

Dareton Public School

Annual Report



2016



1732

Introduction

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

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School background

School vision statement

Dareton Public School provides a caring and supportive learning, engaging and social environment for all students. The school's motto of "On Task for Excellence" reflects the school's philosophy to set high expectations in learning and engagement.

School context

Dareton Public School is a small, rural school situated near the Murray River near the NSW, Victorian and South Australian borders. Current enrolment is 68 students, of which 89% are indigenous.

The school is situated within the small township of Dareton which is nestled in the Coomealla Irrigation District, a soldier settlement community and is the traditional homeland country of the Barkindji people.

Dareton PS has three multi-stage classrooms, each with a class teacher and a full time School Learning Support Officer (SLSO). Students are further supported with part-time SLSOs working with identified students who have additional support needs.

Our school's Family Occupation and Education Index (FOEI) of 210, which is significantly higher than the average of 100, reflects our school's socio-economic status.

Dareton Public School has a strong vision for staff, students, families and its wider school community to work collaboratively so that it provides an education which fosters: a) a love of learning; b) a respect for self and others; and c) an acquisition of knowledge which will enable our students to take a rightful place in their local community as well as within the wider global community as good citizens.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, Dareton Public School is working towards delivering in all aspects of Learning Culture. The school fosters collegiality and inclusivity with students, supervisors, teachers and executive staff.

In Wellbeing, the school has established practices and products to demonstrate it is ensuring students are catered for, with the coordination of support services and the development of systems to sustain growth in a complex school environment. Of particular note, is the way in which the school interacts with outside support agencies and the occupational Therapist and Speech pathologist employed by the school to support teachers.

In Curriculum & Learning, the school is working towards delivering on a number of descriptors. Student engagement is a key area that the school has focused on in establishing improved attitudes towards learning across the school. Behaviour expectations are clearly set and correspond directly to the school's value statements of "SMART, SAFE, STRONG and PROUD".

In Assessment & Reporting the school is working towards developing a strong system of working with parents and community to keep them informed of student progress. All teachers endeavour to meet regularly with caregivers to develop student learning goals that are reviewed as a part of the Personalised learning Support Program. Written progress is reported twice each year. This whole process is constantly developing and becoming more efficient and informative, with teachers identifying a variety of ways to keep caregivers informed.

In Student performance measures, data shows that the school has a long way to go to be delivering in this area. However, student progress is regularly monitored against internal targets, based in the literacy and numeracy continuums.

Overall Dareton Public School is working towards delivering in the Dimension of Learning.

The results of the validation process in the domain of Teaching shows Dareton Public School is working towards delivering in all areas.

In the element of Effective Classroom Practice, our focus is on developing learning support programs that target individual student needs to assist our students to reach their full potential. Teaching and learning programs are showing development and support through mentoring from an Early Action for Success Instructional Leader (K–2) and the Learning Support teacher is a priority.

In Data Skills & Use the school is supporting the development of teachers' skills in this area.

Collaborative Practice is an area for further development across the school, with processes being established to enable teachers to work together. Development of timetables and schedules that support an increase in this area will be a focus in 2017.

In Learning & Development, the school has a strong emphasis on professional learning as indicated in the School Plan.

With regard to Professional Standards, the school fosters collegiality and promotes the need to take responsibility in maintaining professional standards in career development and choices. Processes are continually being refined to support teachers and access to professional development is utilised when available.

Overall, at Dareton Public School, in the Dimension of Teaching, is working towards delivering. Improving our systems and practices will further increase our standing in this area.

In the Domain of Leading, Dareton Public School is delivering in all elements. In the element of Leadership, the school actively engages with the community to foster their support for all school activities. Links have been established with other district schools, in particular, the local high school, where we participate in the "Links To Learning" program. A clear vision for succession planning and future development is continually reviewed.

In the element of School Planning, Implementation & Reporting we are working towards whole staff involvement and commitment to our School Plan Targets. The development of an understanding of the school's planning and reporting process is a priority for professional learning at a school level.

