

2020 Annual Report

Dareton Public School



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Introduction

The Annual Report for 2020 is provided to the community of Dareton 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 vision

Dareton Public School strives to be committed to each student's holistic development, with a focus on their social and emotional, health and well-being as well as their educational attainment.

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

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

School context

Dareton Public School is a small, rural school situated near the Murray River near the NSW, Victorian and South Australian borders. Current enrolment is 54 students, of which 98% identify as Indigenous.

The school is situated within the small township of Dareton which is nestled in the Coomealla Irrigation District, a soldier settlement community and is the traditional homeland country of the Barkindji people.

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

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

Our school's Family Occupation and Education Index (FOEI) of 234, which is significantly higher than the average of 100, reflects our school's socio-economic status.

Dareton Public School has a strong vision for staff, students, families and its wider school community to work collaboratively so that it provides an education which fosters: a) a love of learning; b) a respect for self and others; and c) an acquisition of knowledge which will enable our students to take a rightful place in their local community as well as within the wider global community as good citizens.

Self-assessment and school achievement

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	Delivering
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards 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	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Smart and Strong Learning

Purpose

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

Improvement Measures

An increased number of students achieve individual learning goals as evidenced against the progressions.

Student growth data shows an increased proportion of students achieving expected growth

Overall summary of progress

Amid the disruptions of 2020 due to the Covid 19 pandemic, our students managed to achieve many of their own personal learning goals and we saw a significant shift in attitudes to learning and engagement in school, especially towards Term 4. With the cancellation of NAPLAN 2020, much of the data traditionally used to measure student growth was not available. In school assessment data showed gains in our Senior years through the introduction of a phonics and sight words daily program.

Progress towards achieving improvement measures

Process 1: Quality Teaching and Student Learning

Teachers have ongoing opportunities during scheduled meetings to discuss, plan and evaluate teaching programs, student work samples and individualised learning intentions.

All teachers will participate in professional learning that supports the explicit delivery of literacy and numeracy and ensures consistency of teacher judgement against the learning progressions.

Evaluation	Funds Expended (Resources)
Delivery of activities was impacted by Executive staffing changes. Professional learning was extensive and saw significant shift in thinking by classroom teachers and some shift in practice.	DPIL - timetables CT x 3 - In School Casual / Stage 3 Teacher / ES1 Teacher Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$200000.00)• Early action for success (\$101000.00)• Integration funding support (\$60000.00)• Socio-economic background (\$140000.00)

Process 2: Performance and Development Plans

Teachers identify the capacities they need to develop in their teaching program related to the essential components of planning, delivery, assessment and evaluation.

Staff engage in scheduled collegial coaching discussions related to their PDP goals with an emphasis on self reflection and high expectations.

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Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

2020 provided many challenges but our staff managed to not only proactively support our students and community through the pandemic, but also instigate significant change throughout our school with the introduction of new pedagogy to support evidenced based practices in literacy, with specific focus on Reading. The small changes made in 2020 have already had impact with our students and our 2021-2024 school improvement plan will aim to embed this into all classrooms.

Professional learning funds were spent to support 8 staff to complete Latrobe University Science of Reading course. Funds were also used to purchase decodable texts and other resources that align to evidenced based reading.

Funding Sources:

- Professional learning (\$14000.00)
- Aboriginal background loading (\$100000.00)

Next Steps

In 2021 we will have filled all vacant staffing to ensure that we can continue to improve in all aspects mentioned in the current school plan. Our 2021 School Plan also features an extension of the DPIL role to 5 days a week to ensure that we can embed coaching and coplanning into daily school life

Strategic Direction 2

Safe and Proud School Culture

Purpose

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

Improvement Measures

Improved levels of student social understanding is evidenced by a decrease in the number of negative behaviour incidents in the playground and in the classroom.

Increased community involvement in whole school programs and evidence of specialised support in class and student learning.

Overall summary of progress

Our school is undergoing significant change in many aspects of school culture. Through our social media strategy we have created incredible interest in our student's academic achievements by our community which has had significant impact in an increase in positive engagement of community and students with school. Extreme behaviour incidents have reduced by 90% with significant decrease in suspensions. Students are in uniform, in class and at school at a significantly higher percentage than for many years.

Progress towards achieving improvement measures

Process 1: Community Connections and Opportunities

The school will provide opportunities for all stakeholders to be an integral part of the school's organisation and planning process through active engagement and ongoing consultation.

Specific student needs are catered for by supporting families to make connections with local specialised staff in outside agencies.

