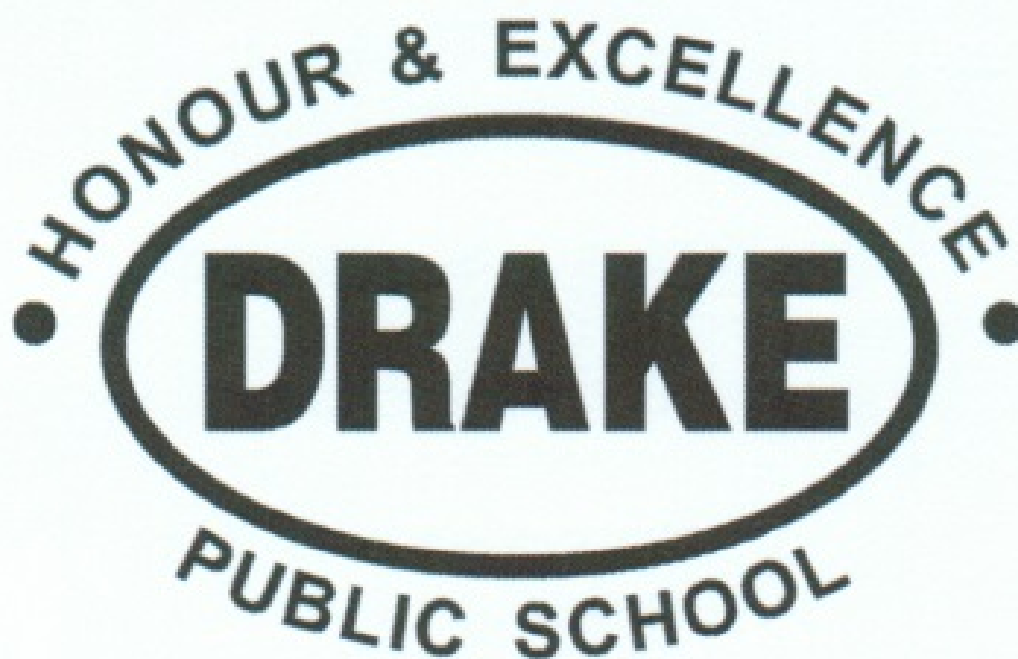


2022 Annual Report

Drake Public School



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Introduction

The Annual Report for 2022 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.

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School vision

At Drake Public School everyone is known, valued and cared for. It is a place where 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 with enrolments that can be transient and vary throughout the year.

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	2022 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

Professional learning: \$6,944.00

Socio-economic background: \$34,537.00

Aboriginal background: \$12,145.00

Low level adjustment for disability: \$27,797.00

AP Curriculum & Instruction: \$30,114.20

Per capita: \$6,064.00

Summary of progress

Our focus for 2022 was to build leadership, teacher knowledge and understanding in support of student growth in Reading through evaluative practice.

This has involved the school teaming with a Principal School Leadership and Lead Specialist Literacy and Numeracy Small School as part of the Collaborative Support Unique Settings (CSUS) project to complete the Determining Implementation Gap (DIG) Tool. The school identified the focus areas: Collaboration and Use of Data and Assessment. At this time, the school analysed a range of internal and external data sources, identified their "suspicion" in Reading and aligned a sub element of Phonological Awareness and Phonics from the National Learning Progression in PLAN2.

A Theory of Action was co-designed to accommodate the needs and context of the school to support student growth and attainment, and (whole) school improvement

The Department of Education ALAN suite of assessments was utilised to establish student baseline data in the identified progression sub element in PLAN- Phonological Awareness

There were scheduled five weekly meetings where data analysis took place to monitor progress and plan the next steps in teaching and learning. These meetings included the Principal(s), Assistant Principal, Curriculum and Instruction (APC&I), CSUS team and teaching staff.

The staff were pre-surveyed in Phonological Awareness and this identified knowledge and understanding of research-based practice to inform differentiated teacher professional learning.

Growth and understanding of staff through assessment and PL has developed with the additional support. An example is the shift in timetabled literacy block.

Our SLSO was trained and implemented the MiniLit program. The implementation of this is on track and is adjusted based on student needs as an intervention program. The SLSO is able to make decisions around where to next.

Students are applying knowledge across settings in writing and reading.

Supporting Assistant Principal, Curriculum and Instruction role clarification identified through leading data analysis, teacher mentoring and modifying interventions through analysis of student data.

Professional Learning in the Big 6 (Deslea Konza) has given directions of where to next for both staff and students.

Student observations are used frequently building rapport with staff to eventually look at shared goal observations.

Results from the above implementation has seen PLAN2 data indicate a student percentage score increase in Phonological Awareness and Phonics from the first data capture (midway through Term 2) of 57% to the final capture (midway through Term 4) to 61%. This indicated overall student growth of 4% in reading (percentage score of all

indicators). The number of indicators assessed increased from 793 to 857.

Comprehensive Assessment of Reading Strategies and Strategies To Achieve Reading Success (CARS & STARS) implementation has been successful with significant improvement in comprehension. Students now understand the strategies they can use to assist with comprehension. Students are now applying these strategies in their reading. 5% overall improvement for all students from pre and post assessment. All students made progress.

Staff confidence and understanding and professional dialogue around Phonemic awareness. Staff are deeply reflective and all staff are able to use a common language to guide conversations around where to next. Conversations are targeted to student needs with high levels of trust based on our narrow focus to improve practice and ensure goals are achievable. Student's are happily engaging with their learning. Students thrive on routine and the predictability of learning helping to promote independent learning behaviours.

Methodology that is working includes gathering baseline data, explicit instructions, Staff professional conversations, data used to drive the teaching.

Next Year our focus will be to embed phonemic awareness for all students. The school will move into phonics, integrating existing resources to align our current scope and sequence to the new English syllabus to support student learning in Reading.

The school will incorporate Department assessment to gain baseline data and continue using PLAN2 to inform explicit teaching and learning. Staff professional learning and dialogue will incorporate the use of data to support skills and knowledge development to inform teaching and learning.

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
<p>NAPLAN expected growth</p> <p>50% of students will achieve the target of expected growth in NAPLAN Reading.</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>NAPLAN expected growth</p> <p>50% of students will achieve the target of expected growth in NAPLAN Numeracy.</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>SEF - 'Assessment' - Delivering</p> <p>The school staff will self assess itself as Delivering in the Element of Assessment using the School Excellence Framework.</p>	<p>Through participation in the CSUS project, teachers formatively collected and used assessment data that monitored achievements and identified gaps in learning to inform planning for particular student groups and individual students. This data was harvested every five weeks. From this, teachers and the APC&I discussed the next five weekly improvement target to be taught to our students. As a result of this students have shown growth in phonemic awareness, phonics and word recognition.</p> <p>Assessment is planned, undertaken regularly and graphed so that growth is visible. Data is systematically collected and discussed with all teachers and the APC&I.</p> <p>Students knew when and why assessment was undertaken and showed an understanding of how this improved their learning, through the use of individual learning goals.</p> <p>In 2022, we have implemented a whole school assessment schedule to collect data to drive our teaching practices to ensure student progress and have undertaken whole staff discussions to reflect and inform our future teaching and learning.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

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

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

QTSS release: \$4,367.00

Professional learning: \$533.89

Summary of progress

In 2022 we have implemented Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) which is a diagnostic and instructional reading comprehension program aimed at improving student comprehension in reading.

This was implemented by pre-testing students to determine which level they should begin on. They were then placed in small groups based on ability. Students engaged in this program daily for 30 minutes with explicit teacher instruction.

The results of this group based approach has seen students engage enthusiastically with the program daily. After comparing the pre-test and the mid program assessment, we saw growth or maintenance in all areas of comprehension by 72% of students. Students are now beginning to carefully consider what they are reading and use the strategies that they have been taught instead of 'guessing'. Teachers have reported a transference of knowledge and comprehension skills in wider reading and across the curriculum.

As teachers we now have a better understanding of comprehension strategies. We teach and assess comprehension more explicitly and are able to pinpoint the needs of the students to inform further instruction. After professional learning sessions with the APC&I, we are more effectively collecting and interpreting data, which has assisted the reporting process. Our professional dialogue is now more focused on specific comprehension strategies and we have made changes to our own pedagogy and programming.

The children and teachers are extremely enthusiastic about the CARS and STARS program. When asked, students will often comment that it is their favourite part of the day. This has resulted from the safe learning environment, small group situation and collaborative discussion. Students are developing a growth mindset and are not afraid to make mistakes. Absenteeism has hindered the consistency of the program as some students have missed vital parts of the lesson sequence. Moving forward to the future, we will need to ensure that all assessment resources are readily available to all staff.

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
SEF - 'Effective Classroom Practices' - Delivering The school staff will self assess itself as Delivering in the Element of Effective Classroom Practices using the School	Teachers are consistently reviewing student abilities to ensure they match CARS and STARS lesson sequences. Staff discussions guarantee that teaching practices are effective. Teachers regularly use student progress and achievement data to develop lesson planning. Explicit teaching is the main practice used in the school. The lesson focus is derived from the previous lessons learning intention. Teachers routinely and explicitly review

Excellence Framework.

previous content and preview the learning planned with students in each group. Teachers and peers respond immediately to student work through discussion and review. Teachers check that students understand the feedback received and the expectations for how to improve their comprehension strategies and transfer this knowledge across the curriculum.

Strategic Direction 3: Partnerships in learning

Purpose

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

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 & Wellbeing

Resources allocated to this strategic direction

Location: \$15,085.00

Summary of progress

This year we have created, implemented and shared a new attendance policy with staff, students and parents. Attendance procedures are regularly placed in the school newsletter and parents are now aware that absences must be justified within a timely period. Procedures such as Breakfast Club, canteen, phone intervention program and regular attendance data harvest with teachers to review and monitor so they can identify trends and target interventions. Absentee notes are sent home and parent contact is monitored. Aboriginal and Torres Strait Islander students engaged with their ancestral heritage/culture and language, by writing and presenting their own Acknowledgement of Country. Family members were involved in the planning of NAIDOC and reconciliation events.

Negative Sentral wellbeing incidents and suspension rates have decreased, highlighting improvements in wellbeing and engagement. 75% of students have identified school as their favourite place and this was openly expressed in a writing task. This improvement in wellbeing has stemmed from the introduction of Class Dojo, leading to intrinsic motivation in and across the school. Implementation of a whole school behaviour flowchart which is regularly referred to and followed by all staff and students has promoted positive behaviour.

Extra curricular activities such as dance and athletics lessons offered by specialist teachers have been an additional incentive for students to attend school and we have noted improvements in overall confidence and well-being.

Quality processes have been implemented by fortnightly attendance meetings attended by all staff. Class Dojos were utilised early in the year but have led to intrinsic motivation and are no longer necessary. Breakfast Club is offered every morning and run by parents and community members. Tuck shop is offered every fortnight and is also organised by volunteers.

Students have shared attendance expectations with their families and understand the importance of attending school. Canteen and Breakfast Club have improved attendance, particularly on a Friday which was identified as an area for improvement in our attendance data. Parents now volunteer and interact with staff and students creating a sense of community and positive partnerships.

A change in teaching practice has seen all staff use common language with 'above the line, below the line' and a shared understanding of behaviour expectations. Students and teachers collaboratively created the expectations for each shared area of the school.

As a school we have enabled positive relationships with parents to encourage support in student attendance and wellbeing. This has allowed for challenging discussions to take place in a supportive environment.

As a school we have embraced support from external personnel who specialise in dance and athletics, seeing our students engage and benefit from these additional skills and a growth in personal wellbeing.

We reached out to local Aboriginal Education Officer in order to find appropriate people to teach local language and teach our students about country.

Instant access for all staff to ClassDojo was a barrier to behaviour. We are working towards all staff having access to the

app to immediately reward students for following classroom expectations.

Our school's overall severe weather events and sickness have been barriers to attendance and wellbeing.

