

# Dalton Public School

## 2019 Annual Report



1723

## Introduction

The Annual Report for 2019 is provided to the community of Dalton 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.

### School contact details

Dalton Public School

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## School background

### School vision statement

At Dalton Public School we are committed to providing each of our students with quality learning experiences in an engaging, supportive and caring environment.

We encourage students to achieve their personal best, to become resilient, courteous and considerate citizens who possess perseverance, self-confidence and self-discipline. 'Respect and Responsibility' underpin our learning ethos.

### School context

Dalton Public School is a progressive, well-resourced small village school that is committed to providing quality education for each of its students through practical, flexible learning that caters for individual needs. It is located 11km from the township of Gunning on the traditional land of the Gundungurra people.

The school's dedicated and caring staff enjoys an excellent working relationship with the whole school community who actively support and are involved in students' learning. This relationship ensures that the school and its environment continue to be a well-respected community institution.

We take great pride in our school and work in partnership to maintain opportunities for students to succeed and reach their full potential in the academic strands of the curriculum, in sport, the arts and cultural programs.

Through our PBL welfare and values programs, which focuses on 'Respect and Responsibility' across the school, we provide opportunities for students to develop their social skills, self-confidence and independence, including programs that involve them in decision making and responsibility for various aspects of the school.

In 2019, the school enrolment was 10, with 3 students identifying as Aboriginal. Staff comprises a Teaching Principal, part-time teacher one day per week, a Learning and Support Teacher one day per week and ancillary staff.

Dalton Public School is part of the Binit Binit Community of Schools encompassing schools within the Yass district.

## Self-assessment and school achievement

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 an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against 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/school-excellence>

### Self-assessment using the School Excellence Framework

| Elements   | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Delivering             |
| LEADING: School planning, implementation and reporting | Delivering             |
| LEADING: School resources                              | Delivering             |
| LEADING: Management practices and processes            | Delivering             |

## Strategic Direction 1

Teaching Domain: effective classroom practice & professional standards

### Purpose

The importance of literacy and numeracy skills is well established. These skills have a significant impact both on individuals and society as a whole. They are foundational skills, providing the base on which to learn other, more complex skills. Literacy and numeracy skills underpin workforce participation, productivity and the broader economy, and can also impact on social and health outcomes. Individuals without these skills are at risk of not being able to participate in the workforce or engage fully in social and civic life. Literacy and numeracy skills are not isolated subjects and form the basis of communicating, engaging with and comprehending our world. Students must be able to apply literacy and numeracy skills in authentic and meaningful ways if they are to engage fully within working, social and civic life.

### Improvement Measures

The effectiveness of embedded literacy and numeracy across the curriculum will be indicated through an improved Value Added Growth for the school overall.

Learning Progressions will indicate that all students are achieving at or above expected learning outcomes for their year level.

School based assessments will demonstrate that students can apply the embedded literacy and numeracy skills in both core and cross curricular subjects.

NAPLAN and Best Start data indicates at or above average growth for all students.

All identified Indigenous students will be at or above expected outcomes for their year level in:

- Learning Progression tracking
- School based assessments
- NAPLAN / Best Start assessments

### Progress towards achieving improvement measures

**Process 1:** Both core and cross-curricular literacy and numeracy formative and summative assessment outcomes will be used to track and verify student learning achievements on the Learning Progressions.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Student outcomes have been accurately reflected between teacher based formative assessments and summative assessments. Verification of student outcome attainment was established through the moderation of student work against NESA student graded work samples. | Time staff meetings.       |

**Process 2:** Develop programming documentation that supports teacher identification of literacy and numeracy outcomes within individual KLAS.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| The establishment of clearly defined learning intentions based on selected curriculum outcomes within the teaching and learning programs has led to improved student learning outcomes in both literacy and numeracy. This has a greater impact on those student who access learning support as there is an established link between classroom based learning activities and student individual learning needs. | Time staff meetings.       |

**Process 3:** Develop assessment tasks that are inclusive of literacy and numeracy outcomes within the final summative assessment of cross-curricular subjects.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Students demonstrated their application of literacy and numeracy skills through authentic assessment processes. Student achievements were | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School and Community Funds</li></ul> |

### Progress towards achieving improvement measures

comparable with single KLA based English and math outcomes when moderated against NESA student work samples.

(\$8957.82)

**Process 4:** Staff develop knowledge and skills in Visible Learning approaches and practices, including explicit teaching strategies and learning differentiation and begin to implement strategies in the classroom.

| Evaluation   | Funds Expended<br>(Resources) |
|--|-------------------------------|
| Teaching staff identified explicit teaching of literacy skills as a future area for ongoing development. The need to develop teacher knowledge and explicit teaching skills of English across the full K–6 range was identified to further improve student learning outcomes. Student outcomes in numeracy were significantly improved, however assessment of student English outcomes did not meet the teachers expectations for improvement. | Time staff meetings.          |



## Strategic Direction 2

Leading Domain: educational leadership & school resources

### Purpose

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed. The key components of the well-being framework are connecting, succeeding and thriving. For students to succeed they must be connected to their learning in authentic and engaging ways so that they are able to thrive in both the school and real world contexts. Underpinning the three pillars of wellbeing at Dalton PS is student engagement through the enrichment of student academic programs and social environments.

