

Drake Public School

Annual Report



2018



1771

Introduction

The Annual Report for **2018** 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 Kerry Martin

Relieving 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 situated in the village of Drake, an isolated rural community, approximately 50km from Tenterfield. The school caters for children travelling up to 20km to school each day from surrounding properties as well as children from the Drake Village. Enrolments can be transient, varying throughout the year by up to 10 students.

The school is staffed by a teaching principal, supported by additional teaching staff, and administration staff.

Drake Public School has an established Kitchen Garden Program, and Music Program to support student learning. Parents, community members and staff work in collaboration to promote student achievement through the provision of a wide variety of quality challenging educational programs and a strong support 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 and participated in External Validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of Learning the school's self-assessment is consistent with the evidence presented in the 5 elements and is validated using the School Excellence Framework. In the element of Student performance measures the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework..

Our self-assessment and the external validation 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

Challenging, Engaging and Inclusive Curriculum Delivery

Purpose

To improve teaching practice and student learning through enhanced teaching pedagogy and curriculum delivery in a learning environment that values individual student differences.

Overall summary of progress

At the beginning of each term all students worked with their classroom teacher to develop Individual Student Targets, that were 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 continuum 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 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 continuum collating this on PLAN, guided LaST programs, and classroom planning and programming focusing on assisting students working below stage and cluster expectations.

Throughout 2018, 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 learning targets in Literacy and Numeracy as detailed in Individual Student Learning Plans, with particular focus on students receiving LaST support.	Resources used across all three improvement measures • \$4413 – LaST • IL – \$10000 approximately • Flexible Funding – \$27 739	90% students achieved Literacy and Numeracy individual learning targets. and participated in target re-set to reflect learning gains
PLAN2 data, school based data, and NAPLAN results provides evidence of increased student achievement in Literacy and Numeracy, with teacher survey data indicating the impact of collaboration with the IL to guide student learning.	Training for three staff in L3 and TEN	Progress achieved this year through Professional Learning Improved staff understanding of the use of evidence/data to inform planning All staff actively engaged in PDP processes to continually improve performance enhancing student learning
Teaching programs contain evidence of differentiated learning experiences to address the needs of all students, and identified learning targets.		Improved focus on curriculum differentiation and enhanced individual learning plans to meet student needs in a mainstream setting.

Next Steps

- Continued implementation of best practice models in all Key Learning Areas
- Continued involvement in the Early Action for Success program to guide teacher professional learning and classroom practice
- Continued monitoring and collecting of evidence of students progress by staff related to Learning Progressions

Strategic Direction 2

Building collaborative and supportive connections within and beyond the school community

Purpose

To build positive and supportive relationships with the school and wider communities, by leading through collaboration and communication

Overall summary of progress

The school has continued to build positive and supportive relationships leading through collaboration and communication within the school and wider communities.

Through the collaborative partnership with home/school/community there is a deeper understanding of learning opportunities available to all students.

The school will continue to implement an annual review of the Positive Behaviour for Learning (PBL) Program in alignment with the Wellbeing Framework..

Continued consultation collaboration with staff from the Border Ranges community of schools to plan and implement effective programs that support the professional learning and delivery for teachers and students.

Continue the consistent approach to increasing student attendance rates of 90% or more through collaboration and communication.

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/carers involved in school events and activities to 90%, including involvement in P&C events, assemblies and attendance at other events within the wider community.	P and C contributions to school based projects was 1210.00	The school appreciates the enthusiasm and commitment of a dedicated P and C This continues to be a focus for family/community connection
.An increase in the number of students achieving average attendance rates of 90% or more.	2612.19 towards student prizes for PBL awards for attendance and achievement	2018 attendance is a cause for concern with a reduction in attendance rates in all year levels except Year 3. This can be contributed to the transitory nature of the Drake Public School student population.
Continued implementation and annual review of the Positive Behaviour for Learning (PBL) Program in alignment with the <i>Wellbeing Framework</i> .	1008.00	PBL fully implemented across K–6.

Next Steps

The school will continue to build and develop connections with the community, investigating community and engagement to develop an annual plan to support family, school and community partnership to enrich student learning and well-being.

Review attendance follow-up procedures as part of the school's learning culture and student well-being focus.

In 2019 all staff will participate in new PBL directions

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,978	During 2018 this funding was under-utilised. Aboriginal cultural perspectives were supported through additional resources, including a Cultural day focusing on language, ceremonial painting, handcrafts and implements.
Low level adjustment for disability	\$25,235	This funding was utilised to employ an additional staff member to support student effective learning and additional classroom resources
Quality Teaching, Successful Students (QTSS)	\$5830	Funding enabled an Early Career Teacher to attend professional development in Literacy and Numeracy
Socio-economic background	\$38,150	<p>Additional staff were engaged through this funding to support lower student:teacher ratios in the areas of Literacy and Numeracy. With the guidance of the Instructional Leader this funding enabled student tracking using the Learning Progressions and PLAN2 Data.</p> <p>Students were able to engage in various learning experiences: School Swimming Program, Kitchen Garden Program, Music Program, Athletics workshops</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	15	9	17	13
Girls	13	22	19	10

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.3	92	86.5	71.3
1	87.9	92.7	87.1	84.7
2	94.8	90	93.8	90.5
3	94.2	94.8	91	97.5
4	88.7	92.9	94.4	92.1
5	90.1	96.7	92	90.7
6	95.1	94	94.3	86.3
All Years	91.6	93.2	91.6	87.3
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

Student attendance in 2018 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(s)	1
Classroom Teacher(s)	0.62
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

In 2018, 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	100
Postgraduate degree	0

Professional learning and teacher accreditation

Staff at Drake Public School undertook professional learning in various areas during 2018. Two teaching staff have successfully achieved professional accreditation

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) with providing explicit support to an Early Career Teacher.