In the element of School Resources, the school utilises its budget to gain the optimum benefit in resource development. Significant improvements have been made to the physical appearance of the school, with re-cladding of buildings, garden re-development and some refurbishment of classrooms and the re-purposing of some buildings have all taken place. The school also has also invested significant resources into supporting student learning through the provision of School Learning Support Officers and additional teaching staff, creating a multi-categorical class, using school finances in 2016. A speech pathologist and occupational therapist are also employed through the use of school funds.

With the element of Management Practices & Processes, the school continues to introduce new practices to improve the overall effectiveness of the school for all our students and their families. We are beginning to use the SENTRAL student management system to develop strong records and student profiles and to support manageable tracking of personalised support programs and student academic reporting.

Dareton Public School looks forward to continuing its journey of whole school improvement to deliver improved student outcomes for all of its students and provide consistent, targeted and relevant learning for all in the school community, including students, teachers, executive, support staff and the wider school community

Our self-assessment and the external validation process will 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

Smart School

Purpose

We will provide exemplary programs and learning opportunities for all stakeholders in the school. High expectations and innovative programs will support the development of a school culture that has student learning at its centre.

Overall summary of progress

During 2016 the school employed an Instructional leader for one day per week and also employed a School Learning Support Officer for each classroom. The additional funding to allow such a high level of in class support was supplemented by money from the equity loadings provided through the Resource Allocation Model.

A literacy block of two hours each morning was established and this time was quarantined so that interruptions were kept to a minimum and learning time could be maximised.

A parent community program was implemented through the Schools As Community Centres (SACC) program which included parent workshops and playgroup to increase parent participation.

All school events are widely promoted in the newsletter to encourage parents and families to attend.

In 2016 all students had Personalised Learning Plans developed in collaboration with families where possible. The plans were reviewed at regular intervals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing percentage of K–2 students will reach expected Early Action For Success benchmarks in literacy and numeracy.	In 2016: <ul style="list-style-type: none">• one teacher completed the first of a two year training course in Reading Recovery• two teachers completed further training in the Language, Literacy and Learning• an Instructional Leader was employed• there has been a reduction in the achievement gap for most students• attendance has continued to improve, providing children with the best chance of achieving benchmarks• restructured the timetable to quarantine literacy and maths lesson times from interruptions. This created greater continuity and allowed a greater focus on teaching and engagement.	A significant proportion of the professional learning budget was expended in this area
Increase parent participation in school–home learning partnerships by 25%.	Parent participation increased in school functions, at the School as Community Centre programs and in cultural program activities. Our school combined with Coomealla High School, through Links to Learning, as we share many of the same families.	Community Engagement Grant Links to Learning Aboriginal Background Funding
All students will have personalised learning and support plans, which are regularly reviewed.	All students have a personalised learning and support plan which is reviewed each term by teachers and in conjunction with families each semester.	Teacher relief costs Catering costs for events to develop relationships and engagement

Next Steps

In 2017 the Instructional Leader will be employed at a Deputy Principal level and will increase from one day per week to three days per week.

School Learning and Support Officers will continued employed as fully as funding will allow.

During 2017 it will be important to build upon the PLPs that have been created for students and that regular review of progress and goals takes place.

Strategic Direction 2

Strong School

Purpose

We will build the capacity of all stakeholders within the school community to ensure consistent, professional and supportive learning opportunities for all.

Overall summary of progress

Throughout 2016 the school was able to employ a person to conduct Culture lessons as part of the Barkindji Language Nest. Cultural programs and practices have been embedded into classrooms. All students and staff participated with strong parent and school community support in school events which acknowledge local Elders and the Traditional Owners of the land. Excursions to local Aboriginal sites, performances and music supplemented at school cultural lessons.

The school participated in a Sunraysia Schools Future Focussed Learning Project and developed into more meaningful lessons in classrooms centred around Project Based Learning and Technology.

Engaged Learning was driven through building up the school's Learning Support Team which met regularly to review student progress and their overall wellbeing. SLSO and AEO meeting complemented the Learning and Support Team and Staff Meetings which ensured all staff had an opportunity to contribute and be consulted about Student Learning and professional development throughout the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students successfully engaging in meaningful and culturally relevant curriculum.	During 2016 there was an emphasis placed on the embedding of cultural programs in everyday learning.	Supported by equity funds from the Resource Allocation Model.
Arts, environmental studies and cultural programs are embedded in school programs, supported by the local community.	Students were involved in excursions and performances. Parents and community members were invited to attend many events throughout the year. Generally these activities were well attended, however the school recognises that other community events must take precedence on occasion.	Excursions and performances costs were subsidised by equity funds. Community Engagement Grant

Next Steps

Extend the Cultural Program and further develop a Bush Tucker and Indigenous Medicine Garden in 2017.

