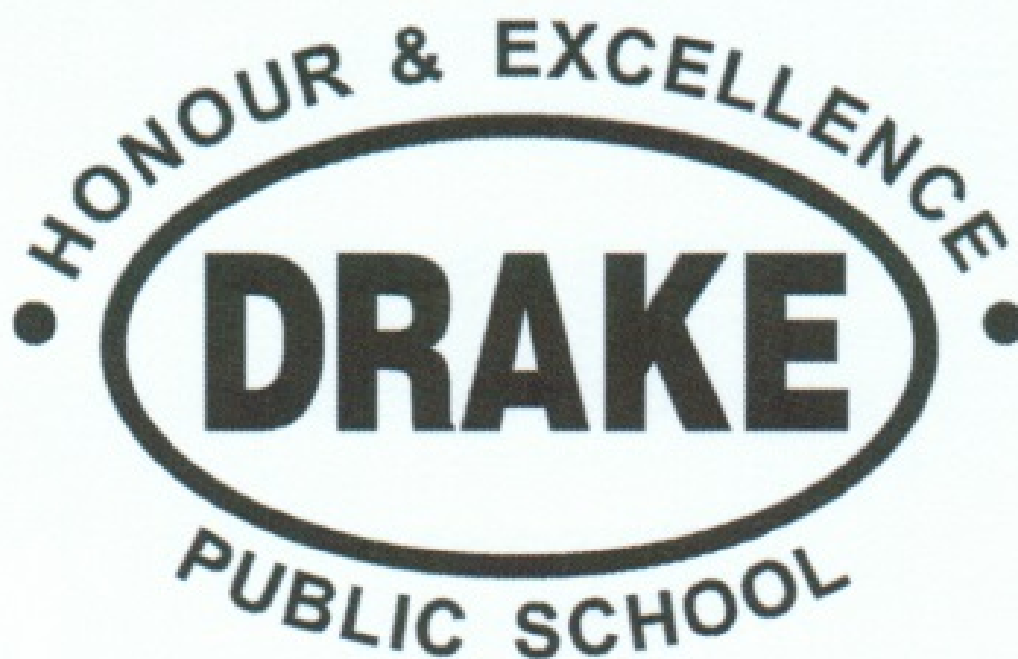


# 2021 Annual Report

## Drake Public School



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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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## 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 an isolated rural setting, approximately 50km from Tenterfield.

Drake Public School caters for children traveling more than 20km to school each day from surrounding properties. Drake Public School enrolments are transient and can vary throughout the year by up to 10 students.

The school is staffed by a teaching principal, and supported by additional teaching staff and administration staff.

Drake Public School has an established Kitchen Garden Program to support student learning.

Drake Public School 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 network for all students.

As a result of a thorough Situational Analysis, the school has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds upon the work in the previous school planning cycle around developing a collaborative and supportive engagement both within and beyond the school context, and embedding challenging, engaging and inclusive curriculum whilst embedding high-quality leadership management and professional learning practices.

### 1. Student Growth & Attainment

Whole-school processes for collecting and analysing data in both reading and numeracy. Analysis of this data will inform teaching strategies and will help to identify the professional learning needs of teachers.

### 2. Excellence in Teaching

Teachers will plan, monitor, analyse and refine their practice to meet the learning needs of each and every student.

### 3. Partnerships in Learning

Evidence-informed strategies will be embedded to sustain processes that develop student capabilities. Students will be engaged in their learning and will develop and maintain a sense of belonging in their school. A school-wide behavior management structure will be designed and implemented. Engagement with community will allow our school to support the National Partnerships agreement to ensure Aboriginal & Torres Strait Islander students develop and sustain cultural integrity.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

### Purpose

Drake Public School is committed to improving student Reading and Numeracy outcomes across our K-6 classroom through effective classroom practice underpinned by data-driven decision making.

### 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.

- Data Skills and Use

### Resources allocated to this strategic direction

**Socio-economic background:** \$22,782.85

**Location:** \$13,152.00

**Professional learning:** \$6,338.39

### Summary of progress

There were two focus areas for this Strategic Direction in 2021:

- Assessment Schedule: the development of a K-6 schedule to be implemented in 2022
- Mini-Lit: delivery of professional learning to staff and implementation of daily intervention for identified students.