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
Attendance The proportion of students attending more than 90% of the time will at or above the lower-bound systems target of 70%.	The number of students attending school 90% of the time or more has increased to 75.8%
SEF - 'Wellbeing' - Delivering The school staff will self assess itself as Excelling in the Element of Wellbeing using the School Excellence Framework.	The wellbeing of students is explicitly supported by all staff. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement. The needs of all students are explicitly addressed in teaching and learning programs.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$34,537.00</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>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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. <p>The allocation of this funding has resulted in the following impact: We built leadership, teacher knowledge and understanding in support of student growth in reading through evaluative practice. The school teamed with a Principal School Leadership and Lead Specialist Literacy and Numeracy Small School staff as part of the Collaborative Support Unique Settings (CSUS) project to complete the Determining Implementation Gap (DIG) Tool. The school identified the focus areas; Collaboration and Use of Data and Assessment. At this time, the school analysed a range of internal and external data sources, identified an area of focus in reading aligned to a sub element of Phonological Awareness and Phonics from the National Learning Progression in PLAN2. As a result, PLAN2 data indicated a student percentage score increase in Phonological Awareness and Phonics from the first data capture (midway through Term 2) of 57% to the final capture (midway through Term 4) to 61%. This indicated overall student growth of 4% in Reading (percentage score of all indicators). The number of indicators assessed increased from 793 to 857.</p> <p>After evaluation, the next steps to support our students will be: To embed phonemic awareness for all students. The school will move into phonics, integrating existing resources to align our current scope and sequence to the new English syllabus to support student learning in Reading.</p> <p>The school will incorporate Department assessment to gain baseline data and continue using PLAN2 to inform explicit teaching and learning. Staff professional learning and dialogue will incorporate the use of data to support skills and knowledge development to inform teaching and learning.</p>
<p>Aboriginal background</p> <p>\$12,145.00</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 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: Identified students were catered for within the classroom in their identified areas of need. This assistance has enabled the development of students writing through the one to one assistance. We targeted cultural growth through NAIDOC celebrations and other cultural activities. Through this our students are now invested in the creation of personal Acknowledgements to</p>

<p>Aboriginal background</p> <p>\$12,145.00</p>	<p>Country and our teachers have a deeper understanding of cultural awareness. This was the result of undertaking professional learning and seeking advice from neighbouring Aboriginal Education Officers. The student engagement in Aboriginal cultures was enhanced through personal pathway learning that were guided by their individual interests.</p> <p>After evaluation, the next steps to support our students will be: To employ an Aboriginal Education Officer (AEO) one day a week to assist the staff and students to further connect to country and through the implementation of a Bundjalung languages program.</p>
<p>Low level adjustment for disability</p> <p>\$27,797.00</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>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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact: Has enabled us to split the classes. This has meant a more personalised approach to target individual needs of students and a more finite range of learner within the classroom. This provided time to develop and complete accommodations and adjustment of personalised student learning plans and the continued review of these. This meant that each student was able to progress in their learning and the teachers were able to tailor their learning to meet student needs. The plans were monitored with parent intervention, which resulted in a combined commitment to student learning. This funding also paid for the individualised approach to literacy through the purchasing of resources and programs. This enabled the 4% growth in reading across K - 3 which was evidenced in our PLAN2 data in the sub elements of Phonics and Phonemic Awareness.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ the School Learning Support Officers to assist the class teachers to implement individualised learning plans such as learning adjustments, literacy programs and targeted learning programs.</p>
<p>Location</p> <p>\$15,085.00</p>	<p>The location funding allocation is provided to Drake Public School to address school needs associated with remoteness and/or isolation.</p> <p>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"> • Engagement & Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • incursion expenses • technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact: This funding enabled every student equitable access to everyday learning through the provision of classroom resources. It also provided every student access to school excursions, day trips, swimming lessons, Breakfast Club, canteen, class dojo and dance lessons. The funding provided access to class incursions such as the sport coaches, Athletics coach, Intensive Swimming and the end of year excursion to the movies, park and museum. The school replaced the charging stations for the ipads and laptops so that the students have constant access to learning and are able to participate in</p>

<p>Location</p> <p>\$15,085.00</p>	<p>online incursions.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide the students with equal access to internal and external learning experiences and resources to ensure that the learning environment for the students is conducive for learning. Technology will continue to be updated so that all students have equitable opportunities to access all areas of the curriculum.</p>
<p>Professional learning</p> <p>\$7,477.89</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>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"> • Data Skills and Use • Excellence in Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches in teaching. <p>The allocation of this funding has resulted in the following impact: Enabled the staff to be involved in high impact learning with the APC&I and the CSUS team around the implementation of the new English and Mathematics syllabi. This resulted in the improved understanding of teacher knowledge in the syllabi, units of study, scope and sequences and assessment processes. It also enabled the school to purchase resources to support the implementation of the new curriculum. The teachers also attained a deeper understanding of teaching phonics, phonemic awareness and comprehension through working with the CSUS team.</p> <p>After evaluation, the next steps to support our students will be: To teach Department units and adjust them to suit the needs of our students. We will monitor the progress of our students and our teaching through the scheduling of regular five weekly data analysis which will enable us to plan the next steps in teaching and learning. These meetings will include the Principal, APC&I, CSUS team and teaching staff.</p>
<p>QTSS release</p> <p>\$4,367.00</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>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"> • Excellence in Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release staff to co-plan targeted teaching and analyse data. <p>The allocation of this funding has resulted in the following impact: This has enabled the teaching staff where possible to meet every fortnight and have professional conversations about classroom practices and student learning with the APC&I. The result of this has been a collaborative model aimed at teaching the students at the point of need and tailoring the curriculum to support and extend each student within the school.</p> <p>After evaluation, the next steps to support our students will be: We intend to start the 2023 school year with a formalised assessment schedule that will be discussed and updated at our staff meetings. This will include all KLAs and be accessible via sharepoint where data is shared and available to everyone. Assessment tasks will be put against a staff-determined checklist to ensure quality, meaningful and authentic tasks are</p>

<p>QTSS release</p> <p>\$4,367.00</p>	<p>being set and completed school-wide.</p>
<p>COVID ILSP</p> <p>\$13,400.00</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 2022.</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"> • employment of School Learning Support Officer to deliver small group tuition. <p>The allocation of this funding has resulted in the following impact: This enabled the employment of a School Learning Support Officer who targeted individual students through small group literacy-based program (MiniLit, Cars and Stars).</p> <p>After evaluation, the next steps to support our students will be: The continuation of the implementation of the literacy-based programs in order to meet the individual needs of students at Drake Public School.</p>
<p>Per capita</p> <p>\$6,064.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Drake Public School</p> <p>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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of the second teacher. <p>The allocation of this funding has resulted in the following impact: This enabled the staff to have the time to collaborate, unpack the progression's terminology in order to establish a shared understanding of the progressions. The staff also unpacked the mechanics of PLAN2 which now means that they can successfully track student growth through the learning progressions. Staff could also meet to assess student work samples in order to assess their progress and provide feedback on what works best with each student. This shared approach enabled the staff to attain a greater understanding of how our students learn and what works best to engage them in their learning.</p> <p>After evaluation, the next steps to support our students will be: To employ the extra teacher so that we can continue to implement these valuable evaluative processes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	10	11	13	11
Girls	8	9	11	9

Student attendance profile

School				
Year	2019	2020	2021	2022
K	83.3	66.5	66.0	72.9
1	77.6	84.9	87.0	72.2
2	83.5	77.1	78.5	72.9
3	91.1	64.5	81.8	83.1
4	88.1	72.0	94.6	82.5
5	82.4	91.8	73.4	84.3
6	91.1	58.3	84.3	72.6
All Years	86.0	73.7	79.9	75.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	21,037
Revenue	587,811
Appropriation	569,082
Sale of Goods and Services	768
Grants and contributions	17,687
Investment income	275
Expenses	-578,493
Employee related	-516,209
Operating expenses	-62,284
Surplus / deficit for the year	9,318
Closing Balance	30,355

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.

	2022 SBAR Adjustments (\$)
Targeted Total	20,981
Equity Total	74,481
Equity - Aboriginal	12,145
Equity - Socio-economic	34,537
Equity - Language	0
Equity - Disability	27,798
Base Total	384,530
Base - Per Capita	6,064
Base - Location	15,085
Base - Other	363,381
Other Total	46,227
Grand Total	526,219

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.

Parent/caregiver, student, teacher satisfaction

All student surveys indicated they like coming to Drake Public School. All students surveyed indicated they felt success in their learning in 2022.

All students surveyed indicated they believe their teachers care about them. The reasons behind this are: staff listen, staff teach them and staff like them.

Parent survey responses indicated that they believe staff care about their students; they believe they are personally supported by staff; they believe that their children enjoy coming to school; they also believe that the school strongly supports children.

Staff survey responses indicated they believe the school is a welcoming environment; they also believe that staff are supportive and they feel supported:

Students asked for more "rewards' days", more canteen and more excursions.

Some parents asked for more canteen; some parents asked for more sporting opportunities and extra-curricula activities.

Staff indicated they would like to see more professional learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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.