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	70,747
Revenue	552,149
Appropriation	537,627
Sale of Goods and Services	1,277
Grants and Contributions	12,371
Gain and Loss	0
Other Revenue	0
Investment Income	874
Expenses	-510,011
Recurrent Expenses	-510,011
Employee Related	-458,515
Operating Expenses	-51,496
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	42,138
Balance Carried Forward	112,886

The school's financial management processes and governance structures met financial policy requirements. The school was audited in October by Mr Michael Duncan. Minor discrepancies were noted and appropriate action taken. During 2018 no large key initiatives were undertaken. There were no unusual spending amounts. The school was able to provide explicit access to curriculum requirements for the students, substantial subsidies to students for excursions, workshops and incursions. An additional staff member was employed to support the teachers with curriculum delivery, enabling students to acquire additional learning support. Equity Aboriginal funding was underspent for the year, although the students did experience cultural events.

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	356,116
Base Per Capita	6,961
Base Location	17,389
Other Base	331,765
Equity Total	67,364
Equity Aboriginal	3,978
Equity Socio economic	38,150
Equity Language	0
Equity Disability	25,235
Targeted Total	11,861
Other Total	5,843
Grand Total	441,184

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

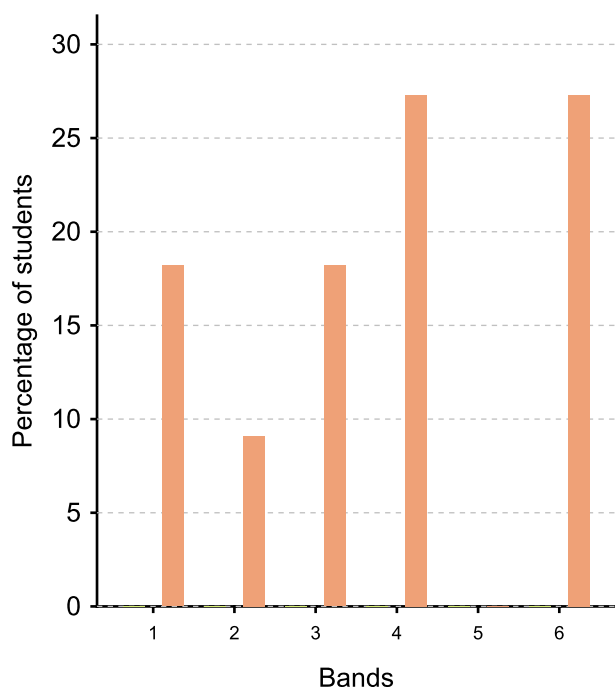
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

Literacy NAPLAN results demonstrated that students presented as expected for 2018. A couple of individual students showed that they were working slightly below the expected whilst others were above the national average.

Percentage in bands:
Year 3 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	7.1	35.7	42.9	14.3	0

Students showed slightly below, at or above expected growth. A benefit of transforming to NAPLAN online is that the growth scores for these students will be much more precise and accurate than those currently reported.

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.>

The school had no Aboriginal enrolments at the time

Parent/caregiver, student, teacher satisfaction

Throughout 2018, 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.

Tell Them From Me was distributed to be completed by parents/carers and students during Term.. Few surveys were returned with other parents/carers indicating that they preferred to speak to the school direct when necessary. A survey was distributed Term 1 2019 for reflection on the year of 2018. A minimal number were returned from a total of fourteen families.

Those who did reply indicated that in general they were very satisfied with the schools performance throughout 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.

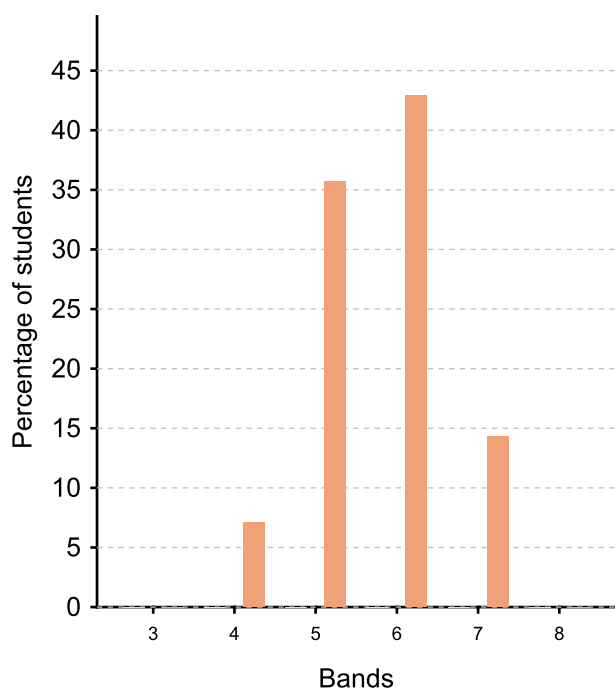
Policy requirements

Aboriginal education

During 2018, teaching and learning programs were inclusive of Aboriginal perspectives and this was embedded across all Key Learning Areas. Teaching and Learning programs included Aboriginal perspectives of the past and today through History units.

In 2018, students participated in a Cultural Day led by Auntie Dotty and her husband Paul. This day involved students participating in various ochre experiences, weaving techniques, boomerang throwing and Bundjalung language.

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Multicultural and anti-racism education

Following school plan, teaching/ learning programs were developed ensuring culturally inclusive classroom school practices. Classrooms continue to foster student understanding of culture, diversity, negative effects of racism, the importance of anti-racism as members of a democratic, multicultural society