Drake Public School
Annual School Report

2012

NSW Government
Education & Communities
Public Schools NSW
Our school at a glance

Students

The school enrolment at the end of the 2012 was 32. There were 16 students in Kindergarten – Year 2 and 16 students in Years 3 - 6. The gender balance of the students was 17 boys and 15 girls.

Staff

Drake Public School staffing includes:

- A teaching principal;
- 1 fulltime teacher (K-2);
- A part-time teacher who is the Teacher Librarian, Learning Assistance Support Teacher and Computer Co-ordinator;
- A 3 day a week temporary teacher;
- 2 x 4 day a week temporary School Learning Support Officers (SLSO);
- A Senior Administration Manager (SAM) 3 days a week; and a
- A one day a week General Assistant.

All staff have been at Drake more than 2 years, with the majority of staff having more than 15 year’s experience in teaching.

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

Significant programs and initiatives

Drake Public School receives Country Areas Program (CAP) funding, Priority School Funding (PSFP) and National Partnership – Low SES funding to assist students achieving maximum outcomes in all areas.

Student achievement in 2012

At Drake Public School, Best Start Kindergarten Assessment data at the beginning of Term 1 2012, indicated that the majority of students entering Kindergarten scored levels 0-1 in all aspects of Literacy and levels 0-1 in all aspects of Numeracy. Many of the students entering formal education had attended little or no preschool in the year before starting Kindergarten. Term 4 Assessment of Kindergarten students indicates an improvement for all students in all aspects of Literacy and Numeracy.

In 2012, Drake Public School had a small cohort of students in Year 3 and Year 5 completing NAPLAN Assessments. Students in Year 3 achieved results in a range of bands, with some students performing in the higher bands and others performing in the lower bands in both Literacy and Numeracy. Students in Year 5 achieved results in a range of bands, with some students performing in the higher bands and others perform in the lower bands in both Literacy and Numeracy.

Messages

Principal’s message

Drake Public School (DPS) is located approximately 100km from Lismore DET Office.

Drake Public School receives Priority School Program funding, Country Areas Program funding and National Partnerships – Low SES funding.

Drake Public School caters for the needs of children from a small isolated rural community with the large majority of students travelling each day by bus from surrounding properties. Parents, community members and staff work together at Drake Public School to promote student achievement through providing challenging quality educational programs and a variety of learning experiences for all students.

The school grounds and buildings are well kept with students, staff and the community taking pride in their school. The General Assistant and School Cleaner work tirelessly to maintain the fantastic school grounds.
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
Principal

P & C message
The Drake P & C Association consists of a small group of very committed parents and citizens who met regularly during 2012.

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 Touch Football team to travel to Sydney. During 2012 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 and other events in Tenterfield. We enjoyed a variety of sporting experiences throughout the year and enjoy participating in the Stephanie Alexander Kitchen Garden Program.

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

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>17</td>
<td>22</td>
<td>18</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>20</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Student enrolments remain stable with enrolments in the last 5 years ranging between 32 and 38 students. In 2012, 32 students attended the school. 16 students were enrolled in Kindergarten – Year 2 and 16 students were enrolled in Years 3 – 6.

Many students at Drake Public School are from larger families that have more than four children. As a result of this, families moving to and from the school can cause significant change in enrolment numbers.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89.0</td>
<td>89.0</td>
<td>90.2</td>
<td>87.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>87.8</td>
<td>83.0</td>
<td>90.7</td>
<td>90.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.3</td>
<td>92.0</td>
<td>89.4</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.4</td>
<td>91.9</td>
<td>91.7</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.8</td>
<td>86.4</td>
<td>90.6</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>90.0</td>
<td>90.4</td>
<td>92.7</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.7</td>
<td>91.8</td>
<td>87.5</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.2</td>
<td>90.3</td>
<td>89.4</td>
<td>90.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Attendance rates in 2012 improved from 90.1% in 2011 to 92.1% in 2012.
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.

Students who have an attendance rate of 95% or more each term are presented with a merit award.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Part Time Teachers</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>3.532</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

All staff at Drake Public School are Non-Indigenous.

Staff retention

The teaching and administration staff at Drake Public School have been in their current position for more than 2 years.

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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>91041.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>57429.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52940.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13029.21</td>
</tr>
<tr>
<td>Interest</td>
<td>2254.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4229.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>220923.93</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>10547.99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>10204.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>2483.51</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>1298.41</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2165.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>61137.47</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3991.64</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33579.88</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6065.80</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8677.18</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>40531.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>33836.37</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>189019.97</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>31903.96</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Students at Drake Public School enjoyed participating in a variety of academic and extra-curricular activities in 2012.

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:
- participating in the Small School Touch Football Finals knockout competition, in Sydney;
- several students being chosen to represent the school at the Northern Rivers Zone Athletics Carnival;
- several students participating in the Northern Rivers Zone Cross Country Carnival;
- our PP5 relay team competing in the semi-finals of the PSSA Athletics Carnival in Sydney;
- 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.

Other

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 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these 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)

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.

Significant programs and initiatives

Aboriginal education
During 2012 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

Through the teaching of Connected Outcomes Groups (COGs) students at Drake Public School are developing 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.

National partnership programs

Priority Schools Programs (PSP) and Low SES School Communities National Partnership

In 2012, PSFP funding supported the employment of a Temporary teacher to allow for more individualised student 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. The PSP program assists students to reach school, regional and state benchmarks. PSP funding in 2012 also enabled the Multilit Reading Program to commence for selected students from Year 2 – Year 6.

Country Areas Program

During 2012 students at Drake Public School also enjoyed participating in a variety of Country Areas Program (CAP) workshops including:

- an Art workshop conducted in Tenterfield, and
- CAP Chefs programs involving visiting schools coming to Drake to learn valuable cooking, gardening and life skills.

Other programs

Stephanie Alexander Kitchen Garden program

During 2012 the Stephanie Alexander Kitchen Garden program commenced at Drake Public School for all students in Kindergarten – Year 6. This program involves students ‘Growing, Harvesting, Preparing and Sharing’ food from their kitchen garden, under the guidance of a Kitchen and Garden Specialist, classroom teachers and parents and community volunteers. The program implementation was supported through a grant from the Stephanie Alexander Kitchen Garden Foundation and is continued supported by money raised by the local community.

Progress on 2012 targets

Target 1 - Literacy

To raise the Literacy standards of all students.

2012 strategies to achieve this target include:

- No students in Year 3 performing in Band 1 and no students in Year 5 performing in Band 3 in NAPLAN Spelling.
- 50% of students in Year 5 achieving expected growth in NAPLAN Spelling.
- 50% of students achieving Band 4 or higher in Year 3 NAPLAN Spelling, and Band 5 or higher in Year 5 NAPLAN Spelling.
- 90% of students K-4 achieving at or above expected Reading Levels.

Our achievements include:

- No students in Year 3 performing in Band 1 in NAPLAN Spelling
- 75% of students in Year 5 performing in Band 3 or higher in NAPLAN Spelling
- 75% of students in Year 5 achieved expected growth in NAPLAN Spelling
- 50% of students achieved Band 4 or higher in Year 3 NAPLAN Spelling
- 50% of students achieved Band 5 or higher in Year 5 NAPLAN Spelling
- 62% of students in Kindergarten – Year 4 achieved at or above expected Reading Levels
**Target 2 - Numeracy**

To raise the Numeracy standards of all students.

2012 strategies to achieve this target include:

- No students in Year 3 performing in Band 1 and no students in Year 5 performing in Band 3 in Number, Patterns and Algebra.
- 50% of students in Year 5 achieving growth in Number, Patterns and Algebra.
- 50% of students achieve Band 4 or higher in Year 3, and Band 5 or higher in Year 5 in Number, Patterns and Algebra.
- 95% of students Kindergarten – Year 4 achieving growth of at least one Early Arithmetic Strategy in SENA testing from Term 1 to Term 4.

Our achievements include:

- No students in Year 5 performing in Band 3 in NAPLAN Number, Patterns and Algebra
- 100% of students in Year 5 achieving expected growth in NAPLAN Numeracy
- 75% of students in Year 5 achieving expected growth in NAPLAN Numeracy
- 50% of students achieved Band 4 or higher in Year 3 NAPLAN Number, Patterns and Algebra.
- 50% of students achieved Band 5 or higher in Year 5 NAPLAN Number, Patterns and Algebra.

**Target 3 - Attendance**

To increase student attendance rates and engagement in school activities.

