

Dalton Public School

Annual Report



2017



1723

Introduction

The Annual Report for 2017 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.

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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.

The school's self-assessment review and analysis process has identified an over all improvement across all three domains. Within the Learning domain Dalton PS has moved from delivering to sustaining and growing.

Within the Learning domain the school is achieving at sustaining and growing. This domain has improved and with the introduction of the Learning Progressions will continue to do so with the introduction of the Learning Progressions to support individual student achievement.

The Teaching domain has improved and the school is achieving a sustaining and growing level. This domain will remain a focus of the 2018–2020 school plan to ensure the consultation and work already undertaken forms a strong foundation for future objectives.

In the domain of Leading the school, the school has continued to make strong progress towards sustaining and growing. In particular school planning, implementation and reporting has improved considerably. This is due to the increased communication and input from students, parents and the wider community to develop and support the underlying processes and objectives.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The overall improvement measures indicate that the school has met each of the targets indicated within the 2015–2017 School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Students are able to contribute reflections of learning over the semester on reports to parents.• NAPLAN data reflects individual student growth across the Literacy and Numeracy Continuum for year 3 and 5 students.• Student growth PLAN assessment increases by 10% at the completion of each year in Literacy and Numeracy.• 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.• Literacy and numeracy continuum mapping will demonstrate that Yr6 students are meeting the required clusters prior to entering high school.	<p>The professional development undertaken was delivered by local staff during school meetings therefore there were no funds expended to achieve these improvement measures.</p>	<p>Prior to writing reports students are invited to attend a student/teacher conference in order to identify their strengths and areas for improvement. This provided the opportunity for students to develop a sense of self-awareness within their own learning journey.</p> <p>Students participated in both the trial online and traditional pen and paper form of NAPLAN. The traditional form of NAPLAN clearly demonstrated that students had made expected growth individually.</p> <p>PLAN assessments using the Literacy and Numeracy Continuums indicated a constant improvement for all students of an average improvement of 22%.</p> <p>As part of the PLAN assessments Indigenous improvements were on par with all other students with an average growth of 22% across literacy and numeracy.</p> <p>PLAN assessments demonstrated that year 6 students were at or achieving above the required clusters prior to entering high school.</p>

Next Steps

The 2018–2020 School Plan will continue to build upon the strong progress made over the life of the previous plan.

- Students are able to contribute reflections of learning over the semester on reports to parents.

Visible learning strategies will build upon the students' level of self-awareness over the life of the next plan.

- NAPLAN data reflects individual student growth across the Literacy and Numeracy Continuum for year 3 and 5 students.

The school is looking to build upon this achievement in the next school plan by targeting student individual growth through the Learning Progressions and value added growth through an improvement in student wellbeing.

- Student growth PLAN assessment increases by 10% at the completion of each year in Literacy and Numeracy.

The Literacy and numeracy continuums are obsolete and these will be replaced by the Learning Progressions to track and target student achievement.

- 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.

Indigenous students will continue to be a priority for LAST staff to ensure that they are achieving at or above expected outcomes for their year level.

- Literacy and numeracy continuum mapping will demonstrate that Yr6 students are meeting the required clusters prior to entering high school.

Where a year 6 student is at risk of not meeting expected outcomes for entry to high school they will be included within the caseload of the LAST. Assessment of year 5 students in term 4 will inform the LAST support program upon entry into year 6.



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 overall improvement measures indicate that the school has met each of the targets indicated within the 2015–2017 School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 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.• Through consultation, parents and community assist staff increase student world/life experiences by negotiating learning opportunities both internal and external to the school.• Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.• A school policy that specifies how Indigenous students are supported will be in place.	<p>The professional development undertaken was delivered by local staff during school meetings therefor there were no funds expended to achieve these improvement measures.</p>	<p>The school was well supported by families across the school through a range of classroom and school based learning and school based events. Regular support of reading and student learning support was undertaken by a range of parents. At whole school and BLC events students and staff were again well supported by families who arranged transport, volunteering, equipment set-up and fundraising.</p> <p>The families were able to identify and negotiate all students attending a range of out of school experiences that enhanced student wellbeing through self-reliance, problem solving, perseverance and confidence. The school was able to develop a strong relationship with Wee Jasper and we will continue to work together to enhance students learning experiences.</p> <p>All responses, surveys, discussions and meeting minutes indicate that there is an improved school culture where parents, students and staff feel they are able to voice both their concerns and improvement ideas openly.</p> <p>This policy has been developed, reviewed and approved by the principal and the P&C. The policy is in place and available upon request to families, students and community members.</p>

Next Steps

The 2018–2020 School Plan will continue to build upon the strong progress made over the life of the previous plan.

- 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.

Projects that support parents, students and the wider community will be identified and undertaken in order to strengthen the domain of Quality Relationships and Partnerships. These projects will be negotiated in an ongoing process of identification, negotiation and development.

- Through consultation, parents and community assist staff increase student world/life experiences by negotiating learning opportunities both internal and external to the school.

These opportunities will continue to support student learning experiences that develop their general knowledge, life experiences, perseverance and student leadership opportunities.

- Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.

Ongoing feedback and negotiation within community developed projects will provide opportunities to further develop a positive school culture that is inclusive and welcoming.

- A school policy that specifies how Indigenous students are supported will be in place.

This policy is in place and will be reviewed regularly. In particular the Bush Block Project will rely heavily on the local Indigenous community members to guide and support the school and wider community develop programs that are accurate and respectful of Indigenous culture.



Key Initiatives	Resources (annual)	Impact achieved this year

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	12	13	10	13
Girls	2	2	2	4

Dalton PS saw an increase in student enrolments in 2017 due to several families moving into the local area. The school numbers reflect the mobility of families within the area and the wide range of schools available to meet the needs of individual families and students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	96	95.2	97.3
1		97.3	93.5	95.7
2	100	94.5	97.3	96.5
3	97.4		88.2	98.9
4	98.2	97.3	83.9	96.8
5	93.7	97.4	97.8	93
6		97.8	93.5	95.3
All Years	96.8	96.9	93.9	96.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1		93.8	93.9	93.8
2	94.9	94	94.1	94
3	95		94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6		93.5	93.4	93.3
All Years	95	94	94	93.9

Management of non-attendance

Attendance is important to ensure students are able to develop their skills and knowledge within a developmentally sequential program of teaching and learning. Families of students who are absent without explanation on the first day of noted absence are contacted by the school's SAM or principal to ensure students return to school as quickly as possible.

In 2017 we had an improvement in school attendance overall. This was due to quick follow up of student absences and support to assist families return students to school as soon as possible.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.98
Other Positions	0

*Full Time Equivalent

There is one full time teacher who is 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	0

Professional learning and teacher accreditation

All teaching staff are accredited and have undertaken the mandatory Working With Children Check successfully. The teacher librarian has continued to undertake professional development to develop the current library into a learning centre that is focused on future learning skills for student. All teaching staff undertook school based professional development in differentiation of student learning using the Literacy and

Numeracy Continuums. All school staff undertook professional development in data analysis to support targeted student interventions.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2017 Dalton PS moved from the OASIS financial system to the SAP/SALM system. During this time the increase in student enrolment was not provided for. The school has bought forward a balance of \$16,515 which is the amount of funding that the school would receive for the additional 4 students. Despite this increase in enrolments the school is well resourced and was able to meet the needs of all students within the provided budget.

Global funds of \$31,159 includes the funding provided for teaching principal relief to attend to additional executive requirements. These global funds were used to provide a Learning and Support Teacher an additional day per fortnight to ensure students identified for support received targeted weekly intervention.

Receipts	\$
Balance brought forward	52,667
Global funds	31,159
Tied funds	4,149
School & community sources	672
Interest	388
Trust receipts	970
Canteen	0
Total Receipts	37,338
Payments	
Teaching & learning	
Key Learning Areas	8,255
Excursions	217
Extracurricular dissections	669
Library	333
Training & Development	242
Tied Funds Payments	4,090
Short Term Relief	958
Administration & Office	2,635
Canteen Payments	0
Utilities	1,701
Maintenance	1,113
Trust Payments	972
Capital Programs	0
Total Payments	21,187
Balance carried forward	68,818

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	107,563
Appropriation	99,408
Sale of Goods and Services	0
Grants and Contributions	7,851
Gain and Loss	0
Other Revenue	0
Investment Income	305
Expenses	-38,932
Recurrent Expenses	-38,932
Employee Related	-19,825
Operating Expenses	-19,107
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	68,631
Balance Carried Forward	68,631

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Funds are expended in accordance with the Department of Education guidelines and regulations for expenditure. Funding expenditure is based upon the current year of the school plan and the identified goals to achieve. Ongoing revenue and expenses identified in the SAP/SALM table are the associated running costs of the school during the transfer from the OASIS to SAP/SALM systems.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	252,326
Base Per Capita	1,834
Base Location	2,617
Other Base	247,875
Equity Total	14,458
Equity Aboriginal	2,287
Equity Socio economic	355
Equity Language	0
Equity Disability	11,815
Targeted Total	0
Other Total	21,543
Grand Total	288,328

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 were two year 3 student and two year 5 students who sat NAPLAN in 2017. 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 given the small sample size.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



Parent/caregiver, student, teacher satisfaction

In 2017 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 along with analysis of minutes from P&C meetings, parents teacher meetings and informal gatherings. All teaching staff, all students between years 1 and 6 participated and 76% of the school families responded to the formal survey and 100% of families were represented in informal feedback.

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 continued improvement in 2017

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, 92% of parents (remainder unsure) and all surveyed students indicated that the school encouraged students to be individual and independent learners.

All staff, 92% 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.

70% of staff, 82% of parents (remainder unsure) and 82% of students indicated that students were able to make effective use of technology to learn.

The result of this data indicates that students still

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 2018–2020 School Plan for targeted 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, 88% of parents and 92% of students indicated that students looked forward to attending school each day, 18% of parents indicated that their child felt anxious about school during the school week.

All staff, 92% 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 when reported, 88% of parents indicated that their children discuss their concerns at home, 76% of parents indicated that their children feel comfortable seeking help from staff at school(remainder unsure). 82% of students indicated that they feel comfortable seeking help from staff at school.

This data indicates that there has been a decrease in student wellbeing and their ability to report negative behaviours to teaching staff. Data analysis identified an unwillingness to report negative playground behaviours to staff as students would be targeted with more negative behaviours. This area is targeted for improvement in the 2018–2020 school plan within student wellbeing goals.

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 100% of staff felt the reports are now providing an individual focus than previously provided. 88% 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.

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 using the Learning Progressions.

to this area of school based reporting.



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 in order to provide targeted intervention as needed. 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