### Improvement Measures

Staff wellbeing surveys will indicate that students:

- are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort towards their learning
- demonstrate an increased ability to self regulate their own emotions and behaviours within learning and social contexts

Student wellbeing surveys will indicate that students:

- are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences (authentic learning)
- are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour
- identify a sense of belonging and connectedness to the school and wider community

Parent and community wellbeing surveys will indicate parents and the broader school community:

- participate in the school and in helping students develop positive connections
- participate in supporting and reinforcing student learning

The school's value added report will show an increase in student growth over the life of this strategic plan.

### Progress towards achieving improvement measures

**Process 1:** Creation of a library learning centre to enhance student learning and staff development requires:

- A complete stocktake of all resources.
- Renewal of students and teacher resources.
- Restructuring the physical layout of the library.
- Technology to allow research, real time access to external educational and professional development opportunities.
- Development of a central teacher resource location.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| The establishment of the school library as a learning centre is an ongoing process. The Library learning centre has become a hub for Dalton Park Days, where history and geography is undertaken – utilizing technology to access historical records and real time geographical data. The combination of technology and teaching has provided students and staff the opportunity to develop authentic skills and application of technology. |                            |

**Process 2:** To support student actively participate in a range of physical and social activities beyond the classroom requires:

- Repairs to current shade structures.
- Development of an outdoor wet play area.
- Development of a canvas topped, open sided tent for outdoor learning.
- Games painted onto the concrete areas within the play area.
- Games painted onto suitable brick walls.
- Rejuvenation of the oval and front play area grass.
- Rejuvenation of the garden areas to include a quiet zone.

| Evaluation | Funds Expended |
|------------|----------------|
|------------|----------------|

## Progress towards achieving improvement measures

| Evaluation  | (Resources) |
|---|-------------|
| A survey of school grounds and buildings at the beginning of 2019 in preparation for the outlined grounds improvements identified that significant changes to drainage was required. It also identified that retaining walls were required along the length of the basketball court to prevent further damage to the court surface. This has delayed all outdoor improvements given the range of works to be undertaken and the timeline required to complete them. This is disappointing, however, developing the school grounds without the required drainage and structural works would have negatively impacted on the final cost and maintenance of all future works in the school plan. |             |

- Process 3:** To provide an area for other schools and community groups to engage in environmental learning requires:
- Establishment of a working committee to guide the development of the bush block.
  - Develop educational materials suitable for school and community groups to utilise during visits.
  - Explore the possibility of using an App to provide educational guidance within the block area.
  - Develop a plan to create paths, signage and outdoor learning areas.
  - Establish working groups to remove weeds, create path areas, place signage and create outdoor learning area.
  - Develop a time timeline to achieve the bush block rejuvenation with Greening Australia, local bush care authorities and Local Lands Dept.
  - Develop advertising materials for the bush block suitable for schools and community groups.

| Evaluation  | Funds Expended<br>(Resources)      |
|---|------------------------------------|
| All weeds have been identified and an abatement plan established. Weed removal has been ongoing and the bush block is showing significant improvement in native plant regeneration. Up to 70% of the block is now weed free. A walk through of the block established that the heaviest weed infestation area left, is less than 40m <sup>2</sup> . This success has meant the school is now able to move forward with planned works for the bush block in 2020. | GA and principal walk around time. |



