

# Dalton Public School

## Annual Report



2016



1723

## Introduction

The Annual Report for 2016 is provided to the community of **Dalton** 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.

Alison Finlayson

Principal

## School contact details

Dalton Public School

Jobson St

Dalton, 2581

[www.dalton-p.schools.nsw.edu.au](http://www.dalton-p.schools.nsw.edu.au)

[dalton-p.School@det.nsw.edu.au](mailto:dalton-p.School@det.nsw.edu.au)

4845 6210

## School background

### School vision statement

At Dalton Public School we are committed to providing each of our students with quality learning experiences in an engaging, supportive and caring environment.

We encourage students to achieve their personal best, to become resilient, courteous and considerate global citizens who possess perseverance, self-confidence and self-discipline. 'Respect and Responsibility' underpin our learning ethos.

### School context

Dalton Public School is a progressive, well-resourced small village school that is committed to providing quality education for each of its students through practical, flexible learning that caters for individual needs. It is located 11km from the township of Gunning on the traditional land of the Ngunawal and Gundungurra people.

The school's dedicated and caring staff enjoys an excellent working relationship with the whole school community who actively support and are involved in the students' learning. This relationship ensures that the school and its environment continue to be a well-respected community institution.

We take great pride in our school and work in partnership to maintain opportunities for students to succeed and reach their full potential in the academic strands of the curriculum, in sport, the arts and cultural programs.

Through our PBL welfare and values programs, which focuses on 'Respect and Responsibility' across the school, we provide opportunities for students to develop their social skills, self-confidence and independence, including programs that involve them in decision making and responsibility for various aspects of the school.

In 2017, the school enrolment is 17, with 2 students identifying as Aboriginal. Staff comprises a Teaching Principal, part-time teacher one day per week, a Learning and Support Teacher one day per week and ancillary staff.

Dalton Public School is part of the Burrinjuck Learning Community, working in close collaboration with Gunning, Bowning and Wee Jasper Public Schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

Within the Learning domain of the School Excellence Framework Dalton PS has continued to focus on the delivery of individualised learning. This individualised support targeted those students not achieving expected year level outcomes and those students preparing to enter high school. The combination of explicit teaching of school values, community expectations and Positive Behaviour for Learning led to a significant decrease in negative behaviours within the school. Through our school survey parents and students stated that they felt staff listened to their concerns and dealt with behaviour and wellbeing issues fairly and consistently.

In the Teaching domain staff have undertaken school based training in the application of the Literacy and Numeracy Continuums to identify student learning needs which are then included within teaching and learning programs. This personalised approach to assessing students has also provided an explicit link between in class learning and individualised teacher support that underpins improved student learning outcomes. Teaching and learning programs are developed collaboratively by all teaching staff on the basis of current student assessment data.

The Leadership domain of the survey has indicated that the school is working towards creating stronger links across our local school network. The creation and maintenance of the Burrinjuck Learning Community (BLC) of schools has provided students opportunities to engage in a wider range of sporting activities, attend extra curricular activities

at Gunning PS. The creation of the BLC has also provided students the opportunity to attend an overnight camp together, leading to friendships being created and developed across the network of schools. All staff within the BLC see the students within our four schools as 'our' students.

The school survey indicated that parents are positive about the education being provided at Dalton PS and are willing to support the school develop new and closer links with schools in the Yass District. The Parents and Citizens group have provided for additional music lessons for all students and have indicated that they are willing to undertake future projects that will enhance every student's learning opportunities.

Our self-assessment process will continue to assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching, Learning and Engagement

#### Purpose

Students at Dalton Public School, through innovative, differentiated and reflective practices build their learning capabilities to become successful 21stCentury learners.

