2008 Annual School Report
Dareton Public School

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

Students

Our student enrolment in 2008 was 102. Of the total enrolment, 45 students were female and 57 were male. 72% of the student population were from an Indigenous background. The school has provided stimulating environments and programs for students, with most students demonstrating enthusiasm for all aspects of school life.

Staff

In 2008, Dareton Public School had a total of twenty-five staff members consisting of one principal, two assistant principals, ten teachers and twelve school administration and support staff in a combination of permanent, temporary and casual capacities. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Aboriginal Education

An Aboriginal perspective is included in teaching and learning programs to ensure all students have knowledge and understanding of Aboriginal culture. Teachers and students have participated in specific programs to develop understanding and improve learning outcomes; these include participation in the Vibe Alive festival and the school being a member of the Dare to Lead coalition.

Aboriginal students have received, when necessary, in class tuition, Evenstart tuition and assistance from Aboriginal Education Officers. The school calendar includes NAIDOC Day celebrations.

A breakfast and lunch program was established to meet the needs of students. In conjunction with Coomealla Health Service (CHAC), fresh fruit was made available to all students to supplement their dietary needs.

Respect and Responsibility

The ‘High Five’ welfare initiative from Positive Learning Behaviours (PBL) was introduced this year. This program is the progression from ‘Raised Responsibility’. Class lessons include the explicit teaching of the school’s values, appropriate social behaviours and positive relationships with all members of the school community. Students learn responsibility, self-respect and appreciation of the rights of others’ opinions and beliefs.

Students were introduced to a levels system for welfare, progressing from Bronze (following school, class and playground rules), Silver, Gold and ultimately Platinum (proactive behaviours and attitudes). Certificates and incentives were awarded to students at the achievement of each level which made a significant impact on the attitude and ambition of students to improve and achieve success. The Coomealla Sporting Club assisted in the public recognition of students’ achievements through the provision of discounted reward lunches with the students’ teacher, family member and friend. This incentive proved to be extremely motivating for students to improve their standards of behaviours in the classroom and playground. Peers were proactive through inviting students that needed encouragement to attain the level of behaviours expected and 95% of students experienced the reward through the attainment of Bronze Level.

Year 5 and 6 students attended a Sunraysia Young Leaders Forum held at a neighbouring school, giving them the opportunity to interact and meet with prominent local role models.

Throughout the year, all SRC students led whole school assemblies, playground activities and other projects that promoted the development of leadership and responsibility.

Other Programs

New South Wales Country Areas Program (CAP)

The assistance of the New South Wales Country Areas Program (CAP) helps Dareton run effective initiatives that focus on Quality Teaching and Learning, Quality Technology programs and embedding Quality Improvement processes for both staff and students. The CAP funding ensures that our students are not disadvantaged by distance or rural isolation.

Environmental Education

Students were actively involved in a number of programs that addressed respect and understanding of our local and global environment issues. The school participated in activities such as Clean Up Australia Day and Plant a Tree for Schools Day. NSW Fisheries sponsored a day to educate students about the river and personnel from the Fisheries Department ran workshops to discuss the role students can play in protecting the rivers and associated habitats.
**Messages**

**Principal's message**

Dareton Public School is situated in the horticultural and irrigation Sunraysia area of NSW, beside the banks of the Murray River. It serves a diverse community that includes a large Aboriginal population.

Our school has modern facilities within beautiful grounds and we are supported by committed and enthusiastic teachers.

The school staff has been keen to embrace ever changing technology and show enthusiasm throughout key learning areas to implement interactive technologies.

Staff and students participated enthusiastically in the introduction of the PBL ‘High Five’ welfare system to improve the culture and attitude of the whole school community.

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.

Sharon Kelly Relieving Principal

**P&C and/or School Council message**

The Dareton Public School met on the second Tuesday of the month during school terms. During 2008, the P&C has:

- Co-funded the removal of tree stumps and dangerous trees in conjunction with the school.
- Provided personnel to prepare for initial work in the gardens.
- Erected the new school sign in the front yard, recognising events and achievements that happen throughout the year.
- Updating and repair of the irrigation systems to make the watering more efficient and effective, acknowledgement to the general assistant for a job well done.

Some of the fundraisers conducted throughout the year were:

- Easter raffle $415.00
- Mothers Day raffle $461.00
- Athletics Carnival $239.00
- Fathers Day raffle $960.00
- Fly a Kite day $131.00
- Cake stall on Election Day $275.00
- Trivia Night $2,000.00

We would like to thank the teaching staff, aides, tutors and administration staff for their efforts, assistance and support over the past 12 months.

Darryl Wescombe P&C President

**Student representative's message**

In 2008, the SRC did many things to assist in the improvement of our school. Throughout the year, we have coordinated a school assembly every fortnight, rotating SRC Representatives from each year level to host the assembly. A number of students contributed to fundraising by selling chocolates and tickets for several raffles. We had regular meetings to discuss student needs and organise school and social activities. The SRC also coordinated games in the playground for younger peers. We started a recycling paper program halfway through the year, with the help of Mrs Noonan. This has been good for our school and the environment. The SRC assisted in the supervision and coordination of a disco at the end of each term. Towards the end of the year, some students attended the Sunraysia Leadership Forum.

