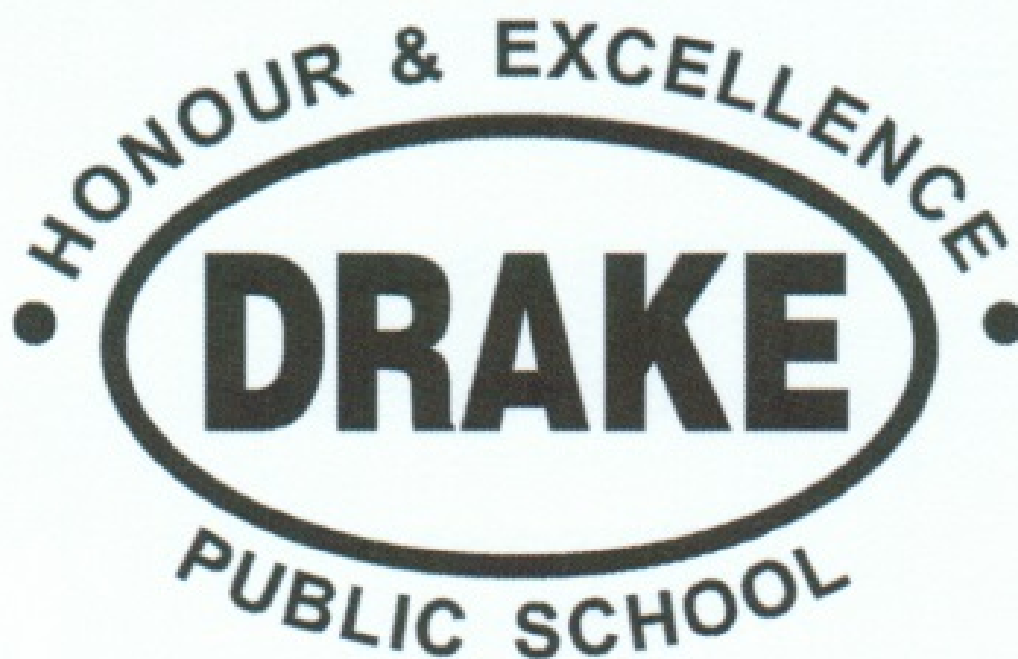


2020 Annual Report

Drake Public School



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Introduction

The Annual Report for 2020 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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Message from the principal

2020 was a productive year at Drake Public School in which I was pleased to join the school community as principal. We faced many challenges, both with the weather and with the pandemic. I would like to thank our staff, students, and parents for their support and flexibility in what was a year unlike any other.

Despite the challenges, Drake PS had a successful year in teaching and learning due to the hard work of the staff and the assistance and engagement from our community. In particular, our P&C was instrumental in resourcing and implementing a number of initiatives to support wellbeing strategies in our school. Attendance data demonstrates an improvement in attendance and an increase in student enrolments.

We are looking forward to continuing to grow Drake Public School in 2021 and beyond to serve as a highly inclusive and dynamic teaching and learning environment for all students in Drake to enjoy.

Mrs Lauren Battese

Principal

Message from the school community

Despite the many challenges Covid-19 restrictions presented throughout 2020, the Drake Public School P&C Association was able to organise quite a few fundraisers. With the funds raised the Drake Public School P. & C. Association was able to fund new school uniforms, technological equipment, Healthy Harold, Presentation Day, end of year Gifts to teachers (coffee machine) and students (books), and a donation towards new school gardens. Additionally, White Rock Minerals and the Blue Berry Farm made donations, those funds went towards the new gardens and the technological equipment. The Reinhardt family also contributed the materials for log steps, a dinosaur garden, and a jumping castle for Halloween. The Drake Public School P&C Association has an important role in enlightening and broadening the students' lives, and contributing towards the advancement of their education. The Drake Public School P&C Association contributions and the time invested by P&C members lifted the spirits of the students through a difficult year. Sara Ducat

President

Drake Public School P&C Association

School vision

At Drake Public School everyone is known, valued and cared for.