### Assessment Schedule

This activity resulted in improved collaboration between Classroom Teachers, the Instructional Leader, and the Principal at the school. The development of this schedule provided opportunities for staff to share their understandings of 'what works best' and the collaborative development of a document that encourages the consistent collection of data to inform teaching and learning programs and initiatives.

Future considerations include engaging with the Assistant Principal Curriculum & Support to monitor, drive and support staff in effectively embedding practices to ensure that data impacts teaching and improved learning of students.

### Mini-Lit Intervention

The Instructional Leader implemented professional learning for 2 x Student Learning & Support Officers to deliver the Mini-Lit program to identified K-4 students in the literacy session each morning. Data-focused conversations resulted in timely feedback between teaching staff which enabled staff to then directly target areas of need through embedding explicit teaching learning into teaching and learning programs. The effective delivery of professional learning led to enhanced teacher capacity in the teaching of reading and writing strategies.

COVID & ongoing weather events frequently disrupted the consistent implementation of the program and this hindered its effectiveness at times.

Succession planning of staff needs to be considered for future planning and ongoing professional development of staff is necessary to ensure consistency in delivery of initiative.

### 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
The number of students achieving in the top two bands of NAPLAN reading improves from our baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
The number of students achieving in	The information in this report must be consistent with privacy and personal

<p>the top two bands of NAPLAN numeracy improves from our baseline.</p>	<p>information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.</p>
<p>The percentage of students achieving expected growth in NAPLAN reading improves from our baseline.</p>	<p>The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.</p>
<p>The percentage of students achieving expected growth in NAPLAN numeracy improves from our baseline.</p>	<p>The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.</p>



## Strategic Direction 2: Excellence in Teaching

### Purpose

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Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning needs of every student. The School Excellence Framework (SEF) describes the importance of excellence in teaching through the statement: teachers demonstrate professional responsibility for improving their teaching practice in order to improve student learning outcomes - student learning is underpinned in excellent schools by high quality teaching.

### Initiatives

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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.

- Excellence in Teaching

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$2,600.73

**QTSS release:** \$4,930.33

### Summary of progress

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The focus for 2021 was for both of the full-time classroom teachers to engage in Quality Teaching Rounds professional learning. The second teacher employed by the school in 2021 was fully trained in Quality Teaching Rounds which resulted in effective team teaching and reflection on teaching and learning programs. Particular focus areas included reading comprehension and addition & subtraction strategies for numeracy.

### Reading

Effective classroom practice on effective comprehension teaching strategies to improve student learning outcomes was a major consideration of all literacy teaching and learning programs. Staff used student data to identify this need and classroom observations were undertaken to observe what was currently happening within classrooms. Teaching and learning programs were adapted to align with best practices in the teaching of modelled reading.

COVID isolation and weather events impacted face-to-face teaching.

In 2022 there will be an opportunity for staff to provide feedback with regard to the effectiveness of the implementation of this initiative. A reflection on staff teaching and learning programs will ensure that staff are able to identify and address any gaps in learning. This will be supported by additional release time for teaching staff. It will also be supported by the Assistant Principal Curriculum & Instruction.

### Numeracy

In 2021, the focus for numeracy was on developing and implementing quality teaching strategies for addition and subtraction strategies. Implementing formative & summative assessment was used to inform practice. Teachers analysed student data to group their learners according to needs and then differentiated instruction to cater to the diverse range of learning needs. Strategies/skills were taught according to where developmental needs were. This environment contributed to creating an environment where students 'felt safe' and were engaged in their learning.

COVID isolation and weather events impacted face-to-face teaching.

Staff will continue to work towards achieving individual student targets by providing individualised and timely feedback to students. Staff will be supported by support from Student Learning & Support Officers and will receive extra release to work with the Assistant Principal Curriculum & instruction to analyse data and reflect on the effectiveness of their teaching and learning program.