#### Overall summary of progress

In 2016 all students had been assessed and accurately plotted within the Literacy and Numeracy Continuums. The collated data indicates that students are making expected progress for their age and year level. The major focus this year was on targeting individual student learning needs in order to support stronger learning outcomes as well as preparing students for high school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Students are able to contribute reflections of learning over the semester on reports to parents.</li><li>• NAPLAN data reflects individual student growth across the Literacy and Numeracy Continuum for year 3 and 5 students.</li><li>• Student growth PLAN assessment increases by 10% at the completion of each year in Literacy and Numeracy.</li><li>• Literacy and numeracy continuum mapping will demonstrate that Indigenous students are meeting or exceeding the proficiency levels in reading, writing and numeracy prior to entering high school.</li><li>• Literacy and numeracy continuum mapping will demonstrate that Yr6 students are meeting the required clusters prior to entering high school.</li></ul>	<p>Student involvement in the evaluation of their own learning is accounted for in reporting to parents. The focus in 2016 was on the effort they applied to their learning. Students indicated that they understood the need for consistent effort and persistence to overcome personal learning challenges.</p> <p>NAPLAN results indicated that there was overall growth in literacy and numeracy for Yr5 which is comparable to the continuum assessments. The Yr3 data is not available for comparison due to the small number of students. School based continuum assessments indicated that there has been significant growth in both literacy and numeracy for this group.</p> <p>School based continuum assessments and data indicate that all students across the school are meeting proficiency levels for their year group. This includes Aboriginal students.</p> <p>Students preparing for high school received additional support to ensure they were able to make maximum growth in literacy and numeracy before entering high school.</p>	<p>\$716.95 – Literacy funding</p> <p>\$132.09 – Low level adjustment funds for disability</p> <p>\$768.64 – Aboriginal background loading</p> <p>\$4, 587.69 – Socio-economic background funding</p> <p>\$310 – Numeracy funding</p> <p>\$1,860.00 – Cross-curricular funding</p>

#### Next Steps

The success of targeted intervention by the LAST program will be expanded to a weekly program. The LAST is funded by the Department of Education for one day per fortnight, the school will fund the additional day from the cross-curricular account. The program will utilise the Multi-Lit program in conjunction with individualised support and extension where student needs are identified.

## Strategic Direction 2

### Quality Relationships and Partnerships

#### Purpose

Enhance entire school community relationships through shared values, collaboration, communication, strategic support and belief systems that underpin student social and emotional wellbeing.

#### Overall summary of progress

The Parents and Citizens group, families and community organisations have supported school endeavours, provide for and made use of the school facilities to enhance student emotional and social wellbeing across the year. Negotiation and support of events, activities and future goals of the school were undertaken. Over all the school community and parents identified the need to support the school in the Arts by providing funds for a specialist music teacher and the renewal of school based teaching resources. The school, parents and families have also supported the development of a positive working relationship by attending school and community organised functions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Strengthen relations between the school and community so that parents and the community are welcomed into the classroom to actively participate in and directly support student learning.</li><li>• Through consultation, parents and community assist staff increase student world/life experiences by negotiating learning opportunities both internal and external to the school.</li><li>• Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.</li><li>• A school policy that specifies how Indigenous students are supported will be in place.</li></ul>	<p>A parent survey was sent to all families and this indicated that parents were willing to assist the school with in-class or individual support for students. Parents provided individual support for students identified as requiring individual attention. They also provided small group support during literacy time for Kindergarten students. Individual reading support was provided for reading each Friday time.</p> <p>A specialist music teacher was funded by the P&amp;C to support the school deliver a dedicated music lesson each week for all students. The success of this program was celebrated at the end of year presentation with all students able to participate in the musical item by playing the guitar.</p> <p>The school survey indicates that parents believe their children are respected and supported at Dalton PS. They noted that behaviour and well being issues are dealt with fairly and in a consistent manner by all staff. Student surveys indicated that students felt they were respected and that school was a safe and welcoming place to be.</p> <p>The schools teaching and learning program policy outlines the requirements and expected documentation to support Indigenous students.</p>	<p>\$4,930.00 – Cross curricular funds</p>

#### Next Steps

Dalton PS and the P&C plan to continue the successful music program and the Arts. The P&C in negotiation with the school will develop projects to further enhance the school environment and student access to a wider range of additional curricular activities with the Yass and Goulburn district school networks.

