

2021 Annual Report

Dareton Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Dareton Public School has continued on its improvement journey in 2021. With major improvements occurring in student well being, students engagement, teacher professional development and student academic achievement, particularly in reading. Our connection to community is continuing to grow as we further embed Barkindji Language and Culture into all aspects of school life. Disruptions this year due to the ongoing global pandemic have created many hurdles to much of the work we do within our school, especially in regards to our School as Community Centre and having our families and wider community attend school events and activities. External Validation this year confirmed our beliefs that our school improvement journey across all areas of school life is on track.

Message from the school community

As a parent, staff member, member of the extended community and President of the Dareton AECG, I have seen the growth and improvement of our school in many different areas. It was noticed that the school has improved in many cultural aspects which are now being instilled in the children through the Barkindji language classes and cultural teaching which then gives the students a sense of belonging and identity. This has been recognised and celebrated across our community and by other schools. The children are learning more in class with improved learning outcomes. I recognised that the behaviour of the students has also improved. All students are taking more pride in wearing school uniform out in the community. As a representative of the Dareton community, I am very proud of the growth and the achievements of Dareton Public School in 2021 and I am confident that the school will continue to excel in 2022 and beyond. I am grateful to be part of this journey with Dareton Public School,



Our new Buddy Bench

School vision

Our motto "On Task for Excellence" reflects our values of being "Smart, Safe, Strong and Proud" in our learning. With high expectations and through evidenced based strategies, we engage students in a respectful, inclusive, culturally sensitive and safe learning environment. We are committed to working together with our community to ensure our students achieve their personal best.

School context

Dareton Public School is a P1 school located in the Sunraysia region of the Far West network. Built on the tribal lands of the Barkindji people, on the banks of the mighty Murray River, 98% of our 56 students identify as Aboriginal. We are all Smart, Safe, Strong and Proud learners.

Our FOEI (Family Occupation & Education Index) is 213, which is the 3rd highest in the State; and our ICSEA (Index of Community Socio-Educational Advantage) of 657 (ranking 2964 in the State). 60% of our students reside in the Namitjiirra Aboriginal Settlement located on the outskirts of our town. These figures portray the true struggles many of our families face in their daily life, whilst dealing with abject poverty and generational trauma associated with the ongoing effects of colonisation.

We are on a journey of renewal at Dareton Public School, where our significant Aboriginal enrolment is celebrated and Barkindji culture and language is embedded into daily school life. Through a rapidly developing sense of belonging for our students and community, we are seeing improved outcomes for our students in attendance, wellbeing and academic engagement and success.

We are building teacher capabilities through professional development, coaching and collaborative practice, focussed on explicit differentiated teaching of evidence based strategies in reading, writing and numeracy.

Our equity funding allows us to provide above establishment classes and additional in-class SLSO support, to target specific student complexities as well as meeting the varied educational and wellbeing needs of students.

This plan will strengthen the significant school improvement successes of the past 3 years, and embed evidence based research into the daily teaching of Literacy and Numeracy, alongside a strengthened community connection, where education and its role in breaking the ongoing historical disadvantage of our community, is valued and respected, and leads to purposeful change through improving the learning outcomes for our students.



School Athletics Carnival 2021

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

In Term 4 2021, Dareton Public School undertook External Validation and the panel assessed the school higher than the school's own self-evaluation in the following areas:

Curriculum - Delivering

Effective Classroom Practice - Delivering

The school thanks the External Validation team for their guidance and support through the process and celebrate the significant progress in the improvement journey of the school.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy, using data from effective assessment practices to drive teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality explicit teaching
- Student engagement for learning

Resources allocated to this strategic direction

Aboriginal background: \$13,000.00

QTSS release: \$9,530.00

Literacy and numeracy: \$1,332.00

Literacy and numeracy intervention: \$23,544.78

Socio-economic background: \$11,211.80

Low level adjustment for disability: \$23,586.59

Summary of progress

Initiative 1: Quality explicit teaching

The focus for 2021 was on the use of highly effective explicit teaching practices to improve the reading skills of all students from Kindergarten to Year 6. Through high impact professional learning, staff were guided through the process of developing consistent evidence-informed practices across the school and with the support of the Deputy Principal, Instructional Leader used diagnostic assessments in Phonological Awareness and Phonics to identify the point of need for student learning.

Professional learning to develop strong and fluent word recognition skills was a focus for all staff, including School Learning Support Officers (SLSOs), to ensure student learning was targeted at student need. Teachers used student data based on the national Literacy and Numeracy Progressions to plan and embed quality practices into their teaching, and as a result, have begun to adapt teaching and learning programs to reflect this. Differentiated support, in the form of coaching and mentoring, has been provided for some staff at their point of need, however it was recognised that coaching and mentoring needs to be offered to all teachers next year. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement in phonological awareness and phonic/decoding skills. There has been a marked improvement in student well being due to academic success. Expected progress and growth for some students in developing strong and fluent word recognition skills however, has not been achieved due to issues related to historical poor and non-attendance and due to COVID and home learning restrictions.

