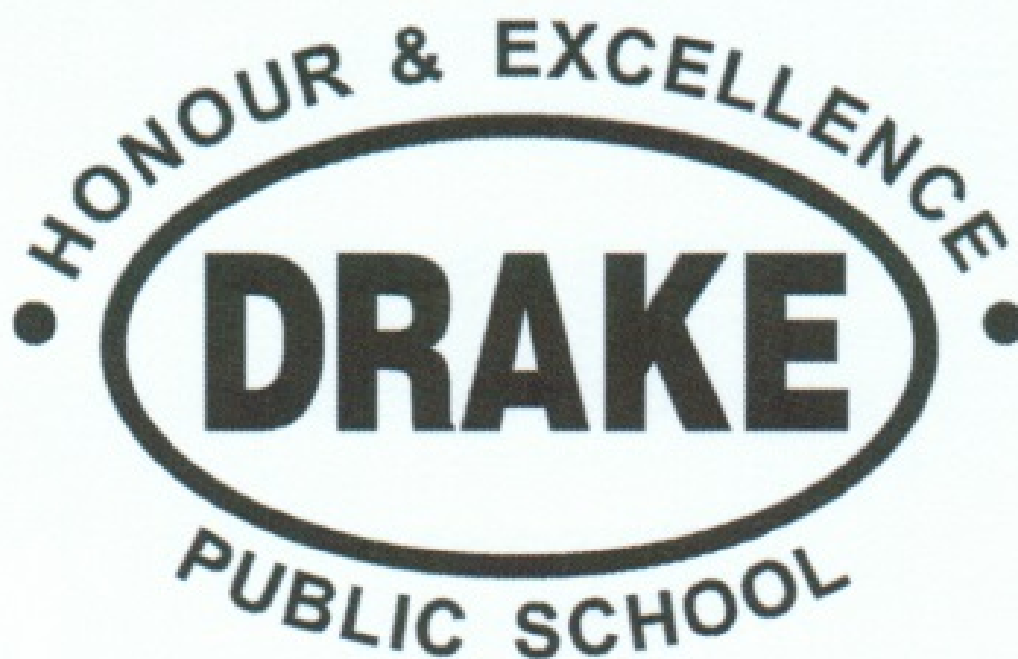


2023 Annual Report

Drake Public School



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Introduction

The Annual Report for 2023 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 and administration staff.

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

Parents, community members and staff work collaboratively 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 previous school planning cycle of 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 behaviour 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>

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

AP Curriculum & Instruction

Professional learning

Integration funding support

Low level adjustment for disability

QTSS release

Summary of progress

Strategic direction 1 focused on phonics and vocabulary, following De Konza's Big 6 cycle. As a part of this strategic direction we have:

Continued to implement daily Heggerty's phonemic awareness lessons in years K-3 and introduced the program to years 4-6. 63% of students have progressed from the Heggerty's Foundation Curriculum onto the Heggerty's Primary Curriculum. To complement this program, a Student Learning and Support Officer (SLSO) was trained to implement MiniLit 4 days per week for 2 hours per day for students in years K-3 who were not reaching reading benchmarks. The SLSO was continually up skilled by the Assistant Principal Curriculum and Instruction (APC&I) and the classroom teacher to ensure targeted students received specific, focused lessons. Students receiving MiniLit instruction have moved up an average of 8 levels. 100% of student's self-report the positive impact of these lessons. As this program was highly successful, Drake Public School have planned for the implementation of Macqlit, purchased resources and organised for the training of staff who will be implementing the program in 2024. Macqlit is aimed at students in Years 3-6 who are not reaching reading benchmarks.

Undertaken explicit daily phonics groups. Students in K-2 who were not independently reading or able to access the CARS and STARS reading material undertook daily systematic phonological and phonemic awareness lessons with a teacher. These groups were fluid and taught at point of need with explicit teacher instruction. At the beginning of the year, the K-3 phonics group commenced with 7 students. 5 of those students are now able to access the CARS and STARS program.

Introduced SMART Spelling across the school and aligned it with the new K-2 syllabus and phonics scope and sequence. Daily explicit teacher instruction of SMART spelling using targeted groupings. Teachers have noticed a transference of spelling skills across Key Learning Areas (KLAs), specifically in creating written texts. Students are more confident and independent when writing. This program will continue to be implemented across the school in 2024.

Consistently input PLAN2 data. Teachers and APC&I monitored and reviewed student indicators for phonics and vocabulary across K-6. Explicit teaching of vocabulary has resulted in growth in the elements of Understanding Texts 1-5, focusing on Vocabulary. Students have achieved 59% of indicators in Term 4 compared with 35% in Term 1. This year, Drake Public School has been focusing on the frequency of student usage of Tier 2 and Tier 3 words with the creation of consistent writing assessment rubrics and student checklist, use of vocabulary word walls and explicit teaching with the use of K-2 suggested texts. All staff have undertaken high impact Professional Learning based on De Konza's Big 6 vocabulary focus. 100% of students are demonstrating a deeper awareness and interest in vocabulary, and this is evident as all students have increased their use of Tier 2 and Tier 3 words independently across all areas of the curriculum.

Staff and student commitment have been imperative to the success of this Strategic Direction. All staff are willing and invested in making phonics and vocabulary improvement, with a common goal and are seeing data growth, boosting their motivation. Consistent programming and timetables across the school have also helped the success of this initiative. Targeted, high impact PL from APC&I, principal and Department of Education (DoE) has increased teacher confidence. According to our staff survey, 100% of our staff feel more confident in teaching vocabulary. Staff and student illness, attendance, extra-curricular activities and variations to routine have proven to be barriers.

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>SEF - 'Assessment' - Working Towards Sustaining and Growing</p> <p>The school staff will self assess itself as working towards Sustaining and Growing in the Element of Assessment using the School Excellence Framework.</p>	<p>Teachers consistently use a five week cycle to collect and review evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. With the guidance of the APC&I, teachers collect and input data into PLAN2 from the rubrics and observations. From this, data is graphed, analysed and presented to all staff. A discussion is then held about the next five weekly focus. This evidence is used as an assessment tool that supports learning across the school and that teachers use reliable assessments to capture information of student learning. Teachers consistently share criteria for student assessment with students. Learning intentions and success criteria are now consistently used across the school. Formative and summative assessments create opportunities for students to receive feedback on their learning. With assistance from the APC&I, the teachers analyse summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. Due to the above practices, staff have self assessed ourselves as 'Sustaining and Growing' in the Element of Assessment using the School Excellence Framework.</p>
<p>Reading Growth</p> <p>The number of students achieving growth on internal Reading data improves from the previous year.</p>	<p>All students have made growth in reading this year. This is evidenced through the majority of students being able to comprehend what they are reading in all Key Learning Areas and making connections to prior learning. A large majority of students have moved from decoding simple texts into more complex texts that introduced a range of phonemic codes. In the K-3 class comprised of 10 children, 3 children are learning 'the simple code', the sounds of the alphabet, reading and spelling consonant-vowel-consonant (CVC) words. 4 children are learning 'the extended code', blending and segmenting adjacent consonants, consonant digraphs, syllabification. 3 children are independently reading predictable texts.</p>
<p>Numeracy Growth</p> <p>The number of students achieving growth on internal Numeracy data improves from the previous year.</p>	<p>All students have made growth in all areas of numeracy. This is evidenced through pre-assessments conducted at the beginning of a topic and post assessments completed at the end of a topic. An example of this is where our students are working above expected year level in number sense.</p>
<p>Check-in Reading</p> <p>To improve individual students' check-in assessment scores in reading in relation to statistically similar school groups.</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>Check-in Numeracy</p> <p>To improve individual students' check-in assessment scores in numeracy in relation to statistically similar school groups.</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>

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.

- Excellence in Teaching

Resources allocated to this strategic direction

Socio-economic background Professional learning

Summary of progress

Evidence of Activity: What have you done this year?