### Progress towards achieving improvement measures

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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
The quality of teaching is improved in line with the Quality Teaching Model.	Delayed initiatives in term 2 have required this work to be postponed to 2022. To date 50% of staff were able to fulfil this progress measure.
Delivery of 2 TPL sessions per term to build an understanding of the QT Model (classroom and assessment practice.).	2 TPL sessions were delivered per term. This enabled the staff to attain a greater understanding of the Quality Teaching Model.
10- 25% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross-stage and subject areas.	50 % of staff have participated in at least one set of Quality Teaching Rounds that focused on a cross-stage and a different subject to English and Numeracy areas during their Professional Learning Community sessions. As a result, they will continue to collaborate with colleagues to drive quality teaching rounds across the school.
10- 25% of teachers collaboratively develop teaching and learning programs incorporating QTM.	50% of teachers collaborate while developing teaching and learning programs. As a result, this will continue to drive the inclusion of quality teaching rounds in the planning of teaching and learning programs across the school.





### Purpose

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Student learning, growth, and long-term change come as a result of reflecting on one's actions and about the outcomes that may result from them. By being prompted to think about and determine the consequence, the student not only takes ownership and responsibility for their actions but is also more likely to make responsible choices in the future. To build student autonomy, Drake PS will use evidence-informed strategies and embed evaluative practices to sustain processes that enable students to have the transferable skills and competencies that will ensure they are thoughtful and successful contributors to society.

### Initiatives

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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.

- Engagement & Advocacy
- Wellbeing - Behaviour Management
- Engaging with Aboriginal and Torres Strait Islander Community

### Resources allocated to this strategic direction

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**Integration funding support:** \$13,000.00

**Socio-economic background:** \$11,000.00

**Low level adjustment for disability:** \$27,424.11

**Per capita:** \$4,930.00

**School support allocation (principal support):** \$13,604.00

**Aboriginal background:** \$5,508.00

### Summary of progress

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The focus areas of this Strategic Direction are:

- Engagement & Advocacy - ensuring students have a sense of belonging in the school through engagement in learning.
- Wellbeing: Behaviour Management - introducing a school-wide behaviour management structure based on the evidence-informed theory of 'line of choice'.
- Engaging with Aboriginal and Torres Strait Islander Community - supporting the National Partnerships agreement through engagement with community members to promote a strong understanding of culture, language & heritage.

### Engagement & Advocacy

The focus was to teach students how to identify their readiness to learn through by consistent, school-wide language that assisted them in recognising and discussing their behavioral/emotional status and the impact this had on their engagement in learning. Students easily understood the concept and were enthusiastic about sharing where they thought they were with regards to their capacity to engage and learn. This consistent use of language also empowered teachers to assist students in quickly identifying their 'readiness to learn' as well as their engagement in learning.

COVID-19 restrictions and isolation hindered the effectiveness of this initiative. The inability to meet with parents on site meant that feedback from our community was somewhat limited. We were unable to hold face-to-face parent/teacher/student opportunities to discuss and provide feedback regarding student engagement in teaching and learning.

In 2022, the staff at Drake PS are motivated to continuously embed this language and to provide information sessions to parents to support their understanding of this initiative by using the same language with their students to discuss their learning. Additional release for teachers and Student Learning & Support Officers will be provided for ongoing professional learning and to create visual resources for classroom use.

### Wellbeing - Behaviour Management

A strong start was made with this initiative with an initial parent/teacher meeting held. A robust discussion enabled staff to listen to parent feedback and concerns whilst also consulting with parents and community about their expectations. Student surveys were undertaken at the beginning and end of Semesters 1 & 2. A school-wide scope & sequence of the explicit teaching of behavioural expectations was developed and implemented. Current student behaviour management plans were reviewed and enhanced.

Consistency with student attendance due to COVID-19 isolation impacted on the implementation of the scope & sequence. In 2022, staff will continue to embed the scope & sequence and the school will provide opportunities for parents and community to engage to ensure that timely and relevant feedback is gathered.

### Engaging with the Aboriginal and Torres Strait Islander Community

This initiative was hindered by COVID-19 resulting in a delay in introducing our language program. The inability to hold community forums impacted on the capacity to engage in authentic consultation.

Drake PS is looking forward to re-establishing community meetings in 2022 and to being able to pursue the implementation of language programs within our school setting. Staff are committed to attending local AECG meetings to support this initiative.

### Progress towards achieving improvement measures

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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
The proportion of students attending school are working towards meeting the system negotiated lower bound targets.	65% of students attending school are working towards meeting the system negotiated lower bound targets.
A school-wide Behavior Management System is designed and implemented.	The trend data based on positive student awards is positive. Negative referrals are declining.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Drake Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement &amp; Advocacy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students understanding the concept of the new school behaviour strategy. They were able to self assess and communicate their readiness to learn. The majority of students were able to honestly reflect on and discuss their current emotional state.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students need further discussion and understanding on identifying emotions (eg. good, great, sad, bad, tired). Further communicated with parents/community through newsletter, social media. Included in the school's Wellbeing &amp; Discipline policies. Introduced into 'reflection on behaviour' sessions and 'return from suspension' meetings. Further research into 'Permission to Feel' (Marc Brackett) and the use of RULER as a way to expand student understanding of recognising, labelling, regulating and owning their behaviour. (RULER is a systemic approach to SEL developed at the Center for Emotional Intelligence).</p>
<p>Socio-economic background</p> <p>\$33,782.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Drake Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement &amp; Advocacy</li> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employed Learning &amp; Support Officer for student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of extra learning &amp; support in literacy for identified students. An uplift in student reading skills was evident. Assessment data was provided to the classroom teacher from Mini-Lit providers. This enabled teachers to target their teaching and learning program to meet individual and small group literacy needs of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This initiative will be ongoing in 2022 to ensure that continued uplift in literacy results occurs for students.</p>
<p>Aboriginal background</p> <p>\$5,508.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Drake Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$5,508.00</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engaging with Aboriginal and Torres Strait Islander Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal and Torres Strait Islander students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The support of staff and students in implementing quality teaching strategies and programs for our Aboriginal and Torres Strait Islander students. As a result, we observed an uplift in results for all of our students. This funding also was used to research local Aboriginal culture so that Aboriginal perspectives can be embedded in teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Used to engage with our local community and implement Changing Policy into Action and provide our staff with the opportunity to engage with our Aboriginal community.</p>
<p>Low level adjustment for disability</p> <p>\$27,424.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Drake Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement &amp; Advocacy</li> <li>• Wellbeing - Behaviour Management</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students understanding the concept of the new school behaviour strategy. They were able to self assess and communicate their readiness to learn. The majority of students were able to honestly reflect on and discuss their current emotional state.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further research into 'Permission to Feel' (Marc Brackett) and the use of RULER as a way to expand student understanding of recognising, labelling, regulating and owning their behaviour. (RULER is a systemic approach to SEL developed at the Center for Emotional Intelligence).</p>
<p>Location</p> <p>\$13,152.00</p>	<p>The location funding allocation is provided to Drake Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this operational</b></p>

<p>Location</p> <p>\$13,152.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Student assistance to support excursions</li> <li>• Engagement of a second teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our students attending curriculum and culturally based excursions which provided them with a variety of environmental educational experiences that they were able to apply in their learning when in the classroom. Technology was also purchased in order to provide our students with access to resources from across the globe.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide our students with opportunities to engage with global experiences.</p>
<p>Professional learning</p> <p>\$6,338.39</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 Drake Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging in evidence-based professional learning that targeted explicit teaching practices in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our staff being trained in high yielding teaching strategies that produce an uplift in student learning in literacy and numeracy. This has increased the capacity of our teachers to embed explicit practices in reading, writing and numeracy resulting in improve internal student results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to be informed by evidence-based practices and research in literacy and numeracy teaching. We will work collaboratively with the Assistant Principal - Curriculum and Instruction on building capacity and understanding of new syllabus documents.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>School support allocation funding is provided to support the principal at Drake Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing - Behaviour Management</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engage additional staff to provide time for the principal administration.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of time and support for the principal to complete administrative duties as well as compliance training .</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued to support the reduction in the principal's administration workload.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Drake Public School</p>

<p>\$2,600.73</p>	<p>from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• The purchase of technology.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The purchase of third party literacy and mathematic software for students to practice 'skills and knowledge' of content areas, while their teacher works with other groups of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to update literacy and mathematic software as well as software in all Key Learning Areas in order for our students to practice and build their skills.</p>
<p>QTSS release</p> <p>\$4,930.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Drake Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The funding of an extra teacher. This enabled our teachers to have the time to collaborate and compare internal and external data points, and develop teaching strategies to meet our student's learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to be utilised to release teachers to analyse data (both internal and external) ensuring that teachers can co-plan, co-assess and co-teach to meet student's learning needs in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$17,750.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing intensive small group tuition for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of a tutor who worked with reading attainment with targeted student. Reading levels and comprehension levels were monitored every 5 weeks and demonstrated growth throughout the year.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>



<p>COVID ILSP \$17,750.00</p>	<p>ensuring that this initiative is adequately staffed in 2022 so that continued uplift in literacy and numeracy for targeted students occurs.</p>
<p>Per capita \$4,930.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Drake Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing - Behaviour Management</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Administration support for the principal.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A stronger bond between staff and students of Drake Public School. The funding provided us with time that supported the processes involved in attaining our 'student voice'. Our students and staff spoke openly about academic development, relationship building, school life and their career pathways. Through these structured conversations, we have been able to shape our Academic and Wellbeing programs as well as form a deeper relationship with our students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue with our student voice processes as a means to produce resilient self regulated life long learners.</p>





# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	10	11	13
Girls	10	8	9	11

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	71.3	83.3	66.5	66
1	84.7	77.6	84.9	87
2	90.5	83.5	77.1	78.5
3	97.5	91.1	64.5	81.8
4	92.1	88.1	72	94.6
5	90.7	82.4	91.8	73.4
6	86.3	91.1	58.3	84.3
All Years	87.3	86	73.7	79.9
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

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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)	0.68
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	15,226
<b>Revenue</b>	524,413
Appropriation	512,250
Sale of Goods and Services	1,814
Grants and contributions	10,323
Investment income	26
<b>Expenses</b>	-467,978
Employee related	-395,802
Operating expenses	-72,176
<b>Surplus / deficit for the year</b>	56,435
<b>Closing Balance</b>	71,661

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	13,407
<b>Equity Total</b>	66,851
Equity - Aboriginal	5,508
Equity - Socio-economic	33,995
Equity - Language	0
Equity - Disability	27,348
<b>Base Total</b>	375,104
Base - Per Capita	4,930
Base - Location	13,152
Base - Other	357,021
<b>Other Total</b>	9,722
<b>Grand Total</b>	465,084

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](https://myschool.edu.au) to access the school data.



# Parent/caregiver, student, teacher satisfaction

## Parent/Caregiver Feedback

The 2021 P&C were pleased with the introduction of a consistent approach to managing student behavior. They look forward to supporting the staff at the school in implementing the values of Drake Public School. They expressed a desire for stronger communication about the teaching and learning that occurs in the classroom and suggested that Class Dojo be introduced to keep parents up to date in a more timely manner. Parent feedback indicated a high level of confidence in their classroom teachers. They expressed that they know their children are known, valued, and cared for at Drake PS.

## Student Feedback

Students were grateful for more leadership opportunities being introduced in 2021. They enjoyed having 'a voice' and the chance to lead student assemblies. The 3-6 students particularly enjoyed their excursion to Coffs Harbour and found the activities enjoyable and exciting. Students have expressed that they are looking forward to being at school more consistently in 2022 as survey results showed that they find school a fun environment where their learning needs are being met by their teachers. Student feedback demonstrated a deep respect for the staff at the school and an appreciation for all that the staff do.

## Teacher Satisfaction

Teacher feedback indicated that the staff culture at Drake PS was professional, respectful, and collegial. Staff stated that despite the many challenges faced in 2021, morale and a sense of belonging amongst the staff were high. The staff are looking forward to 2022 and hoping for fewer external interruptions so that they can embed quality teaching and learning programs that meet the needs of each and every student.





# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.