

Dareton Public School

Annual Report



2018



1732

Introduction

The Annual Report for **2018** is provided to the community of Dareton 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 strives to be committed to each student's holistic development, with a focus on their social and emotional, health and well-being as well as their educational attainment.

This will be achieved by developing a school culture that is respectful, tolerant, culturally safe and inclusive of all children. Everyone will work together as a whole school community to engage our students in learning and inspire them to be the best they can.

The school's motto of 'On Task for Excellence' reflects the school's philosophy to set high expectations in learning.

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 48 students, of which 98% 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 three multi-stage classrooms, each with a classroom teacher and a School Learning Support Officer (SLSO). Students are further supported by our part-time School Chaplain and two full-time Aboriginal Education Officers (AEOs) who work with identified students that have additional support needs.

The school has also a Schools as Community Centre (SaCC) unit which hosts a playgroup and community sewing group.

Our school's Family Occupation and Education Index (FOEI) of 234, 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's on-balance judgement for this element is delivering.

The descriptors of attendance, high expectations, whole school monitoring of student learning and all aspects of reporting the school is delivering in. The school continues to sustain and grow in the descriptor of caring for students. Throughout 2018, staff regularly and accurately monitored student attendance and took prompt action to address issues with individual students. The school community continued to celebrate regular and improved attendance through ongoing programs the school implemented to promote regular attendance for every student.

In the domain of Teaching, the school's on-balance judgement for this element is working towards delivering. 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 continue to place an 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's on-balance judgement for this element is working towards delivering. The school continues to commit a strong focus on administrative practices to support the areas of learning and well being. 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 and updated.

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

Smart and Strong Learning

Purpose

Teachers demonstrate strong, explicit practices to build the foundation skills and attitudes for learning where students self-regulate and take responsibility for their learning.

Overall summary of progress

In 2018, the schools Instructional leader supported individualised professional support for teachers in Kindergarten – Year 2. Individualised coaching and mentoring timetabled each week enabled each teacher to target specific professional growth in the areas of programming, planning, assessment and teacher delivery. 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 and an additional classroom teacher to minimise class sizes for more individualised student support. 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). Two staff participated in GROWTH Coaching professional learning and the school timetabled an extra hour each week for each staff member to be involved in individualised coaching to improve on identified goals. This process enabled staff to target individualised areas of support linked to their professional development plans. The school is working towards achieving the improvement measures of meeting expected Early Action for Success benchmarks in literacy 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
An increased number of students achieve individual learning goals as evidenced against the progressions.	A significant proportion of the professional learning budget was expended in this area.	Two teachers involved in Language, Learning & Literacy (L3–ES1 and stage 1) training Two staff members trained in Growth Coaching Coaching & mentoring sessions 1 hour / week were timetabled for each classroom teacher. 1 Hour extra release per week for every teacher.
Student growth data shows an increased proportion of students achieving expected growth	Teacher relief costs to assist in facilitating meetings to develop personalised learning and support plans	

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 teacher practice will continue to be supported through a 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, numeracy and social learning. A consistent school based approach towards explicit programming in literacy and numeracy will be explored and embedded into whole school internal professional learning. All classes will have learning programs supported through the use of the "Mappen" application, to ensure systematic and thorough coverage of all outcomes in all Key Learning Areas. This will also be supported through allocated professional learning time.

Parent and carer involvement in their child's learning will be promoted through our school personalised learning plans with an emphasis on more planned 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

Safe and Proud School Culture

Purpose

To strengthen partnerships with the wider community and outside agencies to promote positive change in all students and staff.

Overall summary of progress

In 2018, the school utilised a staff development day and ongoing staff training in Positive Behaviours for Learning (PBL) and a PBL team was established. The school values were encouraged in classroom practice and some common language was being shared throughout the school. Stronger connections were made with outside agencies and specialist support was utilised to strengthen programs within the school such as, playgroup and to commence new programs such as, Drumbeat targeting specific student needs. There was a stronger emphasis on student leadership with the promotion of students coordinating and organising fundraising stalls throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student social understanding is evidenced by a decrease in the number of negative behaviour incidents in the playground and in the classroom.	Catering costs at professional learning Teacher Professional Learning – Additional release allocated to assist in facilitating Behaviour Management Plans targeted to meet students individual needs	All staff involved in professional learning in PBL Staff provided with professional support in behaviour management plans Internal PBL coach participation in professional learning 1 day / term The school continued to work in partnerships with families to meet students social needs and provide alternate programs and individualised strategies for identified students.
Increased community involvement in whole school programs and evidence of specialised support in class and student learning.	Catering costs at school community days Excursions, visiting performances and incursions were subsidised by equity funds.	Specialised support in K–2. School employs Speech Pathologist and Occupational Therapist 1 day/fortnight

Next Steps

A future focus will be to maintain a whole school shared approach to students social learning and managing behaviours effectively in all settings. Through the P.B.L program the school will continue to refine our four school values of Smart, Strong, Proud and Safe to ensure student understanding of expected behaviours in all settings and the school will explore social learning. In 2019, the school will explore professional learning opportunities such as the "Berry Street Education Model" and commence whole school planning of a social and emotional learning program across all classes. 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>Significant funding was spent on the employment of SLSOs and professional learning.</p> <p>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>Additional School Learning Support officers were employed to assist targeted learning programs across the school such as lexia, multi lit and mini lit.</p> <p>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>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>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 well being programs and school initiatives promoted connectedness and enabled all students with the opportunity to feel a sense of belonging and be included.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	29	27	28	26
Girls	37	31	38	27