This year Strategic Direction 2 has focused on comprehension. As a part of this strategic direction, we have:

Continued to implement the CARS & STARS comprehension program in years 2-6, 4 days a week in small, levelled, ability groups. The teacher/SLSO follows the script in the Teachers Handbook to explicitly teach the focus of the week. Students are assessed at the end of each skill. A benchmark assessment is completed regularly to monitor growth. In the element of Understanding Texts 1-5 and the sub element of Comprehension, students have achieved 74% of indicators in Term 4 compared with 46% in Term 1. 100% of students surveyed reported positive impacts of the lessons and could articulate what strategies they have benefited from. All students also enjoyed the routine and structure of the lessons. Students stated that they enjoyed the stories and have found them challenging. The average CARS and STARS group result has shifted from 72% to 86%. Teachers and Student Learning and Support Officers (SLSO) have noted that there has been a transference of skills and a shift in attitude across all Key Learning Areas and a consistency in use of comprehension meta language. All staff are willing and invested in making improvements in comprehension, with a common goal and are seeing data growth, boosting their motivation. Drake Public School is committed to undertaking quality professional learning to enhance our ability to teach comprehension in a multi-stage setting. Targeted, high impact professional learning from Assistant Principal Curriculum and Instruction (APC&I), Principal and Department of Education (DOE) has increased teacher confidence. According to our staff survey, 100% of our staff feel more confident in teaching comprehension and feel like their lessons are more explicit. Staff and student buy in and commitment have been imperative to the success of the initiative. Student attendance and sickness have hindered the implementation of the program as has extra-curricular and variations to routine.

Staff collaboratively programmed, timetabled, implemented and adapted the Department's new English multi-stage teaching and learning units across the school. Through these units we have embedded a daily vocabulary focus. Every five weeks, teachers have continued to and consistently input and analysed PLAN2 data in the element of Understanding Texts across K-6. Students have achieved 59% of indicators in Term 4 compared with 35% in Term 1.

APC&I and Principal led targeted professional learning in using the strategy of reciprocal reading to improve comprehension in reading. All staff were involved in this training and now utilise this teaching strategy across the school during guided reading lessons. A subscription for the School Magazine was purchased to use for reciprocal reading in years 3-6. All students have stated that they find the articles interesting and engaging. Staff have noted that students are showing a transference of skills across all curriculum areas, resulting in a greater interest by all stake holders.

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 data-bbox="92 123 569 219">SEF - 'Effective Classroom Practices' - Working Towards Sustaining and Growing</p> <p data-bbox="92 248 569 398">The school staff will self assess itself as working towards Sustaining and Growing in the Element of Effective Classroom Practices using the School Excellence Framework.</p>	<p data-bbox="592 123 1497 548">Teachers and Assistant Principal Curriculum and Instruction (APC&I) collaborate and share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. Due to our above practices we have self assessed ourselves as 'Sustaining and Growing' in the Element of Effective Classroom Practice using the School Excellence Framework.</p>

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

Aboriginal background

Location

Per capita

Summary of progress

Evidence of Activity: What have you done this year?

This year in Strategic Direction 3, we have focused on improving the wellbeing of all students at Drake Public School. As a part of this strategic direction we have:

Continued to review and refine our behaviour management process and implemented a consistent approach and used common language across the school. Students and teachers co designed a behaviour flowchart so that all stakeholders know what is expected of them in all areas of the school and with all staff. This has resulted in only one negative referral on School Bytes which shows a huge reduction in negative behaviours.

Refined our attendance processes. As a staff and in consultation with the Guided School Support Attendance team, we have created a Theory of Action to ensure all staff are aware of procedures and are consistent when following up on absences. We have engaged parents, carers and the community to build a common understanding of attendance expectations. There has been a marked improvement in attendance in 2023. Parents are now contacting the school to let them know if their child will be absent, resulting in fewer unexplained absences. Students are rewarded for excellent attendance.

Created a Student Representative Council in order to promote student voice within the school. The Student Representative Council has been responsible for planning and hosting five whole school events as a result of input from the wider school community. Another component of our student voice process is surveying each student about school life. As a result of this, we have attended more extra curricular activities in order to give them the opportunities to socialise with students in similar settings. All students have attended these events.

The Principal delivered high impact professional learning based on Personalised Learning Pathways (PLPs) and as a result, staff and students have collaboratively refined these documents to better suit our school community. In Term 1 2024, Drake Public School will implement the refined Personalised Learning Plans and communicate these with all stakeholders.

