Professional learning

Teachers attended various courses which are evident in classrooms. Many were accessed through the Country Areas Program and Priority School Funding Program such as Ian Harris ~ Mind Mapping; Technology Forum~ Interactive Whiteboards and Wikispaces; Accelerated Literacy, Principals’ Mentoring and The Biannual Priority Schools Conference. Some staff were trained in Nonviolent Crisis Intervention. Sara attended Best Start training and updates. Sara and Carol participated in Debating and Public Speaking workshop and NAPLAN Data Analysis workshop. Carol also attended preliminary training in preparation for National Partnerships in 2011. The teachers have been very productive implementing some strategies and will review them accordingly.

School development 2009 – 2011

Targets for 2010

Target 1
Increased levels of literacy achievement for every student

Strategies to achieve this target include:

- Analyse NAPLAN data and local school data to determine specific areas in literacy for classroom focus
- Focus on strategies to improve results in literacy, particularly in Spelling, Grammar and
- Comprehension ~ ACCELERATED LITERACY; THRASS; READING BOXES; A SENTENCE A DAY PROGRAM
- Utilise Priority School Program funding to allow for small group tuition/extension to support students in Years 3 to 5 to move from middle bands (3 and 4) to bands 6 to 8.
- Benchmarking of students in Reading in Term 1 and re-assessment at the end of Semester One and Two
- Participation in professional development opportunities utilising local and regional best practice
- School Learning Support Team plan and implement how support will be organised.
- Continue to implement DET initiatives in literacy - Best Start – Kindergarten assessment and Year 1 and 2

Our success will be measured by:

- An increase in the percentage of year 3 students in the top 4 bands (3 to 6) to 80%
- An increase in the percentage of year 5 students in the top 3 bands (6 to 8) 75%
- Year 3 will attain Reading Recovery Level 30 ~2010 80% of students
- 75% of students achieving stage appropriate levels (Grade C) as measure of success using Tracking and Monitoring Sheets. Commitment to quality assessment of student learning and tracking of individual levels of attainment.
- Continue to implement Best Start in 2010
Learning Support Team documentation demonstrates effective support eg student outcomes show improvement.

Target 2

Increased levels of numeracy achievement for every student

Strategies to achieve this target include:

- Analyse NAPLAN data and school data to determine specific areas in Numeracy for classroom focus.
- Targeted Consultancy Support using external expertise as DABBS (Delegate, Ando, Bibbenluke and Bombala Schools) Community of Schools project funded by Country Areas Program.
- Staff trained in SENA Assessing / Count Me In Too strategies
- Analyse NAPLAN data and school data to determine specific areas in Numeracy for classroom focus.
- Targeted Consultancy Support using external expertise as DABBS (Delegate, Ando, Bibbenluke and Bombala Schools) Community of Schools project funded by Country Areas Program.
- Staff trained in SENA Assessing / Count Me In Too strategies – PSP funding
- Undertake Lesson Study to commit to consistent Quality Teaching practices – PSP funding
- Assess all students using ACER Progressive Assessment Test
- Trial North Coast Scope and Sequence K-6 Maths
- Stock take maths resources in a central location, employ School Learning Support Officer (SLSO) to produce resources and purchase Mathematical resources to support class programs
- Assess all students using ACER Progressive Assessment Test
- Stock take maths resources in a central location, employ School Learning Support Officer (SLSO) to produce resources and purchase Mathematical resources to support class programs
- Trial new timetabling to enhance and maintain a more consistent approach to teaching Numeracy.
- Utilise PSP funding to allow for small group tuition/extension to support students in Years 3 to 5 to move from middle bands (3 and 4) to bands 6 to 8.

Our success will be measured by:

- An increase in the percentage of Year 3 students in the top 4 bands (3 to 6) to 70%
- An increase in the percentage of Year 5 students in the top 3 bands (6 to 8) to 60%
- 75% of students achieving stage appropriate levels (Grade C) as measure of success using Tracking and Monitoring Sheets.
- Continue to implement DET initiatives in literacy
- Best Start – Kindergarten assessment and Year 1 and 2
- Evidence in classroom programs and teaching practice of North Coast Scope and Sequence
- Assessment strategies suggest improvement in raw scores.
- Review new timetabling strategy to determine if a more consistent approach has been maintained and student outcomes have improved.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: