School context
The school enrolment at the end of the 2013 was 30. There were 12 students in Kindergarten – Year 2 and 18 students in Years 3 - 6. The gender balance of the students was 16 boys and 14 girls.

Principal’s message
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Christine Dorward

P & C message
The Drake P & C Association consists of a small group of very committed parents and citizens who met regularly during 2013.

During the year the Drake P & C provided funding for student activities, helped cater for local and school events and fundraised to provide extracurricular activities for students including assisting in funding for the Year 3-6 Camp to Forster. During 2013 the Drake P & C continued to assist in raising funds for the Stephanie Alexander Kitchen Garden program.

I would like to thank the members of the P & C, especially the executive members, for their tireless efforts to assist our children.

Sherilee Smith
President, Drake Public School P & C

Student representative’s message
All students in Year 6 at Drake Public School are school leaders. We are given responsibilities to help other students, especially the younger students. We enjoyed running school assemblies, participating in Oracles of the Bush, QUOTA Eisteddfod and other events in Tenterfield. We enjoyed a variety of sporting experiences throughout the year, enjoy participating in the Stephanie Alexander Kitchen Garden Program, and participating in Transition program at Tenterfield High School and Bonalbo Central School.

At Drake Public School the teachers are friendly and caring. They enjoy teaching us a variety of different subjects and give us the opportunity to many interesting learning activities.

Year 6 students

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
Student attendance profile

Students who do not attend school are reminded to return to school with a note from their parents explaining the reason for their non-attendance at school. The principal has also telephoned parents when students are absent from school for periods of more than 2 days.

Management of non-attendance

Students who do not attend school are reminded to return to school with a note from their parents explaining the reason for their non-attendance at school. The principal has also telephoned parents when students are absent from school for periods of more than 2 days.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Classroom Teacher – Part-Time | 0.168
Teacher of RFF                | 0.084
Learning and Support Teacher(s)| 0.2
Teacher Librarian             | 0.084
Teacher of ESL                | 0.0
Primary Priority School Funding Scheme | 0.1
School Administrative & Support Staff | 0.896
Total                          | 3.532

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. At Drake Public School no staff identify as being of aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications | % of staff
--- | ---
Degree or Diploma | 100
Postgraduate |
NSW Institute of Teachers Accreditation |

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary | 30/11/2013
--- | ---
Income
--- | ---
Balance brought forward | 31903.96
Global funds | 49759.34
Tied funds | 65601.11
School & community sources | 10477.31
Interest | 1342.37
Trust receipts | 4120.50
Canteen | 0.00
Total income | 163204.59

Expenditure

Teaching & learning
--- | ---
Key learning areas | 7263.20
Excursions | 11392.81
Extracurricular dissections | 1975.29
Library | 863.64
Training & development | 883.14
Tied funds | 55877.02
Casual relief teachers | 8708.74
Administration & office | 15951.39
School-operated canteen | 0.00
Utilities | 6860.06
Maintenance | 4052.31
Trust accounts | 2576.14
A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

Students at Drake Public School enjoyed participating in a variety of academic and extracurricular activities in 2013.

**Achievements**

**Arts**
The students and school have experienced success by:

- displaying their work at the Tenterfield Show and during an Art Display at the Rural Transaction Centre (RTC) in Drake; and
- participating in ‘The Oracles Of The Bush’ Poetry and Art Competition in Tenterfield.

**Sport**
The students and school have experienced success by:

- several students being chosen to represent the school at the Northern Rivers Zone Athletics Carnival;
- participation of all students in PE and fundamental movement skills programs; and
- participation of all students in a learn-to-swim one week intensive program in January and December at the Tenterfield Swimming Pool.

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Significant programs and initiatives**

**Aboriginal education**

During 2013, the teaching and learning cycle at Drake Public School incorporated Aboriginal education perspectives in all Key Learning Areas. Students attended the annual NAIDOC Day celebrations at Tabulam Public School where they participated in a variety of art, craft and literacy based activities.

**Multicultural education**

During the teaching of all Key Learning Areas students at Drake Public School are developed an understanding of the need to recognise and value the backgrounds and cultures of all Australians. They understand the need for a cohesive and harmonious multicultural society in which they can live as responsible citizens.
Transitional Equity Funding

In 2013, Transitional Equity Funding supported the employment of a Kitchen and Garden Specialist to assist in the Stephanie Alexander Kitchen Garden program. This program is integrated into all Key Learning Areas and focuses on teaching students about life skills and the benefits of healthy living. It provides education on sustainable living skills.

Transitional Equity Funding enabled students to participate in a range of excursions and other experiences not available in the local area due to the schools rural position.

National partnerships and significant Commonwealth initiatives

In 2013, National Partnership Funding supported the employment of a Temporary teacher to allow individualised and small group programs to maximise student outcomes in both Literacy and Numeracy. This funding also assisted in the purchasing of a variety of Literacy, Numeracy and Technology resources. These resources enabled students to develop their Literacy and Numeracy skills through the use of quality literature and hand-on learning. Transitional Equity and National Partnership funding in 2013 also enabled the Multilit Reading Program to continue for selected students from Year 2 – Year 6 to enable them to achieve expected outcomes in Reading and Comprehension.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews were conducted with members of the school community, including the following:
  - members of staff
  - students
  - parents and family members
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Classroom observation
- Surveys
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART
- Other sources of information

School planning 2012—2014: progress in 2013

School priority 1

To raise the Literacy standards of all students

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- 71% of students in Kindergarten – Year 2 achieving appropriate cluster in Phonics
• 80% of students in Kindergarten – Year 1 achieving appropriate cluster in Phonemic Awareness
• 100% of students achieved Band 2 (National Minimum Standard) or higher in Year 3 NAPLAN Spelling
• 100% of students achieved Band 4 (National Minimum Standard) or higher in Year 5 NAPLAN Spelling
• 66.7% of students in Year 5 achieving expected growth in NAPLAN Spelling

Strategies to achieve these outcomes in 2014
• Continue employment of an additional teacher utilising National Partnerships funds to allow for smaller literacy groups and Teacher Professional Learning in Literacy
• Data from PLAN is utilised to plan and implement quality literacy programs
• Individual instruction utilising the Multilit Program for students with results below National Minimum Standard in Year 3 and Year 5 NAPLAN or those identified as having significant Reading difficulties, and the Minilit Program for students in Years 1 and 2 who are achieving below expected levels in Reading.
• Purchase resources to support Literacy strategies

School priority 2
To raise the Numeracy standards of all students

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
• 100% of students achieved Band 2 or higher in Year 3 NAPLAN Numeracy
• 100% of students achieved Band 4 or higher in Year 5 NAPLAN Numeracy
• Data collected from student participation in Fast Maths indicates 100% of students in Years 3 – 6 have improved more than 10 levels from term 1 – Term 4.

Strategies to achieve these outcomes in 2014:
• Continued employment of an additional teacher utilising National Partnerships funds to allow for smaller numeracy groups and Teacher Professional Learning in Numeracy
• Data from PLAN is utilised to plan and implement quality numeracy programs
• Purchase Numeracy resources to support teaching programs
• Explicit teaching of number facts including all areas of Number
• Continuation of Mathletics technology programs
• Teachers deconstruct NAPLAN questions as part of regular Numeracy lessons for students Year 1 -6

School priority 3
To increase student attendance rates and engagement in school activities

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
• 40% of students with average attendance rates of 95% or more.

Strategies to achieve these outcomes in 2014:
• Attendance records analysed regularly and HSLO involvement for students with concerning absenteeism;

• Letters to parents/carers requesting justification for student absence to be sent home each fortnight with follow up phone calls for unreturned letters;

• Continuation of regular information in newsletters about student attendance;

• Attendance awards each term for students achieving 85% or above attendance;

• All students K-6 involved in Stephanie Alexander Gardening and Kitchen program, a fortnightly vegetable gardening and cooking program with community involvement encouraged; and

• Employment of a Kitchen Specialist and a Garden Specialist.

Professional learning

All teachers at Drake Public School participated in a range of Teacher Professional Learning (TPL) in 2013. TPL in 2013 was utilised for Literacy, Numeracy, Leadership and Career Development, Syllabus implementation, use of ICT, Welfare and Equity and Quality Teaching. During 2013 Staff Development Days were utilised with teachers completing training on Child Wellbeing, Code of Conduct, and NSW Syllabus Implementation training.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. In 2013 our school carried out an evaluation of Teaching with the school.

Their responses are presented below.

• 79% of students and 64% of parents indicated that almost always what students are being asked to learn is important;

• 50% of students and 36% of parents indicated that almost always students are told by their teachers what they are learning and why; and

• 43% of students and 64% of parents indicated that almost always teachers manage the class to help the students learn.

Program evaluations

Background

Students (Years 3-6) and parents were surveyed about their opinions on Reading using a survey that asked for responses from ‘Strongly Agree’ to ‘Don’t know’. Participation in the survey was voluntary. Results of the survey are reported below.

Findings and conclusions

• 79% of students and 100% of parents indicated that they believed that Reading is an important skill to learn;

• 79% of students and 64% of parents indicated that they believed that the class teacher expects them/their child to do well in Reading, and

• 71% of students and parents indicated that their child/children spelling results have improved this year.

Future directions

Results from surveys indicated that students and parents agreed that students had academically benefited from changes to the Reading program at the school this year. Reading will continue to be a curriculum focus in 2014 with the continuation of the Multilit and introduction of the Minilit Reading programs, as well as a focus on Home Reading and Library borrowing.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs Christine Dorward Principal
Mrs Susan Bailey Classroom Teacher
Ms Sherilee Smith P & C President

School contact information

Drake Public School
Allison Street, Drake. NSW. 2469
Ph: 02 6737 6677
Fax: 02 6737 6725
Email: drake-p.school@det.nsw.edu.au
School Code: 1771

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: