

# Drake Public School

## Annual Report



2017

(C) The School

2017



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## Introduction

The Annual Report for **2017** 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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## 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 continued commitment to strengthening and delivering the school priorities as listed in the School Plan. The school successfully implements a whole school approach to well-being, through the school expectations of being Safe, Respectful and Responsible, as part of the Positive Behaviour for Learning Program. The school continues to ensure that all our students are self-aware, 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, and differentiating learning experiences to meet the needs of the students in their class. Teachers collect data and evidence of student learning, and use this as a tool to inform student learning goals. They analyse this data to develop Individual Student Targets and guide Teaching and Learning Programs. At Drake Public School, Teacher Professional Learning activities focus on individual Professional Development Plans, with focus on developing teacher knowledge and understandings to improve teaching methods in Literacy and Numeracy. All staff actively engage in planning their own professional development to improve their performance.

In the area of Leading, Drake Public School is Delivering, Sustaining and Growing, and Changing 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, local community and across networks of schools. At Drake Public School, the school community has a clear understanding of school expectations and work alongside the school leadership team to ensure school resources are best utilised to meet the needs of the students and the local community.

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

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

At the beginning of each term all students work with their classroom teacher to develop Individual Student Targets. These targets are set in the areas of Literacy, Numeracy and other areas as needed. The collection of student work samples as evidence of current achievements were utilised in conjunction with the Literacy and Numeracy continuums to ascertain which Clusters students were currently achieving and looking at 'where to next'. Individual Student Targets were continuously monitored throughout the term by the teacher and student, and adjusted as deemed necessary. Student achievement was celebrated each week when Individual Student Targets were achieved.

As part of the Early Action for Success initiative under the guidance of the Instructional Leader, classroom teachers tracked students learning using the Literacy and Numeracy continuums and collated this on PLAN. This data, as well as being utilised for Individual Student Targets, guided classroom programming and planning. The data was also used to guide LaST programs, with a focus on assisting students who were working below stage and cluster expectations.

Throughout 2017, additional resources, including classroom furniture, were added to school resources to enable all students to actively engage in their learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of students achieving individual student targets in Literacy and Numeracy as detailed in Individual Student Learning Plans.	Refer to Key Initiative Table	Data indicates an improvement in the number of students achieving individual student targets in Literacy and Numeracy, with many students exceeding their target within the first five weeks of the term.
All students have Literacy and Numeracy achievement tracked every 5 weeks utilising PLAN.	Refer to Key Initiative Table	In 2017 PLAN data was utilised to track student Literacy and Numeracy data under the guidance and support of the Early Action for Success (EAFS) Instructional Leader.
Increase by 8% the number of students in the top 2 bands of NAPLAN.	Refer to Key Initiative Table	
Increase the number of Aboriginal students in the top two bands of NAPLAN Reading and Numeracy by 30%.	Refer to Key Initiative Table	

### Next Steps

- Staff will continue to implement best practice models of teaching in all Key Learning Areas
- Continued involvement in the Early Action for Success program to guide Teacher Professional Learning and Classroom practice
- Staff continue to monitor student progress, collecting evidence of this progress in relation to Learning Progressions.

## 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 2017, all teaching staff continued to actively engage in Professional Development in alignment with their Professional Development Plans and School Strategic Directions.

Through participation in professional development teachers continue to build their knowledge, skills and understanding of various teaching methods in all Key Learning Areas and the effective use of these methods and strategies to enhance student learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Continued implementation of The <i>Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools</i> during 2015.	Refer to Key Initiative Table	In 2017, teacher professional learning was based on EAFS and focused on Language, Literacy and Learning (L3) Kindergarten, Targeted Early Numeracy (TEN) and Building Numeracy Learning (BNL).
All staff develop and implement individualised personalised professional development programs.	Refer to Key Initiative Table	All staff professional learning was guided by the school strategic directions and professional development plans.

### Next Steps

- Staff continue to actively engage in the PDP process, setting professional goals and to continually improve their performance and enhance student learning.

## 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

During 2017 various initiatives were implemented to ensure a continued collaborative and supportive engagement with the school community and across networks. A small and very dedicated P&C continued to work very closely with school leadership to ensure a large variety of quality learning experiences for all students.

As part of the West of the Ranges and Border Ranges communities of schools, the school is involved in ongoing collegial discussions. This provides staff with an opportunity to share expertise and work collaboratively with other staff from like schools to further develop teaching and administrative practices.

Positive Behaviour for Learning continued to be implemented, evaluated and adapted as necessary. PBL Rewards Days at the end of each term were used to celebrate student attendance and behaviour.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Refer to Key Initiative Table	Many parents/carers attended various school activities throughout the term including Oracles of the Bush, NAIDOC and Presentation Day.
An increase in the number of students achieving average attendance rates of 90% or more.	Refer to Key Initiative Table	PBL Rewards Days at the end of each term were used to celebrate student achievement of 90% or more attendance each term.
Implementation of the Positive Behaviour for Learning (PBL) Program in alignment with the Wellbeing Framework.	Refer to Key Initiative Table	In 2017 PBL was successfully implemented and embedded into all school areas. Rewards Day at the end of each term celebrated student positive behaviours.

### Next Steps

- Positive Behaviour for Learning will continue to be implemented, evaluated and adapted as necessary. PBL Rewards Days at the end of each term will be used to celebrate student attendance and behaviour.
- Continued collaboration with West of the Ranges and Border Ranges communities of schools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1680	Throughout 2017 this funding was utilised to support the implementation of Aboriginal perspectives in all Key Learning Areas, to support NAIDOC celebrations and support student learning through additional teaching resources to implement Individual Student Learning Targets.
<b>Low level adjustment for disability</b>	\$13 201	This funding was utilised to employ additional staffing to support student learning and additional classroom resources.
<b>Quality Teaching, Successful Students (QTSS)</b>		QTSS funding was utilised to support Individual Student Targets and enable teachers to plan learning activities.
<b>Socio–economic background</b>	\$44 060	<p>Additional staffing engaged through the use of this funding enabled lower student:teacher ratios, with a focus on Literacy and Numeracy.</p> <p>Funding enabled the tracking of student learning utilising the Literacy and Numeracy continuum and PLAN data under the guidance of the Instructional Leader.</p> <p>In 2017, funds were also utilised to support student engagement in various learning experiences including the School Swimming Scheme, Kitchen Garden Program and school Art program.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	16	15	9	17
Girls	20	13	22	19

### Student attendance profile

Year	School			
	2014	2015	2016	2017
K	94.6	91.3	92	86.5
1	91.8	87.9	92.7	87.1
2	96.6	94.8	90	93.8
3	94.9	94.2	94.8	91
4	93.9	88.7	92.9	94.4
5	94	90.1	96.7	92
6	95.9	95.1	94	94.3
All Years	94.6	91.6	93.2	91.6
Year	State DoE			
	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

Student attendance in 2017 was continually monitored with letters sent home for any unexplained absences and absences of more than 2 days. Contact with the Home School Liaison Officer was initiated if necessary.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
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	0.9
Other Positions	0

\*Full Time Equivalent

In 2017, 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

Staff at Drake Public School undertook professional learning in various areas during 2017.

Professional learning opportunities were aligned and guided by Performance and Development Plans and included Literacy, Language and Learning (L3 Kindergarten), Targeted Early Numeracy (TEN) and Building Numeracy Learning (3–6).

In 2017, 2 teachers at Drake Public School completed their proficient level accreditation with the New South Wales Education Standards Authority.

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>86,829</b>
Global funds	63,465
Tied funds	68,681
School & community sources	6,355
Interest	1,308
Trust receipts	6,380
Canteen	0
<b>Total Receipts</b>	<b>146,188</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	11,704
Excursions	1,324
Extracurricular dissections	2,753
Library	292
Training & Development	140
Tied Funds Payments	53,347
Short Term Relief	2,560
Administration & Office	19,301
Canteen Payments	0
Utilities	5,408
Maintenance	8,074
Trust Payments	6,373
Capital Programs	10,186
<b>Total Payments</b>	<b>121,462</b>
<b>Balance carried forward</b>	<b>111,555</b>

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.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>118,103</b>
Appropriation	114,080
Sale of Goods and Services	361
Grants and Contributions	3,662
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-47,355</b>
Recurrent Expenses	-47,355
Employee Related	-33,610
Operating Expenses	-13,745
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>70,747</b>
<b>Balance Carried Forward</b>	<b>70,747</b>

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 <b>Actual</b> (\$)
<b>Base Total</b>	431,344
Base Per Capita	4,738
Base Location	15,737
Other Base	410,870
<b>Equity Total</b>	58,940
Equity Aboriginal	1,680
Equity Socio economic	44,060
Equity Language	0
Equity Disability	13,201
<b>Targeted Total</b>	0
<b>Other Total</b>	2,648
<b>Grand Total</b>	492,932

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.

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

Throughout 2017, parents/carers and community members were encouraged to provide feedback through various means including at P&C meetings held monthly, or by contacting the school if they had any questions or concerns.

Surveys completed by parents/carers were distributed during Term 4, as well as discussion group opportunities. Few surveys were returned with other parents/carers indicating that they preferred to attend discussion groups.

Results from this feedback indicated that in general most parents/carers were very satisfied with the schools performance throughout 2017, parents/carers were supportive of the many learning experiences offered by the school and hoped that these would continue in 2018. Further feedback indicated that the school needed to continue to have communication with parents/carers as a priority, with many parents/carers indicating that their preferred means of communication was the school Facebook page.

## Policy requirements

### Aboriginal education

During 2017, teaching and learning programs were inclusive of Aboriginal perspectives and this was embedded across 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 2017, students again participated in NAIDOC Day celebrations with parents and community members. This day involved students participating in various art, dance, craft and literacy based activities.

### Multicultural and anti-racism education

In line with the school plan, teaching and learning programs were developed that ensure culturally inclusive classroom and school practices. Our classrooms continue to foster student understanding of culture, cultural diversity, racism and the role of each as a member of a democratic, multicultural society.