Key Initiatives	Impact achieved this year	Resources (annual)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	12	13	10
Girls	5	2	2	2

In 2016 the student population was 12. This number is indicative of the fluctuating nature of the enrolment numbers at Dalton. The school saw one student transition to high school and with an expected kindergarten enrolment of 2, means a total enrolment of 13 expected for 2017.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.8	96.7	96	95.2
1	98.9		97.3	93.5
2	96.6	100	94.5	97.3
3	89	97.4		88.2
4	96.3	98.2	97.3	83.9
5		93.7	97.4	97.8
6	95.5		97.8	93.5
All Years	95.7	96.8	96.9	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5		93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95		94.2
4	94.7	94.9	94	93.9
5		94.8	94	93.9
6	94.1		93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

School attendance in 2016 was impacted by a series of illnesses that swept through the school at the end of term 1 and into term 2. However, despite this the overall attendance was almost equal to the state measure. Parents of the school are aware that regular school attendance is vital and ensure that their children are in attendance unless unavoidable due to illness.

Parents and the school regularly communicate when students are absent to ensure students are able to return as quickly as possible to school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.98
Other Positions	0

\*Full Time Equivalent

### Aboriginal Identified Staff

There is one teaching staff member identified as Indigenous.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Professional learning opportunities were undertaken by all teaching staff.

The Principal undertook professional development in Business Intelligence in order to better manage the financial resources to target school planning goals. They also undertook Engaging with your School Community to enhance the working relationship between the community and the school. The Principal also attended the Beginning Principals conference to enhance their ability to meet the changing needs of the current NSW DoE requirements within the school context.

Our teacher librarian staff undertook 5 days training in the Oliver library system in preparation for its implementation in 2017. Staff development



also included school based delivery of Literacy and Numeracy continuum training to allow all teaching staff to accurately assess, record and identify individual student learning needs.

Sass staff were provided with opportunities to attend meetings and develop working groups to prepare for LMBR implementation. Professional development for SASS staff was limited due to personal circumstances. SASS staff will be attending training in LMBR in 2017.

The average cost per teacher on professional learning was \$1708.00

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>50 012.73</b>
Global funds	42 183.67
Tied funds	12 343.29
School & community sources	5 263.95
Interest	917.13
Trust receipts	1 754.60
Canteen	0.00
Total income	112 475.37
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	16 572.88
Excursions	1 005.87
Extracurricular dissections	1 583.51
Library	94.16
Training & development	2 369.88
Tied funds	15 693.36
Short term relief	5 106.59
Administration & office	7 303.69
School-operated canteen	0.00
Utilities	6 921.54
Maintenance	1 454.44
Trust accounts	1 702.60
Capital programs	0.00
Total expenditure	59 808.52
<b>Balance carried forward</b>	<b>52 666.85</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

There was a single year 3 student and two year 5 students who sat NAPLAN. The limited number of students who undertook the NAPLAN tests restricts the ability to present an analysis of data without identifying

individual students. Comparison with state wide trends or previous school results is also unreliable.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

#### *Premier's Priorities: Improving education results*

#### *State Priorities: Better services – Improving Aboriginal education outcomes*

The small size of the student cohorts within Dalton PS would identify the individual student results within this mandatory reporting section. In school assessment data indicates that while the majority of students are achieving at proficiency for their year group there are a small number of students who require targeted intervention to improve learning outcomes. This latter group have made significant individual growth towards achieving parity with their peers.

The school has provided Aboriginal students with targeted individual support and will continue to do so through learning and support teaching staff and the class based teaching and learning programs.

Priority for support is given to Aboriginal students and students preparing for entry to high school. After these two groups support is provided to students with identified literacy learning support needs.