Next year there will be a continued focus on the delivery of professional learning, coaching and mentoring to deepen and develop a shared understanding of the components of reading with a focus on oral language and vocabulary. Other evidenced based assessments in fluency and comprehension will be delivered to assess students and identify the point of need for learning. We will also expand our focus to include evidence based writing. Scheduled provision of time will be provided for all staff next year to be off class so that collaboration, lesson observation, sharing of practice and assessment can occur. This will support further improvement of explicit teaching practice across the school to improve the literacy outcomes of all students.

Initiative 2: Student engagement for learning

The focus for 2021 was on the development, delivery and embedding of whole school positive behaviour support processes to improve student engagement for learning in all settings. Through the establishment of a Positive Behaviour for Learning (PBL) team, behaviour and attendance data was collected and analysed to inform and target school wide and classroom behaviour expectations for teaching and learning.

Explicit lessons for fortnightly targeted behaviour expectations were developed by the PBL Team. This has resulted in a reduction in behaviour incidents in all classrooms. Attendance data shows that students attending more than 90% of the time has improved significantly, which is cumulative, based on improved academic attainment and improved behaviour across the school. Through the implementation of the Positive Behaviour for Learning framework in universal and classroom settings there has been improved social, emotional, behavioural and academic outcomes for all students.

Next year the focus will be on the continued building of a body of resources related to PBL focus areas to ensure that classroom teachers have the resources needed to ensure explicit teaching of behaviours occurs every day. The school will also improve their processes of analysing Sentral incidents to look for trends in behaviour that can be addressed through PBL focus lessons.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 NAPLAN reading bands by 2% from baseline. 	NAPLAN - Reading The percentage of students achieving the top two skill bands for NAPLAN reading has decreased.
NAPLAN <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 NAPLAN numeracy bands by 2% from baseline. 	NAPLAN - Numeracy The percentage of students achieving the top two skill bands for NAPLAN numeracy has decreased.



Wantaali Class modelling one of our PBL focus areas, "Putting equipment away"

Strategic Direction 2: Connect, succeed and thrive

Purpose

To develop and nurture a community wide culture that embraces and values education and the opportunities it provides for students, parents and carers and our wider community to be connected, to succeed and to thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality support for student learning & wellbeing
- Partners in learning - parents, carers and community

Resources allocated to this strategic direction

Aboriginal background: \$201,047.93

Professional learning: \$16,404.51

Sick & FACS Leave: \$37,968.00

Location: \$17,758.91

Low level adjustment for disability: \$74,274.45

Integration funding support: \$102,441.00

Socio-economic background: \$141,709.16

School support allocation (principal support): \$13,604.80

6101 Funding: \$38,612.00

Summary of progress

Initiative 1: Quality support for student learning and well being.

In 2021, the focus of this initiative was to further employ additional School Learning Support Officers (SLSOs) and to build the capacity of these vital members of our team through targeted professional learning in a number of strategic areas. These included evidence based reading, learning theories, trauma informed practice, personal motivation, vocabulary and Barkindji language and culture. The school utilised opportunities created through school closures due to the global pandemic to meet in class teams and whole of school learning sessions via zoom. This trialing of a more flexible and responsive approach to student support, where a number of SLSOs floated between classes, targeting acute student support, well being, behavioural and learning needs; helped to significantly lower student escalations. Some activities within this initiative could not proceed due to lock downs and learning from home orders and general disruptions to learning and attendance due to this. Vacancies in the positions of Learning Support Teacher and School Counsellor also significantly hampered our progress in this initiative.

Next year there will be a continued focus on building our support staffs' capacity around positive behaviour strategies, trauma informed practice, working as part of a class team and knowledge of evidence based reading and writing. The recruitment of a School Counsellor and a Learning and Support Teacher will also improve the coordination and delivery of high quality, targeted support for students and their families.

Initiative 2: Partners in learning - parents, carers and community.

In 2021, there were a range of initial discussion focused on developing effective partnerships within the school and the wider Dareton school community. The creation of the Dareton Aboriginal Education Consultative Group (AECG) was a major achievement, as was securing the placement of a social work student through collaborative planning with allied health teams. Other planning meetings to establish speech students at the school, with local early childhood providers to support transition to school and the Dareton police to build more positive relationships, have laid strong foundations for future possibilities. These initial discussions have the potential to support the Dareton school community, but further progress was impeded by the pandemic and associated restrictions on school visitors, learning from home and school closures. The closure of our School as Community Centre due to the pandemic also significantly impacted our ability to connect to our community. Due to the context of our community, communication was limited to social media and even this avenue was subject to complexity due to signal strength, cost of data and access to devices.

Next year, as restrictions lift, it is hoped that these initial conversations can be continued and that the school can continue to work collaboratively with these organisations to further build support for our school community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SCOUT Attendance Data Increase the % of students attending school more than 90% of the time by 5%	SCOUT Attendance Data The percentage of students attending school more than 90% of the time has increased by 7.19% indicating achievement of the annual progress measure.
Tell Them from Me Survey The TTFM Wellbeing survey (advocacy at school, sense of belonging, expectations for success) will be used to gather baseline data.	Tell Them From Me (TTFM) Survey Data The TTFM survey was completed during 2021 to collect baseline well being data. Results included Advocacy at school (83%), Sense of belonging (50%) and Expectations for success (100%).



Barkindji language and culture is embedded in daily school life.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,441.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dareton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality support for student learning & wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity in behaviour intervention and curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • consultation with external providers for the implementation of targeted uin school support eg speech • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>significantly improved well being of students due to proactive behaviour interventions that have been implemented at the students' point of need. Support staff have been given explicit learning support instructions by classroom teachers to enable improved student engagement and learning in small group in-class interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continuing to build this model as student complexities change and develop. Support staff will be further trained in well being and learning intervention strategies to support their daily work with our students.</p>
<p>Socio-economic background</p> <p>\$152,920.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dareton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality explicit teaching • Quality support for student learning & wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs in mainstream classes. • engage with external providers to support student engagement and retention • professional development of staff to improve their capacity to support student learning • staff release to increase community engagement • employment of additional staff to support implementation of intervention programs including speech. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniforms, equipment and other items

<p>Socio-economic background</p> <p>\$152,920.96</p>	<p>The allocation of this funding has resulted in: significantly improved well being of students due to proactive behaviour interventions at point of need. Support staff given explicit learning support instructions for classroom teachers to enable improved student engagement and learning in small group in-class interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to build on this model as student complexities change and develop. Support staff will be further trained in wellbeing and learning intervention strategies to support their daily work with our students.</p>
<p>Aboriginal background</p> <p>\$214,047.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dareton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality support for student learning & wellbeing • Student engagement for learning • Quality explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: significantly improved well being of students due to proactive behaviour interventions at point of need. Support staff given explicit learning support instructions by classroom teachers to enable improved student engagement and learning in small groups during in-class interventions. The creation of Personalised learning Support Plans (PSLPs) for all students has also been achieved due to funding.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to build on this model as student complexities change and develop. Support staff will be further trained in well being and learning intervention strategies to support their daily work with our students. Student Personalised Learning and Support Plans (PLSPs) will be updated each Semester.</p>
<p>Low level adjustment for disability</p> <p>\$97,861.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Dareton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality support for student learning & wellbeing • Student engagement for learning • Quality explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build

<p>Low level adjustment for disability</p> <p>\$97,861.04</p>	<p>capability in meeting the literacy needs of identified students</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: significantly improved well being of students due to proactive behaviour interventions at point of need. Support staff given explicit learning support instructions for classroom teachers to enable improved student engagement and learning in small group in-class interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to build on this model as student complexities change and develop. Support staff will be further trained in wellbeing and learning intervention strategies to support their daily work with our students.</p>
<p>Location</p> <p>\$17,758.91</p>	<p>The location funding allocation is provided to Dareton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality support for student learning & wellbeing • Partners in learning - parents, carers and community <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: student engagement in learning sustained when regular classroom teachers are on leave or off class due to in school casual always being available. This ensures students routines are sustained and disruptions are minimised. Evidence regarding working with trauma impacted students shows that maintaining familiarity in regards to routine, expectations and structure assist with self-regulation. Having an in school relief teachers ensures the ongoing provision of support for our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: building on the in school casual teacher, concept by expanding to have several multi-functional class room teachers onsite each day that can work as the in school casual teacher as required, switching from support roles including Learning and Support Teacher, Release from Face to Face, Library and Executive Support.</p>
<p>Professional learning</p> <p>\$16,404.51</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dareton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality support for student learning & wellbeing <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$16,404.51</p>	<p>funding include:</p> <ul style="list-style-type: none"> • coaching and mentoring for classroom teachers, professional learning and assessment of students. • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: student engagement in learning sustained when regular classroom teachers are on leave or off class due to in school casual always being available. This ensures students routines are sustained and disruptions are minimised. Evidence regarding working with trauma impacted students shows that maintaining familiarity in regards to routine, expectations and structure assist with self-regulation. Having an In School Casual ensures we can provide this for our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: building on the In School Casual concept by expanding to have several multi-functional classroom teachers onsite each day that can work as an In School Casual as required, switching between support roles including Learning and Support, Interventionist, Release from Face To Face, Library and Executive Support.</p>
<p>Literacy and numeracy</p> <p>\$1,332.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dareton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in [program name] <p>The allocation of this funding has resulted in: supporting the work in building staff capacity in evidence based reading strategies through the supply of texts and the funding of the (0.4) Deputy Principal, Instructional Leader position.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive funds from the beginning of 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Dareton Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy

<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>programs</p> <ul style="list-style-type: none"> • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in: considerable improvement with student engagement and attainment of outcomes due to the focus this year on evidence based reading strategies, especially the explicit teaching of phonics.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$9,530.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dareton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: considerable improvement with student engagement and attainment of outcomes due to the focus this year on evidence based reading strategies, especially the explicit teaching of phonics.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to work collaboratively to embed evidenced based literacy strategies for reading and writing into the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dareton Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>students requiring additional support, focusing on literacy and numeracy</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: significantly improved well being of students due to differentiated literacy and numeracy interventions at point of need. Support staff given explicit instructions for differentiated literacy and numeracy support to enable improved student engagement and learning in small group in-class interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$49,166.57</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: students that participated in this intervention program and had above 80% attendance, made small but significant improvements in their knowledge of the phonic code, which has been a core focus.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to provide 1 on 1 intervention for our Tier 3 students, with a number of staff providing daily lessons and through the use of the MacLit program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	26	32	34	36
Girls	27	23	27	26

Student attendance profile

School				
Year	2018	2019	2020	2021
K	82.8	68.8	74.1	64.8
1	75.6	74.6	75.3	76.3
2	66.2	79.5	77.9	74.6
3	77.5	63.5	75.8	75.6
4	76	81.3	67.6	77.8
5	93.6	83.3	80.7	77.5
6	75.7	95.1	80.7	78.2
All Years	76.5	76.7	76.9	74.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Aboriginal Culture is an integral part of all learning that occurs in our school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.41
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.17
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	528,580
Revenue	2,033,307
Appropriation	2,014,135
Sale of Goods and Services	64
Grants and contributions	19,091
Investment income	16
Expenses	-2,171,506
Employee related	-1,793,039
Operating expenses	-378,467
Surplus / deficit for the year	-138,199
Closing Balance	390,381

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.

	2021 SBAR Adjustments (\$)
Targeted Total	88,085
Equity Total	480,580
Equity - Aboriginal	229,798
Equity - Socio-economic	152,921
Equity - Language	0
Equity - Disability	97,861
Base Total	882,853
Base - Per Capita	15,038
Base - Location	17,759
Base - Other	850,056
Other Total	375,472
Grand Total	1,826,989

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.



Students learned about the artwork of Albert Namatjira. 60% of our student reside at the Namatjira Aboriginal Reserve.

Parent/caregiver, student, teacher satisfaction

In 2021 the school participated in the Tell Them From Me survey with students in Year 4 to 6 for the first time. Students were given the questions verbally in individual or small group interviews to allow for the low literacy competency of our students. Twenty five students participated in the survey. Staff and community were not surveyed in 2021 in Tell Them From Me. The results of the survey for students are as follows:

- Advocacy at school = 88%
- Expectations for success = 92%
- Sense of belonging = 71%

Parents and caregivers have shown their satisfaction with the improvement journey our school is on through improved positive engagement with all staff but especially with classroom teachers and executive staff. Aboriginal staff report that parents and the wider community are exceptionally proud and excited by the improvement of the behaviour and engagement of their students and particularly commented on having Barkindji language spoken again at home and the improvement in reading abilities of their children.

Staff satisfaction was evidenced by engagement and response to the task, Tell Us Your Why? where each staff member was given a working from home project to reflect and share on their role at the school and why they choose to work at Dareton Public School. Staff shared their strong connection to our students and their families, the positive and supportive culture of the school and strong sense of social equity as reasons for their wish to work at Dareton Public School.



Our Graduating Year 6 Class of 2021



Delivery of learning from home packs to families was a highlight for staff and students alike during lockdowns.

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.

Aboriginal Education - School statement

Our high Indigenous enrolment of 98%, has led us to embed Barkindji language and culture into all aspects of daily school life. All staff and students learn Barkindji weekly in formal lessons provided by our AECG Language Nest tutor, and each class has a Barkindji Language Wall and practice daily drills in language to support and embed learning across the school. All new school signage is bi-lingual and our school culture is formed around the premise that "their culture is the basis of our school culture" Through our Indigenous staff, we embed Aboriginal history, learning and culture into daily lessons across KLA's with the aim of being a lighthouse school for Aboriginal culture and language in the Sunraysia and Far West Regions.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.