| Key Initiatives                                     | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <b>Aboriginal background loading</b>                | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 523.00)</li> <li>• Principal Relief (\$3 085.32)</li> </ul>                | <p>Aboriginal students in primary years have achieved at or above the expected outcomes compared to their peer cohort in 2019. Aboriginal students in infants are still receiving intensive support to ensure they have a strong literacy and numeracy foundation on which to build future academic, social and life outcomes. NAPLAN in 2020 will provide the school with external evidence of their achievement against a wider peer group.</p>   |
| <b>Low level adjustment for disability</b>          | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$2 437.00)</li> <li>• Principal Relief (\$3 085.32)</li> </ul>          | <p>Ongoing intensive support of students with learning challenges has delivered improved outcomes for these students. The connection between the intensive out of class support and in class learning has provided these students with additional time to master and apply newly acquired skills. Additional funding through the small school principal relief has provided an extra day of support per fortnight ensuring continuity of the support program over a single week, further enhancing the individualised support for students.</p>   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$1 921.00)</li> <li>• Principal Relief (\$3 526.08)</li> </ul> | <p>Teacher development and confidence has been demonstrated through the review of teaching resources for supported learning. Additional funding from the small school principal relief funding provided one on one teacher development and coaching that has underpinned improved student learning outcomes.</p>  |
| <b>Socio-economic background</b>                    | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$2 432.00)</li> <li>• Principal Relief (\$3 085.32)</li> </ul>                    | <p>Along with the additional funding of learning and support, extra funding was provided through the small school principal relief to develop the Dalton Park Days. This provided students from low socio-economic backgrounds further socialisation and life experiences on top of the additional personalised teaching support. Improvement in both wellbeing and learning outcomes has been greater than expected for this group of students. The success of the Dalton Park Day program to enhance students learning has meant the possible inclusion of other local small schools in 2020.</p> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 10         | 13   | 6    | 7    |
| Girls    | 2          | 4    | 4    | 4    |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 95.2 | 97.3 |      | 92.9 |
| 1         | 93.5 | 95.7 | 96.8 | 86.6 |
| 2         | 97.3 | 96.5 | 91.8 | 89.1 |
| 3         | 88.2 | 98.9 | 95.7 | 93.9 |
| 4         | 83.9 | 96.8 | 96.2 | 88.1 |
| 5         | 97.8 | 93   | 94.6 | 99.6 |
| 6         | 93.5 | 95.3 |      | 76   |
| All Years | 93.9 | 96.2 | 95   | 90.3 |
| State DoE |      |      |      |      |
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 94.4 | 94.4 |      | 93.1 |
| 1         | 93.9 | 93.8 | 93.4 | 92.7 |
| 2         | 94.1 | 94   | 93.5 | 93   |
| 3         | 94.2 | 94.1 | 93.6 | 93   |
| 4         | 93.9 | 93.9 | 93.4 | 92.9 |
| 5         | 93.9 | 93.8 | 93.2 | 92.8 |
| 6         | 93.4 | 93.3 |      | 92.1 |
| All Years | 94   | 93.9 | 93.4 | 92.8 |

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Classroom Teacher(s)                    | 0.14 |
| Learning and Support Teacher(s)         | 0.1  |
| Teacher Librarian                       | 0.08 |
| School Administration and Support Staff | 0.98 |

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 7.20%   |
| Teachers       | 3.30%                  | 2.90%   |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2019 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 84,546                  |
| <b>Revenue</b>                        | 350,525                 |
| Appropriation                         | 343,867                 |
| Grants and contributions              | 5,907                   |
| Investment income                     | 751                     |
| <b>Expenses</b>                       | -360,770                |
| Employee related                      | -299,661                |
| Operating expenses                    | -61,110                 |
| <b>Surplus / deficit for the year</b> | -10,245                 |

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 school has maintained an opening balance of \$74,301 for the 2020 year, that is the opening balance minus the deficit for the 2019 year. The additional expenditure in 2019 was utilised to support students with an additional day of learning and support teaching each fortnight.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2019 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 0                             |
| <b>Equity Total</b>     | 20,552                        |
| Equity - Aboriginal     | 1,523                         |
| Equity - Socio-economic | 2,432                         |
| Equity - Language       | 0                             |
| Equity - Disability     | 16,597                        |
| <b>Base Total</b>       | 291,037                       |
| Base - Per Capita       | 2,346                         |
| Base - Location         | 2,830                         |
| Base - Other            | 285,860                       |
| <b>Other Total</b>      | 27,990                        |
| <b>Grand Total</b>      | 339,578                       |

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Dalton PS students continue to be at or above their local and state based peers in both literacy and numeracy.



## Parent/caregiver, student, teacher satisfaction

The P&C have stated that the school remains a central focus within the local community. This has been achieved through developing relationships with various community groups and making connections. This has allowed the school to lend its support to local initiatives and improvements within the Dalton township.

In particular the parents of Dalton PS have been overwhelmingly positive about the opportunities presented through our local schools Shared Learning Days, Dalton Park Days. These days have provided students greater academic and social experiences that they would otherwise not benefit from. The days have also given the local community the opportunity to share their expertise and skills with the students and staff. In particular the work undertaken by local artisans Al Phemister (sculptures) and Chris Bird (weaving) with the students, was viewed as beneficial both academically and emotionally for students.

The students themselves have reported that the Dalton Park Days have been a highlight of their week. The reported that having a larger group of students to interact with has been overwhelmingly a success and the students would like to continue this in 2020. Students also reported that undertaking specific subjects with their stage level peers has been positive as they can fully engage with the content of the subject.

Staff have been positive about the changes made to accommodate the Dalton Park Days. Staff stated that being able to provide a single stage level of a subject has provided both the opportunity for students to access stage level content but also the time for staff to develop a greater depth of teaching knowledge and skills within the subject area taught at the stage level.

Over all the changes made this year have been positive for the local community, school, parents, students and staff. The Dalton Park Days have been a success and will continue in 2020 with a view to engage with other small schools.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.