2012 strategies to achieve this target include:

- 90% of students with average attendance rates of 95% or more.

Our achievements include:

- Recognition of all students who achieved 95% or more attendance at the end of each term through the presentation of certificates during school assemblies.
- Average attendance for all students of 92.1% in 2012, 2% higher than 90.1% in 2011.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Culture and Spelling.

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 2012 our school carried out evaluations of School Culture and Spelling.

**Background**

Staff, students (Years 3-6) and parents were surveyed about their opinions on School Culture using the SchoolMap Best Practise statements. Participation in the survey was voluntary. Results of the survey are reported below.

**Findings and conclusions**

- Of the limited number of parent responses given, 100% of parents indicated that the school almost always encourages new students and their families to be involved in school activities, and almost always encourages everyone to learn and continually finds ways to improve what it does;
- 87% of students surveyed indicated that almost always the school encourages students to achieve their best, 80% of students indicated they almost always are proud of their school;

**Future directions**

This year a limited number of parents completed surveys. Although results indicated an overall satisfaction amongst parents’ future directions will focus on the greater involvement of parents in returning surveys. Other forms of the evaluation process may also be trialled including group discussions and parent interviews.
Curriculum

Background

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

Findings and conclusions

- 69% of students and 100% of parents indicated that they believed that Spelling is an important skill to learn;
- 100% of students and parents indicated that they believed that the class teacher expects them/their child to do well in Spelling, and
- 100% 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 Spelling program at the school this year. Spelling will continue to be a curriculum focus in 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2012 the school sought the opinions of parents, students and teachers about the school. Parents, students and teachers were asked to complete a survey with questions relating to Community Engagement. The survey asked for responses from ‘Strongly agree’ to ‘Not applicable’. Participation in the survey was voluntary. A limited number of parents completed the survey.

Their responses are presented below.

- Responses to the question, ‘This is a school where information about the school’s programs and activities is regularly communicated to parents/carers,’ ranged from strongly agree to strongly disagree; and
- The majority of parent responses indicate that the school is a place where families are invited and encouraged to be involved in classroom and school activities.

Professional learning

All teachers at Drake Public School participated in a range of Teacher Professional Learning (TPL) in 2012. TPL in 2012 was utilised for Literacy, Numeracy, Leadership and Career Development, Syllabus implementation, use of ICT, Welfare and Equity and Quality Teaching. During 2012 Staff Development Days were utilised with teachers completing training on Child Wellbeing, Code of Conduct, and Synthetic Phonics Training.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012—2014

To raise the Literacy standards of all students

2013 Targets to achieve this outcome include:

- 85% of students K-2 achieving appropriate clusters in Phonics and Phonemic Awareness.
- 85% of students in Year 5 achieving expected growth in NAPLAN Spelling.
- 85% of students in Year 3 and Year 5 achieving results at or above National Minimum Standard in NAPLAN Spelling.

Strategies to achieve these targets include:

- Continue employment of an additional teacher utilising National Partnerships funds
to allow for smaller literacy groups and Teacher Professional Learning in Literacy

- Data from the K-6 Literacy Continuum K-6 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

School priority 2

**Outcome for 2012–2014**

To raise the Numeracy standards of all students

**2013 Targets to achieve this outcome include:**

- 85% of students K-6 achieving at or above appropriate clusters in all aspects of Numeracy

- 85% of students in Year 3 and Year 5 achieving results at or above National Minimum Standard in NAPLAN Numeracy

Strategies to achieve these targets include:

- Data from the Numeracy Continuum K-6 is utilised to plan and implement quality numeracy programs

- Explicit teaching of number facts including all areas of Number

- Continued implementation of North Coast Region Mathematics Scope and Continuum Early Stage 1 – Stage 3

**School priority 3**

**Outcome for 2012–2014**

To increase student attendance rates and engagement in school activities

**2013 Targets to achieve this outcome include:**

- 90% of students with average attendance rates of 95% or more.

Strategies to achieve these targets include:

- Communication with parents/carers to decrease number of unexplained and unacceptable absences

- Attendance awards each term for students achieving 95% or above attendance

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

**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

Mrs Leanne Hart Classroom Teacher

Ms Sherilee Smith P & C President

**School contact information**

Drake Public School

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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: