

Drake Public School

Annual Report



2016



1771

Introduction

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

Mrs Christine Dorward

Principal

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Message from the Principal

I continue to be very proud of the achievements of all of the students of Drake Public School. The implementation of a wide variety of quality learning experiences and the ongoing success of the strategies being implemented by the school, create a safe, supportive and engaging learning environment for all students.

Our school's success is underpinned by key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate.

We have a highly dedicated staff continue to who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at the school. Drake Public School enjoys tremendous support from our parents and the local community.

Mrs Christine Dorward

Principal

School background

School vision statement

At Drake Public School we provide educational experiences and opportunities that engage and motivate students to achieve their personal best, and become successful learners, and creative and confident individuals.

We believe every student has the opportunity to achieve their very best by being engaged in an active learning environment, in a safe, respectful and supportive school.

School context

Drake Public School is located approximately 100km from Lismore. In 2015, the year commenced with 32 students enrolled at Drake Public School. 14 students in Kindergarten – Year 2, and 18 students in Year 3 – Year 6.

The school will be staffed with 2 class teachers and a teaching principal. Administration staff include a 3 day a week School Administration Manager and a part-time School Learning Support Officer.

Drake Public School has a Kitchen Garden Program, Music Program and an Art Program which was introduced in 2016.

Drake Public School caters for the needs of children from a small isolated rural community with many students travelling each day by bus from surrounding properties.

Parents, community members and staff work collaboration to promote student achievement through providing a wide variety of challenging quality educational programs and a strong network for all students.

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.

In the area of Learning, Drake Public School is Sustaining and Growing in all areas. The staff demonstrate a commitment to strengthening and delivering school learning priorities. The school implements a whole-school approach to wellbeing and is moving towards ensuring that students are self-aware, and are active and productive citizens who build positive relationships across the school, community and society as a whole.

In the area of Teaching, Drake Public School is Delivering, Sustaining and Growing and Excelling in the various elements. Teachers are committed to identifying, understanding and implementing the most effective teaching methods. They incorporate data as a tool to inform student learning goals, and analyse this data to identify areas for improvement. At Drake Public School, professional learning activities focus on improving teaching methods in Literacy and Numeracy, with all staff actively engaged in planning their own professional development to improve their performance.

In the area of Leading, Drake Public School is Delivering, Sustaining and Growing and Excelling in the various elements. The school community is committed to the school's strategic directions and the school leadership team has strong partnerships within the school and local community. At Drake Public School, the school community has a clear understanding of school expectations and work with the school leadership team to ensure that school resources are best utilised to meet the needs of the students and local community.

Our self-assessment 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

Challenging, engaging and inclusive curriculum

Purpose

To improve student learning through relevant, challenging and engaging learning experiences, in a differentiated learning environment that values individual student differences.

Overall summary of progress

Throughout 2016, all students continued to work towards achieving their own Individual Learning Targets, set each term in consultation with their teachers. These Learning Targets were established in consultation with each student and his/her teachers. Learning Targets were set in the areas of Literacy, Numeracy and other areas as determined by the student and the teacher. Learning Targets were set at the beginning of each term and monitored throughout the term by the student and teachers. The ongoing use of Learning Targets continued to ensure that all students developed the skills to be self-motivated and engaged in their own learning. Student achievement was celebrated when Learning Targets were achieved.

Throughout the year, staff tracked student learning progress utilising PLAN data collection. This data formed the basis of classroom programming, and was used to guide LaST programs, targeting students who were not achieving expected cluster levels.

Throughout 2016, classroom resources were purchased to support student learning. At the end of 2016, additional classroom furniture was purchased to support an engaging and productive learning environment in the Year 3–6, and Music classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in the number of students achieving individual student targets in Literacy and Numeracy as detailed in Individual Student Learning Plans.	In 2016, staff indicated an improvement in the number of students achieving individual student targets in areas of Literacy and Numeracy.	This improvement measure was funded through the use of a larger project utilising Socio-economic background funding \$48900
All students have Literacy and Numeracy achievement tracked every 5 weeks utilising PLAN.	In 2016, student progress was tracked using PLAN data, with a specific focus on the tracking of Kindergarten – Year 2 data.	This improvement measure was funded through the use of a larger project utilising Socio-economic background funding \$48900

Next Steps

- In 2017, teachers will continue to set Individual Student Targets with all students.
- In 2017, with the inclusion of Drake Public School in the Early Action for Success (EaFS) initiative, teachers will utilise the expertise of the Instructional Leader to ensure that PLAN data is collected each 5 weeks.
- In 2017, teachers will continue to utilise PLAN and NAPLAN data to guide teaching programs and guide Individual Student Targets.

Strategic Direction 2

Develop Quality Leadership, Management and Professional Learning Practices

Purpose

To ensure learning for all students is led by staff that continually develop their knowledge and skills to enable educational delivery of a high standard and shared professional practices.

Overall summary of progress

Throughout 2016, teachers continued to be actively engaged in identifying areas of Professional Development. Teaching staff attended Professional Learning in alignment with their Professional Development Plans.

Active participation in Teacher Professional Development ensured that teachers build upon their understanding of teaching methods in Literacy and Numeracy and the use of effective teaching methods in these areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Continued implementation of The <i>Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools</i> during 2015.	Teacher professional learning ensured that all staff implement PDP's in alignment with the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools.	\$6022
All staff develop and implement individualised personalised professional development programs.	Throughout 2016, staff implemented their 2016 Professional Development Plans. Teacher professional learning was completed in various areas. This ensured that all teachers were actively engaged in planning their own professional development to improve their performance.	

Next Steps

- In 2017, teachers will continue to be actively engaged in the PDP process, setting professional and personal goals to continually improve their performance.
- Teacher Professional Learning in 2017, will focus on Language, Learning and Literacy (L3 Kindergarten), and Targeted Early Numeracy (TEN), as part of the EAfS initiative.

Strategic Direction 3

Collaborative supportive engagement with the school community and schools across networks

Purpose

To build stronger relationships with the school community and with other schools across networks, by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

Throughout 2016, a variety of initiatives were implemented to ensure a continued collaborative and supportive engagement with the school community and schools across networks.

In 2016, students continued to be involved in the Stephanie Alexander Kitchen Garden Program, specialist Music and Art programs and various community events throughout the year. Students were very success at the Tenterfield Show and Oracles of the Bush community events.

2016 saw continued string support of the school by the school and local community. This was evident in the support shown of school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of parents involved in school activities to 90%, including involvement in P & C events, assemblies, and attendance at other events within the wider community.	90% or higher attendance of parents and/or community members at school events, including NAIDOC events and Presentation Day. A large number of parents attended with their children to Oracles of the Bush events.	This improvement measure was funded through the use of a larger project utilising Socio-economic background funding \$48900
An increase in the number of students achieving average attendance rates of 90% or more (justified absences)	Student attendance increased in 2016, as did parent notification of reasons for student absences.	This improvement measure was funded through the use of a larger project utilising Socio-economic background funding \$48900
Implementation of the Positive Behaviour for Learning program in alignment with the Wellbeing Framework.	In 2016, school expectations were established – Safe, Respectful and Responsible – in preparation for the full implementation of PBL in 2017.	This improvement measure was funded through the use of a larger project utilising Socio-economic background funding \$48900

Next Steps

- In 2017, Positive Behaviour for Learning (PBL) will be fully implemented across the school focused on the expectations of Safe, Responsible and Respectful as established in 2016.
- In 2017, attendance procedures will be refined to further support student attendance rates of 90% or higher.
- Parent/carer and wider community involvement in school activities will continue to be a focus to ensure that the school works collaboratively with the school community.
- The development of strong relationships with other schools within and across other networks will continue to be a focus in 2017 and beyond.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students at Drake Public School have Individual Learning Targets which are set after discussion with the student and the students teachers. In 2016, the continued focus for Aboriginal students was ensuring that their outcomes match or better the outcomes for 'all students'.</p> <p>Throughout 2016, resources were purchased to support student learning.</p> <p>In 2016, community involvement in P&C events, assemblies, and attendance at other events in the school community was a focus for all parents, including the parents of Aboriginal students.</p>	\$2074
Low level adjustment for disability	<p>Additional teaching staff engaged through the use of this funding enabled more intense teacher/student interaction during Literacy and Numeracy sessions.</p> <p>Funding also enabled each student to have their learning achievements assessed and tracked to ensure accurate setting of Individual Student Targets.</p>	\$2927
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding was utilised to support Individual Student Targets and enable teachers to plan learning activities to support the achievement of these targets.</p>	
Socio-economic background	<p>Additional teaching staff engaged through the use of this funding enabled more intense teacher/student interaction during Literacy and Numeracy sessions.</p> <p>Funding also enabled each student to have their learning achievements assessed and tracked to ensure accurate setting of Individual Student Targets.</p> <p>In 2016, students participated in an end of year excursion and the School Swimming Scheme. Funding was utilised to ensure that all students had the opportunity to attend.</p> <p>Throughout 2016, students participated in a specialised Music program, including the introduction of the DRUMBEAT program. Students demonstrated higher levels of engagement in all aspects of school through participation in these programs.</p> <p>As a result of evaluation at the end of 2015, a comprehensive intensive art program continued in 2016. Enabling students to develop their artistic skills and participate in various community art exhibitions and events.</p>	\$48900

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	15	16	15	9
Girls	16	20	13	22

Student attendance at Drake Public School in 2016, for all students Kindergarten – Year 6, continued to be above the school target of 90%.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.5	94.6	91.3	92
1	85.1	91.8	87.9	92.7
2	86.2	96.6	94.8	90
3	87.1	94.9	94.2	94.8
4	92.7	93.9	88.7	92.9
5	90.1	94	90.1	96.7
6	93.6	95.9	95.1	94
All Years	88.6	94.6	91.6	93.2
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

During 2016, student attendance was continually monitored with students absent from school for more than 2 days contacted by school staff. Class Rolls were monitored with letters sent home for any unexplained absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

*Full Time Equivalent

In 2016, Drake Public School did not have any employees that 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	75
Postgraduate degree	25

Professional learning and teacher accreditation

Significant amounts of teacher professional learning were undertaken by Drake Public School staff in 2016. As research supporting teacher quality indicates that teacher professional learning is the single largest indicator of student success, this was a focus area for our school.

Professional Learning opportunities were aligned with Performance and Development Plans, and included Curriculum implementation and Student Wellbeing. In 2016, staff were trained in DRUMBEAT, which was successfully implemented as a wellbeing tool in 2016.

In 2016, Drake Public School had 2 teachers continuing their collection of evidence towards achieving Board of Studies Teaching and Education (BoSTES) accreditation at proficient level.

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	\$
Balance brought forward	88 761.57
Global funds	64 918.07
Tied funds	76 404.62
School & community sources	11 828.98
Interest	1 642.84
Trust receipts	1 517.42
Canteen	0.00
Total income	245 073.50
Expenditure	
Teaching & learning	
Key learning areas	13 299.08
Excursions	7 545.73
Extracurricular dissections	2 828.07
Library	591.51
Training & development	204.55
Tied funds	89 571.88
Short term relief	907.46
Administration & office	14 806.72
School-operated canteen	0.00
Utilities	6 121.44
Maintenance	7 863.71
Trust accounts	1 627.82
Capital programs	12 876.07
Total expenditure	158 244.04
Balance carried forward	86 829.46

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.

Due to privacy protocols it is not possible to report NAPLAN results in detail for students of Drake Public School.



Parent/caregiver, student, teacher satisfaction

During 2016, parent/caregiver, students and teacher feedback was collected throughout the year. Parents/caregivers and community members were encouraged to provide feedback about their levels of satisfaction at each P&C meeting and encouraged to contact the school if they had any questions or concerns.

Surveys were sent home with all families during Term 4, 2016. Due to the limited number of survey responses received from families in previous years, and the success of group discussions in 2015, parents were again invited to attend discussion groups with school staff. Survey questions were the same as questions used during discussion groups. During discussion groups parents reviewed the learning experiences provided for their students throughout the year, highlighting things that believed the school did well, things the school could do better and ideas for future learning experiences and opportunities for their children. Similar discussions were held with students in Years 3–6.

Their responses included:

1. Parents, students and staff indicated that they believed the school provided its students a wide range of learning experiences, with many experiences identified to continue in 2017.

2. Parents indicated that they believe the school had improved its methods of communication, including the use of Facebook, to ensure parents are aware of all school events and changes to school routines.
3. Parents and students indicated they supported the use of Individual Student Targets as these encouraged students to work hard at school and set high expectations.



Policy requirements

Aboriginal education

During 2016, teaching and learning programs were inclusive of Aboriginal perspectives and content across subjects and all Key Learning Areas. Teaching and learning programs including learning experiences designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

In 2016, students again participated in NAIDOC Day celebrations with parents and community members. This day involved students participating in a variety of art, dance, craft, literacy based activities and a tuckshop lunch including traditional aboriginal meal. The day was well attended by community, including local Bundjalung community members.

Multicultural and anti-racism education

In line with the school Strategic Directions, staff reviewed the implementation of NSW Syllabuses for the Australian Curriculum in English., Mathematics, Science, and History. This review included a review of teaching and learning programs to ensure culturally inclusive classroom and school practices are embedded.

Our classroom programs foster students' understandings of culture, cultural diversity, racism and the role of each as a member of a democratic, multicultural society.