

Dareton Public School

Annual Report



2017



1732

Introduction

The Annual Report for 2017 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 65 students, of which 95% 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 four multi-stage classrooms, each with a class teacher and a part 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. 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 domain of Learning, the school is delivering in the descriptors of Assessment and reporting. The staff recognise that student attendance rates are important for student achievement. In 2017 the school regularly monitored student attendance and supported families to encourage high attendance. Staff continued to identify aspects of, and factors contributing to, student wellbeing in the delivery of teaching and learning. The school focused professional learning towards monitoring individual student achievement against the NSW Literacy and Numeracy Continuums to develop individualised learning support for students. The school's involvement in Future Focused learning during 2017 promoted the integration of technology including robots and coding as a valuable learning tool. ICT and future focus strategies will continue to be embedded into literacy and numeracy as core programs across all Key Learning Areas.

In the domain of Teaching, the school is working towards delivering in the descriptors of Effective classroom practice, Data skills and use and professional standards. The school is delivering in Learning and development. Professional learning has utilised staff expertise internally and organised external personnel to enhance teaching skills across all curriculum areas with a major focus being on Literacy and numeracy. Future directions will place emphasis on effective analysis of data to mark student achievement against the literacy and numeracy progressions and plan individualised learning intentions for each student to facilitate improvement.

In the domain of Leading, the school is delivering in all four descriptors of Educational leadership, School planning, implementation & reporting, School resources and Management practices & processes. It continues to commit a strong focus on administrative practices to support the areas of learning and wellbeing. School resources are used constructively to ensure the delivery of quality programs that reflect departmental and local needs. The school will continue to place a strong emphasis on ensuring efficient processes and structures are reviewed, updated and

communicated to all stakeholders.

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/self-evidence-guide>

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

In 2017, the schools Instructional leader increased to three days per week providing additional support to staff and students Kindergarten – Year 2. The school supported a significant focus on the Literacy and Numeracy programs of L3 and TEN. Additional funding was used to provide a high level of support for all students through the employment of Student Support Learning Officers in every classroom. The school employed a speech pathologist and Occupational Therapist 1 day / fortnight to provide specialised support to meet students individual needs in the early years (K–2). The school is working towards achieving the improvement measures of meeting expected Early Action for Success benchmarks in literacy and numeracy and increasing the percentage of students in the top two NAPLAN bands in reading and numeracy. Whilst these improvement measures have not yet been achieved, there has been steady growth, taking into account each students starting point in the Best Start assessment, at school entry.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing percentage of K–2 students will reach expected Early Action For Success benchmarks in literacy and numeracy.	A significant proportion of the professional learning budget was expended in this area.	<ul style="list-style-type: none">* A teacher commenced Language, Learning & Literacy (L3–ES1) training and 1 teacher completed ongoing training in Language, Learning & Literacy Stage 1.* 1 teacher completed the second consolidating year in Reading Recovery* Instructional Leader commenced training as a TEN facilitator* Coaching & mentoring sessions 1 hour / week were timetabled for each classroom teacher
Increase parent participation in school–home learning partnerships by 25%.	Access to Community Engagement Grant to promote shared community events Aboriginal Background Funding	Parent participation at school functions and school celebrations increased.
All students will have personalised learning and support plans, which are regularly reviewed.	Teacher relief costs to assist in facilitating meetings to develop personalised learning and support plans Catering costs at school events	Personalised and learning support plans were completed electronically in collaboration with staff, students and parents.
Increase the proportion of students in the top two NAPLAN bands in reading and numeracy by 8% including a 30% increase for Aboriginal students.	Learning Support Teacher	

Next Steps

The school will continue to commit to providing staff with professional learning linked to the school plan, staff professional development plans and areas of need identified at a school level. Consolidation of training and delivery of effective practice will be supported through a whole school coaching and mentoring schedule. A major focus will continue to be on using assessment data to effectively plan, deliver and facilitate individualised learning intentions for each student in Literacy and numeracy. Parent and carer involvement in their child's learning will be promoted through a revised personalised learning and support plan approach involving more opportunities for communication. Student learning intentions for individual students will be communicated with parents through regular, informal meetings to discuss short term progress, as well as long term goals. The school will also continue to invite families to participate in whole school events, celebrations and special days.

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

In 2017, the school developed a relationship with B meet a community Aboriginal organisation. Each class participated in numerous excursions to the B meet gallery and students completed ongoing learning experiences to strengthen cultural understanding and connectedness within our community. A significant number of events were organised throughout the year and families attendance at the events were high. The whole school cultural program continued to utilise the expertise of some community members in delivering their cultural knowledge in partnership with our Aboriginal Education Officers. School funds continued to support development to the outside yarning circle area promoting an interest with staff, students and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students successfully engaging in meaningful and culturally relevant curriculum.	This area was supported by equity funds from the Resource Allocation Model.	Cultural lessons were timetabled for each class using the knowledge of Aboriginal education Officers and community members. Aboriginal perspectives encouraged in daily routines such as class yarning circles.
Arts, environmental studies and cultural programs are embedded in school programs, supported by the local community.	Excursions, visiting performances and incursions were subsidised by equity funds. Funding accessed through a Community Engagement Grant Funding accessed through a Language Cultural Grant	Increased number of parents / carers and community members attended school events and significant celebrations. Whole school involvement in cultural programs organised with outside organisations (B meet)

Next Steps

The final phase of the school yarning circle will be a priority and future directions will encourage an increased involvement by all stakeholders in the sharing of knowledge related to the bush tucker garden, cultural traditions and strengthening student learning in our barkindji language program. The school will work towards developing strong connections with community organisations and the local environment to provide learning opportunities that are culturally relevant and significant across all Key Learning Areas. In 2018, the school will refine current strategies and promote increased opportunities for parents & carers to become involved in their child's learning.

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

The school utilised a staff development day at the commencement of the school year with a focus on managing student behaviour in the classroom and playground. All teachers continued to be provided with professional support in developing behaviour management plans to support student social needs. The school values were encouraged in classroom practice and some common language was being shared throughout the school. Some projects were completed during our school culture program

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 20% reduction in short term suspensions.	TPL – Additional release allocated to assist in facilitating Behaviour Management Plans targeted to meet students individual needs	The school continued to work in partnerships with families to meet students social needs and provide alternate programs and individualised strategies for identified students.
Increasing student, staff and community projects embedded and valued throughout the school, evidenced by survey results.	Community Engagement Grant	Progress continues to support the development of our school outdoor yarning circle and school environment.

Next Steps

A future focus will be to establish a whole school shared approach to students social learning and managing behaviours effectively in all settings. The school will investigate Positive Behaviours for Learning as a program in 2018, to support a shared consistent approach. Our four school values of Smart, Strong, Proud and Safe will be targeted in social learning. Student leadership opportunities will be investigated along with more opportunities for students to engage in learning experiences that promote a sense of belonging and value in our school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Background Loading – \$196966</p> <p>Resources to further support Cultural programs and events</p> <p>Cultural incursions and Excursions</p> <p>• Aboriginal background loading (\$219 245.00)</p>	<p>Significant funding was spent on the employment of SLSOs and professional learning. Students responded positively to the extra support available in the classrooms and playground.</p> <p>Recognised level of improved student engagement and appreciation during cultural learning experiences.</p>
Low level adjustment for disability	<p>Low Level Adjustment for disability – \$58223</p> <p>School Learning Support Officers were employed full time for each classroom</p> <p>Maintenance of Learning, Support & Wellbeing</p>	<p>Additional School Learning Support officers were employed to assist targeted learning programs across the school. Students were actively supported in the areas of learning and engagement.</p> <p>The school also committed funds towards employing a speech pathologist and occupational therapist 1 day/fortnight throughout the year. This provided specialised support for identified students and also enabled staff opportunities for professional development to meet the needs of targeted individuals and small groups.</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching, Successful Students – \$4876</p> <p>Teacher allocation for coaching / mentoring support</p> <p>Training, resources to implement programs, staff and professional learning.</p>	<p>These funds provided staff with mentor and coaching support linked to their goals as set in their Personal Development Plans.</p> <p>The school maintained its commitment to allocating extra time for ongoing professional support of staff utilising the internal expertise of 0.6 Instructional Leader.</p>
Socio-economic background	<p>Socio-economic background loading – \$176414</p> <p>The funding of staff above school entitlement</p> <p>The funding of excursions, events and programs</p> <p>The funding of student wellbeing programs, including fruit breaks, breakfast programs</p> <p>Subsidised school uniforms</p>	<p>Low staff to student ratios were a direct result of funds utilised to employ extra teacher relief and full time School Learning Support Officers.</p> <p>The funding of wellbeing programs and school initiatives promoted connectedness and enabled all students with the opportunity to feel a sense of belonging and be included.</p>
Norta Norta	\$0 funding received in 2017	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	33	29	27	28
Girls	29	37	31	38

Student attendance profile

School				
Year	2014	2015	2016	2017
K	76.2	81.8	78.2	81.1
1	79.8	82.1	74.4	71.9
2	74.3	82.1	70.5	81.8
3	67.6	88.7	87.5	85.1
4	85.6	85.4	75	89
5	72.6	90.5	78.7	77.8
6	89.7	84.8	76.6	84.8
All Years	77.3	84.6	76.2	81.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school implements a positive strategy towards encouraging regular attendance. In 2017, the school held daily and weekly attendance raffles with major draws occurring twice a term. Positive promotion of attendance was communicated in classrooms, school assemblies and via the newsletter.

An increase in explained student absences continues to be supported by the school allocating time for a nominated staff member to phone families of students who are not at school. This is completed on a daily basis.

The school has set processes and structures in place for students exhibiting irregular attendance

patterns. The Aboriginal Education Officers, Aboriginal Community Liaison Officer, principal and Home School Liaison Officer support classroom teachers in managing non-attendance. The school in all circumstances works collaboratively with families to improve attendance patterns in consultation with departmental requirements.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.44
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0.4
School Administration & Support Staff	3.71
Other Positions	0

*Full Time Equivalent

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

The school provides all staff with opportunities to participate in professional learning, aligned with the school plan and professional development plans.

In addition to mandatory training, staff members participated in L3 training, reading recovery, Teaching Early Numeracy training, LMBR implementation, Instructional Leader training, Growth Coaching and well being programs.

Staff were also provided with ongoing professional support in classrooms through funding a speech pathologist, occupational therapist and the schools involvement in the districts initiative of Future Focused Learning.

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.

Receipts	\$
Balance brought forward	195,570
Global funds	80,450
Tied funds	268,224
School & community sources	460
Interest	44,085
Trust receipts	1,676
Canteen	0
Total Receipts	394,894
Payments	
Teaching & learning	
Key Learning Areas	675
Excursions	1,624
Extracurricular dissections	4,642
Library	203
Training & Development	0
Tied Funds Payments	199,837
Short Term Relief	2,539
Administration & Office	76,742
Canteen Payments	0
Utilities	13,975
Maintenance	55,049
Trust Payments	1,470
Capital Programs	31,294
Total Payments	388,050
Balance carried forward	202,414

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	442,018
Appropriation	428,050
Sale of Goods and Services	0
Grants and Contributions	13,939
Gain and Loss	0
Other Revenue	0
Investment Income	29
Expenses	-183,214
Recurrent Expenses	-183,214
Employee Related	-116,444
Operating Expenses	-66,771
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	258,804
Balance Carried Forward	258,804

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.

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	737,685
Base Per Capita	8,864
Base Location	15,260
Other Base	713,561
Equity Total	431,603
Equity Aboriginal	196,966
Equity Socio economic	176,414
Equity Language	0
Equity Disability	58,223
Targeted Total	84,000
Other Total	250,141
Grand Total	1,503,429

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.

NAPLAN literacy data enables classroom teachers to identify areas in need of further teaching instruction, highlights areas of strength and weakness in our limited school cohort and confirms teacher judgement against the literacy continuum. Collaboration of NAPLAN data with literacy continuum data, provides supportive teaching strategies to enhance long term student and school improvement.

NAPLAN numeracy data demonstrates areas in need of further teaching instruction, highlights areas of strength and weakness in a school context and confirms teacher judgement against the numeracy continuum. NAPLAN data used in conjunction with numeracy continuum data and classroom assessments enable teachers to plan and program differentiated learning tasks to support an array of student numeracy needs.

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 conducted both formal and informal discussions with students, parents, caregivers, teachers and staff. Community consultation was facilitated by the Aboriginal Education and Engagement Advisor in collaboration with our school Aboriginal Education Officers.

In general, suggestions were positive and areas repeatedly raised were highlighted for future development.

- * An increase in Cultural experiences in the classrooms including more cultural excursions and opportunities for the students to learn 'Barkindji' Aboriginal language.

- * A shared approach to managing student behaviour

Policy requirements

Aboriginal education

Dareton Public School provides support for all Aboriginal students and strives to include culturally relevant learning experiences across all curriculum areas.

In 2017, some specific initiatives included:

- * All classroom teachers developed Personalised Learning Plans with each student, in collaboration with their families and supporting specialised staff.

- * The school supported a weekly cultural program for each class incorporating an array of experiences to promote the understanding and appreciation of Aboriginal Culture.

- * NAIDOC Day, Reconciliation Week and Harmony Day were all celebrated as significant community days.

- * The school worked with other local schools, outside agencies and organisations to provide relevant and engaging learning experiences supportive of the Departments Aboriginal policy.

Multicultural and anti-racism education

Dareton Public School has a designated Anti-Racism Contact Officer (ARCO) and actively promotes the inclusion of anti-racism and multicultural perspectives in all aspects of teaching and learning.

The school participates in a broad array of cultural experiences, celebrations such as Harmony Day and extra-curricular activities across all Key Learning Areas..