The school's overall student enrolment data indicates that enrolments are gradually declining. School based attendance monitoring continue to be spasmodic throughout the school year. Lack of rental accommodation locally and the transient nature of a proportion of the school's families impact on school enrolments. Dareton's close proximity to Victoria enables families the opportunity to enrol their children in Victorian Schools which also has a direct impact on student enrolment numbers.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	81.8	78.2	81.1	82.8
1	82.1	74.4	71.9	75.6
2	82.1	70.5	81.8	66.2
3	88.7	87.5	85.1	77.5
4	85.4	75	89	76
5	90.5	78.7	77.8	93.6
6	84.8	76.6	84.8	75.7
All Years	84.6	76.2	81.3	76.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Dareton Public School promoted a positive strategy towards encouraging regular attendance. The staff recognised the importance of strong links between

each family and the school. Respectively building these relationships as a means of strengthening the schools proactive approach towards attendance. Throughout 2018, the school held daily and weekly attendance raffles with major draws occurring twice a term. Attendance challenges in Term 3 and Term 4 significantly improved the attendance rates of targeted at risk students and sustained rates of students who regularly attend. Positive promotion of attendance continued to be communicated to families through parent meetings, during school assemblies and via the school newsletter.

An increase in explained student absences continued to be supported by the school allocating time and funding for a staff member to phone families of students who were absent. This was timetabled into school programs on a daily basis. The school recognised that a small cohort of families frequently travel to visit family across the state. In 2018, the school built strong connections with schools out of the district to monitor and support the need for shared enrolments to ensure students attended school. Links between the school and outside agencies enabled families to access support with travel in the event of missing the bus.

The school has set processes and procedures in place for students exhibiting irregular attendance patterns. The Aboriginal Education Officers, Aboriginal Community Liaison Officer, Executive Staff and Home School Liaison Officer support classroom teachers in managing non-attendance. The school works collaboratively with families to improve attendance patterns in consultation with departmental guidelines.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.76
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.08
School Counsellor	0.4
School Administration and Support Staff	3.2

*Full Time Equivalent

In 2018, Dareton Public School employed two full time Aboriginal Education Officers along with a full time Aboriginal classroom teacher. The school funded a full time Aboriginal Student Learning Support Officer to work in a dual role in the K-2 classrooms and in SaCC to support the playgroup program. The school also employed support staff and teaching staff above entitlement to support programs identified in the school plan.

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 staff professional development plans.

In addition to departmental mandatory training, staff members participated in L3 training, Instructional Leader training, Growth Coaching, STEM training, LMBR, Positive Behaviour Learning (PBL), professional mentoring and well being programs.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	258,804
Revenue	1,583,740
Appropriation	1,581,775
Sale of Goods and Services	0
Grants and Contributions	1,750
Gain and Loss	0
Other Revenue	0
Investment Income	215
Expenses	-1,517,423
Recurrent Expenses	-1,517,423
Employee Related	-1,373,788
Operating Expenses	-143,635
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	66,317
Balance Carried Forward	325,121

This summary covers funds for operating costs and does not involve expenditure areas such as permanent staff salaries, building and major maintenance

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	616,765
Base Per Capita	12,762
Base Location	17,010
Other Base	586,992
Equity Total	489,107
Equity Aboriginal	219,245
Equity Socio economic	179,816
Equity Language	0
Equity Disability	90,046
Targeted Total	41,614
Other Total	293,613
Grand Total	1,441,099

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.

In 2018 our value Added results for student achievement were as follows:

K–3 = Delivering

3–5 = Sustained & growing

5–7 = Delivering

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Summary statistics or graphical representation of student performance must not be used for cohorts of fewer than 10 students in the course or subject. Where there are fewer than 10 students, schools need to report in the narrative form.

Student achievement in NAPLAN Literacy showed an improving trend for the areas of Writing in both Year 3 and Year 5 results. 10% of students achieved Band 5 in Year 3, which was a pleasing result.. The majority of students in Year 3 (80%) achieved Band 3 or below. In Year 5, 33% of students achieved Band 5 with the remainder (67%) achieving Band 3.

Spelling also saw some positive results for Year 3 students with 10% achieving Band 5. The majority of students in Year 3 (82%) achieved Band 2 or below. 66% of students in Year 5 achieved Band 5 in Spelling with the remainder (34%) achieving Band 2.

Grammar & Punctuation and Reading results showed all (100%) of Year 3 students achieved Band 3 or below and all (100%) of Year 5 students achieved Band 5 or below.

Summary statistics or graphical representation of student performance must not be used for cohorts of fewer than 10 students in the course or subject. Where there are fewer than 10 students, schools need to report in the narrative form.

Year 3 Numeracy results were a concern with all students (100%) achieving Band 3 or below, and the

majority 60% only scoring in Band 1.

Year 5 Numeracy results showed all students (100%) achieving Band 5 or below.

Numeracy is a targeted area for school wide support for 2019 due to these results.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018 none of our students achieved results in the Premiers' Priority Area of Improving student results in the Top Two Bands.

Parent/caregiver, student, teacher satisfaction

In 2018, 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

- * Opportunities for the students to learn 'Barkindji' Aboriginal language.

- * A shared approach to managing student behaviour

- * More excursions and incursions

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 2018, some specific initiatives included:

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

NAIDOC Day, Reconciliation Week and Harmony Day were all celebrated as significant community days. The school supported a community NAIDOC Day organised by the outside agency CHAC involving specialists from many outside agencies.

Dareton Public School continues to promote Local Elders and outside agencies to become more actively involved in our school.

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.