Evaluation	Funds Expended (Resources)
All programs have had positive impacts. In 2021, unfortunately the Indigenous Karate School can not continue due to the company changing focus. Our Wellbeing Dog, Music will continue, as will our Barkindji Language and Culture lessons.	Equity funds used to employ above establishment SLSO positions Music Therapy - \$20000 Karate School \$25,0000 Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$140000.00)• Integration funding support (\$66000.00)• Low level adjustment for disability (\$5000.00)• Socio-economic background (\$45000.00)

Process 2: Consistent approach

Staff will investigate and implement a whole school strategy to student well being through a consistent and shared approach when responding to students needs.

All staff will participate in professional learning that supports social learning specifically related to student behaviours and links directly to Dareton Public School Values.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
PBL is only effective if all staff take equal responsibility to re-enforce it in the school. We will be establishing a new committee in 2021 to move PBL into our classrooms.	Plyaground PBL Signage \$5000 Weekly timetabled PBL Meetings Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Next Steps

In our 2021-2024 School Plan we will be expanding our PBL focus across all aspects of our school, with a particular focus on getting it into our classrooms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Broken Hill AECG Language Nest fund our Language & Culture studies each week.</p> <p>Aboriginal equity loading to fund 2 x SLSO</p> <p>Aboriginal equity loading to fund 2 x CT positions</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$236 000.00) 	We have significantly improved the cultural safety of our school for our Indigenous students (98%) and their families through our extensive display of bi-lingual signage around the school and our social media strategy that highlights the great work occurring in our Culture Room with the Barkindji Language program. We will be expanding this in 2021
Low level adjustment for disability	<p>Funds used to employ extra 1 1/2 SLSO in each classroom</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$96 000.00) 	Our strategy has been highly successful with major reductions in student negative behaviours in all aspects of the school day. Every student has at least one trusted adult to support them when needed.
Quality Teaching, Successful Students (QTSS)	<p>DPIL</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$7 000.00) 	Coaching is an integral aspect of improving teacher quality at our school.
Socio-economic background	<p>2 x SLSO working in classrooms to support students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$138 000.00) 	This strategy has been highly effective in providing support to students at point of need in regards to curriculum and welfare support.



Our students participate in weekly Music lessons.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	28	26	32	34
Girls	38	27	23	27

Student attendance profile

School				
Year	2017	2018	2019	2020
K	81.1	82.8	68.8	74.1
1	71.9	75.6	74.6	75.3
2	81.8	66.2	79.5	77.9
3	85.1	77.5	63.5	75.8
4	89	76	81.3	67.6
5	77.8	93.6	83.3	80.7
6	84.8	75.7	95.1	80.7
All Years	81.3	76.5	76.7	76.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	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)	3.43
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.25
School Counsellor	0.4
School Administration and Support Staff	3.71

*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.

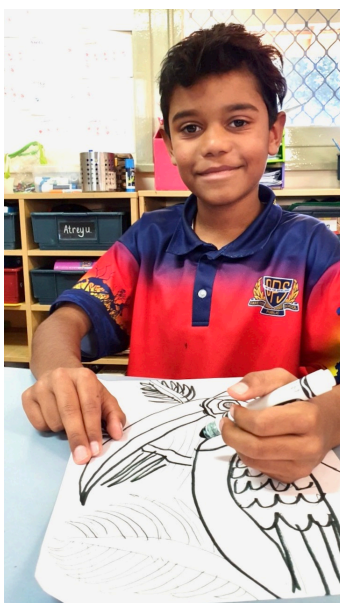
Teacher qualifications

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	437,850
Revenue	1,842,273
Appropriation	1,838,214
Grants and contributions	4,011
Investment income	48
Expenses	-1,751,543
Employee related	-1,526,258
Operating expenses	-225,286
Surplus / deficit for the year	90,730
Closing Balance	528,580

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	67,578
Equity Total	471,536
Equity - Aboriginal	236,800
Equity - Socio-economic	138,515
Equity - Language	0
Equity - Disability	96,221
Base Total	776,893
Base - Per Capita	13,228
Base - Location	15,930
Base - Other	747,735
Other Total	349,339
Grand Total	1,665,346

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

Due to Covid 19 restrictions, plans to commence participation in the Tell Them From Me survey were interrupted in 2020. An increase in positive engagement in the school through social media and general discussions at the school gate and within the community has been notable and is very exciting after many years of disharmony between the school and many families.

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.

98% of our students identify as Indigenous. In 2020 we were granted permission from AECG to run funded Barkindji Language & Culture lessons at our school for all students for 1 hour per week. These lessons have been a huge success, with our students embracing their language. We have started to embed the language throughout the school and within classes.

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.