

2020 Annual Report

Dalton Public School



1723

Introduction

The Annual Report for 2020 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

Jobson St

Dalton, 2581

www.dalton-p.schools.nsw.edu.au

dalton-p.school@det.nsw.edu.au

4845 6210

School vision

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 2020, 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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Working towards 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)
<p>Tracking documentation accurately reflects the mandatory curriculum requirements and staff report it is making planning for explicit teaching more time effective and helps them focus on the outcome of each lesson.</p> <p>Teaching staff report efficacy around the application of the Learning Progressions but have identified additional time is required to perfect their application. To support staff in developing a deeper knowledge of the Learning Progressions only one aspect from literacy and numeracy progressions has been undertaken. Numeracy LPs are now aligned with the schools Math scope and sequence, while the focus on writing (secretarial) is aligned with the school's English scope and sequence.</p>	

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

Evaluation	Funds Expended (Resources)
<p>The tracking documentation developed accurately reflects the syllabus requirements and demonstrate a balanced approach to teaching and learning across the year for each stage level.</p> <p>Teaching staff are developing a deeper knowledge of the syllabus, allowing them to plan more effectively for classroom based learning from introduction to practice and finally mastery of a skill or knowledge for students. Teaching</p>	

Progress towards achieving improvement measures

staff also report planning is now time efficient using the new planning documentation. They are functional documents rather than a checklist which allows for professional teacher judgement.

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)
The summative assessments developed accurately reflect the mandatory syllabus requirements for English and mathematics and the NESA student work samples. These work samples were used to moderate student reporting to parents at the end of 2020. Teaching staff report they are mastering the summative assessments and are confident in the moderation process to report on student outcomes in English and mathematics contained within all KLAs accurately to parents.	

Process 4: Staff develop knowledge and skills in explicit teaching strategies and learning differentiation and begin to implement strategies in the classroom.

Evaluation	Funds Expended (Resources)
The nature of a K-6 classroom with all 4 stages present has meant Visible Learning strategies are not practical or achievable. In particular when students are not directly supervised by a teacher during learning group rotations, those students are less likely to apply Visible Learning strategies. Without direct teacher support the development of the underlying skills required to practice, master and embed Visible Learning strategies is not possible.	

Next Steps

As part of the Shared Learning Days within the MSN professional learning community, schools will investigate:

1. What Works Best - Collaboration, to develop a cohesive and goal driven PLC for the benefit of students wellbeing and learning outcomes.
2. The Learner Profiles to support student self-regulation as learners in all subject areas given Visible Learning failed to deliver the planned student improvement outcomes.
3. What Works Best strategies - in particular High Expectations and Explicit Teaching to refocus teaching and learning around reading and numeracy Yass Network Targets achievements in NAPLAN.
4. Learning Progressions to underpin student where to next steps as part of the Learner Profiles and High Expectations and Explicit Teaching from What Works Best strategies.

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)
<p>There has been a full and complete;</p> <ul style="list-style-type: none">• Stocktake and review of all student and teacher resources.• Renewal of student and teacher resources.• Restructuring the physical layout of the library and resource room to reflect their central role in supporting all teaching and learning processes within the school.• Technology has been installed to allow research, real time access to external educational and professional development opportunities for students and staff.• Development of a central teacher resource location has ensured efficient access to relevant materials.• All student senior and junior fiction and non-fiction texts have been reviewed, culled or entered into the school's Oliver system, allowing students and staff the ability to efficiently search for texts as needed. <p>The result of the above work undertaken has meant that all teaching staff are able to efficiently locate and manage teaching resources to immediately support individual student learning. The result on student learning has been a greater level of engagement in appropriate learning activities, leading to</p>	

Progress towards achieving improvement measures

improved learning outcomes.

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 (Resources)
<p>Works undertaken and completed this year are;</p> <ul style="list-style-type: none"> • Repairs to and replacement of current shade structures over the main playground area. • Development of an outdoor wet play area. • Rejuvenation of the oval and front play area grass lawns. • A removable shade sail for the open sided tent area has been installed. <p>The cost of repairs to outdoor areas is significant and the funding for these works has been severely impacted by the requirement of funding to be redirected to covid-19 cleaning. The works have been delayed at this point until 2022/23. Work on the garden improvement will be gradual and requires support of the local community to complete. The works outstanding are;</p> <ul style="list-style-type: none"> • Development of an outdoor wet play area. • Games painted onto the concrete areas within the play area. • Games painted onto suitable brick walls. • Rejuvenation of the garden areas to include a quiet zone. 	

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 (Resources)
<p>The bush block project has been delayed indefinitely until all advisory groups are able to attend and undertake the required processes to continue the project. This is disappointing but allows additional time to improve and include Aboriginal perspectives. These will be investigated in 2021 through local AECG contacts and supportive groups. Those aspects that have been completed are;</p> <ul style="list-style-type: none"> • An established working committee to guide the development of the bush block. • Development of educational materials suitable for school and community groups. • A proposed plan for paths, signage and outdoor learning areas is complete. • A timeline to achieve the bush block rejuvenation with Greening Australia, local bush care authorities and Local Lands Dept. is developed but delayed. 	

Progress towards achieving improvement measures

Those aspects of the school plan that need to be included within the next school plan are;

- explore and include Indigenous perspectives within the bush block and wider community walk.
- Explore the possibility of using an App to provide educational guidance within the block area.
- Establish working groups to remove weeds, create path areas, place signage and create outdoor learning area.
- Develop advertising materials for the bush block suitable for schools and community groups.

Next Steps

Student wellbeing is a key outcome of the school grounds improvement agenda. There will need to be a renewed focus on completing the previous incomplete activities in order to provide a welcoming, inviting and child friendly environment to improve student wellbeing and outdoor engagement in active social play.

Community consultation will need to be reignited and engaged in order for the bush block project to move forward. This project brings the whole community into the school and provides an authentic and ongoing connection between the school and the wider community. This will be an ongoing part of the new school improvement plan under community engagement.

Community communication in regards to misconceptions about Dalton PS to improve future enrolments and confidence in the school to meet parents expectations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 565.00) 	All identified Aboriginal students are achieving stated goals in PLPs and through once a week intensive support or extension. Parents are seeking advice and implementing the advice provided to support their children's ongoing development. Parent feedback is positive and the process is working for students, families and teaching staff.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$16 372.00) 	All identified students are achieving stated goals in ILPs through once a week intensive support. The weekly intensive support is also connected to classroom teaching to ensure students can apply learnt strategies and knowledge independently in small group settings. Parents sought regular updates on their child's learning and ways in which they could help their child at home.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$2 188.00) 	Teacher release ensured reading, spelling, phonic and phonemic assessments have been selected for their robustness and accuracy in reflecting either the developmental nature of the Learning Progressions and the NSW syllabus requirements. Numeracy diagnostic assessments are based on SENA assessments at this point as they provide accurate and detailed data to support student improvement.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$6 502.00) 	Student feedback and achievements demonstrated that students were increasing their ability to set realistically achievable goals in a given timeframe over the year. Students were able to self-identify what they wanted to improve on the basis of their previous achievement.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	13	6	7	5
Girls	4	4	4	5

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.3		92.9	90.3
1	95.7	96.8	86.6	
2	96.5	91.8	89.1	87.4
3	98.9	95.7	93.9	
4	96.8	96.2	88.1	87.8
5	93	94.6	99.6	100
6	95.3		76	93.2
All Years	96.2	95	90.3	90.9
State DoE				
Year	2017	2018	2019	2020
K	94.4		93.1	92.4
1	93.8	93.4	92.7	
2	94	93.5	93	92
3	94.1	93.6	93	
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3		92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	0.15
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	74,301
Revenue	361,152
Appropriation	356,449
Grants and contributions	4,491
Investment income	212
Expenses	-334,022
Employee related	-285,898
Operating expenses	-48,124
Surplus / deficit for the year	27,130
Closing Balance	101,431

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	25,439
Equity - Aboriginal	2,565
Equity - Socio-economic	6,502
Equity - Language	0
Equity - Disability	16,372
Base Total	300,933
Base - Per Capita	2,646
Base - Location	2,547
Base - Other	295,740
Other Total	29,220
Grand Total	355,592

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents were invited to provide feedback specifically on the school's approach to wellbeing, academic achievement and learning support. The school received feedback from 75% of families. Of the families who responded there was a 100% agreement that the school had a strong wellbeing program and that these families felt they could speak with teachers freely about any concerns they had in regards to their children. These responses from families also acknowledged that the school delivered strong academic achievements and growth for all students based on a shared understanding of high expectations between school and home. Families of students accessing learning support reported that they were able to provide additional support for their children at home as they understood the strategies and practices they were implementing. All families stated that there is a strong positive relationship between school and home.

Students were surveyed on 10 key aspects of the wellbeing program implemented at school based on social enjoyment, feeling safe, confidence, engagement in learning, self-awareness as learners, extra-curricular activities and student resources. Of the 10 aspects surveyed, all students gave a positive response to all 10. Two of the surveyed aspects had a 90% positive response, these being; peer interactions and confidence in teachers meaning that one student felt they were not 100% satisfied with their schooling.

Teachers and staff were also surveyed with regards to professional standards, trust and workloads. All respondents reported the school has high expectations and trust around support in delivering high levels of professional standards. They reported been given suitable autonomy in their responsibilities but can seek support openly. They responded that the increase in workload for 2020 was significant due to additional COVID-19 requirements but that the school managed and assigned specific tasks in consultation with them.

Community consultation was also sought in regards to families choosing to attend Gunning PS and not Dalton PS. The respondents provided a range of reasons:

1. Child attended daycare and their daycare friends were enrolled for Gunning PS and the local pre-school emphasises these relationships as being the most important aspect of starting school.
2. Parents believe students have to be enrolled at Gunning PS to access before and after school care onsite at Gunning PS.
3. Parents or grandparents attended Gunning PS and as a preference wanted their children to attend Gunning.
4. Parents thought Dalton PS was too small and it would close while their children were enrolled at it.
5. Parents thought students did not have access to the same opportunities or resources that Gunning PS provided.
6. Parents did not understand how a single teacher could effectively teach all students in a K-6 classroom.

The community feedback indicates that there is a considerable amount of misinformation about Dalton PS in the wider area and this will need to be addressed directly by the school through clear and consistent communication.

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.