Learning is highly valued.

Everyone is empowered to take responsibility to ensure that continuous learning and improvement occurs every year.

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>

Self-assessment using the School Excellence Framework

| Elements | 2020 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 curriculum 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 collaboration 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 provides for strategic implementation of individualised learning plans.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Staff implemented a collaborative process that aimed to identify students that needed additional support with their teaching and learning. Staff will continue to work alongside students and their parents to strengthen individual learning goals in the 2021-2024 School Improvement Plan. | Instructional Leader (Early Action for Success) - 1 day per fortnight |

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) |
|---|--|
| Support was provided through the Early Action for Success initiative in the form of professional learning for teachers K-3 and professional mentoring through by the Instructional Leader. Learning progressions were introduced and data is now aligned to these and analysed by staff. This is then used to inform teaching and learning plans, programs and initiatives. | Instructional Leader (Early Action for Success) - 1 day per fortnight SLSO Additional hours - 2 days per week |

Strategic Direction 2

Building collaborative and supportive connections within and beyond the school community

Purpose

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

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) |
|---|--|
| Over the past three years, PBL has been implemented relatively effectively. Evidence of its effectiveness includes signage around the school, consistent use of language by staff, and a clear understanding of expected behaviors by students. Moving forward, the school will be altering its approach to student discipline and wellbeing through the implementation of restorative practices and mindfulness. | PBL Professional Learning - 2 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) |
|--|--|
| More opportunities have been provided to support the development of leadership skills in all students K-6. Examples of this include a change in the roles and responsibilities of student leaders and an induction ceremony for school leaders. Opportunities to collaborate with external agencies were hindered in 2019/2020 as a result of weather conditions and COVID-19. | Principal release to attend BRLA Professional Learning Days x 4 days Teacher release to attend BRLA Professional Learning Days x 2 days |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---------------------------|---|
| Aboriginal background loading | \$5,129 | Funds were used to assist with with 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 | \$26,801 | Funds assisted in the employment of an extra SLSO to support the Individual Learning Plans of identified students. |
| Quality Teaching, Successful Students (QTSS) | \$3,063 | QTSS staffing allocation was utilised to fund identified professional 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. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 17 | 13 | 10 | 11 |
| Girls | 19 | 10 | 8 | 9 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 86.5 | 71.3 | 83.3 | 66.5 |
| 1 | 87.1 | 84.7 | 77.6 | 84.9 |
| 2 | 93.8 | 90.5 | 83.5 | 77.1 |
| 3 | 91 | 97.5 | 91.1 | 64.5 |
| 4 | 94.4 | 92.1 | 88.1 | 72 |
| 5 | 92 | 90.7 | 82.4 | 91.8 |
| 6 | 94.3 | 86.3 | 91.1 | 58.3 |
| All Years | 91.6 | 87.3 | 86 | 73.7 |
| 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) | 0.72 |
| 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, 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 | 80,205 |
| Revenue | 484,399 |
| Appropriation | 478,317 |
| Sale of Goods and Services | 767 |
| Grants and contributions | 5,064 |
| Investment income | 250 |
| Expenses | -549,377 |
| Employee related | -461,697 |
| Operating expenses | -87,681 |
| Surplus / deficit for the year | -64,979 |
| Closing Balance | 15,226 |

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 | 13,081 |
| Equity Total | 65,666 |
| Equity - Aboriginal | 5,129 |
| Equity - Socio-economic | 33,736 |
| Equity - Language | 0 |
| Equity - Disability | 26,801 |
| Base Total | 373,816 |
| Base - Per Capita | 4,329 |
| Base - Location | 14,085 |
| Base - Other | 355,402 |
| Other Total | 8,080 |
| Grand Total | 460,643 |

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

Throughout 2020 our day-to-day schooling was interrupted by both the pandemic and a number of natural disasters. Despite this, engagement with the school from parents and the wider community improved on previous years with an increase in student enrolments.

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.