Drake Public School

2019 Annual Report

1771

Introduction

The Annual Report for 2019 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.

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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

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 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.

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/school–excellence

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Challenging, Engaging and Inclusive Curriculum Delivery

Purpose

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

Improvement Measures

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.

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 collboration with the IL to guide student learning.

Teaching programs contain evidence of differentiated learning experiences to address the needs of all students, and identified learning targets.

Progress towards achieving improvement measures

Process 1:   Teaching content and practice

High quality professional learning will inform provision of challenging and inclusive curriculum through research informed pedagogy

Evaluation	Funds Expended (Resources)
This process has resulted in all staff being upskilled in their identified professional learning areas. Staff are competent in their profession and are delivering data driven, differentiated teaching and learning programs that reflect best practice. 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 Instructional Leader to guide student learning.	Professional Learning Funds – $5,888

Process 2:   Individualised Support

Addressing the explicit learning needs of students bprovides for strategic implementation of individuaised learning plans.

Evaluation	Funds Expended (Resources)
All teaching programs are data based and differentiated to meet individual needs of students. All teaching programs reflect current, evidence–informed teaching practice. Student self–assessment identifies an improvement in student understanding of success criteria and how this can be utilised to improve learning outcomes.	Instructional Leader (Early Action for Success) $27,965

Process 3:   Good Data, Good Practice, Great Results

Provision of direct Literacy and Numeracy support in classrooms through Phase 2 of EAfS, including deep engagement with Literacy and Numeracy Learning Progressions to inform and record student progress

Evaluation	Funds Expended (Resources)
Identified students are supported with Individual Learning Plans that explicitly target their needs. Programs and initiatives are implemented on a daily basis within the classroom. These include MiniLit and intensive reading, spelling and mathematics programs based on academic needs of students.	Instructional Leader (Early Action for Success) $27,965 SLSO additional hours – 2 x days per

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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 comunication

Improvement Measures

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.

.An increase in the number of students achieving average attendance rates of 90% or more.

Continued implementation and annual review of the Positive Behaviour for Learning (PBL) Program in alignment with the *Wellbeing Framework.*

Progress towards achieving improvement measures

Process 1:   Safe, Respectful and Responsible students

Positive Behaviours for Learning [PBL] will support a dynamic, respectful school culture, facilitating consistent practice in taking responsibility for self and contributing to the school life

Evaluation	Funds Expended (Resources)
Students participate in daily PBL lessons. Teachers reinforce the PBL strategies consistently both inside and outside of the classroom. Students are aware of the expectations around behaviour at Drake Public School.	Online PBL Professional Learning – 2 x days release

Process 2:   Developing 'skilled' students

High quality communication and collaborative practice will build connections beyond the school gate to support students to aspirations for their future.

Students participate in Stage 3 Leadership Workshop, a Border Ranges CoS initiative, focusing on PE,PD,H Curriculum. Other agencies answ Educational Health and Police involved.

Evaluation	Funds Expended (Resources)
The Border Ranges Learning Alliance has been formed and the network has participated in several professional learning days for both teachers and principals. This network will continue to provide opportunities for staff to liaise and develop professionally.	Principal release to attend BRLA Professional Learning x 4 days Visible Learning Professional Learning x 2 days Teacher release to attend BRLA Professional Learning x 2 days

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$6,839	These funds were used to assist the identified learning needs of Aboriginal students through the support of extra staff to assist students in developing and working towards their learning and cultural goals.
Low level adjustment for disability	$25,756	Funds assisted in employment of extra SLSO to support the Individual Learning Plans of identified students.
Quality Teaching, Successful Students (QTSS)	$4,055	QTSS staffing allocation was utilised to fund professional learning in Visible Learning through teacher release.
Socio–economic background	$42,938	The employment of SLSO's to support teaching and learning programs has positively impacted on the learning outcomes of students in literacy and numeracy.

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Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	9	17	13	10
Girls	22	19	10	8

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92	86.5	71.3	83.3
1	92.7	87.1	84.7	77.6
2	90	93.8	90.5	83.5
3	94.8	91	97.5	91.1
4	92.9	94.4	92.1	88.1
5	96.7	92	90.7	82.4
6	94	94.3	86.3	91.1
All Years	93.2	91.6	87.3	86
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	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	92.5	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)	0.26
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
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 **Actual** ($)
Opening Balance	112,886
Revenue	423,265
Appropriation	411,856
Sale of Goods and Services	1,385
Grants and contributions	6,104
Investment income	780
Other revenue	3,140
Expenses	-455,946
Employee related	-401,918
Operating expenses	-54,028
Surplus / deficit for the year	-32,681

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.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	40,946
Equity Total	75,953
Equity - Aboriginal	6,839
Equity - Socio-economic	42,938
Equity - Language	0
Equity - Disability	26,176
Base Total	315,985
Base - Per Capita	5,397
Base - Location	15,650
Base - Other	294,938
Other Total	6,271
Grand Total	439,154

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 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 to access the school data.

Parent/caregiver, student, teacher satisfaction

During 2019, parents and the wider community became disengaged at times from the school. This was largely due the ongoing natural disasters occurring in the local environment and the subsequent stress that impacted many of the parents and students. Normal events such as fundraising, assemblies and other local events were unable to proceed and this resulted in less opportunities for the school to connect positively with parents and the wider community.

Parent feedback from surveys about the school were mostly positive. Teachers were positive about the direction of the school and reported satisfaction with their roles and responsibilities.

Students expressed a desire for more leadership opportunities whilst at school and to have more of a 'voice' in decisions being made about the school.

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.