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 number of students attending school 90% of the time or more has significantly increased, however we are still working towards our system

<p>The proportion of students attending more than 90% of the time will be at or above the lower-bound systems target of 70%.</p>	<p>target of 70%.</p>
<p>SEF - 'Wellbeing' - Working Towards Sustaining and Growing</p> <p>The school staff will self assess itself as Working Towards Sustaining and Growing in the Element of Wellbeing using the School Excellence Framework.</p>	<p>It is the nature of our school that we are organised so that all students have regular opportunities to meet with all staff members who can provide advice, support and assistance to help our students fulfil their potential. The staff collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Evidence of this is the way we use student voice through our Student Representative Council to enhance the wellbeing practices for all students. Our well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</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>The allocation of this funding has resulted in the following impact: This has provided us with the opportunity to provide intensive, targeted support to small groups of children in writing. As a result, we have seen an improvement in the quality and structure of all writing tasks. Students are now reactive towards feedback and provide themselves with feedback through the writing rubrics and checklists. Due to the smaller guided writing groups, all students have shown a growth in independence and learner agency.</p> <p>After evaluation, the next steps to support our students will be: We will continue to employ an SLSO to operate the small group guided writing sessions.</p>
<p>Socio-economic background</p> <p>\$25,479.03</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"> • Excellence in Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of second teacher. <p>The allocation of this funding has resulted in the following impact: This funding was used to employ a second teacher to work with the Stage Two and Stage Three students four days a week. This enabled teachers to meet the needs of the students and differentiate instruction, particularly for literacy and numeracy. Through the employment of a second teacher, we were also able to run specific programs targeted at children not reaching bench marks such as Fast Maths, Heggerty's Phonemic Awareness, Cars and Stars and MiniLit.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide quality instruction and optimal and equitable access to the curriculum, which is achieved through having a second teacher in our small school setting.</p>
<p>Aboriginal background</p> <p>\$13,993.70</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"> • Engagement & Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employ a second teacher. • Employ an SLSO. <p>The allocation of this funding has resulted in the following impact: The employment of a Student Learning and Support Officer resulted in the school being able to refine our Personalised Learning Pathway process and</p>

<p>Aboriginal background</p> <p>\$13,993.70</p>	<p>develop a document that better suited the needs of our school community. We have received positive responses from the community regarding this new document and process.</p> <p>After evaluation, the next steps to support our students will be: To investigate cultural opportunities that involves being 'on country' and the teaching of local Aboriginal languages.</p>
<p>Low level adjustment for disability</p> <p>\$27,798.15</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"> • employment of a second teacher. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Data and its analysis have resulted in program and lesson development for targeted teaching, which has enabled students to have improved learning outcomes. The funding also provided additional support for all students to engage successfully. All staff have been able to support a large range of students through the development of Accommodations and Adjustments for students with identified learning disabilities and to provide modified programs to support their learning across the school.</p> <p>After evaluation, the next steps to support our students will be: This funding will allow us to continue to provide quality instruction and optimal and equitable access to the curriculum. This is achieved through having a second teacher in our small school setting, enabling us to successfully operate two small classes. The continued employment of an SLSO will also enable us to continue to support students through the use of small, targeted groups. In 2024, Low level adjustment for disability funding will continue to support students with additional learning and support needs by allowing teachers time to create Accommodations and Adjustments to support students with low level disabilities across the school, ensuring equal access to the curriculum.</p>
<p>Location</p> <p>\$13,757.95</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"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: This funding has enabled all students equitable access to everyday learning through the provision of classroom resources. It was used equitably to ensure full inclusion and participation in all excursions and incursions and other additional school activities such as swimming and the employing of athletics coaches . As a result, students sense of belonging is promoted as</p>