The school has committed to further developing its Project Based and Future Focussed Learning by employing a teacher to conduct STEM lessons and this will build on the District Resource Teacher who will visit every three weeks to teach Robotics and Technology.

Development of resources and building the capacity of staff to ensure sustainability of Cultural lessons and language.

Learning and Support Team (LST) professional learning and training to ensure that all staff understand the local culture better. LST to co-ordinate and track all students K-6 every five weeks to track growth and progress, particularly in the key areas of Literacy, Numeracy, Technology, Science and Sport. This tracking is to complement the Premier's Priorities.

Strategic Direction 3

Safe and Proud Community

Purpose

Cohesive partnerships between all stakeholders ensure our students have the best opportunities to develop as productive members of the community.

Overall summary of progress

Suspensions slightly reduced over the year but the number of different students suspended has been reduced by approx. 10%. (ie.suspensions were handed out to fewer people)

School projects have been developed together with parents and these include the further development of the schools grounds and facilities, Outdoor Yarning Circle and Garden Beds.

Greater number of family meetings as a way to engage and involve parents in the schooling of their child. These meetings were both formal and informal and were designed to be positive and to assist the whole student.

The school strengthened its cultural and community connection with the introduction of a School Jacket that supports and complements the uniform introduced in the previous year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 20% reduction in short term suspensions.	During 2016 fewer students were suspended and the number of offences has slightly reduced. An increase in engagement with families has had a positive effect.	
Increasing student, staff and community projects embedded and valued throughout the school, evidenced by survey results.	Parents are happy with the directions that the school has been taking and has expressed satisfaction with the improvement to facilities. The community has been giving suggestions about how facilities and programs may be further improved.	Community Engagement Grant

Next Steps

The school is aiming for a higher level of engaged and relevant learning as a way to reduce suspensions over the next twelve months.

The further development of the grounds, an improved watering system, upgrading of sporting facilities including the oval and basketball court areas as part of meeting the Premier's Priority of reducing obesity through increasing levels of Sport participation.. The school will participate in the NSW Premier's Sporting Challenge in 2017 and beyond further strengthening the schools commitment to fitness and Sport.

The development and installation of cultural symbols and paintings around the school to make the school learning and play environment more relevant.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Improved recognition of culture and student engagement through employing Aboriginal School Learning Support Officers to support and deliver culturally appropriate learning activities.	Resources to further support the Culture Programs including books, art supplies, Cultural artefacts, performances and excursions. • Aboriginal background loading (\$139 976.00)
Low level adjustment for disability	The creation of a school-funded additional class that catered for the highest-needs funded students. School Learning Support Officers for each classroom were employed on a full-time basis supporting students with additional learning and engagement needs.	Increased number of personalised learning support plans for students with additional needs were developed. The development and maintenance of a productive Learning Support Team covering all Wellbeing in the school. • Low level adjustment for disability (\$56 055.00)
Quality Teaching, Successful Students (QTSS)	The upskilling of the School Learning and Support Teacher who supported Quality Teaching throughout the school by building capacity of teachers and School Learning Support Officers. The school maintained its commitment to ongoing professional development of staff in L3, Reading Recovery, Targeting Early Numeracy (TEN) and Early Action for Success (EAfS) with an Instructional Leader. Staff Personal Development Plans supported and worked towards the Quality Teaching Framework.	Training, resources to implement programs, staff and professional learning all supported the school's commitment to the Quality Teaching Successful Students outcomes. • Quality Teaching, Successful Students (QTSS) (\$3 458.00)
Socio-economic background	Low staff to student ratios were achieved across the school supporting students and their learning engagement needs.	The funding of staff, excursions, school uniform, breakfast and lunch programs all supported the students by enabling all students to participate and be part of the school and its programs.. • Socio-economic background (\$154 039.00)
Norta Norta	Increased participation of students in enriched cultural learning experiences across all Key Curriculum Learning Areas.	Staff to deliver and embed cultural programs and learning into each classroom K to 6. • Norta Norta NAPLAN (\$16 732.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	27	33	29	27
Girls	28	29	37	31