We would like to thank Mrs Gebert who was SRC patron for 2008. She offered guidance and wisdom to all our discussions and organisation of activities. We encourage Dareton students to continue to ‘Strive for Excellence’ in all they do.

Jessica King and Matthew Smith – School Captains

**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></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>61</td>
<td>71</td>
<td>65</td>
<td>68</td>
<td>57</td>
</tr>
<tr>
<td>Female</td>
<td>59</td>
<td>55</td>
<td>65</td>
<td>56</td>
<td>45</td>
</tr>
</tbody>
</table>

We have a long way to go but we need to all stick at it and be part of the solution not part of the problem.
Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>76.3</td>
<td>79.8</td>
<td>79.2</td>
<td>78.2</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1-2</td>
<td>2</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>1-2</td>
<td>1</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>2-3</td>
<td>3</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>3-4-5</td>
<td>4</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>3-4-5</td>
<td>5</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>3-4-5</td>
<td>3</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>4-5-6</td>
<td>5</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>4-5-6</td>
<td>4</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>KINDER</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

Class structure at Dareton is dictated by the enrolment numbers in each year level. Classes are structured to maximise the educational opportunities for all students and vary from year to year. In 2008, an extra class was formed to maximise learning opportunities for all students and keep all class sizes to a maximum of 20.

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>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.2</td>
</tr>
<tr>
<td>Home School liaison Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>U/E Supplementation</td>
<td>0.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.302</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>2.0</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>0.406</td>
</tr>
<tr>
<td>School Administration Manager Level 2</td>
<td>1.0</td>
</tr>
<tr>
<td>In Class Tutors</td>
<td>3.0</td>
</tr>
<tr>
<td>Rural Area Relief</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>17.128</td>
</tr>
</tbody>
</table>

Staff retention

The 2008 school year began with a relieving Principal and several substantive staff on various forms of leave. Various temporary positions were filled by teachers and an above establishment Assistant Principal Welfare, was appointed to the school to assist with consistent leadership, meeting the targets for the year and to establish a more settled and stable environment for teachers and students.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.3%.

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.

Date of financial summary: 30/11/2008

**Income**

- Balance brought forward 324,285.75
- Global funds 103,782.18
- Tied funds 219,242.79
- School & community sources 13,722.42
- Interest 19,509.81
- Trust receipts 5,465.30
- Canteen 0.00

**Total income** 686,008.25

**Expenditure**

- Teaching & learning
  - Key learning areas 4,906.95
  - Excursions 1,613.00
  - Extracurricular dissections 7,966.96
- Library 741.99
- Training & development 12,309.55
- Tied funds 259,651.66
- Casual relief teachers 2,513.48
- Administration & office 54,026.46
- School-operated canteen 0.00
- Utilities 26,914.67
- Maintenance 18,175.39
- Trust accounts 5,505.27
- Capital programs 22,972.47

**Total expenditure** 417,297.85

**Balance carried forward** 268,710.40

A full copy of the school's 2008 financial statement is tabled at the annual general meetings Parents & Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

**Arts**

Students participated in the *Special Forever* project and one student, Stuart Smith, has his artwork published in the *Special Forever* book of writing and artwork. Natalie Wescombe enter a photographic competition and won second prize, students also participated in the art and craft section of the Wentworth Show with many students receiving prizes in all sections, several students were awarded best in their category.

**Academic**

Dareton Public School implements on-going assessment across all areas of the curriculum.

Relevant personnel are informed of student achievement and progress.

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.

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

The reporting of information must be consistent with privacy and personal information policies. Information cannot be provided in this report if there is the potential to identify individual students. The relevant personnel have been advised of their child’s achievements.

**Literacy - NAPLAN Year 3**

In Year 3:

- In punctuation and grammar, there are no students in Band I
- More than 80% of the students are in Bands 1, 2 or 3

**Literacy - NAPLAN Year 5**

In Year 5:

- Majority of students are in Bands 3, 4, 5
- Students generally performed better in writing than they did in reading

**Progress in literacy**

![Average progress in reading between Year 3 and Year 5](chart.png)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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 2008

| Subject                  | Percentage
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>53</td>
</tr>
<tr>
<td>Writing</td>
<td>77</td>
</tr>
<tr>
<td>Spelling</td>
<td>73</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>40</td>
</tr>
<tr>
<td>Numeracy</td>
<td>64</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Subject                  | Percentage
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>50</td>
</tr>
<tr>
<td>Writing</td>
<td>64</td>
</tr>
<tr>
<td>Spelling</td>
<td>58</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>42</td>
</tr>
<tr>
<td>Numeracy</td>
<td>82</td>
</tr>
</tbody>
</table>

Progress on 2008 targets

Target 1

To provide professional development for all teachers and staff to improve their knowledge and delivery of learning programs and strategies for effective teaching of literacy and enhance engagement of student learning.

