2009 Annual School Report
Drake Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The school enrolment at the end of the year was 33. There were 19 students in Years 3 - 6 and 14 students in Kindergarten – Year 2.
The gender balance of the students was 19 boys and 14 girls.

Staff
1 Primary Principal 5;
1 Infants Teacher
1 Primary Teacher – 0.436 (2 days a week) release from face to face, part-time, library PSFP supplement.

The Priority Schools Funding Program (PSFP) enables the school to employ a temporary teacher, Mrs Susan Bailey, for Literacy, Numeracy and STLA for two additional days.

Team teaching takes place during Literacy and Numeracy groups. Literacy and Numeracy is taught in stages and the groups are small so that students can access individual teacher attention.
All teaching staff meet the professional requirements for teaching in NSW public schools.

SASS (School Administrative and Support Staff)
The school employs a part-time administration manager, Cheryl Cartwright (3 days) and a General Assistant, David Wickham (1 day). A Teacher’s Aide, Janette Woodward, is employed through utilisation of Integration funding to assist in meeting the particular needs of students for 4 hours a day, 4 days a week.

Significant programs and initiatives
Aboriginal Education
During 2009 the teaching and learning cycle at Drake Public School incorporated Aboriginal education into everyday practise. All students attended NAIDOC Day celebrations at Tabulam Public School where they participated in a variety of art, craft and literacy based activities led by Aboriginal elders from Tabulam.

Multicultural Education
The students at Drake Public School have been exposed through the teaching of Connected Outcomes Groups (COGs) units to elements involving day to day life in foreign countries. They have learnt about cultural diversity and cultural knowledge which will enable them to become part of a culturally diverse community.

Priority Schools Funding Program (PSFP)
The school receives additional financial support to enable us to better meet the academic needs of the students through the employment of extra staff and the purchasing of extra resources to aid in this process. Mrs Bailey is employed with this funding for an additional two days a week which enables us to significantly reduce class sizes and offer students more individualised and personalised assistance in the classroom. We have also recently purchased Literacy and Numeracy resources, which will be used in everyday teaching to assist us to help students reach regional and state benchmarks.

Country Areas Program (CAP)
Technology is a major tool used in daily teaching and learning at Drake Public School. CAP money is used to allow staff and students access to training and development which in turn exposes them to new advancements in Technology, such as the Space Heroes Camp at Copetoun Dam which enabled the students to learn how to produce short movies with picture and sound. CAP money is also used to purchase resources such as additional laptops so that every student has access to one at all times and also greatly reduces the cost of excursions and teaching aids.

Respect and Responsibility
Students at Drake Public School are encouraged to demonstrate respect to their peers, teachers and visitors and are expected to be responsible for their actions.

These values are discussed and taught on a daily basis and are components of the PD/H/PE units taught at school.

Students are taught what their job is at school and how they are to behave appropriately. This is taught in conjunction with the Department’s Core Values and all staff set high expectations, which they expect students to achieve.

Principal’s message
The students at Drake Public School are encouraged to participate in and contribute to the many and varied learning rich activities provided at the school. Students are actively encouraged to seek improvement and to achieve to their full potential and these achievements are regularly recognised.

Participation and friendship are valued by all at Drake Public School, and the school enjoys continued support from an active and enthusiastic P and C and parent body.

Technology is incorporated into everyday classroom practise and all staff are kept abreast of the latest technological advancements to be
implemented in schools through our participation in the Country Areas Program (CAP)

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.

Toby Morgan
Principal

P&C message

The Drake P & C Association is made up of a small band of committed parents and citizens who met once a month during term time in 2009.

During the year the Drake P & C provided funding for student activities and helped cater for local and school events.

We purchased resources for the school including books and equipment to help improve the facilities for our staff and students.

To my fellow executives and the citizens of the community a huge Thank you for your tireless efforts.