Student enrolments have been relatively stable over the last four years. Through rebuilding connections in the community, families have enrolled students in the school in preference to other educational options.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	79.2	76.2	81.8	78.2
1	71.7	79.8	82.1	74.4
2	65.9	74.3	82.1	70.5
3	83.8	67.6	88.7	87.5
4	84.1	85.6	85.4	75
5	80.8	72.6	90.5	78.7
6	75.1	89.7	84.8	76.6
All Years	77	77.3	84.6	76.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Our school has a positive attendance program where a weekly raffle prize is drawn to encourage student attendance. If children are absent from school, a phone call is made on the same day to support parents with attendance. Our school also will collect students who have missed the school bus to prevent an extra day of absenteeism. The school reminds parents that students should attend school even if they are running late. The personalised learning plans have created a positive

atmosphere; parents have a greater involvement in their child's education and this is reflected in attendance. Parents are welcome in the school, enhancing the relationships between the school and families.

Class sizes

Class	Total
KANGAS	15
EMUS	24
MURRAY COD	5
GOANNAS	21

Structure of classes

In 2016 a conscious decision was made to create an additional class to support the needs of students in the school. Higher levels of student engagement occurred throughout the school as a result of the innovative structure.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.29
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Counsellor	0
School Administration & Support Staff	3.71
Other Positions	0.12

*Full Time Equivalent

32% of staff identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	57
Postgraduate degree	43

Professional learning and teacher accreditation

In addition to the mandatory professional learning around anaphylaxis, child protection, e-emergency care, Workplace Health and Safety, the major focus of professional learning was spent on building the capacity of staff in student wellbeing. The learning focus was around: Teaching Early Numeracy (TEN); Language, Literacy and Learning; Reading Recovery; and science and technology. One member of staff became a TEN facilitator.

Dareton Public School staff joined the cluster of district schools to receive training in Future Focused Learning. This focused on integrating technology into classroom practice. In 2017 a local teacher will be employed to support this focus in all district schools.

One teacher attained proficiency against the Australian Professional Standards for Teachers.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	195 539.40
Global funds	148 774.04
Tied funds	435 807.31
School & community sources	4 052.13
Interest	5 335.42
Trust receipts	2 525.50
Canteen	0.00
Total income	792 033.80
Expenditure	
Teaching & learning	
Key learning areas	11 789.07
Excursions	6 131.98
Extracurricular dissections	4 460.04
Library	712.95
Training & development	0.00
Tied funds	462 296.37
Short term relief	5 363.78
Administration & office	40 006.22
School-operated canteen	0.00
Utilities	27 774.41
Maintenance	34 482.52
Trust accounts	3 446.50
Capital programs	0.00
Total expenditure	596 463.84
Balance carried forward	195 569.96

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.

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.>

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, teachers and students.

In general, responses were very positive about the school and some excellent suggestions were made.

Families hoped:

- for an improvement in sporting facilities at the school
- greater use of the bush tucker and kitchen garden
- that more cultural elements would be incorporated in day to day teaching practice.

Policy requirements

Aboriginal education

In 2016, Dareton Public School:

- ran a cultural program which involved all classes and all students learning about Aboriginal culture, producing artworks, learnt about bush tucker, undertook excursions on country, had guest speakers, celebrated NAIDOC days a significant community event.
- participated in the Barkindji language nest by employing a tutor to learn about local language and culture
- employ two Aboriginal Education Officers (AEOs) and additional School Learning Support Officers to work specifically with the engagement of all students. Our AEOs drive a lot of the student engagement programs
- each class adopts the yarning circle principle and has the opportunity to take turns speaking to the group

Multicultural and anti-racism education

Dareton Public School is proactive in implementing the key principles of both the Multicultural education and Anti-racism policies. The school has a designated anti-racism officer and actively promotes the key values outlined in both policies.

The school participates in Harmony Day activities and incorporates the ethos of 'getting along' as apart of all teaching programs and within the school's values.