- All teachers will participated in two Jolly Phonics 3 day workshops over 2008
- All class teachers participated in Literacy on Track
- All teachers received training and development in the creation of individual learning programs for students identified with learning difficulties on the area of literacy
- Broken Hill Schools Office Consultants in literacy provided training and development in programming, planning and delivery of effective literacy strategies to improve student outcomes

Target 2

To develop a whole school understanding and approach to welfare.

- a more positive reward system was implemented to improve students attitude and application to school life and routines
- whole school rules and routines were implemented for a consistent approach to welfare
- The PBL system was implemented and teachers were trained to gain a whole school approach and understanding of welfare.
- staff and students use consistent language and practices associated with welfare
- staff support each other with consistent behaviour management strategies and practices.

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 2008 our school carried out evaluations of Writing and Student Welfare.
Educational and management practice

Background
Dareton Public School teachers, parents and students were surveyed to ascertain satisfaction with the effectiveness of student welfare practices.

Findings and conclusions
- Parents/carers surveyed agree that the staff support all students.
- Parents/carers agree that Student Parliament and P&C are important in the decision making process within the school.
- Parents/carers agree that school principal and staff are sometimes available for discussion about student welfare and communication is courteous.

Future directions
- Build on concept of teacher, family and school relationships.
- Build on Student Leadership concept and produce an end-of-year student report reflecting on the year’s activities.
- Encourage greater participation within P&C and wider community meetings.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
- Parents, staff and students expressed some satisfaction with personal environment of the school and the quality teaching environment.
- Student achievement could be promoted in a more inclusive way through whole school assemblies twice a term.
- Staff, students and community need to work more closely together to achieve student outcomes.

Professional learning
All staff participated in a variety of Professional Learning activities throughout the year. These have been funded from both departmental sources and from specific tied funds.

School development 2009 – 2011

Targets for 2009

Target 1
*Increased levels of literacy achievement for every student in line with the State Plan targets.*

Strategies to achieve this target include:
- Utilise Reading Recovery strategies to support students in Stage 1;
- Engage students in school spelling and reading programs, tracking and monitoring progress.

Our success will be measured by:
- NAPLAN analysis indicating all students improved one skill band from Year 3 to Year 5 in Reading, Writing and Language;
- Students achieve ‘Sound’ or above in standard semester reports;
- Numbers of staff accessing professional learning to enrich student outcomes.

Target 2
*Increased levels of numeracy achievement for every student*

Strategies to achieve this target include:
- Develop Numeracy Scope and Sequence K-6;
- Access CMI, CMIT and regional numeracy Professional Learning;

Curriculum

Background
Dareton Public School teachers, parents, staff and students were surveyed to ascertain the level of satisfaction within the school community on the writing component of the English curriculum.

Findings and conclusions
- Students surveyed agree that they have improved in writing and spelling in 2008.
- Staff surveyed agree that student writing, and spelling has improved in 2008, however word processing has not.
- Parents/carers feel they are not informed about the process of writing.

Future directions
- Initiate a writing workshop for parents and the wider community to promote the writing process.
- Explicitly teach specific text types to all classes.
- Implement “Reading Box” scheme to Stage 2 and Stage 3.

Professional development 2009 – 2011

Targets for 2009

Target 1
*Increased levels of literacy achievement for every student in line with the State Plan targets.*

Strategies to achieve this target include:
- Utilise Reading Recovery strategies to support students in Stage 1;
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- Students achieve ‘Sound’ or above in standard semester reports;
- Numbers of staff accessing professional learning to enrich student outcomes.

Target 2
*Increased levels of numeracy achievement for every student*

Strategies to achieve this target include:
- Develop Numeracy Scope and Sequence K-6;
- Access CMI, CMIT and regional numeracy Professional Learning;
• Analyse Year 7 Numeracy NAPLAN data for students transitioning to feeder high school.

Our success will be measured by:
• All students will improve by at least one skill band (NAPLAN) in Numeracy from Year 3 to Year 5;
• All Stage 1 and 2 students will demonstrate growth in SENA 1 and 2;
• All Year 2 students will demonstrate growth in Best Start Numeracy from K-2.

Target 3

Innovative use of interactive technologies to engagement students in quality learning

Strategies to achieve this target include:
• Teachers access Connected Learning Advisory Service (CLAS) to evaluate ICT skills
• Development of school technology plan;
• Provision of professional learning to support integration of new technologies including interactive whiteboards;
• Provision of time to develop shared resources K-6 and including multistage groups.

Our success will be measured by:
• Staff and students confidently using new technologies to support their learning, such as multi-media and digital story telling;
• School technology plan developed and ICT Professional Learning Plan developed.

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.

Sharon Kelly – Relieving Principal
Donna Gold – Assistant Principal
Kendall Gee – Senior Administration Manager
Daryl Wescombe – P&C President
Matthew Smith and Jessica King - SRC Captains

School contact information

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Fax: 03 5027 4680
Email: dareton-p.school@det.nsw.edu.au
School Code: 1732

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: