

Dawson Public School

Annual Report



Dawson
Public School



2017



4446

Introduction

The Annual Report for 2017 is provided to the community of Dawson 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.

Craig Warner

R/Principal

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Message from the Principal

Dawson Public School is committed to providing quality education where all children succeed. As we continue to progress into the 'technological era', so does our focus to keep up with the ever changing world in which our students live. We believe that every child has the capacity for life-long learning and to experience success at school. Over the past year our school's name has grown to be synonymous with quality programs, professional staff and a caring environment. The school provides outstanding programs in literacy, numeracy and teaching and learning programs across all areas of the curriculum. The school is only as good as the people who are in it. We are fortunate at Dawson to have a caring community who do their utmost to support the teaching staff and the children of the school. I wish to offer my thanks to all who make Dawson the wonderful school that it is.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

Dawson Public School is committed to creating a safe and caring environment where students develop the knowledge and skills that will enable them to become lifelong learners. This will involve learning skills and attitudes that will enable students to engage in learning at all levels across all aspects of their lives. It will encompass learning social skills as well as fundamental skills necessary for full participation in formal schooling.

We are committed to giving students opportunities to develop a sense of belonging and be able to make meaningful connections to others in the school, community and the wider world.

School context

Dawson Public School was established in 1972. Enrolments average 360 students P–6. Twelve percent of enrolments are Aboriginal and Torres Strait Islander students and forty–one percent have a non–English speaking background. Dawson Public School is the first appointment for the majority of our staff. Our staff has a number of temporary teachers.

Dawson Public School has a strong academic focus on core subjects delivered by highly qualified and enthusiastic teachers. The school is committed to providing a happy environment where everyone has the opportunity to achieve their personal best.

Dawson Public School is committed to providing quality education for all students with a particular focus on raising outcomes achieved in literacy and numeracy. The school receives additional funding which enables us to provide additional support for students, up to date resources and invest in innovative technologies to support learning.

We provide many opportunities for students to participate in sporting, performing arts, visual arts and leadership programs. The school has a strong and active student representative council. Students are given opportunities to make decisions, build individual character and promote social responsibility and respect for others within a safe and caring environment.

Dawson Public School is welcoming and friendly and values community involvement and participation. It is set on a large site which is attractive and well maintained.

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

Key Learning

Purpose

Engage every child with a differentiated and challenging, relevant curriculum focused on innovative and measurable growth and performance.

To equip students with the skills that will enable them to relate well to others and form and maintain healthy relationships.

To create a learning environment where students develop a core of academic content knowledge, deep learning and the ability to use, critique and apply it by working collaboratively, solving problems and connecting through technology.

Overall summary of progress

- Students have been referred to the school Learning Support Team including students who are no longer on intervention programs such as EAL/D and Reading Recovery. Appropriate levels of support have been implemented into the classroom for the teacher.
- Overall 7.47% of students are placed in the top 2 bands in NAPLAN compared with the Premier's target of 20%.
- In 2017 a school attendance policy was created and all staff members were made familiar with the implementation guidelines.
- Letters are now regularly sent home to students who are consistently away, late or return to school without a letter of explanation.
- In 2017, attendance was 90.4% in comparison to the state which was 93.9%
- Throughout the year, 100% of staff have been involved in discussions with the Instructional Leader to ensure they are plotting students correctly and consistently on PLAN. Regular meetings and strategies to implement with specific students were put into place.
- 100% of staff were also involved in case meetings with the stage supervisor and Principal to discuss any student in their class who had trouble with either Literacy or Numeracy. Teachers were presented with strategies to implement in the classroom before returning to evaluate success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students K–2 achieve stage appropriate literacy and numeracy targets.	See key initiatives EA4S and Low SES	94% of Kindergarten students finished the year at a stage appropriate cluster in Reading Texts. 96% of Kindergarten students finished the year at a stage appropriate cluster in Early Arithmetic Strategies. 80% of Year 1 students finished the year at a stage appropriate cluster in Reading Texts. 79% of Year 1 students finished the year at a stage appropriate cluster in Early Arithmetic Strategies.
80% of students 3–6 meet grade appropriate clusters on the literacy continuum in writing.	\$36,000 (Professional Learning) 0.4 FTE (QTSS staffing)	School assessment data indicated that 33% of Year 3–6 students met stage appropriate clusters in writing with a further 38% one cluster behind.

Next Steps

This section includes future directions for 2018 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

- All staff to complete professional learning on phonics and effective reading practices.
- Instructional Leader to work with staff on reading practices and the effective use of assessment and data in programming and reporting.
- Support student engagement and future focussed learning through the provision of innovative programs and infrastructure.
- Implement a scaffolded inquiry based model for learning that builds upon student skills.

Strategic Direction 2

Inspired Learning

Purpose

To develop an approach that ensures strong organisational structures are in place to support teachers to become highly proficient in many teaching practices and be able to assess their impact on students

All teachers model a belief that all students can learn.

Leaders and teachers provide and participate in ongoing professional learning that ensures all teachers have the necessary skills to use relevant assessment data to differentiate instruction.

Overall summary of progress

- Expected behaviours are explicitly taught to students P–6 for all areas of the school. PBL committee is established and meets regularly. PBL awards are given out at weekly assemblies to encourage expected behaviours.
- In 2017, negative behaviour referrals dropped 51% in the classroom and playground. A new welfare policy was drafted in 2017 and will begin implementation in Term 1, 2018.
- All teachers are using the NSW syllabus documents in all KLA's as a basis for programs and instruction.
- All teachers implemented an explicit hands-on daily maths session using the agreed MAD 4 Maths format along with daily literacy sessions.
- Stage teams met fortnightly for professional learning and were provided opportunities to compare student work samples and use teacher judgement to ensure consistent PLAN assessment data.
- A clear system was developed to facilitate student feedback. 100% of staff participated in 'Instructional Walks' asking 5 key questions to students to ascertain their understanding of what they were learning and the feedback they had received. Students in Years 4–6 also participated in Tell Them From Me survey.
- A school wide professional learning plan was developed each term with all staff participating in weekly professional learning meetings. These PL meetings were aligned with the school plan and many are in a 'workshop' style enabling teachers to choose the PL that best met their needs.
- 97% of staff indicated that workshop format of PL better suited their needs as a "lifelong learner" able to proceed with their own PDP.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers implementing effective differentiated teaching and learning programs in Numeracy and Literacy.	See key initiatives EA4S and Low SES	In accordance with the Quality Teaching Framework using data driven decision making processes, students have access to a differentiated curriculum. All staff have had the opportunity to participate in L3 training which focuses on curriculum differentiation. All teachers had the opportunity to work with the LST and the case management team to ensure 'at risk' learners were given every opportunity to succeed.
100% of teachers identify 3–5 professional learning goals and implement a targeted plan through professional learning.	\$36,000 (Professional Learning) 0.4 FTE (QTSS staffing)	All teachers identified between 3–5 professional learning goals and undertook professional learning after consultation with their supervisor to support these goals.

Next Steps

This section includes future directions for 2018 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

- Weekly case meetings held to address the needs of a student where teachers needed instructional help.
- Professional learning provided to all staff on implementing effective assessment procedures.
- All staff continue to develop an individual Professional Development Plan which is conferenced regularly with their supervisor.
- The school supports the individual professional learning needs of all staff through whole staff and small group workshops.
- The creation of an assessment schedule to support teachers in effective assessment procedures.

Strategic Direction 3

Learning Community

Purpose

To build a caring community which includes parents as partners. To further develop a culture of collaboration with a focus on core learning and student wellbeing.

Overall summary of progress

- Bounce Back was implemented in classes K–6. The Bounce Back program utilised the kids matter framework that helps put in place strategies to build a positive school community, ensuring that social and emotional resources are available and provide specific guidance to help children with mental health issues.
- All students K–6 attended the Life Skills program with all staff participating and receiving training.
- Throughout 2017, the school community participated in events celebrating the curriculum, public education and student achievement including Education Week, Book Week, Easter Hat Parade and NAIDOC Week. In 2017, the schools biannual Multicultural Celebration was expanded and tied in with P&C celebrations. Feedback from staff, parents and students indicated that it was a hugely successful event with feeder schools, parents and students involved in festivities. A colour run highlighting "All the Colours of the World" was run in conjunction with the celebrations raising significant funds for the school P&C.
- Stage 3 engaged with WSU First Foot Forward project and PACIFICA project to promote Tertiary Education while ATSI students attended the Heartbeat Project again highlighting the importance of continuing onto Tertiary Education.
- The school continued to partner and create links with other educational providers and organisations to support the school's programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school will provide 4 parent engagement sessions around curriculum per year.	\$2,000	<p>In 2017, Dawson conducted five parent information sessions based around the curriculum. Session attendance grew throughout the year with valuable positive feedback obtained to help in planning future workshops.</p> <p>Workshops included mini–demonstration lessons on literacy and numeracy sessions to engage parents in the learning process.</p>
100% of community members through the use of interactive technology have the opportunity to engage in home/school communications.	<p>\$1,000 (Skoolbag subscription)</p> <p>\$2,000 (Photocopying)</p> <p>\$1,000 (iPad and Stand)</p>	<p>Throughout the year, any information or communication from the school has been accessible for parents via the school website. The school newsletter was expanded to provide up to date information to parents and was overwhelmingly positively received via school surveys.</p> <p>In 2017, the school continued its use of the 'Skoolbag' app. This app allowed the school to communicate with parents by providing them instant notifications of events and activities that took place. It also allowed parents to text in meeting requests with particular teachers and/or send in an absent note for their child. Parents have continued to embrace the app and it has been downloaded on over 300 devices to date.</p>

Next Steps

This section includes future directions for 2018 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

- Continue to implement ‘Lifeskills – Tools for Transition’ program for students 3–6.
- Continue to implement and build upon transition to school programs for students moving from Preschool to Kindergarten and from Year 6 to Year 7.
- Ensure effective communication with parents through interactive and engaging processes that promote parent voice.
- Provide links to the community to external support agencies through the continuation of informal coffee mornings and parent sessions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$45,277	<p>Dawson Public School employs a part time Aboriginal school learning support officer (ASLSO) to assist Aboriginal students with achieving their PLP goals. All Aboriginal students set learning goals each term in consultation with their teachers and parents. PLPs are collected and checked for goals and progress each term. All staff have received training in the 8 ways framework and are now implementing this framework into their teaching and learning programs. All students and staff participated in NAIDOC celebrations. Resources were purchased to support these celebrations. This year our Aboriginal students in Years 2–4 along with a buddy, participated in a program run by volunteers from Aboriginal families support services at Anglicare. The children engaged in music, art and cultural lessons to learn about Aboriginal culture and develop pride in their identity. Our outdoor classroom has been expanded, so students and teachers could engage in lessons outside, strengthening ties with the land. A plan is in place to have an Aboriginal mural painted on the outdoor classroom. This will be a collaborative effort with an Aboriginal artist from Song room and Stage 3 students.</p>
English language proficiency	<p>\$31,271 \$40,630 (Staffing)</p>	<p>In 2017, EAL/D students were assessed and phased using the EAL/D Scales and Learning Progression Tool.</p> <p>Students considered for support were based on phases and were grouped across the stage for classroom and withdrawal support. Beginning Phase students, received intensive literacy sessions weekly for half an hour, which focused on literacy concepts including language development and writing. This aimed at helping them develop appropriate skills in order to succeed within their classroom.</p> <p>Students have progressed and gained confidence in speaking, listening and writing, increasing their English language proficiency and positively impacting their participation and engagement in learning.</p>
Low level adjustment for disability	<p>\$50,154 \$132,046 (Staffing)</p>	<p>In 2017, Student Learning Support Officers were employed to support classroom teachers with implementing effective literacy and numeracy programs. SLSOs worked closely with classroom teachers to provide increased individual support for students, as well as work with a targeted group of students to enhance and support learning.</p> <p>100% of SLSOs identified 3–5 professional learning goals, and implemented a targeted plan through professional learning as well as working collaborately with classroom teachers.</p>

Low level adjustment for disability	\$50,154 \$132,046 (Staffing)	SLSOs were appointed to specific students in the playground. Their focus was to engage students during break times, and help them develop appropriate social skills. This has resulted in a decrease in the number of behaviour referrals for particular students, and students having positive interactions with others in the playground.
Quality Teaching, Successful Students (QTSS)	\$24,479 (Staffing)	<p>In 2017, the school trialled a block of executive release to allow assistant principals to collaboratively work with their stage around their professional development.</p> <p>Each week, the school executive completed team teaching and observations in alignment with teachers Professional Development Plans while establishing professional dialogue around areas for development and excellence. 100% of all staff actively engaged in the PDP process for professional development and received support from the leadership team.</p> <p>Release for the leadership team presented an opportunity to mentor classrooms teachers at all stages of their career and work on self-identified areas for professional development. Through this process, the school was able to establish a school culture of mutual respect and one that values teachers' personal experiences and areas of expertise.</p>
Socio-economic background	\$457,126 \$50,787 (Staffing) \$28,000 (Speech)	<p>Additional classes were formed to reduce teacher / student ratios K-6 enabling more individualised instruction.</p> <p>Additional teachers were employed to enable support for students with identified needs.</p> <p>SLSOs were employed to support literacy and numeracy programs and provide increased individual and targeted support to students.</p> <p>A speech pathologist was contracted one day per week to support students requiring speech and language support.</p> <p>Additional resources were purchased to support literacy and numeracy programs.</p>
Targeted student support for refugees and new arrivals		
EA4S	\$159,000 (Staffing)	As a part of the Literacy and Numeracy Strategy 2017-2020, Dawson PS has an Instructional Leader at the school. Apart from leading core professional learning in Literacy and Numeracy at the school, the instructional leader has mentored staff in establishing quality mathematics and writing (focus areas identified by the school) programs. Teachers have had the opportunity for professional dialogue with the instructional leader to analyse student work samples. All teachers, K-6 meet with the instructional leader 2-3 times a term for one-on-one mentoring and

<p>EA4S</p>	<p>\$159,000 (Staffing)</p>	<p>data discussions. Action plans on teaching strategies to help improve student–learning outcomes are devised and reviewed regularly during these sessions. Teachers have developed a clear understanding of the Literacy and Numeracy Continuums, using this knowledge to track and support student growth. Teachers have engaged in consistent teacher judgement conversations in all aspects of Literacy and Numeracy leading to a shared understanding of grade and stage expectations. Outcomes from these discussions as well as formal and informal assessment data were used to identify students needing support to achieve grade level outcomes. A range of data and teachers’ knowledge of the students and how they learn, has been vital in the decision–making process regarding the support provided to students to enable them achieve grade outcomes. Throughout the year there have been flexible forms of learning support provided in the school, targeting a range of students’ learning needs. Examples are one–on–one intervention, small group targeted intervention, withdrawal and in–class support in both Literacy and Numeracy provided by support teachers as well as SLSOs. In addition, Early Stage 1 and Stage 1 teachers have participated in intensive training in the L3(Language, Learning and Literacy) program which is a Literacy intervention program that aims at improving student outcomes in literacy in the early</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	176	164	155	162
Girls	147	143	138	141

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.8	90.9	92.5	90
1	91.8	86.9	92.3	89.1
2	92.2	90.7	92.5	90.8
3	95.5	92.5	93.1	90.5
4	92.6	93.8	91.3	92.1
5	93.8	92.1	93.4	91.2
6	92	91.2	92	89.3
All Years	92.7	91.1	92.4	90.4
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

In 2017, a new Attendance Policy was authored and implemented. This included the provision to send home and/or mail letters to regular non-attendees.

Dawson Public School works closely with parents through open communication via email, letters, and face-to-face meetings to strongly encourage students to be at school on time each morning ready to start lessons. New Kindergarten parents receive Department of Education (DoE) fact sheets at the start of each year, stipulating attendance expectations and these are regularly included in whole school newsletters. Teachers closely monitor class attendance through the DoE electronic roll marking system known as ebs4. Staff are diligent in applying the DoE School

Attendance Policy to ensure students attend regularly and on time. The school has been working closely with the Home School Liaison Officer to implement strategies in communicating the importance of students being at school on time.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.91
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	5.22
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017 there was 1 permanent staff member of Aboriginal or Torres Strait Islander descent employed at Dawson Public School.

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

In 2017, all staff participated in regular professional development. These sessions included:

- English
- Maths/Numeracy
- English as Additional Language/Dialect
- Technology
- History and Geography Syllabus Implementation
- Spelling
- Workshops in line with personal goals

A support network was established in 2017 to assist staff in completing accreditation requirements. An experienced staff mentor led this network and provided staff with professional development on the requirements of accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	464,464
Revenue	3,820,075
Appropriation	3,700,046
Sale of Goods and Services	39,132
Grants and Contributions	76,574
Gain and Loss	0
Other Revenue	0
Investment Income	4,323
Expenses	-3,790,946
Recurrent Expenses	-3,790,946
Employee Related	-3,486,053
Operating Expenses	-304,893
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	29,129
Balance Carried Forward	493,593

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	2,108,905
Base Per Capita	47,644
Base Location	0
Other Base	2,061,261
Equity Total	807,291
Equity Aboriginal	45,277
Equity Socio economic	507,913
Equity Language	71,901
Equity Disability	182,200
Targeted Total	82,938
Other Total	581,856
Grand Total	3,580,990

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.

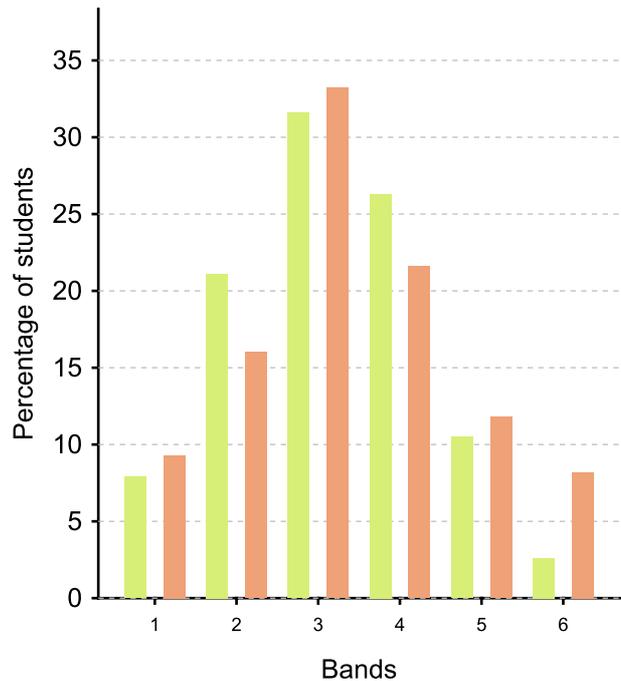
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

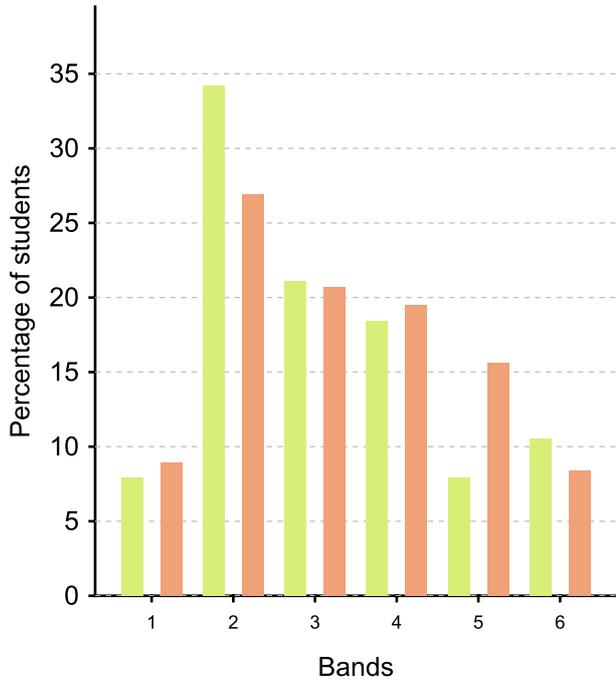
NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

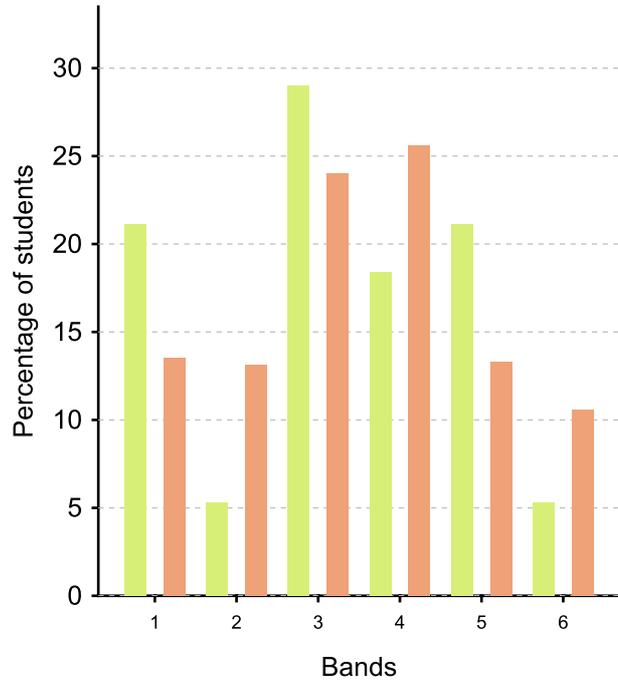
Percentage in bands:
Year 3 Reading



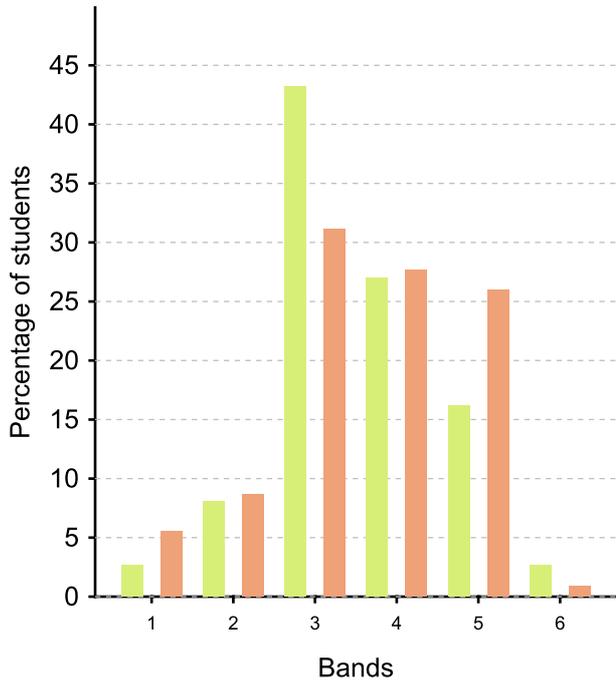
Percentage in bands:
Year 3 Spelling



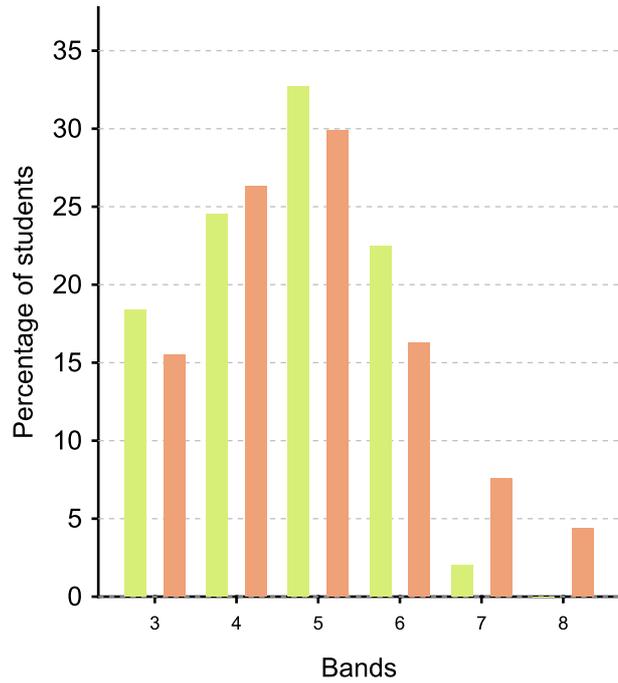
Percentage in bands:
Year 3 Grammar & Punctuation



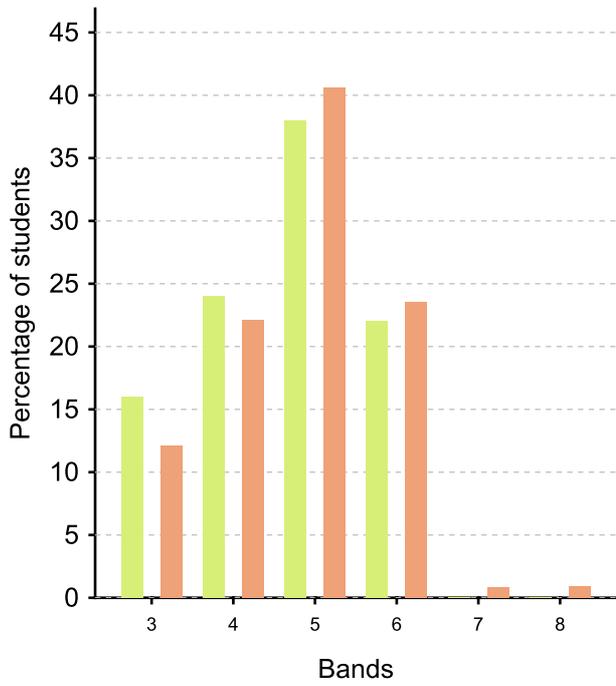
Percentage in bands:
Year 3 Writing



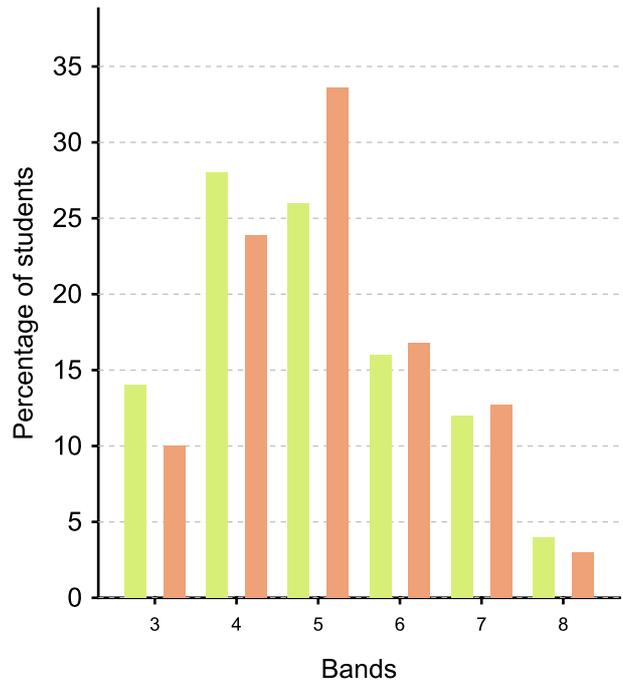
Percentage in bands:
Year 5 Reading



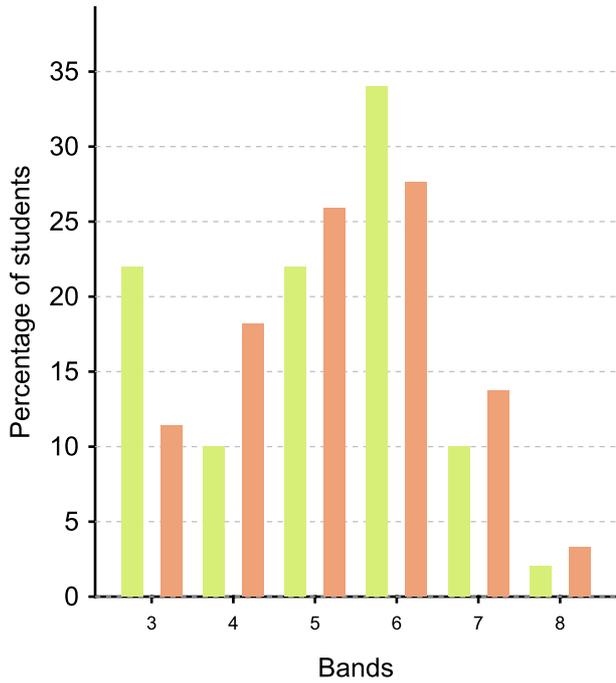
Percentage in bands:
Year 5 Writing



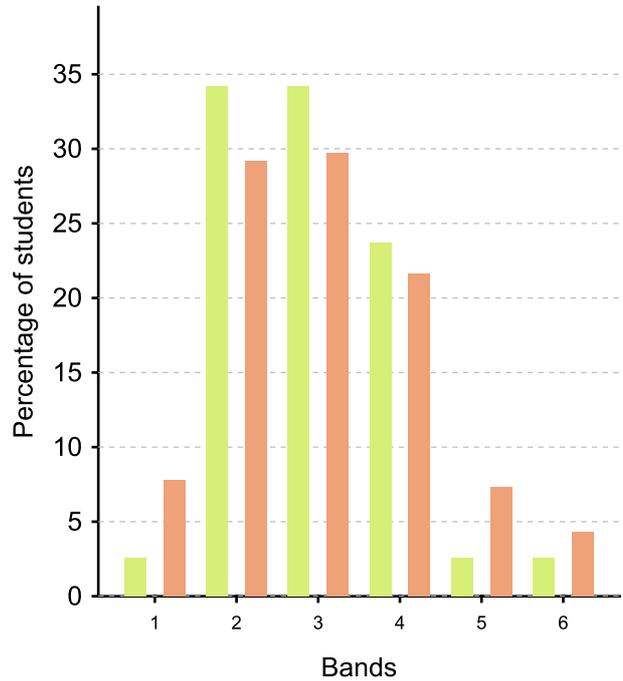
Percentage in bands:
Year 5 Grammar & Punctuation



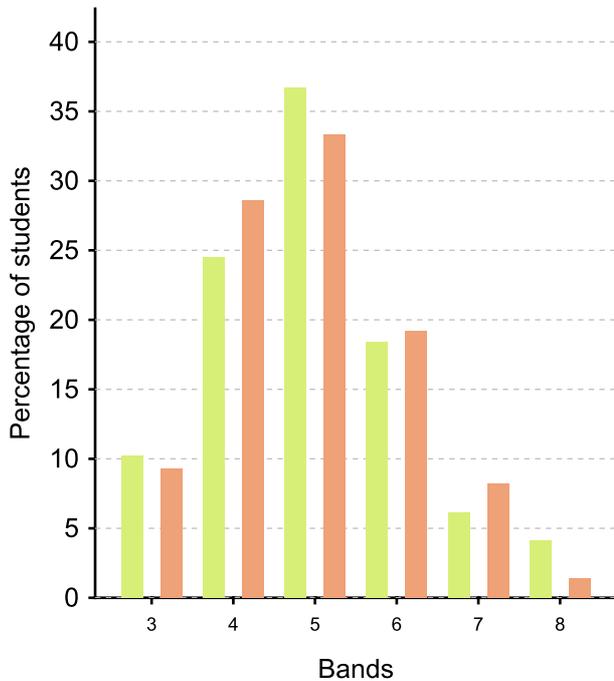
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Multicultural and anti-racism education

Dawson Public School has a designated Anti-Racism Contact Officer (ARCO) to promote anti-racism initiatives across the school. They have received ARCO training. We have many students from culturally diverse backgrounds and support a culturally inclusive curriculum with teaching programs that promote intercultural understanding and skills. All staff have received training in intercultural understanding and Teaching English Language Learners (TELL). In 2017, the multicultural committee ran a very successful Multicultural Day to promote understandings of culture and cultural diversity and strengthen relationships between the school, parents and community members from culturally diverse backgrounds. During the day a 'Colour Run' was held to highlight 'All the Colours of the World'.

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.

Policy requirements

Aboriginal education

Dawson Public School has an active Aboriginal Education committee to promote a positive and inclusive school culture and support the learning of our Aboriginal students. All class teachers develop personalised learning plans (PLPs) in consultation with the children's parents or caregivers. In 2017, members of the Aboriginal education committee delivered follow up professional learning to the staff in the *8ways framework*, which is a NSW Department of Education initiative that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. All classroom teachers are now incorporating the 8 ways pedagogy in their teaching and learning programs. All students in the school participated in NAIDOC celebrations which enhanced their knowledge of Aboriginal history and culture. All Aboriginal students in Years 3-6 had the opportunity to attend Heartbeat, a program that encourages students to engage in higher education in the field of science and health.