## **Parent/caregiver, student, teacher satisfaction**

In 2015 the school sought the opinions of parents, students and teachers about learning at the school. A voluntary survey was undertaken with both formal and informal responses collated. All teaching staff, all students between years 2 and 6 participated and 88% of the school's families responded.

The survey had 3 focus areas; Teaching and Learning, Student Behaviour and Wellbeing, Home School Communication and Community Engagement. The data from all three respondent types was collated and provides an overall indication of the school's improvement in 2016.

#### *Teaching and Learning*

The Teaching and Learning survey section focused on students level of independence when learning, the teaching strategies used to support student learning and whether or not students are able to make effective use of technology to learn.

On balance all staff, 63% of parents (remainder unsure)

and all surveyed students indicated that the school encouraged students to be individual and independent learners.

All staff, 88% of parents (remainder unsure) and 88% of students (remainder unsure) stated that small group and flexible learning levels meet the student learning needs. All staff and 100% of parents and students agreed that students learning needs were being met either always or most of the time.

75% of staff, 88% of parents (remainder unsure) and 71% of students indicated that students were able to make effective use of technology to learn.

The result of this data indicates that students require explicit lessons in the use of technology to locate, research and critically analyse located information. Students require ongoing support to identify and discuss their learning goals and achievements. These factors have been identified within the current School Plan for ongoing improvement.

#### *Student Behaviour and Wellbeing*

This part of this survey section focused on student willingness to attend school, staff and student relationships and the final section dealt with student ability to seek assistance when faced with bullying or harassment at school.

All staff, 100% of parents and 100% of students indicated that students looked forward to attending school each day, 12% of parents indicated that their child felt anxious about school during the school week.

All staff, 88% of parents (remainder unsure) and 100% of students indicated that teaching staff appreciate student unique qualities, that staff act in the best of interest of students and that staff demonstrate respect to students all or most of the time.

All staff indicated that they took student allegations seriously and dealt with them in a fair and consistent manner, 75% of parents indicated that their children discuss their concerns at home, 63% of parents indicated that their children feel comfortable seeking help from staff at school (remainder unsure). 100% of students indicated that they feel comfortable seeking help from staff at school.

This data indicates that there has been a significant improvement in positive student behaviour towards each other and staff members as a result of the PBL program and the immediate intervention of staff to support all involved students equitably.

#### *Home School Communication and Community Engagement*

This part of the survey focused on reporting student results to parents and the overall reputation of the school.

The data indicated that 75% of staff felt the reports require a more individual focus than previously

provided. 75% of parents felt they had a sound understanding of their child's learning achievements and that the school report provides detailed information about their children's learning strengths and weaknesses.

All staff and parents felt comfortable discussing children's learning needs.

All staff and 50% of parents felt that school reporting that involves students in a three-way interview as part of the reporting process would be beneficial (50% of parents and 88% of students were unsure).

There was 100% consensus between staff, parents and students that the school has a positive reputation within Dalton and the surrounding communities.

The data indicates that future school directions should involve further investigation into the style and type of reporting between staff, parents and students about individual learning outcomes.

## **Policy requirements**

### **Aboriginal education**

The school's program aims to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aboriginal perspectives are taught across all grades K–6, predominately through the history, geography and arts syllabus. At assemblies and formal occasions the Acknowledgement of Country is delivered by our students who identify as indigenous Australians and the National Anthem includes an Aboriginal introduction.

Students identified as Aboriginal are provided with targeted, explicit support via the Learning and Support Teacher (LAST). The school also funds the additional day of support by the LAST. School based assessment data and NAPLAN results indicate that Aboriginal students are achieving at or above proficiency levels expected for their year group.

### **Multicultural and anti-racism education**

Multicultural perspectives are incorporated into the school's educational programs developing the knowledge, skills and attitudes required for a culturally diverse society. These perspectives are studied as part of the history, geography and arts syllabus.

The Principal is a trained Anti-Racism Contact Officer (ARCO). This year no reports were made with respect to this area of school based reporting.