<p>Location</p> <p>\$13,757.95</p>	<p>they know they will be included with all opportunities. It has also assisted in improving student attendance as excursions with our community of small schools has been a noted highlight for all students.</p> <p>After evaluation, the next steps to support our students will be: Location funding will continue to support all students to participate in extra curricula activities in 2024. We will continue to provide subsidies to ensure all families are able to afford to attend excursions and incursions which will further enhance their learning outcomes.</p>
<p>Professional learning</p> <p>\$6,797.89</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"> • Providing release for teachers to attend a range of professional learning opportunities with the APC&I and with our Early Adopter Small Schools Support Partnership schools. • Assistant Principal Curriculum and Instruction working between two small schools to upskill all staff, utilising research driven targeted professional learning around the curriculum reform. <p>The allocation of this funding has resulted in the following impact: These activities have built staff capacity to create sustained, continued improvement in English and Mathematics across the K-3 and 4-6 classroom. All staff have greater skill and capacity to input PLAN data and to implement and assess the new curriculum and multistage units in their classroom. Due to being a part of the Early Adopter Small Schools Support Partnership, all teaching staff were provided with the necessary release to be able to work collaboratively with like schools to adapt the new Mathematics units for 2024.</p> <p>After evaluation, the next steps to support our students will be: The continuation of building on the knowledge learnt to work towards the implementation of the new curriculum for stage 2 and 3, providing release and opportunities for collaboration across classes and across schools. In 2024, Professional Learning funding will be directed to ensuring that the new curriculum K - 2 English and Mathematics and 3 - 6 English and Mathematics, are successfully implemented.</p>
<p>QTSS release</p> <p>\$4,142.88</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"> • Data Skills and Use <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 funding has allowed staff to be released to work with the Assistant Principal Curriculum and Instruction (APC&I) to regularly input, analyse and monitor student data. During sessions with the APC&I, staff were able to hold professional conversations about student growth, identify gaps, set individualised targets and co-plan the next steps in student learning.</p>

<p>QTSS release</p> <p>\$4,142.88</p>	<p>After evaluation, the next steps to support our students will be: In 2024, QTSS funding will continue to be utilised to support staff in working with the APC&I to collect, analyse and monitor student data to drive the teaching and learning programs. We will also provide quality teaching through high impact Professional Learning and mentoring to ensure effective new curriculum delivery K-6.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Following the Mini-lit intervention program, students have had a significant increase in results and this knowledge is evident in reading and writing outcomes. On average, students receiving intervention who were assessed on their grapheme-phoneme knowledge have progressed from 66% achievement in Term 1 to 86% achievement in Term 4.</p> <p>After evaluation, the next steps to support our students will be: The APC&I will undertake Professional Development and upskill the COVID ILSP staff member to implement the Macq-lit intervention program for identified students in Years 3-6.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	11	13	11	7
Girls	9	11	9	10

Student attendance profile

School				
Year	2020	2021	2022	2023
K	66.5	66.0	72.9	62.1
1	84.9	87.0	72.2	47.9
2	77.1	78.5	72.9	66.9
3	64.5	81.8	83.1	85.6
4	72.0	94.6	82.5	94.7
5	91.8	73.4	84.3	84.5
6	58.3	84.3	72.6	97.9
All Years	73.7	79.9	75.7	79.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.26
Learning and Support Teacher(s)	0.1
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	30,355.16
Revenue	579,850.41
Appropriation	531,645.33
Sale of Goods and Services	523.61
Grants and contributions	20,124.02
Investment income	1,193.81
Other revenue	26,363.64
Expenses	-510,963.20
Employee related	-472,165.77
Operating expenses	-38,797.43
Surplus / deficit for the year	68,887.21
Closing Balance	99,242.37

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	67,271
Equity - Aboriginal	13,994
Equity - Socio-economic	25,479
Equity - Language	0
Equity - Disability	27,798
Base Total	343,542
Base - Per Capita	5,205
Base - Location	13,758
Base - Other	324,579
Other Total	42,893
Grand Total	453,706

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 students indicated that they enjoy coming to Drake Public School and have felt success in their learning. 76% of students believe that they have shown growth in both English and Mathematics and 24% have reported that they have felt successful in other Key learning areas, particularly in Physical Education. The highlight for the majority of students was attending events with our Community of Small Schools (Old Bonalbo and Urbenville Public School) and would like to do so again next year.

Parent survey responses stated that all parents either strongly agree or agree that they themselves and their children feel supported by the staff at Drake Public School. 100% of parents stated that their children enjoy coming to school. All parents have stated that this year, the educational outcomes of the students have increased. Next year, they would like to see more parent involvement with open classrooms and workshops regarding Reading and Mathematics.

Staff survey responses indicated that all staff (including casual teachers) enjoy working at Drake Public School because staff are welcoming and supportive. All staff are committed to all areas of school improvement and believe that the students are thriving. Staff indicated that in 2024, they would like more Professional Learning in order to help with the implementation of the new K-6 Mathematics and English syllabus.

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.