Diana Thornhill
President, Drake Public School P & C

School context

Student information

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

Student enrolment profile

Management of non-attendance

Student attendance increased as the second semester progressed. Students who are regularly absent from school are required to provide notes explaining these absences. If these absences are not explained and they accumulate then the Home School Liaison Officers (HSLO) based in Lismore become involved at the principal's discretion, and the students become part of their caseload. If attendances do not improve over a short period of time then home visits may become necessary.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3456</td>
<td>3</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>3456</td>
<td>4</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>3456</td>
<td>5</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3456</td>
<td>6</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>K12</td>
<td>1</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>K12</td>
<td>2</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>K12</td>
<td>K</td>
<td>8</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

The school is divided into two classes. One class contains the Infants students from Kindergarten to Year 2 and the second class contains the Primary students from Year 3 to Year 6.
Staff information

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

During 2009 there were two permanent teachers, one permanent-part time teacher, school administration manager (SAM 3 days a week), a teacher’s aide (3 ½ days a week) and a General Assistant. (One day a week)

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Release Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>PSFP</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>4.036</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>70,800.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>53,284.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46,050.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3,711.18</td>
</tr>
<tr>
<td>Interest</td>
<td>2,309.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>851.35</td>
</tr>
<tr>
<td>Total income</td>
<td>177,003.97</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Key learning areas</th>
<th>19,050.86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excursions</td>
<td>1,281.44</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>630.62</td>
</tr>
<tr>
<td>Library</td>
<td>1,004.77</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4,021.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46,085.73</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7,730.16</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21,363.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3,909.09</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,473.99</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>828.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14,416.74</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>123,797.07</td>
</tr>
</tbody>
</table>

Balance carried forward | 53,206.90

A full copy of the school's 2009 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 2009

Students at Drake Public School take great pride in participating in local Sports Carnivals, Art and Craft opportunities and Technology programs both at school and at a district level.

Participation is encouraged across a wide range of activities, that enable the students to be exposed to a wide range of experiences whilst at school.
Achievements

Arts
The students and school have experienced success by:

- students displaying their work at the Tenterfield show;
- all children participating in the Tabulum art competition;
- producing posters for the Lions Peace Poster competition;
- participating in the Westpac Rescue Helicopter Day Concert;
- all students participating in school drumming and music lessons throughout the year;
- the advanced drumming group participating in the Casino Performing Arts Festival; and
- participating in the Oracles Of The Bush Poetry Competition in Tenterfield.

Sport
The students and school have experienced success by:

- having students eligible to represent the school at the Northern Rivers Zone Athletics Carnival;
- eligible children participating in the Upper Clarence PSSA District Cross Country Carnival;
- full participation in daily PE and fundamental movement skills programs; and
- all students participating in a swimming skills/learn-to-swim one week intensive program at the Tenterfield Swimming Pool.
- Tamara Barnes representing the school at various horse sports days.

Technology
The students and school have experienced success by:

- having access to movie making programs and the use of associated technology;
- participating in CAP Super Heroes Technology Camp at Coopetoun Dam;
- effectively utilising Mathletics and Smartkiddies as a regular part of Numeracy groups;
- participating in Small Schools Network and being exposed to the latest technologies, such as MOODLES, LAMS and Wikis; and
- utilising the DET TALE site and other Smart Technologies.

Academic
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 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
In Year 3, overall Literacy results were below state average. Writing was above the regional average and just below state average. Results from 2008 saw the majority of students placed in the Band 4 Group, but in 2009 the majority of students were recorded in Bands 2 and 3. One student was placed in the Band 5 group.

Numeracy – NAPLAN Year 3
In Year 3, overall Numeracy results were below both state and regional averages. The majority of students were placed in the Band 5 group in 2008, but in 2009 the majority of students were placed in the Band 3 group.

Literacy – NAPLAN Year 5
In Year 5, overall Literacy results were below the state average. Reading results improved dramatically from 2008. In that year the majority of students were placed in the Band 4 group and in
2009 the majority of students were divided between the Band 4 and Band 5 groups. One student was placed in the Band 6 Group.

**Numeracy – NAPLAN Year 5**

In Year 5, overall Numeracy results were below both state and regional averages. In 2008 the majority of students were placed in the Band 4 and Band 5 groups. But in 2009 the majority of students were placed in the Band 4 Group. One student was placed in the Band 7 Group.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>60</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>60</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>60</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80</td>
</tr>
</tbody>
</table>

**Progress on 2009 targets**

**Target 1**

**Quality Teaching**

Teachers at Drake Public School will focus on bringing Quality Teaching elements into classroom practice and will endeavour to provide a full, inclusive education for all students.

**Our achievements include:**

- Staff undertaking professional learning through Accelerated Literacy, Reading To Learn, PSFP and CAP initiatives, which has allowed teachers to organise and then implement quality programs;
- All staff incorporating aspects of the Quality Teaching spectrum into their daily teaching and learning programs;
- Expectations for all students being raised, which has placed greater emphasis on the students to strive to achieve greater success in the classroom; and
- Incorporating new resources into everyday teaching and learning which has provided a more visually stimulating and learning rich environment for the students.

**Target 2**

**Improve the engagement rate of students in the writing process.**

**Our achievements include:**

- Students being more confident when completing writing tasks;
- Year 3 NAPLAN writing results being well above the regional average and just below the state average;
- Explicitly teaching writing in Stage groups through the employment of a third teacher through PSP and CAP funding; and
- Improved spelling results flowing over into writing tasks, which has allowed for less correction time, increased confidence when attempting to spell unfamiliar words and higher quality work being produced by the students.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Planning and English.

**Educational and management practice**

**School Management**

**Background**

In 2009 as part of the cyclic management evaluation families, staff and students were surveyed. Twenty-one students, three families and all staff responded.
Findings and conclusions
The majority of respondents agreed that:
Drake Public School is connected to its community and welcomes parental involvement.
The school is continually looking for ways to improve its performance.
The school cares about its students.
The school grounds are beautifully maintained and allow the children access to play areas.
Fair discipline exists within the school.

Future directions
Drake Public School will:
Ensure that professional development is planned systemic and effective.
Employ a range of strategies to ensure effective communication.
Seek ways to improve what it does.

Curriculum
English

Background
In the English Curriculum there are stage appropriate outcomes for all students. English has been, at various times, incorporated into Connected Outcome Groups. (COGS)

Findings and conclusions
The majority of respondents agreed that:
English was an important subject at school.
There was excellent access to computers and other technologies across the school.
They could confidently assist their children with English at home.
The level of support for children experiencing difficulties in English needs to be improved.
They understand how English is taught at Drake Public School

Future directions
Drake Public School will:
Strive to access more assistance for children who are experiencing difficulties in English.

Build upon the relationship between home and school so that we are all pulling in the same direction.
Maintain a high profile for English within the DET Curriculum and COGS scope and sequence.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, teachers and students about the school.
Their responses are presented below.
This information was compiled using the information gathered from a survey. Two of fifteen parent surveys were returned and 20 students were surveyed.

Parents
The kids really enjoy doing sports, gardening and other activities at Drake Public School.
There is lots of technology available for the children to use.
The kids love reading every night to earn their book-a-night stickers.
The school uniform looks great when the children wear it.

Students
I enjoy coming to school everyday.
There is lots of Technology at school.
I like playing with children of all different ages.
We get to do lots of sport, art and gardening.

Teachers
We work together towards the same goals. Each of us is different, but we all want the best for the students at Drake Public School.
There is a friendly and cohesive atmosphere at school.

Professional learning
During 2009 teachers at Drake Public School attended courses in the following areas:
- Preparing a School Environmental Management Plan (SEMP);
- The uses of Kahootz, Pivot Stick and Photostory;
- Preparing for an Audit;
- Preparing an Annual Financial Statement (AFS);
- Child Protection, covering the inclusion of the new "Keep Them Safe" document;
• Beststart – which benchmarks students when they first come to school;

School development 2009 – 2011

A school plan was introduced in 2009 which will outline the schools' goals, with yearly amendments, until 2011.

Targets for 2010


Target 1

Literacy.

70% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Years 3 and 5) in Literacy.

Strategies to achieve this target include:

• Analysis of NAPLAN results to produce remedial programs to address the needs of each cohort;

• Develop Individual Learning Programs for those students at risk of not achieving National Minimal Standards and the utilisation of STLA time to follow up with these students;

• Use of homework activities in consultation with parents to promote Literacy;

• Draw on the Reading To Learn, Accelerated Literacy and Best Start Early Years Transition Program;

• Continue to implement Quality Teaching as a part of the schools ongoing plan to emphasise skill development and to improve Literacy standards;

• Continued employment of an extra teacher utilising PSFP to allow for smaller Literacy classes; and

• Daily guided, modelled and independent reading and writing programs in all classes.

Our success will be measured by:

• Improved results in NAPLAN assessments in Literacy for all cohorts;

• The school community participating in CAP initiatives relating to Literacy and the use of the brain;

• School based Literacy testing and competitions and the tracking of all students throughout the year;

• Improved reading/comprehension levels. Spelling targets achieved and the improvement in spelling records.

• Best Start program in Kindergarten; and

• Students in Years 3 and 5 achieving results which reflect the North Coast DET priority areas.

Target 2

Numeracy

70% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Years 3 and 5) in Numeracy.

Strategies to achieve this target include:

• Explicit teaching of number facts including addition, subtraction, division and multiplication;

• Extended use of Count Me In, Count Me In Too and Counting On strategies in maths programs across the school;

• Analysis of NAPLAN results to produce remedial programs to address the needs of each cohort;

• Strategies to focus on mathematical patterns;

• Staff Development Day dedicated to the creation of programs aimed at increasing students understanding of basic number facts and open ended questioning;

• Continuation of Mathletics, Years 3 – 6, and Smart Kiddies, Years 1 – 6, to support and extend students; and

• Involvement in Motivating Maths CAP initiative delving deeper into open ended questioning and Newman's Analysis

Our success will be measured by:

• Improved results in NAPLAN assessments in Numeracy for all cohorts;

• School based Numeracy testing and competitions and the tracking of all students throughout the year;

• Improved knowledge of basic number facts and times tables;

• Wider use of on-line computer based Numeracy programs by all students from Year 1 to Year 6; and

• Students in years 3 and 5 achieving results which reflect the North Coast DET priority areas.

Target 3

Connected Learning
To provide staff and students with appropriate learning opportunities to utilise and incorporate interactive and on-line learning.

**Strategies to achieve this target include:**

- Use of programs such as Microsoft Word, Comic Life, Kahootz, Stickman, Acid Music Studio and Photostory 3;
- Opportunity to present work and utilise available technology across all KLA’s;
- Participation at Super Heroes Technology Camp held at Copeton Dam;
- Implementation of movie making programs and associated programs into the teaching and learning cycle;
- Participation in Smalls Schools Network and the introduction to LAMS and MOODLES; and
- Utilisation of the DET TALE site and Smart Technologies.

**Our success will be measured by:**

- Teachers implementing available technology into everyday teaching practice;
- The completion of short movies which will have been produced at school;
- Participation at CAP initiatives and then the retention rate which will see these technologies become part of our school Technology program;
- Consistent use of Interactive Whiteboards in class to provide a relevant and stimulating learning environment; and
- Students and staff engaging in professional dialogue related to the effective use of technology in the classroom.

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**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.

Toby Morgan Principal
Susan Bailey Classroom Teacher
Leanne Hart Classroom Teacher

Diana Thornhill P & C President

**School contact information**

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Fax: 02 6737 6725
Email: drake-p.school@det.nsw.edu.au
School Code: 1771

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